

# DOWNLOAD PDF RESEARCH METHODS IN EDUCATION AN INTRODUCTION

## Chapter 1 : Wiersma & Jurs, Research Methods in Education: An Introduction | Pearson

*Wiersma / Jurs, Research Methods in Education: An Introduction, 9e A classic in its field, Research Methods in Education explains the research process with emphasis on the formulation of a research question, referencing current literature in the field, using appropriate research designs, and writing and evaluating research reports.*

About This Product Description A classic in its field, *Research Methods in Education* explains the research process with emphasis on the formulation of a research question, referencing current literature in the field, using appropriate research designs, and writing and evaluating research reports. Both quantitative and qualitative research designs are described. Measurement, sampling, and statistics are presented as essential research tools. Retaining the clear, concise writing style and organization that has made this text so popular, *Research Methods in Education* helps students evaluate research literature as well as master research methodology. It emphasizes the rationale for commonly used research procedures and their applications. The authors outline the nature of educational research and clearly define the steps in the research process. The text is broad in scope—covering both quantitative, qualitative and mixed methods research methodologies as well as describing how to write research proposals and reports of completed research. *Research Methods in Education* gives students a solid understanding of all the elements of research. Features The text has been reorganized into three sections: The first section, Chapters 1-5, focuses on the research process. The nature of educational research, research paradigms, research problem statements, the review of the literature, writing and evaluating research proposals, and writing and evaluating research reports are explained and specific examples are presented. The second section, Chapters 6-9, presents detailed descriptions of research designs. Chapters 6 on experimental research, quasi-experimental research, and nonexperimental quantitative research help students understand the use and methodology of quantitative research. Three chapters 10, 11, and 12 covering research design for qualitative research, historical, and ethnographic research help students understand when qualitative research should be used. Mixed methods, modeling, and the Delphi method are explained in Chapter 13. The third section, Chapters 14-17, presents research tools that are essential components of educational research studies. Sampling designs, measurement, descriptive statistics, and inferential statistics are explained in a way that requires no previous instruction in these topics. More than figures, tables, and examples taken from educational research illustrate the structure of research designs and their underlying concepts. Coverage of Mixed Methods and Delphi Studies are included to keep this text completely current with practice Chapter 18 Provides more extensive coverage of the process of identifying and writing research questions—the driving force behind the entire research process. Also a thorough, detailed section on conducting survey research provides students with a clear blueprint for doing survey research. Includes a more extensive exploration of technology and the use of electronic sources in research e. Research Navigator access is provided with the text and integration is provided through the use of key term icons and chapter ending activities. This database provides students with hands-on research opportunities. New To This Edition The reorganization of the chapters into three sections is in response to requests from reviewers and current users of the text. New exercises have been added at the end of every chapter. The previous data sets that are used in the statistics chapters have been replaced with current data sets.

# DOWNLOAD PDF RESEARCH METHODS IN EDUCATION AN INTRODUCTION

## Chapter 2 : Research Methods in Education: An Introduction - William Wiersma, Stephen G. Jurs - Google

*Research Methods in Education gives students a solid understanding of all the elements of research. Features Four chapters presenting detailed descriptions of research design, experimental research, quasi-experimental research, and surveys help students understand the use and methodology of quantitative research (Chs. ).*

Undoubtedly, the history of the growth of these practices would show that they were found to be sound through chance, trial-and-error, and practical experience. Hence, as educators began to reason and apply information, to repeat and perfect methods of instruction, new facts and ideas not previously known were obtained. All educators can benefit from the knowledge of the nature, techniques, and procedures of scientific research. In the first place, this knowledge is useful because these skills will enable classroom teachers and other professionals to utilize scientific methods in attacking their own practical problems. Secondly, research knowledge is essential because it can furnish school personnel with the information necessary to make objective decisions concerning curriculum, methods, administrative procedures, and so on. Thirdly, knowledge of research permits the educator to be both a consumer and producer of research. It seems logical to assume that those who borrow from the research reservoir will desire to contribute to the ever increasing supply of valid knowledge of education through research. School personnel are in a key position to study the effects of new materials, methodology, and similar innovations on the learning process. Research that actively involves the educator in a problem that has meaning to him, insofar as the results can be directly applied to his teaching or administrative position, can contribute substantially to improvement of the educational process. Through the ages learned men have sought to solve problems of society scientifically. As a result of their research efforts man lives longer, enjoys more leisure, and has greater use of intellectual power than ever before. The chief purposes for conducting research are: Although man has not yet devised any perfect method of finding solutions to problems deemed worthy of investigation, progress has been made. There has been a gradual transition from seeking knowledge based purely on custom, tradition, authority, and personal experience, to appealing for evidence based on reasoning and scientific inquiry. No longer does man ascribe natural phenomena to supernatural influences, and no longer does he rely blindly upon accepted authority. He has developed an orderly system of searching for truth which, by basing conclusions upon factual evidence and by using logic as a means of showing relationships between related ideas, has given him better and more accurate answers to his many questions. This orderly system is what we call research. McCall states that experimental problems can best be identified: In the educational realm, it may be carried on by an individual, team, or organization. It may be conducted in a class, school, or community. Research is not limited to a laboratory setting. Houghton Mifflin, , p. Macmillan, , pp. A review of the history of the development of research technology will reveal that these sources are listed here chronologically. Because the last two sources offer the best prospects for new knowledge, understanding, and insight, the discussion here will be limited to "scientific inquiry. The investigator directs his attention from the partially known and oftentimes confused information learned from observation, previous investigations, reflective thinking, and so on, toward a meaningful whole or generalization. Secondly, he moves back from this suggested whole or generalization to the particular parts in order to connect these with one another in a meaningful pattern. The first of these movements is inductive; the second, deductive. As Dewey succinctly put it: While induction moves from fragmentary details or particulars to a connected view of a situation universal , deduction begins with the latter and works back again to particulars, connecting them and binding them together. Insofar as the investigator is able to interpret isolated details and see them in the light of this organizing principle, he will find valid relationships. Application of the Scientific Method There is no special point at which an investigator declares he is using the scientific method. Nevertheless, he applies the scientific method in the beginning stages of the selection of his problem. He weighs evidence with respect to the problem to be studied and views its possibilities from several vantage points. He seeks answers to the following types of questions: Heath, , pp.

