# Test Bank

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## *For*

**Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research**

# Sixth Edition

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## Timothy C. Guetterman, *University of Michigan*

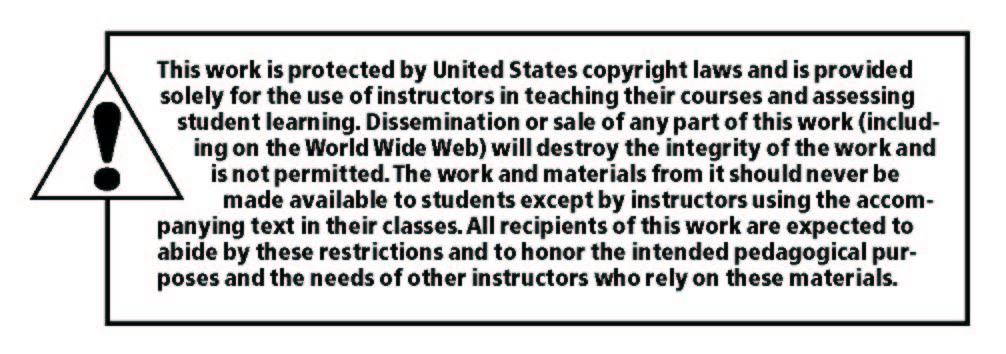
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10 9 8 7 6 5 4 3 2 1 ISBN-10: 0134519345

 ISBN-13: 9780134519340

www.pearsonhighered.com

### Table of Contents

|  |  |  |
| --- | --- | --- |
| **Chapter 1** | The Process of Conducting Research Using Quantitative and Qualitative Approaches | **1** |
| **Chapter 2** | Identifying a Research Problem | **7** |
| **Chapter 3** | Reviewing the Literature | **11** |
| **Chapter 4** | Specifying a Purpose and Research Questions or Hypotheses | **17** |
| **Chapter 5** | Collecting Quantitative Data | **24** |
| **Chapter 6** | Analyzing and Interpreting Quantitative Data | **30** |
| **Chapter 7** | Collecting Qualitative Data | **36** |
| **Chapter 8** | Analyzing and Interpreting Qualitative Data | **41** |
| **Chapter 9** | Reporting and Evaluating Research | **46** |
| **Chapter 10** | Experimental Designs | **51** |
| **Chapter 11** | Correlational Designs | **56** |
| **Chapter 12** | Survey Designs | **61** |
| **Chapter 13** | Grounded Theory Designs | **66** |
| **Chapter 14** | Ethnographic Designs | **70** |
| **Chapter 15** | Narrative Research Designs | **74** |
| **Chapter 16** | Mixed Methods Designs | **79** |
| **Chapter 17** | Action Research Designs | **84** |
| **Answer Key** |  | **88** |

##### Chapter 1. The Process of Conducting Research Using Quantitative and Qualitative Approaches

For each question below, circle the correct or best answer.

1. Which one of the reasons below is the best argument for why research is important?
   1. It is the primary work of faculty members in universities.
   2. It informs policy makers about important issues.
   3. It is useful in developing your research skills.
   4. It helps the researcher prove their ideas.

2. To apply research in your practical educational setting, you might

* 1. examine what other practitioners are doing in their settings.
  2. find out what research has to say by examining research studies.
  3. look to research methods professors in your courses.
  4. go to the educational library and begin to locate topics.

3. While studying educational research, you are likely to develop the following skills except

1. the ability to negotiate topics with faculty.
2. the ability to organize large amounts of information.
3. the ability to write for an audience.
4. the ability to effectively use library resources.

4. Which of the following is the best example of a research problem?

1. The need to conduct additional research on teaching
2. The need to address problems of poor nutrition in middle school
3. The need to learn about education
4. The need to address problems with research

5. A stakeholder with an interest in your study asks you to highlight the positive results and leave out the negative results. What type of ethical issue have you breached if you follow the request?

1. The right to privacy
2. The need to actively look for ways to "give back"
3. The right to avoid from personal disclosure
4. The honest reporting of research

6. Which one of the following organizations has set standards for the ethical practice of educational research?

1. American Ethics Union
2. American Educational Research Association
3. American Principles of Ethical Practices
4. American Ethical Research Association

7. Place in order from 1 to 6 the steps in the process of research:

|  |
| --- |
| \_\_\_\_\_\_\_\_ reviewing the literature |
| \_\_\_\_\_\_\_\_ specifying a purpose |
| \_\_\_\_\_\_\_\_ analyzing and interpreting data |
| \_\_\_\_\_\_\_\_ reporting and evaluating research |
| \_\_\_\_\_\_\_\_ collecting data |
| \_\_\_\_\_\_\_\_ identifying a research problem |

8. Identify three skills that you bring to research from your life experiences.

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9. List three potential shortcomings of educational research today.

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10. Describe three ways in which a research study might contribute to knowledge about an educational topic.

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11. A researcher decides to study an elementary-school classroom. This investigator wants to surprise the teacher and the students and comes in to the class unannounced during a spelling test. Describe the type of ethical issue that arises in this situation.

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12. How are quantitative and qualitative research similar?

1. Both follow the steps in the research process
2. Both use similar formats for presenting the research problem
3. Both use data collection procedures
4. Quantitative and quantitative research are similar in all of these ways

13. In which way are quantitative and qualitative research similar in the use of the literature?

1. The development of the research questions
2. The writing of the literature review section
3. The justification of the research problem
4. The suggestion of the study purpose

14. Which of the following sequences best characterizes research?

1. Posing a problem, collecting data, and addressing the problem
2. Posing a question, collecting data, and answering the question
3. Posing a question, collecting data, and presenting a solution
4. Posing a hypothesis, collecting data, and falsifying the hypothesis

15. You are examining a published journal article to determine if it is more of a quantitative or qualitative study. All of the following characteristics would help you identify that it is a quantitative study except

1. the inclusion of specific research questions.
2. the use of numeric or numbered data.
3. the sample of a large number of individuals.
4. the interpretation of the larger meaning.

16. Which of the following designs are associated with qualitative research?

1. Survey designs
2. Correlational designs
3. Grounded theory designs
4. Experimental designs

17. Which of the following is the best reason for selecting either a quantitative or qualitative approach to your study?

1. You are more comfortable with words than numbers.
2. Your research problem addresses characteristics of one of the approaches.
3. You already have a survey to use.
4. Your literature review suggests one of the approaches.

18. What characteristic of quantitative research is evident in the parent involvement study by Deslandes and Bertrand (2005)?

1. The researchers do not refer to themselves.
2. The problem of parent involvement in education is an issue today
3. The implications suggest a different way of considering parent involvement.
4. The authors had first-hand experiences with parenting children

19. What characteristic of qualitative research is evident in the mothers' trust in school principals study (Shelden et al., 2010)?

1. The researchers focused on quality issues in the schools.
2. The research questions are broad, open-ended questions.
3. The researchers report numbers related to IEP meetings.
4. The authors remain invisible throughout the study.

20. Look at the title to the mothers' trust in school principals study (Shelden et al., 2010), "School Principals' Influence on Trust: Perspectives of Mothers of Children with Disabilities." What qualitative characteristic does this title suggest to a reader?

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21. Examine the title of the parent involvement study by Deslandes and Bertrand (2005), "Motivation of parent involvement in secondary-level schooling." What quantitative characteristic does this title suggest to a reader?

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22. Identify the type of research design that a researcher might use to examine the impact of a new lesson plan on student achievement of elementary 4th grade children.

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23. What type of research problem is best studied using a quantitative approach?

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24. What type of research problem is best studied using a qualitative approach?

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25. As you compare quantitative and qualitative research studies, what three differences are often the easy to identify when you are reading an article?

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26. A research study contains in-depth interviews with participants based on a set of questions designed by the researchers. From the data, the authors specify a number of themes and then follow up with a brief survey to elicit attitudes. Is this study mostly quantitative or qualitative?

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27. What two research designs combine characteristics from both quantitative and qualitative research?

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28. For each of the following statements, indicate whether it is a characteristic more applicable to quantitative or qualitative research or both. Place an "X" in the appropriate column.

QUANTITATIVE QUALITATIVE

1. Use of predetermined

instruments \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

1. Standard and fixed

writing structure \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

1. Biased reporting \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_
2. Questions to elicit participants'

Experiences \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

1. Analysis by themes \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_
2. Major role of the literature \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_
3. Small number of individuals studied \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_
4. Comparison of results with predictions \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_
5. Justification of the research problem \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

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29. At which step in the research process should researchers consider potential ethical issues?

1. In specifying a problem to study
2. Throughout the research study
3. In data collection and data analysis
4. In the interpretation of the data

30. In compiling a research report for audiences, the researcher should:

1. Report only findings that will not contradict the audience's predictions
2. Report when participants have misused data
3. Report the practical use of the study results
4. Report the favorable and deemphasize unfavorable results

**Chapter 2. Identifying a Research Problem**

For each question below, circle the correct or best answer.

* + 1. A research problem is

1. a problem that needs to be researched.
2. an issue or concern in education.
3. an important passage that begins a study.
4. the question being addressed in a study.

2. As you examine a published research report, you will find the research problem located

1. in the problem section of a study.
2. introduced throughout a study.
3. in the introduction to the study.
4. in the first sentence to a study.

3. A researcher seeks to study the factors that contribute to "binge" drinking on college campuses. Which of the following would be the best "problem" statement for this study?

1. The purpose of the study is to examine the factors that contribute to binge drinking on one Midwestern university campus.
2. What are the factors that contribute to binge drinking on a Midwestern college campus?
3. Binge drinking occurs on many college campuses, and it is a popular pastime at many social events.
4. When students binge drink at fraternity parties, they often humiliate and demean women attending the parties.

4. Which one of the following factors would make a research problem un-researchable?

1. You do not know the literature about the problem.
2. You cannot obtain access to a population of study.
3. You cannot conduct statistical tests.
4. You cannot add to practice through your study.

5. A researcher seeks to explore how elementary students experience being assessed in math at the 4th grade level. Prior theories provide little guidance about what the researcher would expect to find. Students have shown some anxiety during testing. This research problem is best studied using a

1. qualitative approach.
2. quantitative approach.
3. assessment approach.
4. evaluation approach.

6. A researcher introduces the central idea in the title and the opening paragraph of a published study. This idea is called

1. the central idea.
2. the central phenomenon.
3. the key variable.
4. the educational topic.

7. Indicate the purpose of using a narrative hook in the introduction to a study.

1. It provides the reader with your research question.
2. It introduces your research design to the reader.
3. It encourages the reader to continue to read on.
4. It promotes the importance of the first sentence.

8. In order to justify the importance of a research problem in a statement of the problem section of a study, the researcher might use all of the following sources except?

1. Draw on personal experiences
2. Rely on the advice of experts
3. Use results to develop an incomplete theory
4. Talk with colleagues in the workplace

9. Which of the following are the best writing strategies for the statement of problem section?

1. Use a quote to begin the study.
2. Begin the section with your research questions.
3. Use frequent literature references throughout the section.
4. Begin with a specific topic and then move to the general.

10. Why would a researcher mention the audience in a "statement of the problem" section of a study?

1. Because members of the audience need to use the study
2. Because members of the audience will vote to publish the study
3. Because members of the audience will want to use the study
4. Because members of the audience need to see the study's relevance

11. What characterizes the best stance on using quotes from the literature in the "statement of the problem" section of a research study?

1. Long quotes should not be used.
2. Quotes should be used sparingly.
3. Find quotes for statistical trends.
4. Short quotes should be used.

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12. Below are the five components typically found in a "statement of the problem" section of a research study. Order the components as they are found by placing a number in the space before the component.

\_\_\_\_\_\_\_\_ justification of the problem

\_\_\_\_\_\_\_\_ audience

\_\_\_\_\_\_\_\_ the research problem

\_\_\_\_\_\_\_\_ the topic

\_\_\_\_\_\_\_\_ deficiencies of past research or practical knowledge

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13. Below you will find a narrative hook presented by a researcher in a study. Unfortunately, it is not a good narrative hook. Rewrite it to be a better hook, keeping in mind the purpose of a good hook.

Poor model: AIDS education needs to be included within the school's curriculum at the junior high and high schools levels.

Good model: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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14. Assume that you would like to study the research problem of whether students with special needs should be included in the regular classroom. What factors would you consider in determining whether this problem is researchable? List three factors.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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15. Look at paragraph 4 of the mothers' trust in school principals study (Shelden et al., 2010). On what basis do the authors justify the need to study the research problem?

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16. Read through the opening paragraphs (1-12) of the parent involvement study (Deslandes & Bertrand, 2005). Of the major components that are typically included in a good "statement of the problem" section, which one is missing?

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17. For each of the following statements, indicate whether it is a characteristic more applicable to quantitative or qualitative research problem or both. Place an "X" in the appropriate column.

QUANTITATIVE QUALITATIVE

A study in which the

author seeks to:

1. measure variables \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_
2. study a process \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_
3. generate theories \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_
4. study a few sites \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_
5. explain concepts \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

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##### Chapter 3. Reviewing the Literature

For each question below, circle the correct or best answer.

1. The use of the literature in a qualitative study tends to differ from its use in a quantitative study in what way?

1. It has more value or quality to it.
2. It has more citations to qualitative studies.
3. It justifies the importance of the problem.
4. It has fewer references to the literature.

2. The literature review procedure of going to a library and scanning the table of contents of key journals for the last 10 years would be especially helpful in

1. identifying key terms for a literature search.
2. understanding the literature on a topic.
3. keeping updated on the scholarly literature.
4. identifying important journals for literature searches.

3. Identify the best approach to locate literature for a literature review

1. Conduct a broad internet search, such as Google
2. Ask faculty or students to recommend good articles and studies to review.
3. Examine a textbook related to the topic.
4. Run a search of a database, such as ERIC

4. You read the following description of a study in a journal article: "Smith (1993) identified three strategies department chairs used in universities to help mentor faculty who aspire to become good teachers: class visits, discussions with master teachers, and organized classroom discussions." This quote illustrates what type of source of information for a literature review?

1. A direct source from the author of a published research study
2. A source of primary information useful in a literature review
3. A source of secondary information useful in a literature review
4. A source of tertiary information useful in a literature review

5. If you are new to a topic and have not studied or read about it before, it is useful to begin your literature review by consulting

1. papers posted to Web sites.
2. conference papers.
3. books reporting research studies.
4. summaries such as encyclopedias.

6. If you were to set a priority on searching one database for your educational literature review for a study, what database would you search first?

1. ERIC
2. PsycINFO
3. Sociological abstracts
4. Web of Science

7. For what reason would you be particularly cautious about using papers posted to Web sites on the Internet for your literature review?

1. The papers may be difficult to locate with the search engine.
2. The papers would take a long time to print out.
3. The papers may not be screened for high quality.
4. The papers may be off-topic to the topic you plan to study.

8. Using computerized literature databases what is the best procedure to narrow a topic to locate a reasonable number of documents?

1. Searching through a Thesaurus of terms
2. Combining terms in your search
3. Limiting the search process to the last 20 years
4. Having a good understanding of your topic at the outset

9. You are examining a research study that you have found in your literature search. The task now is to determine if the study is a relevant one to use in your literature review. What factor below is NOT a criterion that you might employ?

1. The literature focuses on the same topic as your proposed study.
2. The literature examines the same population that you plan to study.
3. The literature can be located and obtained from your academic library.
4. The literature is in a readily accessible form, such as an online journal.

10. Which of the following is a strategy to synthesize the literature?

1. List all studies chronologically.
2. Focus on the earliest studies as most important.
3. Construct a literature map.
4. Calculate the average number of studies per year.

11. In a qualitative research study, typically the literature at the beginning of the study is used to

1. justify the importance of the research problem.
2. minimize the importance of the literature review.
3. create a general understanding of the educational topic.
4. document the need for the research questions in the study.

12. The literature review in the beginning of a quantitative study helps to

1. establish the central role of literature in the study.
2. reduce the role of the literature in the study.
3. specify the variables importance for the questions.
4. predict the results in the study.

13. Examine the following end-of-text references to the literature. Which one is appropriately written in accordance with the APA style manual (6th ed.)?

1. Smith, J. W. (1994). Ancillary Test Items and Student Achievement. *Journal of Applied Science, 42,* 330-345.
2. Fox, A. B. (1993). Construct validity and use of inter-rater reliabilities. *Journal of Applied Measurement, 41*, 45-50.
3. Jones, J. J. (1994). Questions responses and response rates. *Journal of Survey Research*, 35, 50-56.
4. Enos, M. (1999). Cabin isolation writing strategies. *Journal of English Education, 45*, pp. 59-80.

14. When you have two levels of APA style (6th ed.) headings in a research report, which levels should you use?

1. Levels 0 and 1
2. Levels 1 and 2
3. Levels 3 and 4
4. Levels 4 and 5

15. Which of the following would most likely be found in the "my study" box in a literature map?

1. What are parents' experiences with school choice?
2. School choice as a factor in schooling.
3. My topic will be school choice.
4. Smith (1995) studied school choice.

16. In a literature map, the box, "My study" has arrows drawn from other boxes in the map. The intent of arrows from other boxes to the "My study" box is

1. to connect my proposed study to other studies in the map.
2. to give direction to the reader in understanding the map.
3. to show how my proposed study extends existing literature.
4. to indicate the direction of influence in my study.

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17. Place in order the 6 steps in the process of conducting a literature review. Number the steps from 1 – first step, to 5 – final step.

\_\_\_\_\_\_\_\_ Writing a review

\_\_\_\_\_\_\_\_ Critically evaluating and selecting the literature

\_\_\_\_\_\_\_\_ Synthesizing the literature by concepts

\_\_\_\_\_\_\_\_ Organizing the literature with a literature map

\_\_\_\_\_\_\_\_ Locating the literature about a topic

\_\_\_\_\_\_\_\_ Identifying key terms to use in a search

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18. Identify how you would narrow your computerized ERIC search to research studies so that you capture important data-based studies on your topic.

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19. Define the term *secondary source of information*.

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20. Identify the aspects of a good abstract that are located in this quantitative abstract at the beginning of a research study.

"This study explores the meaning of women's education in Third World countries. Ten women in Saudi Arabia were asked to participate in this qualitative study. Each woman had a life story to tell about her experiences in education, and the themes developed from these stories indicated educational experiences shaped by marginalization, limited admission, hopeful aspirations, and control by a centralized government."

List the aspects found in this abstract here:

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21. Write to the left of each heading in the blank the number of the level of the heading in appropriate APA style (6th ed.).

Level \_\_\_\_\_\_\_\_ **Review of the Literature**

Level \_\_\_\_\_\_\_\_ **Introduction**

Level \_\_\_\_\_\_\_\_ **Indicators of kindness**. This form of kindness …

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

22. Take the following within-text reference to the literature and rewrite it to represent a good model of a reference in APA style (6th ed.).

Poor Model:

"Alex Smith (1994, p. 45) showed that consumer consumption at fairs…

Good Model:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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23. Take the following within-text reference to the literature and rewrite it to represent a good model of a cited reference in APA style (6th ed.):

Poor Model:

"Several authors have concluded that consciousness resides within a sphere of the brain where learning best occurs (Smith, 1994; Happenstance, 1996; Jones 1990 as cited in Able, 1990)."

Good Model:

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24. Define the difference between a study-by-study review of the literature and a thematic review of the literature.

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25. Take a topic of your choice and identify five steps that you would use to conduct a search of the ERIC database. These steps need not necessary be listed in order for them to be correct.

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26. Examine the following poor model of an end-of-text reference. Rewrite the example so that it reflects appropriate APA (6th ed.) end-of-text reference style.

Poor Model:

Shertzer, Barney, and Stone, Sylvia. (1999). *Understanding the Division I Student Athletic Trainer: Saint or Lackey?* Journal of Irreproducible Results, 24, pages 42-46.

Good Model:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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##### Chapter 4. Specifying a Purpose and Research Questions or Hypotheses

For each question below, circle the correct or best answer.

1. What characteristic below distinguishes a quantitative research question from a research hypothesis?

1. One is a purpose of the study and the other is a question.
2. One is a question and the other is a hypothetical inquiry.
3. One is a question and the other is a prediction.
4. One is an objective and the other is a statement.

2. Which one of the following is NOT a variable?

1. Self-concept
2. Age
3. Gender
4. U.S. stereotype

3. Types of leadership styles, such as autocratic, consensus-building, and transformational, are examples of what type of scores of variables.

1. Continuous scores
2. Leadership scores
3. Ordinal scores
4. Categorical scores

4. Examine this quantitative research question, "What is the relationship of substance use, gender, and academic achievement in high school?"

The control variable would be:

1. Substance use
2. Gender
3. Academic achievement
4. There is no control variable

5. Identify the type of variables used in quantitative research when determining the interaction effect

1. Measured variables
2. Joint variables
3. Control variables
4. Moderating variables

6. In the following quantitative purpose statement, indicate the intervening variable:

"The purpose of this study is to test the theory that college students with good self-esteem engage in positive social interactions and in turn achieve high grades during their freshman year."

1. College students
2. Self-esteem
3. Social interactions
4. High grades

7. A confounding variable is

1. a variable that cannot be easily explained.
2. a variable that contradicts what one expects to find.
3. a variable that cannot be directly measured.
4. a variable that affects or impacts an outcome.

8. An explanation or prediction for the relationship between two or more variables in quantitative research is called a

1. theory.
2. variable.
3. hunch.
4. framework.

9. Select the best reason below for why a purpose statement is important.

1. It justifies the problem for the reader.
2. It informs the reader of the central ideas addressed in your study.
3. It provides the reader with the question you are attempting to answer.
4. It informs the reader of your predictions about relationships among attributes.

10. The following is an example of what type of quantitative research question:

"How do feelings of alienation influence the ethnic identity of Hispanics in the United States?"

1. Descriptive question
2. Relationship question
3. Comparison question
4. Association question

11. The difference between a hypothesis and a research question is that the hypothesis

1. predicts what the researcher will expect to find.
2. hypothesizes the relationship among variables.
3. is a statement of fact rather than a question.
4. requires statistical testing in a research study.

12. Which of the following best represents a central phenomenon in qualitative research?

1. the age of the participant
2. stages in adolescent development
3. a concept drawn from the social sciences
4. measures of self-esteem

13. When qualitative researchers refer to the intent of the study as "emerging," they are referring to:

1. the new participants that will suddenly appear to be interviewed.
2. the clarification of the nature of the central phenomenon.
3. the gradual focusing of the research questions.
4. the uncertain characteristic of what they are studying.

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Examine the following quantitative purpose statement:

"The purpose of this study is to examine the impact of student self-esteem on social interaction for junior high students in one metropolitan school district."

14. What is the independent variable?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. What is the dependent variable?

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16. Who are the participants in the study?

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Examine the following quantitative research question:

"Do fourth-grade students who participate in a gardening group eat more fruits and vegetables during the week than those who watch a video on the importance of eating fruits and vegetables?"

17. List the independent variable:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. List the dependent variable:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Examine the following quantitative alternative (or directional) hypothesis.

"High degrees of mutuality, comprehensiveness, congruence, and gender lead to positive position and functional mentoring relationships among students and teachers."

19. Identify the independent variables:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

20. Identify the control variable:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

21. Identify the dependent variables:

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22. Rewrite the following poor example of a quantitative research hypothesis:

Poor Question:

"Student achievement in high school is influenced by entering ability levels, gender, and social interactions with other students."

Improved Question:

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23. Identify the central phenomenon in this qualitative purpose statement.

"What meaning do boys in junior high ascribe to being overweight?"

The central phenomenon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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24. Rewrite this poor example of a qualitative central research question:

Poor example:

"What factors influence the meaning educational research students ascribe to the term, 'statistical significance?'"

Improved example:

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Examine the following purpose statement and research questions in a qualitative study:

"This article examines the teaching of science and the particular difficulties elementary science teachers may have in science classrooms. To do this, we have analyzed the practices of a second-year science teacher, Jane Smith, to answer the following questions: (a) how does she teach science? (b) What concepts of science does she bring to the classroom? (c) What is the process of activities in her room?"

