教育·心理影印版系列教材

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Research Methods in Education

An Introduction

(Eighth Edition)

William Wiersma, Stephen G. Jurs

中国轻工业出版社

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内 容 简 介

本书是一部综合介绍设计、实施教育研究的经典著作，被美国高校广泛采用，作为引导学生从事教育研究的专业教材。它系统地介绍了教育研究的性质和特点，并根据不同的教育研究类型，分别详细讨论了教育研究的设计和实施。

本书自出版以来不断再版，根据教育研究的发展适时进行修改。其内容涵盖面非常广泛，既包括定量研究和质性研究，也深入介绍了数据统计分析的方法和SPSS等统计软件的应用知识。正如专家所言："本书是一本极好的教材，它是学生和教育者的理想资源，它帮助我们深入地理解教育研究的方法、研究设计、实施步骤以及写作。"

PREFACE

PURPOSE

The extent and type of research required in graduate programs in education vary in the United States and in countries worldwide. However, in practically all such programs, there are some research requirements, including participation in research activities, for the successful completion of the program. Therefore, a knowledge of research methods, or at least of basic concepts of research methods, is not only useful, but essential. Much of the professional education literature addresses research results. Educators should be familiar with the research results in their specialty areas.

AUDIENCE

Research Methods in Education: An Introduction is written primarily for graduate students in education because the graduate level is usually the point in education at which the student first encounters formal training in research methods. However, because it is an introductory book, it is appropriate at any point at which research methods are introduced in a program. Students in undergraduate programs that emphasize research should find the book useful, even if there is no formal course in research methods. Education draws on several disciplines for its research methods, and for that reason students in related disciplines will find application for the book, especially students in the behavioral sciences. Of course, the book can be used independently as a professional reference.

APPROACH

The text emphasizes the rationale for commonly used research procedures and the application of these procedures. Research methods are illustrated through numerous examples, some taken from actual research studies. Exercises are provided at the ends of the chapters to enhance learning. The most commonly used, specific types of research are addressed, both quantitative and qualitative. In attempting to provide comprehensive coverage, topics such as reviewing the literature and preparing a research report are discussed. The procedures covered have wide applicability and the ideas presented are general enough to apply in many specific situations.

ORGANIZATION

The early chapters of the text follow approximately the sequence in which a research study is conducted. The introductory chapter describes the nature of educational research and introduces the steps in the research process. Because adequate identification of a research

problem is so important, the entire second chapter is devoted to this topic. This chapter also introduces basic research terminology. Chapter 3 describes how to review the literature, including the identification of information sources. In this chapter an example of a computer search is presented, along with other information about using electronic sources. Chapter 4 discusses research design for quantitative research; then Chapters 5, 6, and 7 are devoted to different types of quantitative research—experimental, quasi-experimental, and nonexperimental quantitative research. Chapter 8 deals with research design for qualitative research. Chapter 9 discusses historical research and Chapter 10 ethnographic research. Both of these types of qualitative research have been around a long time, and certainly ethnographic research in education has received increased attention over the past two or three decades.

Chapter 11 is a new chapter that addresses three research methods that do not fit neatly into qualitative or quantitative research but are finding increased use in education. These are mixed methods, modeling methods, and the Delphi method. With this organization, the eight somewhat middle chapters focus on unique characteristics of specific types of research. Readers using the book independently can concentrate on the chapters that fit their particular types of research. These chapters represent the types of research most commonly used in education.

Because many studies involve samples, Chapter 12 is devoted to sampling designs. Chapter 13 provides an overview of several approaches to measuring variables and also discusses the preparation of data sets for computer analysis. When quantitative research methods are used, sooner or later data typically are analyzed using statistics. Chapters 14 and 15 describe commonly used statistical procedures; one chapter is devoted to descriptive statistics, the other to inferential statistics. It should be emphasized, however, that this is not a statistics text. The emphasis of the two statistics chapters is on the underlying reasoning of the statistical procedures and the conditions under which they apply. There is no intention of developing computational mastery, although there are computational illustrations including computer solutions.

