

Research Strategies

Research is the collection, use, and cross-referencing of information and data. In academia, we use research to inform our ideas and arguments in our written work by reading and applying scholarly publications. It can be difficult to understand how to research, or where to begin. Try some of the strategies outlined below to get you started, and/or to refine your research techniques.

1. Conducting key-term searches.

- ❖ Go to UCD OneSearch/ UCD Library and use the search bar to enter key terms that are relevant to your topic.
- ❖ Conduct both specific and broad searches, i.e. sometimes, specificity is not always better, and broad or associated ideas can often allow for better exploration and more creative thinking.
- ❖ Use phrases suggested by existing research, or by your lecturer.
- ❖ Use synonyms of your words, which change the context and meaning slightly, and which may yield different results.

2. Using filters provided by UCD OneSearch.

- ❖ What you can refine: type of source/ content; how old the research is; discipline; popular subject terms; author; database; language, etc.
- ❖ Content type can help you ensure scholarly integrity.
- ❖ Do not disregard older research, as such works may be foundational, even if they were published a long time ago. However, make a note of dates and relevance.

Filter Options →

children bullying psychology

9,678 results

Sorted by relevance

1 **School bullying: insights and perspectives**
by Smith, Peter K; Sharp, Sonia
1994
Gives a succinct and authoritative account of research into the nature and extent of **bullying** in schools, evaluating the success of different approaches...
Book Full Text Online
eBook Full Text Online
Book Check Shelves, 371.58 SMI, James Joyce, General

2 **Families promote emotional and behavioural resilience to bullying...**

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3. Using abstracts and indices

- ❖ An abstract is a short paragraph at the beginning of an academic work, which provides a summary of the work, and which presents the central ideas/arguments of the work.
- ❖ Abstracts give us a broad sense of a work's relevance to the topic.
- ❖ An index (*plural: indices*) is an alphabetical list of author names, works, or topics, which indicates the page numbers on which you will find information about that author, work, or topic.
- ❖ Indices provide another overview of what is covered within a work; they are also a brilliant navigational tool, which speeds up the research process, and which can provide new ideas, as well as paint a picture about the prominent scholars in the field.

4. Using bibliographies and scholarly references.

- ❖ As with abstracts and indices, the references can provide a good sense of who the major academics are in the field, as well as what the significant topics are.
- ❖ Bibliographic lists and references in the body of scholars' works can give you "more food for thought".
- ❖ Do not copy/paste the citation style used by the author you are reading. Instead, ensure you are correctly using the style required by your School.

5. Searching within specific databases.

- ❖ As well as UCD OneSearch, the UCD Library provides a number of specific and comprehensive online databases. These include JSTOR, EBSCO, ProQuest, Scopus, and PubMed, among others.
- ❖ The results from these databases can often be a little more specific.
- ❖ Sometimes these databases can be easier to navigate, and they often provide downloadable formats.
- ❖ Use the UCD OneSearch engine to search for and enter a relevant database and then use your usual keyword search within that database.

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6. Big scholars and big ideas.

- ❖ It is important to dedicate some of your research time to identifying the most prominent scholars and to understanding the core concepts within your chosen field of study.
- ❖ You may not necessarily be referencing the founders of a given field, but their ideas influence a great number of academics who build on that work in later research.
- ❖ Knowing the original ideas of such scholars helps you to navigate the major topics or “big ideas” within the field.

7. Physical engagement.

- ❖ You are strongly encouraged to go to the UCD library in person.
- ❖ Take some time for exploration and perusing; get lost in an idea or a chapter of a book and see what you find.
- ❖ Do this for the sake of curiosity, as well as for assessment purposes.
- ❖ Remember, you may never again have this kind of access to such texts, nor the time for such intellectual inquiry.
- ❖ This kind of engagement in your research can lead you to discover new ideas and can improve the originality of the work.