Answer the following questions:

25. What is the central phenomenon being studied?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

26. In your own words, construct the central question that this study addresses:

The central question:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

27. What is the purpose of the questions in this passage?

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28. What is the location or research site for the study?

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29. In the mothers' trust in school principals study (Shelden et al., 2010), the authors advance in paragraph 14 the question: "What are the perspectives of mothers of children with disabilities on trust in school principals?" What is the central phenomenon being explored in this study that can be gleaned from this question?

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In the parent involvement study (Deslandes & Bertrand, 2005), the authors mention the purpose and research question guiding the study as follows: "To examine how the four psychological constructs influence parent-involvement decisions across the three secondary grade levels, we posed the following research question: What are the relative contributions of parents' role constructions, self-efficacy, perceptions of teacher invitations, and perceptions of adolescent invitations to predict parent involvement at home and at school in Grades 7, 8, and 9?"

Critique this purpose statement by identifying at least four elements that go into a good quantitative purpose statement.

30. What are four elements are present?

1. \_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_

##### Chapter 5. Collecting Quantitative Data

1. Which of the following is the best example of a unit of analysis level in quantitative data collection?

1. Trust
2. Gender
3. Individual
4. Social-interaction

2. A graduate student plans to conduct a study about the use of computers in the middle school classroom. To obtain permission for this study, the student visits with the head of research and evaluation in the school district, the principal of the middle school, and the university institutional review board. What permission is also needed before the student begins the study?

1. Permission from the Apple corporation
2. Permission from the informed consent group
3. Permission from the technology center in the school
4. Permission from parents of the students

3. The researcher has a list of all students in the elementary school that have been designated as "gifted" students. In the process of quantitative data collection, this list represents

1. the target population of "gifted" students.
2. the population of "gifted" students.
3. the random sample of "gifted" students.
4. the mailing list of "gifted" students.

4. Which one of the following sampling procedures illustrates nonprobability sampling?

1. Every *n*th student is selected from the population list.
2. Students are sampled so that they are representative of the population.
3. The probability of the sample in the population is low.
4. Students are sampled based on availability to complete the instrument.

5. What is the most rigorous sampling procedure that a quantitative researcher could use?

1. Simple random sampling
2. Systematic cluster sampling
3. Randomized design sampling
4. Selective study sampling

6. Assume that a researcher wants to select individuals from a population so that an equal number of people from different ethnic groups (e.g., African-American, Hispanic, Asian-Americans) are selected. The procedure the researcher would use is called

1. proportional population selection.
2. stratification sampling.
3. ethnic sampling.
4. convenience sampling.

7. Snowball sampling is illustrated with which of the following procedures?

1. A researcher accumulates participants over time in the design.
2. A researcher asks a principal to have her teachers fill out instruments.
3. A researcher uses a random numbers table to select participants.
4. A researcher selects individuals who are willing to participate.

8. Why do we thoughtfully determine sample size? Select the best answer.

1. Because the IRB process requires it
2. Because of the size needed for statistics
3. Because our advisor recommends it
4. Because our findings require it

9. Of the following options, which one is an example of an "attitudinal" measure?

1. Negative views toward school choice
2. Data about how many students choose a school
3. Basic skills of students attending a school
4. Career choices of students attending a school

10. A researcher would like to study the predictability of behaviors over time. This researcher would locate an instrument such as

1. an interest inventory.
2. an aptitude test.
3. a personality assessment.
4. a behavioral checklist.

11. If you decide to design your own instrument for quantitative data collection rather than modify or locate an existing instrument, you should know that

1. the instrument will reflect your own biases.
2. the instrument will be difficult to design.
3. your advisor will need to give approval.
4. the instrument will likely modify an existing instrument.

12. You decide to locate an instrument to use in your quantitative study. The following are recommended strategies to use to locate this instrument EXCEPT to

1. look in the guides available for commercial instruments.
2. consult the ERIC Web site for instruments.
3. ask your faculty advisor to recommend an instrument.
4. look in published journal article studies for an instrument.

13. Various forms of evidence can be used to establish the validity of scores on an instrument. Which of the following forms is a source of validity evidence that you might use?

1. Evidence based on the test scores at two different times
2. Evidence based on the ratings of multiple observers
3. Evidence based on the consistency of the test scores
4. Evidence based on the relationship of test scores to external variables

14. You are administering an instrument about weapon possession to high school students in a drama class. As you give instructions for completing the instrument, several students interrupt you and say that they will not complete the instrument. What should be your course of action?

1. Call their parents after school lets out.
2. Ask if they would consent to interviews.
3. Ask them to complete "safe" questions.
4. Allow them to not participate in the study.

15. For your study, you need to collect data one the practices of a teacher while conducting a classroom activity in a school. What type of instrument would be the best choice?

