

Wiley Handbooks in Education



THE WILEY HANDBOOK OF SOCIAL STUDIES RESEARCH

Edited by
MEGHAN McGLINN MANFRA
AND CHERYL MASON BOLICK

WILEY Blackwell

The Wiley Handbook of Social Studies Research

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The Wiley Handbook of Social Studies Research

The Wiley Handbooks in Education offer a capacious and comprehensive overview of higher education in a global context. These state-of-the-art volumes offer a magisterial overview of every sector, sub-field and facet of the discipline—from reform and foundations to K–12 learning and literacy. The *Handbooks* also engage with topics and themes dominating today’s educational agenda—mentoring, technology, adult and continuing education, college access, race and educational attainment. Showcasing the very best scholarship that the discipline has to offer, *The Wiley Handbooks in Education* will set the intellectual agenda for scholars, students, researchers for years to come.

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Notes on Contributors

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Ilene R. Berson is a Professor of Early Childhood at the University of South Florida and coordinates the Early Childhood Doctoral program in the Department of Teaching and Learning. She leads international studies on integrating social justice and child advocacy into early childhood teacher preparation, and conducts participatory research to explore young children's civic engagement through multiple literacies. She studies the intersection of technology and the pedagogy of inquiry in the early years with a focus on children's affordances of digital innovations. Her most recent publications have appeared in the *Journal of Research on Technology in Education*, *Social Education*, the *Journal of Social Studies Research*, and *Social Studies and the Young Learner*. She has been the principal investigator on numerous grants, collaborating with national and international organizations such as the Spencer Foundation and the Library of Congress to develop innovative solutions that promote young children's well-being and educational outcomes.

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David L. Grossman is a Senior Adjunct Fellow in the Education Program of the East-West Center in Honolulu, and an internationally known scholar of and advocate for global, international, and intercultural education. Previously he served as Dean of the Education Division of Chaminade University of Honolulu, and Dean of the Faculty of Languages, Arts, and Sciences at the Hong Kong Institute of Education (HKIEd). Prior to moving to Hong Kong, he was director of the Stanford Program on International and Cross-Cultural Education (SPICE) at Stanford University, and Director of the Center for Teaching Asia and the Pacific in the Schools (CTAPS) at the East-West Center. While at HKIEd, Dr. Grossman cofounded a Centre for Citizenship Education that created a regional network for dialogue and research on citizenship education throughout the Asia-Pacific region. Through the Centre he facilitated research on citizenship education that resulted in a series of publications that he coedited with Centre colleagues: *Citizenship Education in*

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Jeremy D. Stoddard is an Associate Professor in the School of Education and an associated faculty member in the Film and Media Studies Program at the College of William & Mary. His work is grounded in authentic pedagogy and assessment in democratic education, and in particular focuses on the role of media in teaching and learning history, politics, and citizenship. His research has appeared in journals such as *Teachers College Record*, *The History Teacher*, *Theory & Research in Social Education*, and *Curriculum Inquiry*. He is also coauthor of two books: *Teaching History with Film* and *Teaching History with Museums* (Routledge). His current project is a design-based research project that utilizes a computer-supported collaborative simulation to engage students in developing a better understanding of political media messages, the role of media in politics, and how to engage in civic action using new media.

Stephen J. Thornton is a Professor in the Department of Teaching and Learning at the University of South Florida. His research interests include the social studies teacher as curricular-instructional gatekeeper, the history of curriculum change and stability, English learners in social studies, and geographic perspectives on American history. His books include *Teaching Social Studies That Matters: Curriculum for Active Learning* (2005), which was chosen by the American Library Association for the Choice List of Outstanding Academic Titles; with David J. Flinders, *The Curriculum Studies Reader* (4th ed., 2013); and, with Barbara C. Cruz, *Teaching Social Studies to English Language Learners* (2nd ed., 2013) and *Gateway to Social Studies* (2013). He was program chair for Division B (Curriculum Studies) of the American Educational Research Association and consultant to the state of Georgia's curriculum revision to infuse geographic perspectives into world history programs in 2008, and coauthor of the *National Curriculum Standards for Social Studies* (2nd ed., 2010).

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Foreword

The first reference book developed specifically for researchers in the field of social studies education, the *Handbook of Research on Social Studies Teaching and Learning*, was published in 1991, initiating a short sequence of such volumes. Seventeen years later, in 2008, Levstik and Tyson's *Handbook of Research in Social Studies Education* provided an important update of the status of the field and the research challenges that lay ahead. Now, in mid-2016 at this writing, Manfra and Bolick's *Wiley Handbook of Social Studies Research* nears publication.

This handbook, like its two predecessors, will be an important resource for a spectrum of users. The book's three sections encompass a wide variety of topics, grouped within the categories of (a) foundations for social studies research, (b) frameworks for guiding such research, and (c) research on social studies teaching and learning. The second section, on foundations, has two chapters that are significant departures from the content of the first handbook.

After rather heated, indecisive discussion by the first handbook's advisory committee, I decided as editor that, rather than including a chapter on gender issues, all authors would be asked to be attentive to gender issues relevant to their topics. Unfortunately, the hoped-for permeation of the text did not occur: Brief sections in two chapters—on “culturally diverse students” and “teaching and learning economics”—are the only gender citations in the handbook's subject index. In contrast, the current handbook has chapters on “gender and feminist scholarship” and “sexuality and queer theory” that reflect the growing societal awareness of the effects of gender and sexual discrimination. As I write today, two news topics indicate the growing relevance of the two chapters: discriminatory government actions to restrict restroom use by transsexual individuals and, in a different arena, the possibility that this year the United States will finally join other nations in electing a woman to the presidency.

Seasoned social studies researchers will quickly identify which of the 23 topical chapters in the 2016 handbook are of interest to them. Most will also find Chapter 24, “Social Studies Scholarship Past, Present, and Future,” Carole Hahn's concluding commentary on the current state of social studies scholarship as reflected in the three social studies research

handbooks, to be informative. Neophyte researchers, including many graduate students, less familiar with the field and searching for viable research ideas and compatible methodology, may want to turn first to that resource—not only for the overview of the field, but for the explicit and implied suggestions of potentially productive research areas, strategies, and methods. Hopefully, each reader will find the handbook to be helpful in the formulation of fruitful research questions and the design of productive studies.

James P. Shaver
Montana City, Montana

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Advisory Board

Members of the advisory board provided essential guidance during the early stages of this project and continued to support our work as we ushered the handbook through its many iterations. The *Wiley Handbook of Social Studies Research* Advisory Board Members included (listed alphabetically):

- Patricia Avery, University of Minnesota
- Margaret Smith Crocco, Michigan State University
- J. B. Mayo, University of Minnesota
- Walter Parker, University of Washington
- Cinthia Salinas, University of Texas
- James Shaver, Utah State University
- Stephen Thornton, University of South Florida

Reviewers

Peer review was an essential component of this project. Again, we were deeply appreciative of the thoughtful and thorough reviews we received. The response we received illustrated the wealth of expertise in our field. Reviewers included: