
A Case for Case Studies in Social Work Research

Jane F. Gilgun

Case study research is a good fit with many forms of social work practice. Although disparaged as uncontrolled and uninterpretable, the case study has great potential for building social work knowledge for assessment, intervention, and outcome. This article defines case study research, presents guidelines for evaluating case studies, and shows the relevance of case studies to social work research. Guidelines for evaluation also are guidelines for developing and interpreting case studies that will meet the rigorous demands of scientific research and be useful to social work practitioners.

Key Words: case study; evaluation; guidelines; practice; research

The case study is a neglected and maligned approach to social work research. Rejected more for how uninformed researchers have used it and less for flaws intrinsic to its nature, the case study is compatible with many forms of social work practice and policy research. Although case studies are not useful for estimating prevalence rates or for probabilistic generalization, they are useful to study problems in depth, to understand the stages in processes, or to understand situations in context (Greene & David, 1984; Yin, 1989). Other practice professions such as medicine, law, and business have long used case studies for research and teaching. Case studies have provided the basis for the development of psychotherapy (Kazdin, 1981), for the science of cognitive development as pioneered by Piaget (1951, 1952, 1954), and the science of human behavior (Garmezy, 1982). The foundation work for family therapy and family sociology was based on case studies (Gilgun, Daly, & Handel, 1992; Handel, 1991).

This article defines the case study, presents guidelines for evaluating case studies, and shows

the relevance of case studies to social work research. The guidelines for evaluation also provide guidelines for developing and interpreting case studies. The application of these guidelines will result in case studies that meet the rigorous standards of scientific research and are useful to social work practitioners.

Background Definitions

Case Study. The case study is an intensive investigation of a single unit (Handel, 1991; Runyan, 1982; Yin, 1989). Most case studies involve the examination of multiple variables. The interaction of the unit of study with its context is a significant part of the investigation. Examples include life history research on individual lives in context and "thick description" (Geertz, 1973, p. 6) ethnographies of social settings. Thickly described case studies take multiple perspectives into account and attempt to understand the influences of multilayered social systems on subjects' perspectives and behaviors. However, some case

Sample Social Studies Research Paper

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The Wiley Handbook of Social Studies Research Meghan McGlinn Manfra, Cheryl Mason Bolick, 2017-04-10 The Wiley Handbook of Social Studies Research is a wide ranging resource on the current state of social studies education This timely work not only reflects on the many recent developments in the field but also explores emerging trends This is the first major reference work on social studies education and research in a decade An in depth look at the current state of social studies education and emerging trends Three sections cover foundations of social studies research theoretical and methodological frameworks guiding social studies research and current trends and research related to teaching and learning social studies A state of the art guide for both graduate students and established researchers Guided by an advisory board of well respected scholars in social studies education research

Research on Technology in Social Studies Education John Lee, Adam M. Friedman, 2009-11-01 Despite technology s presence in virtually every public school its documented familiarity and use by youth outside of school and the wealth of resources it provides for teaching social studies there has been relatively little empirical research on its effectiveness for the teaching and learning of social studies In an effort to begin to fill this gap in research literature this book focuses on research on technology in social studies education The objectives of this volume are threefold to describe research frameworks provide examples of empirical research and chart a course for future research endeavors Accordingly the volume is divided into three overarching sections research constructs and contexts research reports and research reviews The need for research is particularly acute within the field of social studies and technology As the primary purpose of social studies is to prepare the young people of today to be the citizens of tomorrow it is necessary to examine how technology tools impact improve and otherwise affect teaching and learning in social studies Given these circumstances we have prepared this collection of research conceptualizations reports and reviews to achieve three goals 1 Put forward reports on how research is being conducted in the field 2 Present findings from well designed research studies that provide evidence of how specific applications of technology are affecting teaching and learning in social studies 3 Showcase reviews of research in social studies It is with this framework that we edited this volume *Research on Technology and Social Studies Education* as an effort to address emerging concerns related to theorizing about the field and reporting research in social studies and technology The book is divided into four sections The first section of the book includes three descriptions of research constructs and contexts in social studies and technology The second section is focused on research reports from studies of student learning in social studies with technology The third section contains research reports on teachers pedagogical considerations for using technology in social studies In the fourth and final section we present work that broadly reviews and critiques research in focused areas of social studies and technology This volume contains twelve chapters each of which focuses on social studies content and pedagogy and how the field is affected and enhanced with technology The volume includes research and theoretical works on various topics including digital history digital video

geography technology use in the K 12 social studies classroom and artificial intelligence Research in Education ,1970