1. Interest inventory
2. Affective scale
3. Practice inventory
4. Behavioral checklist

16. Which of the following is a potential problem with systematic sampling?

1. It does not account for researcher stratifications.
2. It is difficult to select the individuals.
3. Adjacent names in a list cannot be selected.
4. It is a purposeful sampling procedure.

17. In the parent involvement study, Deslandes and Bertrand (2005) mentioned the following in paragraph 18, about the variable, "parents role:"

"Parents role construction…We used a construct that comprised 10 items (alpha=.72) that measure behaviors that are parent focused, school focused, and mainly partnership focused in accordance with the adolescents' education."

What important information is missing in this discussion that would indicate that the variable is a good one to use?

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18. Place in order the following steps typically taken during quantitative data collection:

\_\_\_\_\_\_\_\_ identifying data options

\_\_\_\_\_\_\_\_ recording and administering data collection

\_\_\_\_\_\_\_\_ obtaining permissions

\_\_\_\_\_\_\_\_ selecting participants

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_19. Examine the informed consent form below. Indicate eight provisions included in this form that researchers should use when writing this form.

Title: “Experiences in Learning Quantitative Research”

The following information is provided for you to decide whether you wish to voluntarily participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting your relationship with this department, the instructor, or the University. The purpose of this study is to relate past experiences with research to scores on the quizzes in class.

Data will be collected using a brief survey at the beginning of the class. Then, three quizzes will be given during the semester and your scores recorded. The survey data and your quiz scores will be the only data collected in the study. Do not hesitate to ask questions about the study before participating or during the study. I would be happy to share the findings with you after the research is completed. Your name will not be associated with the research findings in any way, and only the researchers will know your identity.

There are no known risks and/or discomforts associated with this study. The expected benefits associated with your participation are the information about the experiences in learning research methods. If this study is later submitted for publication, a by-line will indicate the participation of all students in the class. Please sign this consent form. You are signing it with full knowledge of the nature and purpose of the procedures. A copy of this form will be given to you to keep.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

Jane W. Smith, Professor, City University (111-312-5432)

The eight provisions are:

1. Provision 1 \_\_\_\_\_\_\_\_
2. Provision 2 \_\_\_\_\_\_\_\_
3. Provision 3 \_\_\_\_\_\_\_\_
4. Provision 4 \_\_\_\_\_\_\_\_
5. Provision 5 \_\_\_\_\_\_\_\_
6. Provision 6 \_\_\_\_\_\_\_\_
7. Provision 7 \_\_\_\_\_\_\_\_
8. Provision 8 \_\_\_\_\_\_\_\_

20. Describe the purpose of having an informed consent form in a research study:

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21. A colleague asks you how to proceed from stating research hypotheses to obtaining scores in a quantitative study. You recognize this as the process of collecting quantitative data, and inform this colleague of four major steps. List the steps in order below:

Step 1 \_\_\_\_\_\_\_\_

Step 2 \_\_\_\_\_\_\_\_

Step 3 \_\_\_\_\_\_\_\_

Step 4 \_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

22. In the question below, indicate the type of scale used by the author:

"How frequently do you chew smokeless tobacco?"

\_\_\_\_\_\_\_\_ Very frequently

\_\_\_\_\_\_\_\_ Frequently

\_\_\_\_\_\_\_\_ Seldom

\_\_\_\_\_\_\_\_ Never

Type of scale: \_\_\_\_\_\_\_\_

23. Which of the following is the best reason for standardization when collecting data?

1. The need to protect the anonymity of individual participants
2. The need to ensure norm-referencing for the instrument
3. The need to ensure data for individuals are comparable for analysis
4. The need to disrupt the research site as little as possible

##### Chapter 6. Analyzing and Interpreting Quantitative Data

For each question below, circle the correct or best answer.

1. Which of the following represents an example of a summed score in quantitative data analysis?

1. A score is calculated for each question on the instrument.
2. A score is calculated for several questions on the instrument.
3. A score is calculated summarizing differences in two scores.
4. A score is based on a summed score for all individuals.

2. From the statements below, select the best guideline to use for selecting a statistical program for your quantitative data analysis.

1. The program is the recommendation of another student.
2. The program has an app available for a mobile device or tablet.
3. The program is produced as an open source software.
4. The program has thorough documentation for procedures.

3. When inspecting data, we examine the database for scores that are

1. outside of the mean.
2. outside of the median.
3. outside of the accepted range.
4. outside of the standard deviation.

4. When inputting data into a computer program for data analysis, "values" are:

1. the numbers associated with variables you are trying to measure.
2. the response options to variables you are trying to measure.
3. the quality of information for variables you are trying to measure.
4. the identifying number for variables you are trying to measure.

5. A quantitative researcher uses a data analysis computer program to sort the values of each variable into ascending order. The intent of this procedure is typically to

1. clean up the data.
2. compute the mean.
3. answer a research question.
4. develop the codebook.

6. An individual who has completed your research survey instrument has not responded to question 10 and has chosen to leave it blank. For purposes of quantitative data analysis, how would you respond to this issue?

