Record Nr. UNINA9910458114003321 Empirical methods for evaluating educational interventions [[electronic **Titolo** resource] /] / edited by, Gary D. Phye, Daniel H. Robinson, Joel R. Levin San Diego, : Elsevier Academic Press, c2005 Pubbl/distr/stampa **ISBN** 1-280-63073-6 9786610630738 0-08-045523-9 Descrizione fisica 1 online resource (300 p.) Collana Educational psychology series Altri autori (Persone) PhyeGary D RobinsonDaniel H LevinJoel R Disciplina 370/.7/2 Soggetti Educational evaluation - United States Education - Research - United States - Methodology Educational productivity - United States Educational psychology Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Cover; Contributors; Preface; PART I: Framing Educational Research Inquiry to Meet Today's Realities; CHAPTER 1: Randomized Classroom

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New US government requirements state that federally funded grants and school programs must prove that they are based on scientifically proved improvements in teaching and learning. All new grants must show they are based on scientifically sound research to be funded, and budgets to schools must likewise show that they are based on scientifically sound research. However, the movement in education over the past several years has been toward qualitative rather than quantitative measures. The new legislation comes at a time when researchers are ill trained to measure results or even to frame quest