



**SHERIDAN**  
INSTITUTE OF HIGHER EDUCATION

# **SCHOLARLY JOURNAL ARTICLES STUDENT GUIDE**

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## WHAT IS A SCHOLARLY JOURNAL ARTICLE?

A scholarly journal article is an academic article that was written by an academic/scholar or expert in his/her academic field of study.

## WHY SHOULD I USE SCHOLARLY JOURNAL ARTICLES IN MY STUDIES?

In tertiary studies it is vital to use reliable information resources, based on scholarly research. Scholarly journal articles are great to use in your assessments and studies because they have been written by experts in their field of study. Also, the required research has been completed or conducted in a specific field. Scholarly journals are based on recent research.

## WHERE CAN I FIND SCHOLARLY JOURNAL ARTICLES FOR MY STUDIES AND ASSESSMENTS?

Go to the Sheridan Institute of Higher Education website:

<http://sheridan.edu.au/>

Select 'Campus Life' and then select 'Library':

<http://sheridan.edu.au/index.php/extensions-14/library-logins>

Scroll down to 'General Search'

## SHERIDAN LIBRARY

Need any help to find  
information resources  
or have any questions  
about research,  
copyright, searching  
the library catalogue,  
etc.? Please contact  
the Librarian via email  
[ismith@sheridan.edu.au](mailto:ismith@sheridan.edu.au)  
or telephone  
**+61 8 6222 4222.**



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## Online Databases:

### GENERAL SEARCH

- Cengage Academic OneFile
- EBSCO Academic Search Premier
- Informit Education, Business, Humanities and Social Sciences

### BUSINESS

- Cengage Business and Economic Theory Collection
- Cengage Small Business Collection
- Cengage Small Business Resource Center
- EBSCO Business Source Premier

### HUMANITIES AND SOCIAL SCIENCES

- Cengage World History Collection
- Oxford University Press Arts and Humanities Collection
- EBSCO Humanities International Complete

### EDUCATION

- EBSCO Education Collection
- ERIC

### MATHEMATICS, PHYSICAL SCIENCES AND LIFE SCIENCES

- Cengage General Science Collection
- EBSCO Science and Technology Collection

(Please note to access these online databases, you will need to contact the Librarian for the User IDs and Passwords).

## **HOW DO I SEARCH FOR A SCHOLARLY JOURNAL ARTICLE?**

Select the database you would like to search, i.e. Cengage Academic OneFile, EBSCO, Informit, etc.

Insert the username and password details to login to the selected database.

An example of a database is provided below. All databases normally work on the same principle. You can either do a Simple Search by typing in your keywords of your topic or select the Advanced Search option to add more specific information related to your topic.

### Simple Search:

- Add your topic or keywords in the main search box and hit search

The screenshot displays the Gale Academic OneFile homepage. At the top, there's a navigation bar with the Gale logo and a search bar. Below this, a 'BROWSE BY DISCIPLINE' section offers various subject categories. The 'SEARCH TOOLS' section provides advanced search options like Topic Finder, Subject Guide Search, and Publication Search. The footer contains the Gale logo, a list of utility links, and the slogan 'Gale, here for everyone.'

### Advanced Search:

- Select from the dropdown menu for different search terms, i.e.:
  - Keyword
  - Basic search
  - Entire document
  - Subject
  - Abstract
  - Author
  - Document title
  - Document type, etc.
- You can use Boolean search terms to retrieve more specific information', i.e.:
  - And
  - Or
  - Not
- Select Full text documents from the 'More options' section
- Select Peer-reviewed journals from the 'More options' section
- Select specific dates to narrow search limits
- For example, search topic: "Action research in education"
- Make use of title searches to retrieve specific topic information

## Example of a Scholarly Journal Article

Title of the journal article

Journal in which the scholarly journal was published

### An Action Research Study on Developing an Interdisciplinary Curriculum in Inclusive Education.

Abstract: Short summary of the article

Authors: Sevdâ Dolapçiođlu and Yeliz Bolat  
Date: Oct. 2020



From: Education and Science (Vol. 45, Issue 204)  
Publisher: Turkish Education Association



Document Type: Report  
Length: 11,002 words  
Lexile Measure: 1350L  
DOI: <http://dx.doi.org/10.15390/EB.2020.8652>

Abstract:

This study, which was designed as an **action research** study, identifies the problems in terms of the objectives of inclusive **education** in Social Sciences class and investigates improvements using an interdisciplinary approach. The study group comprised 31 fourth-grade students and a classroom teacher at a school in mid-level socioeconomic settings. The study was conducted in four cycles in total between February and June 2018—a school semester. The problematic areas that were identified in the current status analysis of the objectives of inclusive **education** were grouped under three primary themes: (1) communication and social interaction, (2) teamwork, and (3) respect for common rights. Improvement levels of these primary problems in inclusive **education** were analyzed via observations, interviews, and the Level Identification Checklist. The interdisciplinary approach provided the most improvement in students who were having problems in showing respect for common rights, and improvements in this area had a positive impact on the other two areas. Furthermore, the students acknowledged their negative opinions about students under temporary protection, realized the language-related comprehension issues, and cooperated and expressed that they embraced the refugee students.

Keywords

Social sciences

Inclusive **education**

Interdisciplinary teaching

**Action research**

Respect for children's rights

Keywords: Important to search for similar information

Introduction

The increase in the number of refugees and asylum seekers around the world has required hosting countries to undertake efforts to address their emerging needs, identify solutions to problems, and sustain them in the public order. Refugees encounter, among others, educational problems, such as access to **education**, language-related problems, socio-cultural adaptation, and exclusion and economic difficulties, in countries where they seek refuge (Boyden, Berry, Feeny, & Hart, 2002; McBrien, 2005; Sezgin & Yolcu, 2016; Sinclair, 2001). It is necessary to address these problems and ensure that all school-age children are given equal opportunities for **education**. Inclusive **education** aims at reforming the **education** system to remove barriers for disadvantaged groups (Eđitim Reformu Girişimi [ERG], 2017). As a concept, inclusion in **education** has recently been the focus of **education** policies. The "inclusive **education**" concept was first used in connection with the integration of students with disabilities to regular classroom settings; however, its area of use has recently expanded to include cultural and language diversity in response to increased diversity in school communities (Ainscow, 2005; Pantic, Closs, & Ivosevic, 2011). In certain countries, inclusive **education** is perceived as an approach to provide services for children with disabilities within general **education** settings. Internationally, however, it is increasingly seen as a broader reform that supports and welcomes diversity among all learners (UNESCO, 2001). Inclusive **education** aims to eliminate social exclusion, which is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender, and ability (Vitello & Mithaug, 1998, as cited in UNESCO, 2001). It is based on the belief that **education** is a fundamental human right and lays the grounds for a fairer society. UNESCO (2016) describes

#### References

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References: Sources of information used in the scholarly journal article