



Research Methods in Human Development

Second Edition

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♦ *Preface*

Our goal in revising *Research Methods in Human Development* was to produce an undergraduate level textbook that introduces students to basic research techniques and methodology. The book is intended to teach students to evaluate research critically, assessing strengths and weaknesses of various research paradigms. In addition, the textbook provides a framework for students to conduct research as part of their scholastic or professional endeavors. The textbook is appropriate for students in a wide variety of disciplines in human development, including child development, education, family relations, psychology, gerontology, human services, counseling, social work, and sociology. We hope that our enthusiasm for research and for the importance of a solid research foundation is evident in our writing.

The second edition represents a major revision, incorporating suggestions offered by reviewers and previous users of the textbook. We have retained the best features of the first edition and updated research examples to maintain currency in the field. Coverage is expanded on research techniques such as observational research and survey research. To the summary and study questions at the end of each chapter we have added a listing of key terms. Key terms appear in bold type within the chapters, to help students recognize important terms, and are defined in the glossary. Also new to the second edition are “Research in Action” boxes that highlight major methodological concepts with detailed examples from published research. A new appendix is devoted to writing research reports using the guidelines provided by the American Psychological Association.

ORGANIZATION

The book is designed to allow flexibility to assign chapters in the order appropriate for your course objectives. Chapter 1 introduces the scientific method and its objectives. Different types of research are defined, including basic, applied, evaluation, developmental, and cultural research. Chapter 2 discusses ethical concerns. Chapter 3 explores how topics are selected for study and includes practical information on literature searches. Chapter 4 introduces scientific variables and

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distinguishes between independent and dependent variables. Chapter 5 distinguishes correlational and experimental research. Descriptive research methods are discussed in Chapters 6 and 7, with observational research, case studies, and archival research in Chapter 6 and survey research in Chapter 7. Chapter 8 presents the features that distinguish poorly designed and well-designed experiments. Chapter 9 addresses developmental designs and single-subject designs for special applications in human development research. Guidelines for conducting research are covered in Chapters 10 and 11, with Chapter 10 discussing practical aspects of conducting research such as obtaining participants and selecting variables. Chapter 11 discusses the assessment process and gives practical guidelines on working with special populations and selecting standardized tests appropriate for human development research. Chapters 12 and 13 describe the complexities of factorial designs and their interpretation. Chapters 14 and 15 cover the logic and basic procedures of statistical analysis, including both descriptive and inferential statistics. Chapter 16 examines issues of generalization. Appendixes on writing research reports, analyzing data, and statistical tables are included.

We gratefully accept any comments and suggestions from readers and instructors using our textbook. Electronic mail addresses are: <kbrown@fullerton.edu>, <cozby@fullerton.edu>, <dkee@fullerton.edu>, and <pworden@mailhouse1.csusm.edumail>. The mailing addresses are: Kathleen Brown, Paul C. Cozby, or Daniel W. Kee, Department of Psychology, P.O. Box 6846, California State University, Fullerton, CA 92634-6846; Patricia E. Worden, College of Arts & Sciences, California State University, San Marcos, CA 92096.

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We particularly thank our friends and colleagues for their encouragement and motivation to work on the project. A special note of thanks to Peter Benson, Bruce Brown, Brisco Cozby, Matt Kee, Jeanne King, Helen Lopez, Judy Todd, and the "giant panders" at CSUF.

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