## DOWNLOAD PDF RESEARCH METHODS IN EDUCATION AN INTRODUCTION

Likewise, if the investigator does not use the procedures of scientific inquiry for the purpose of feeding information from established laws and principles back to his original theoretical problem, it is doubtful that it will be altered as dictated by the evidence. In employing the use of the scientific method, the investigator starts with a hypothesis<sup>5</sup> as a guide for determining what type of data to gather. On the basis of an analysis of the collected data, the hypothesis is accepted, modified, or refuted. It should be pointed out here that sometimes the hypothesis will not be stated in its final form until some of the facts are available for examination. The investigator identifies and defines the problem. He formulates a testable hypothesis. He collects, organizes, tabulates, and analyzes his data. He formulates conclusions on the basis of his findings. He appraises these new conclusions in the light of future needs educational implications. Skillfully employed, these steps will help an investigator reach his objectives.

**Inductive Reasoning** The inductive method is essentially the method of discovery. It moves from objects or keynote examples to the development of ideas. Generally it is believed that conclusions reached by deductive reasoning are true only if derived from tenable premises. Consequently, man has searched for a more thorough way of determining whether his observations are justified. Inductive reasoning seems to be the answer to his quest, although it cannot be relied upon exclusively. Inductive reasoning, therefore, has been devised to complement deductive reasoning. The investigator who collects information about respondents, conditions, or behaviors of a related group, may do so in order to establish generalizations relative to a larger group. This would be called imperfect induction. For example, to determine the number of children in a school who need to be assigned to a remedial reading class, the investigator can use each child in the entire school in his investigation. Since it is not always practical to examine all the instances<sup>5</sup> A tentative theory or supposition adopted for the purpose of explaining certain known conditions and providing a guide in the research process. If the size and representation of the sample are adequate, some inferences probably can be made with respect to the total group. An investigator who uses imperfect induction, however, must recognize that some unexamined instances of a particular class may not agree with his conclusions, but where investigative procedures have been sound, reliable information results.

**Deductive Reasoning** In deduction, the investigator reasons that whatever is true of all events in a group or class must also be true of any single instance that comes within its domain. The principle of deduction is: If A is true and B is true, then under certain specified conditions one can infer that C is true. To determine whether a particular instance or event under consideration logically falls within this principle of deduction, the investigator uses a device known to researchers as a syllogism, which in deductive reasoning consists of a major and a minor premise and a conclusion. A syllogism provides the researcher with a means of testing the validity of a particular conclusion. Definitive examples of four different types of syllogisms follow. An Alternative Either the car will be fixed or it will not go very far.

### Chapter 3 : Download [PDF] Research Methods In Education An Introduction Free Online | New Books in F

*A classic in its field, Research Methods in Education explains the research process with emphasis on the formulation of a research question, referencing current literature in the field, using appropriate research designs, and writing and evaluating research reports.*

### Chapter 4 : Wiersma, Research Methods in Education: An Introduction | Pearson

*A classic in its field, Research Methods in Education explains the research process with emphasis on the formulation of a research question, referencing current literature in the field, using appropriate research designs, and writing and evaluating research reports. Both quantitative and qualitative.*

### Chapter 5 : Research in Education: an introduction

# DOWNLOAD PDF RESEARCH METHODS IN EDUCATION AN INTRODUCTION

*B> A classic in its field, Research Methods in Education retains the clear, concise writing style and organization that has made the book so popular. It helps with the evaluation of research literature as well as the mastering of research methodology.*

## Chapter 6 : Research methods in education: an introduction - William Wiersma - Google Books

*A classic in its field, Research Methods in Education retains the clear, concise writing style and organization that has made the text so popular. It has been updated with a new chapter on evaluating research papers, additional information on computers and software used in research, and a data disk.*

## Chapter 7 : Research Methods in Education: An Introduction by William Wiersma

*From the Back Cover. Wiersma / Jurs, Research Methods in Education: An Introduction, 9e A classic in its field, Research Methods in Education explains the research process with emphasis on the formulation of a research question, referencing current literature in the field, using appropriate research designs, and writing and evaluating research reports.*

## Chapter 8 : Research Methods in Education: An Introduction, 9e

*A classic in its field, Research Methods in Education explains the research process with emphasis on the formulation of a research question, referencing current literature in the field, using appropriate research designs, and writing and.*