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documented  
familiarity and use  
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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

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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

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research, and chart  
a course for future  
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into three  
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sections: research  
constructs and  
contexts, research  
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conceptualizations,  
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