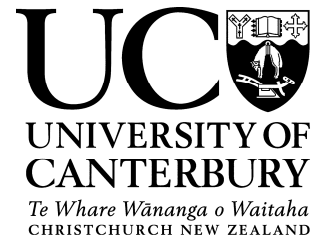


# Recognising a Research Article

## Education Library Guide



*You know it is a research article when...*

- The article you are reading has the following basic headings or their equivalents:

Abstract – a summary of the important parts of the article

Literature review - reviews current knowledge on the particular topic

Method / Methodology - outlines how the research was carried out

Results – the information collected during the research

Conclusions – analysis of results

Discussion – implications of the results, possible further research

References – what articles, books, and other sources were referred to in the article

- Abstracts usually will indicate if an article is research. Knowing what to look for in an abstract will allow you to quickly skim through search results to locate useful research articles. The research article abstract could mention a study, a project or an experiment. Look for observations or a comparison of some kind, the answering of a question, or the purpose of the study. There might be mention of a questionnaire, a survey, or numbers of participants. Research abstracts usually give an indication of the results. You might see results, conclusions or findings at the end of the abstract.

*See overleaf for examples of research article abstracts.*

Some databases allow you to increase your chances of getting research articles in searches. Look for the following:

- a *scholarly* or *peer reviewed* limit tick-box
- a limit for *Reports-research* under Publication Type limit
- an *Academic Journals* option once your search is completed

## *Examples of research article abstracts*

### **Young Children's Discourse Strategies during *Block Play*: A Bakhtinian Approach**

Cohen, Lynn; Uhry, Joanna

Journal of Research in Childhood Education, v21 n3 p302 Spr 2007.

This study describes the application of Bakhtin's theories of dialogism to nineteen 5-year-old preschool children's communication strategies and the ways children appropriate meaning in block play. The observed frequency of communication strategies used in three different naturally emerging social relationships--1) individuals, 2) dyads, and 3) groups of three or more children--in a culturally diverse preschool program was investigated. Both quantitative and qualitative data were collected and analyzed. Using Corsaro's (1986) coding system for types of utterances, results indicated significant differences in the communication strategies of 5-year-old children engaged in block play. Significant differences were also found in the communication strategies with regard to social groupings. This study suggests that 5-year-old preschool children use communication strategies and appropriate shared meaning in block play, and is important in that it has implications for encouraging language development. (Contains 3 tables.)

### **Laptop Computers in the *Elementary Classroom*: Authentic instruction with at-risk students**

Kemker, Kate Barron. ; Ann E. ; Harmes, J. Christine

Educational Media International; Dec2007, Vol. 44 Issue 4, p305-321

This case study investigated the integration of laptop computers into an elementary classroom in a low socioeconomic status (SES) school. Specifically, the research examined classroom management techniques and aspects of authentic learning relative to the student projects and activities. A mixed methods approach included classroom observations, interviews with the teacher, interviews with the students, and analysis of student projects. The results provide insight regarding the benefits and challenges of integrating wireless technology in an elementary classroom with at-risk students. In addition, the project resulted in a web site with sample lesson plans (including objectives, required materials, NETS competencies and extension activities), teacher reflections and training tips...

### **Effective *classroom management* and the development of subject-related interest.**

Kunter, Mareike ; Baumert, Jürgen ; Köller, Olaf

Learning & Instruction; Oct2007, Vol. 17 Issue 5, p494-509

This article examines the effect of classroom management strategies on students' interest development in secondary school mathematics classes. Two studies using student questionnaire data (one cross-sectional, with data from 400 students; the other longitudinal, with 1900 students) are reported. Results show that students' perceptions of rule clarity and teacher monitoring are positively related to their interest. Hierarchical linear modeling was used to examine the effect of classroom management on interest development over one school year, revealing that only individually perceived classroom management strategies and none of the class-level teaching characteristics (aggregated student data) affected interest development.