1. Record Nr. UNINA9910458114003321

Titolo	Empirical methods for evaluating educational interventions [[electronic resource] /] / edited by, Gary D. Phye, Daniel H. Robinson, Joel R. Levin
Pubbl/distr/stampa	San Diego, : Elsevier Academic Press, c2005
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 Trials on Trial; CHAPTER 2: The No Child Left Behind Act, Scientific Research and Federal Educational Policy: A View from Washington, DC; CHAPTER 3: Dissing Science: Selling Scientifically Based Educational Practices to a Nation that Distrusts Science; CHAPTER 4: The Failure of Educational Research to Impact Educational Practice: Six Obstacles to Educational Reform; PART II: Basic Issues When Addressing Human Behavior: An Experimental Research Perspective CHAPTER 5: Can We Measure the Quality of Causal Research in Education?CHAPTER 6: Measuring Learning Outcomes: Reliability and Validity Issues; CHAPTER 7: The Micro and Macro in the Analysis and Conceptualization of Experimental Data; PART III: Producing Credible Applied Educational Research; CHAPTER 8: Beyond the Laboratory or Classroom: The Empirical Basis of Educational Policy1; CHAPTER 9:

	Academic Learning and Academic Achievement: Correspondence Issues; CHAPTER 10: Experimental Research in Classrooms CHAPTER 11: Promoting Internal and External Validity: A Synergism of Laboratory-Like Experiments and Classroom-Based Self-ReIndex
Sommario/riassunto	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