At various points in the research process, it is necessary to communicate about research. Much of this is done through written proposals and reports, and some it is done through oral communications. Chapter 16 provides suggestions about how to prepare a research proposal and a research report. The discussion deals not only with the content of proposals and reports but also provides suggestions for how to put a report together in a correct and efficient manner. Guidelines are given in Chapter 16 for presenting research at conferences, and for graduate students when they are the center of attention for the defense of a dissertation (thesis) proposal or the dissertation (thesis) itself in a committee meeting.

Anyone involved in educational research finds it necessary to read research reports, many found in professional periodicals. With the large quantity of research reports comes variation in the quality of the reports and research they describe. Chapter 17 discusses evaluating research reports, and there is a section describing how research proposals are evaluated.

There are three appendices. The first addresses "Ethical and Legal Considerations in Conducting Research." There are many discussions of these issues in the education literature, with considerable repetition. Indeed, entire books address these issues. Appendix 1

contains an overview that should be sufficient for most educational researchers. However, there are references to more extensive discussions should a reader desire more information on these issues. The second appendix contains answers to selected, end-of-chapter exercises. The final appendix contains five statistical tables for handy reference. A glossary of research methods terms follows Appendix 3.

The content of the text is not entirely linear; that is, all chapters are not necessarily dependent on the preceding chapters. The first two chapters cover introductory and basic concepts. However, if students in a course already are proficient in reviewing the literature, Chapter 3 may be omitted. Also, the chapters that describe specific types of research are quite independent. For example, it would not be necessary to complete Chapters 5 and 6 before considering Chapter 7, the nonexperimental quantitative research chapter. Most texts contain more content than typically is covered in a quarter or semester, so instructors have some options to fit their course emphases.

THE EIGHTH EDITION

Any new edition of a text contains the usual updating of examples, references, and so forth. A title change was made in Chapter 7 from that in the seventh edition, from "Survey Research" to "Nonexperimental Quantitative Research." Most researchers think of survey research as the use of questionnaires and interviews and surveys such as assessments of educational achievement. Because this chapter includes ex post facto research and research that sometimes goes by the name causal–comparative, a more general title was given to the chapter. As mentioned earlier, a chapter on mixed, modeling, and Delphi methods was added and is now Chapter 11. The basic organization remains the same as for the seventh edition, and any users of that edition should feel comfortable with the eighth edition.

The availability of computers, especially personal computers (PCs) greatly facilitates activities such as reviewing the literature and computing statistical analyses. Of course, there are many software programs available and it is not the intent of this text to review such programs. However, the use of electronic means in reviewing the literature has been expanded. There are computer solutions run with SPSS software in the statistics chapters. A data disk or file containing data sets for the statistical analysis accompanies the text. (Disk instruction sheets are located at the back of the book.) These data sets can be adapted to the reader's software.

The text contains over one hundred figures, tables, and examples. Diagrams of research designs are used to illustrate their structures and underlying concepts. Examples, taken from a wide variety of educational research types and settings, are used throughout. Many examples are taken from the research literature. Important concepts are summarized and set off throughout the book, and key concepts are listed at the end of each chapter, so the pedagogical features of this eighth edition should serve the user well. We offer Research Navigator for the first time to assist students in understanding the research process and in using resources on the Web. Students can access the EBSCO research database called ContentSelect to get additional information about research terms. Several of the exercises at the end of chapters incorporate Research Navigator.

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We are grateful to the Literary Executor of the late Sir Ronald A. Fisher, F. R. S.; to Dr. Frank Yates, F. R. S.; and to Longman Group Ltd., London, for permission to reprint Tables III, IV, and VII (abridged) from their book *Statistical Tables for Biological, Agricultural, and Medical Research* (6th edition, 1974).

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