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## *Trends in global education in social studies through the qualitative approach*

Manfra, M. & Bolick, C. (Eds.). (2017). *The Wiley Handbook of Social Studies Research*. Oxford: John Wiley & Sons, Inc. DOI: 10.1002/9781118768747

### **| Abstract**

The book begins by describing 20 years of research into the history of social studies, identifying a range of research lenses, sources, and themes in the days of the “old masters” and new perspectives on global education.

The three sections of the book cover a wide variety of topics, grouped into categories of (a) foundations for social studies research, (b) frameworks to guide such research, and (c) research on teaching and learning about social studies. The short sections in two chapters, on “culturally diverse students” and “teaching and learning economics”, are the only gender citations in the subject index of the manual with

the aim of clearly and concisely documenting the current state of the research in social studies, while charting a path for future research in the field.

Regarding the structure of the text, Manfra and Bolick (2017) have organized the book highlighting the richness of Social Sciences in Education while providing a reference book to support future research efforts. The guiding objectives for this text include: 1) Provide accurate accounting of the state of the field of social studies education; 2) Explore the current theoretical frameworks that dominate the field; 3) Present an overview of the main research paradigms that dominate the field;



4) Represent important trends in social education research; and 5) Explore areas of need for future research.

Section I: Foundations of Research in Social Studies. This section provides an overview of the principles of quantitative research and conceptualizes qualitative research as the activity situated by Bogdan and Biklen (2007); Creswell (2013); Denzin and Lincoln (2011); Glesne (2011); Merriam (2009) and Preissle-Goetz and LeCompte (1991). The notion of human experience that takes place in particular contexts is described, indicating the ways in which qualitative researchers conduct their consultations *in situ*. It is the preferred academic methodology in social studies education through graduate programs and academic journals.

Section II: Frameworks to Guide Research in Social Studies. This section is organized into three sections. The first is on Critical Theory which provides a brief historical overview and is then based particularly on the theoretical perspectives of two academics who began their educational careers as

social studies teachers and later became university professors representing different generations and critical perspectives. The second section presents three research studies that represent reflecting critical theories in practice. The first two were made in the United States.

Section III: Teaching and Learning of Social Studies. This section provides us with a review of research on global education, the four global concerns for improving educational research in the social sciences can be identified: 1) Promotion of the development and use of better measures of learning outcomes; 2) Identification of effective pedagogical approaches and climates in the classroom; 3) Encourage more attention to the development process to determine the moment and the sequence and 4) Greater investigation of the gender dimension in global knowledge and attitudes.

### **|Evaluation**

As a student of qualitative research methods at university, I have incorporated many new experiences



in addressing issues that directly relate to the organization and development of human society, and man as a member of social groups. It is important to keep this in mind for some experiences such as studies of vocational interest and its impact with the identification of race and gender. Nonetheless, they have their livelihoods in Social Studies Research. When it comes to incorporating knowledge in the field of action, as a student, one must 1) be prepared for what happens (know the theory and apply it); and 2) be willing to get involved in the field without changing or manipulating the context. For vocational interests according to race identity, gender, socioeconomic level and classroom performance to have an impact on research, an important facet must be used: the student must set his sights as a researcher and document himself, the first success is to approach this text.

The new text by Manfra and Bolick (2017), *The Wiley Handbook of Social*

*Studies Research*, deserves a close examination, because it identifies the changing approaches of the history of social studies and the progressive concern to help the diverse society and changing to adapt to the demands of today's world.

Global education has brought about an intellectually sound shift from curriculum to activity-focused program with no flaws in its fidelity to the rigor of disciplines to address the demands of contemporary social life. So attention to human diversity in social studies could lead to questions like: Who had authority over the curriculum? Whose experiences were represented in it? And what social perspective did it embody? To face these questions, it is necessary to generate charts and graphs that strengthen knowledge and its application in personal language. These lessons can be used by all levels of social studies educators and those who take the time to research. This volume is highly recommended.