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Formato	Materiale a stampa
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Nota di contenuto	Cover -- Title Page -- Copyright Page -- Preface -- ACKNOWLEDGMENTS -- Contents -- PART I: FOUNDATIONAL CONCEPTS AND PROCESSES -- CHAPTER 1 EDUCATIONAL RESEARCH: METHOD, PURPOSE, AND ETHICS -- Tasks 1A, 1B -- Task 1C -- Welcome! -- The Scientific Method -- Different Approaches to Educational Research -- Classification of Research by Design -- Classification of Research by Purpose -- The Ethics of Educational Research -- Summary -- Performance Criteria Task 1 -- CHAPTER 2 IDENTIFYING AND STATING A RESEARCH PROBLEM -- The Research problem -- Identifying a Research problem -- Formulating and Stating a Hypothesis -- Summary -- CHAPTER 3 LITERATURE REVIEW -- Task 2A -- Task 2B -- Review of Related Literature: Purpose and Scope -- Qualitative Research and the Review of Related Literature -- Identifying Keywords and Subject Terms, and Identifying, Evaluating, and Annotating Sources -- Analyzing, Organizing, and Reporting the Literature -- Meta-Analysis -- Summary -- Performance Criteria Task 2A and 2B -- CHAPTER 4 PREPARING AND REFINING A RESEARCH PLAN -- Task 3A -- Task 3B -- Definition and Purpose of a Research Plan -- Components of the Quantitative Research Plan -- Components of the Qualitative Research Plan -- Revising and Improving the Research Plan -- Summary -- Performance Criteria Task 3 -- CHAPTER 5 SAMPLING -- Task 4A -- Task 4B -- Sampling in Quantitative Research -- Sampling in Qualitative Research -- Summary -- Performance Criteria Task 4 -- CHAPTER 6 CONSTRUCTS, VARIABLES, AND TESTS -- Task 5

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Sommario/riassunto

For courses in Introduction to Research Methods (Educational Research)
Comprehensive yet accessible The updated Eleventh Edition of
Educational Research: Competencies for Analysis and Applications
introduces research mainly at a how-to skill and application level. A
total instructional system, the book includes stated learning outcomes,
instruction, and procedures for evaluating each outcome. It supports
readers as they develop expertise in research, learning key concepts
and skills and becoming involved in the research process itself. The
authors take a down-to-earth approach that helps the reader become
both an educational researcher and a competent consumer of
educational research. From reviews of the book: Entire text is very
accessible through both language and visual aids; easy to understand
examples for nearly every situation described in the text; beginning
researchers will appreciate the attentiveness to context, while more
experienced students will find a comprehensive text that expertly
connects the many intertwining elements of the research process.
Lauren Saenz, Boston College [T]he numerous summary tables
organize and consolidate the material in one convenient place . end-
of-chapter summaries are especially well done presented in a topical
format [and help] students to review the material end-of-chapter tasks
[are] especially helpful to students who dont quite know how to get
started on the task. Dwight R. Gard, Texas Tech University [T]he
authors writing style is instructive, engaging and at a level that is
appropriate for any graduate student seeking a general understanding
of research methods. The objectives and summary tables at the
beginning of the chapter focus the students attention on the important
ideas numbered steps and examples provide clarification, especially
where
procedures are involved. The tasks and examples presented at the end
of the chapter add relevancy to the chapter topics. Jann W. MacInnes,
University of Florida.
