This text is dedicated to our students in educational and health science research who through the years at Nebraska and Michigan helped us to understand and apply research.
NEW TO THE SIXTH EDITION

You will find several key changes in this edition as a result of reader feedback and the careful review of the last edition by anonymous external reviewers.

- We have broadened the examples beyond teacher education to reflect the increasingly diverse disciplines and subdisciplines in educational research. We searched for examples of educational research in fields such as program evaluation, multicultural research, counseling, school psychology, learning and cognition, nutrition, sports psychology, education in the professions, and other fields.

- Another focus of the revision was to emphasize technology [e.g., use of online programs for a table of random numbers, use of online surveys, various databases available (like Google scholar or Web of Science), reference tools (like EndNote), and cell-phone random digit dialing].

- Coverage of reviewing the literature has been expanded with an emphasis on current literature database searches, reference management software, and how to synthesize findings from a literature review.

- Quantitative research methods are updated to cover mediating variables, use of online surveys, and additional statistical methods such as intraclass correlation coefficients. We provide a new example of performance assessment and step-by-step examples to calculate $t$-test and chi-square statistics.

- Coverage of quantitative designs is expanded to include causal inferences in experimental designs and more detail about causal comparative research and single-subject designs. We provide examples of threats to validity in experimental research. The chapter on survey research is substantially updated to reflect the use of online surveys, methodological considerations, and sources for more information.

- The chapters on qualitative research are also updated, including coverage of qualitative data analysis software and recent developments in qualitative methods. This edition includes a table comparing different approaches to grounded theory, new ethnographic study examples, and developments in narrative research.

- The mixed methods chapter is substantially updated to reflect methodological developments, in particular the discussion of integration of qualitative and quantitative data. We added recent examples of mixed methods research using convergent, explanatory sequential, exploratory sequential, and experimental mixed methods designs.

- References are substantially updated to give readers the newest thinking on research methods as other writers have updated the original editions of their work.
Although the sample articles from the fifth edition remain the same, many older studies mentioned throughout the text have been updated with current research. As with the previous edition, the sample articles are annotated to help readers identify important research characteristics.

**MYLAB FOR EDUCATION**

One of the most visible changes in the new edition, also one of the most significant, is the expansion of the digital learning and assessment resources embedded in the etext and the inclusion of MyLab in the text. MyLab for Education is an online homework, tutorial, and assessment program designed to work with the text to engage learners and to improve learning. Within its structured environment, learners practice what they learn in the eText, test their understanding, and receive feedback to guide their learning and ensure their mastery of key learning outcomes. The MyLab portion of Educational Research, Sixth Edition, is designed to help learners: (1) understand the basic vocabulary of educational research; (2) acquire hands-on experience in reading and evaluating research articles; and (3) get guided practice in conducting research, including making key decisions with regard to research design and statistical analysis. The resources in MyLab for use with Educational Research include:

- **Self-Check** assessments with feedback throughout the eText help readers determine how well they have mastered content.
- **Application Exercises—Understanding Concepts and Evaluating Research Articles** allow readers to apply the basic research concepts they’ve just learned by identifying key elements of published studies or considering how the concepts influence planning a new study.
- **Application Exercises—Reading Research** provide readers with scaffolding to read and evaluate published research articles of the types discussed in the target chapter.

**THE PHILOSOPHY OF THE TEXT**

The philosophy that guided the development of this text is twofold. First, research involves a process of interrelated activities rather than the application of isolated, unrelated concepts and ideas. Educators practice research following a general sequence of procedures—from the initial identification of a research problem to the final report of research. This means that understanding the sequence or flow of activities is central to inquiry. Thus, the text begins with specific chapters devoted to each step in the process of research and the inclusion of concepts and ideas within this process.

Second, the educational researcher today needs a large toolbox of approaches to study the complex educational issues in our society. No longer can we, as educators, use only experiments or surveys to address our research problems. Educators in this new century—whether conducting research or reading research to self-inform—need to know about quantitative, qualitative, and mixed approaches to inquiry and to develop an in-depth understanding of the multiple research designs and procedures.
used in our studies today. In each step in the process of research, this text will introduce you to quantitative, qualitative, mixed methods, and action research approaches. Throughout the text, you will learn about the differences and similarities between qualitative and quantitative research. In the last section of the text, you will be introduced to eight distinct quantitative and qualitative research designs or procedures that make up the repertoire of the educational researcher in the quantitative, qualitative, and mixed applications of research.