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Instructional Design: Concepts, Methodologies, Tools and Applications

Management Association, Information Resources,2011-03-31 Successful educational programs are often the result of pragmatic design and development methodologies that take into account all aspects of the educational and instructional experience Instructional Design Concepts Methodologies Tools and Applications presents a complete overview of historical perspectives new methods and applications and models in instructional design research and development This three volume work covers all fundamental strategies and theories and encourages continued research in strengthening the consistent design and reliable results of educational programs and models **Research in Education** ,1968 **Social Studies for**

Secondary Schools Alan J. Singer,2014-10-08 Now in its 4th edition this popular text for secondary social studies methods courses integrates discussions of educational goals and the nature of history and social studies with ideas for organizing social studies curricula units lessons projects and activities A major theme throughout is that what teachers choose to teach and the way they teach reflect their broader understanding of society history and the purpose of social studies education Advocating an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers and based in practice and experience it offers systematic support and open honest advice for new teachers Each chapter addresses a broad question about social studies education sub chapters begin with narrower questions that direct attention to specific educational issues Lesson ideas and materials in the book and online are especially designed to help new teachers to address common core learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms Chapters include highlighted Learning Activities Teaching Activities and Classroom Activities designed to provoke discussion and illustrate different approaches to teaching social studies and conclude with recommendations for further reading and links to on line essays about related social studies topics Activities are followed by four categories Think it over Add your voice to the discussion Try it yourself and It s your classroom All of these are supported with online teaching material Designed for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice New in the Fourth Edition Provides a number of new lesson ideas paired with online lesson plans and activity sheets in every chapter Takes a new focus on data driven standards based instruction especially in relation to the common core curriculum Addresses the interactive nature of learning in updated technology sections Reflects current trends in history education Includes more of what the author has learned from working teachers Offers a wealth of additional on line material linked to the text **The Teaching American History Project** , National Assessment of Educational Progress 1969-1983 Theodore B. Pratt,1984 During its first 14 years of existence the National Assessment of Educational Progress NAEP was located at the Education

Commission of the States ECS This annotated bibliography of 575 references lists all major publications by or about NAEP published between 1969 and 1983 References are in a classified arrangement by specific or special assessment Documents not dealing with a specific assessment are grouped by Methodological Publications Special Analyses and General and Miscellaneous Materials by NAEP are separated from materials about NAEP done by external organizations Subject Personal Author and Preparing Institution indexes are provided The compilation is based on materials documents and journal articles archived in the database of the Educational Resources Information Center ERIC and therefore most documents cited can be obtained through the ERIC Document Reproduction Service EDRS WTB *Educational Research Document Summaries* Educational Research Information Center (U.S.),1966 The Work Sampling System ,2001 *Current Index to Journals in Education* ,1992 *Educational Research Circular* University of Illinois (Urbana-Champaign campus). Bureau of Educational Research,1927 *Educational Research Circular* ,1926 **Journal of Social Studies Research** ,1994 **Research Methods for Social Work** Allen Rubin,Earl R. Babbie,1989 Rubin U of Texas Austin and Babbie Chapman U present their time tested approach to research methodologies for the social work field They describe qualitative and quantitative methods and ways to integrate the two provide special emphasis on cultural sensitivity offer exercises and informat *Bulletin* ,1936 **School & Society** ,1965 **List of Recent Periodical Articles** Joint Bank-Fund Library,1990-06 **Research Methods for Generalist Social Work** Christine Marlow,2001 This text is intended for both undergraduate and graduate students taking a research methods course for the first time Pref

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