KEY FEATURES

This text offers a truly balanced, inclusive, and integrated overview of the field as it currently stands. As you will see from the table of contents, the book’s coverage is unique in its balanced presentation of quantitative and qualitative research. Moreover, it consistently examines foundational issues of research—for example, determining how to approach a project and understanding what constitutes data and how to analyze them—from quantitative, qualitative, and mixed perspectives. This approach helps students understand the fundamental differences and similarities among these approaches. This text has three main purposes:

- It provides balanced coverage of quantitative and qualitative research.
- It helps students learn how to begin to conduct research.
- It helps students learn how to read and evaluate research studies.

Let’s look at these in detail to see how each can help you achieve your course objectives.

Balances Coverage of Quantitative and Qualitative Research

This text offers balanced coverage of all types of research designs. This provides readers with a complete picture of educational research as it is currently practiced. The text begins with an overview in Part 1 of the general nature of educational research and the specific quantitative and qualitative approaches to educational research. Next, in Part 2, Chapters 2 through 9, the book examines in depth the steps in the research process:

1. Identifying a research problem
2. Reviewing the literature
3. Specifying a purpose and research questions or hypotheses
4. Collecting either quantitative or qualitative data
5. Analyzing and interpreting either quantitative or qualitative data
6. Reporting and evaluating the research

Looking at the process simultaneously from both quantitative and qualitative perspectives helps students understand what choices a researcher has available and what meaning exists for a particular choice.

After this discussion, in Part 3, students will learn the procedures for conducting specific types of quantitative, qualitative, and mixed methods studies. Chapters 10 through 17 provide balanced coverage and examples of each of these types of educational research designs: experimental, correlational, survey, grounded theory, ethnographic, narrative, mixed methods, and action research.
Helps Students Learn How to Begin to Conduct Research

Both the research process and the design chapters offer the researcher step-by-step guidance in the basic aspects of planning, conducting, and evaluating research. A number of features guide readers through the steps and procedures of research. For example, we follow a fictional beginning researcher, Maria, who is also a high school teacher and new graduate student, throughout Parts 2 and 3 to illustrate one researcher’s efforts and to provide students with a realistic perspective on the process of research and the selection of specific research designs. Other features include, but are not limited to, the following:

- Tips on planning and conducting research in “Useful Information for Producers of Research”
- Checklists that summarize key points, such as the evaluation criteria used to assess the quality of a quantitative or qualitative study
- In-text examples of actual and hypothetical studies that illustrate the correct and incorrect ways of reporting research

Helps Students Learn How to Read and Evaluate Research Studies

Direct guidance on reading research is provided throughout the text. To further help students become more skilled at interpreting and evaluating research, the text offers a number of features. Most important among these are the many articles included in the text and the “Useful Information for Consumers of Research” feature:

- The text provides annotated research articles in each of the design chapters in Part 3. Two other articles—one qualitative, one quantitative—appear at the end of Chapter 1. All these complete articles (there are numerous other, shorter article excerpts in the book) include highlighted marginal annotations that help students understand the structure of articles and the key issues with which a reader should be concerned when evaluating the quality and applicable scope of each particular piece of research.
- The “Useful Information for Consumers of Research” feature appears at the end of every chapter and offers concrete guidance in interpreting and evaluating research.

SUPPLEMENTARY MATERIALS

The following resources are available for instructors to download at pearsonhighered.com/educators:

Online Test Bank  The Test Bank contains various types of items—multiple-choice, matching, short essay, and fill in the blank—for each chapter. Questions ask students to identify and describe research processes and design characteristics they have learned about and to classify and evaluate quantitative and qualitative studies and research situations.

TestGen  TestGen is a powerful test generator available exclusively from Pearson Education publishers. You install TestGen on your personal computer (Windows or Macintosh) and create your own tests for classroom testing and for other specialized delivery options, such as over a local area network or on the Web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized
by chapter and ready for your use in creating a test, based on the associated textbook material. Assessments—including equations, graphs, and scientific notation—may be created in either paper-and-pencil or online form.

The tests can be downloaded in the following formats:

- TestGen Testbank file—PC
- TestGen Testbank file—MAC
- TestGen Testbank—Blackboard 9 TIF
- TestGen Testbank—Blackboard CE/Vista (WebCT) TIF
- Angel Test Bank (zip)
- D2L TestBank (zip)
- Moodle Test Bank
- Sakai Test Bank (zip)

**PowerPoint® Slides** These slides include key concept summaries and other graphic aids to help students understand, organize, and remember core concepts and ideas.

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