1. Send the instrument back and ask the person to fill out the question.
2. Delete the individuals' survey completely from the database.
3. Assign a value for missing information such as a –999.
4. Re-contact the person and ask them why they did not respond.

7. The standard deviation tells us

1. the skewness of the distribution.
2. the average value of the scores.
3. the dispersion of the scores.
4. the relative standing of a particular score.

8. You are reading a research report summarizing the findings for a study of first-year teacher anxiety in the classroom. You read the following results:

"The average score for teachers on all items on the anxiety instrument was 65.76 with a standard deviation of 5.6. The scores varied from a low of 45 to a high of 75 on the instrument."

What type of research question would likely result in this type of statement?

1. A comparison question about teacher scores
2. A relationship question correlating years of experience and anxiety
3. A descriptive question measuring the anxiety of teachers
4. A range of scores questions assessing the variability of scores

9. Which of the following is a way to avoid the problem of multiple comparisons?

1. Limiting the number of independent or predictor variables
2. Using a probability sampling approach
3. Estimating confidence intervals when testing
4. Specifying hypotheses before analysis and testing

10. Which of the following factors is most important to consider in selecting an appropriate statistical test for a quantitative study?

1. How many independent variables are in the data
2. Whether the codes suggest it is appropriate
3. How many research questions are in the study
4. Whether the independent variable relates to the question

11. The two areas at the end of a normal curve that indicate low probability values if the null hypothesis is true are called

1. a two-tailed test.
2. the critical region.
3. the area of the true null.
4. the significance level or alpha.

12. Which of the following is a possible outcome of hypothesis testing?

1. The beta weight of the null
2. The probability of chi
3. The effect size
4. The probability or alpha

13. If a researcher sets the alpha at .05 and obtains a *p* value of .06, this means that a null hypothesis would

1. fail to be rejected.
2. be slightly higher than alpha.
3. be very close to the alpha level.
4. be accepted as different.

14. Examine the following statement found in the conclusion to a quantitative research study:

"One reason why the results were insignificant may be due to the small size of the sample and the use of a convenience, rather than a random, probability sample."

This statement indicates that the researcher is (select the best response)

1. summarizing the major results.
2. providing an explanation for the results.
3. sharing why evidence did not support predictions.
4. suggesting future research to strength the study.

15. In the parent involvement study (Deslandes & Bertrand, 2005), the researchers state a finding in paragraph 27:

"Parents' perceptions of students' invitations in the social domain was the most powerful predictor; it accounted for an additional 28% of the variance (beta = .35, *p* < .001)."

From looking at the *p* value you would conclude

1. that the results were statistically significant.
2. that the probability alpha level was set too low.
3. that the authors should have set an exact *p* value.
4. that the partial results indicated a significant *p* value of .001.

16. Which of the following is an example of a figure used in quantitative research?

1. A plot of interconnecting themes
2. A joint display
3. A scatterplot
4. A normal curve

17. If the probability value is less than or equal to the significance level, then you

1. accept the null hypothesis.
2. fail to reject the null hypothesis.
3. revise the null hypothesis.
4. reject the null hypothesis.

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18. Why it is important to check for effect size in addition to hypothesis testing?

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Examine the following results reported in a quantitative study:

"The scores varied for band members (M=3.5), choir members (M=3.9), and for student athletes (M=5.4) for attitudes toward engaging in school activities during the 3-5 p.m. period of time. A comparison of the groups, at an alpha of .05, showed a statistically significant difference among the three groups, F(3,8)=9.87, p = .031, effect size = .91 SD."

19. As you examine this statement, you conclude: (place an X in the appropriate column)

No Yes

a. The null hypothesis was rejected. \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

b. The level of significance showed

a probability of rejection set at 05. \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

c. The statistics test used was a t-test. \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

d. The magnitude of differences

among the groups was more than

one standard deviation. \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

e. Band members differed

significantly from student

athletes in their attitudes. \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

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20. You have just received data on the question below and you plan to score it for quantitative computer analysis. On the line in front of each response category, indicate the score (e.g., 1-5) you would assign for that response when you entered the response into a data grid or file for computer data analysis.

"Students should be given an opportunity to wear tee-shirts with Joe Camel on them if they want to."

\_\_\_\_\_\_\_\_ Strongly agree

\_\_\_\_\_\_\_\_ Agree

\_\_\_\_\_\_\_\_ Undecided

\_\_\_\_\_\_\_\_ Disagree

\_\_\_\_\_\_\_\_ Strongly disagree

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21. Briefly define the mean.

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22. Briefly define the standard deviation.

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23. Briefly define the *z* score.

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24. Briefly define confidence intervals.

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25. Briefly define the meaning of descriptive statistics.

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26. Below are listed the steps in the process of testing a hypothesis in a quantitative study. Place the steps in order from 1 to 6 with 1 as the first step and 6 as the last step.

\_\_\_\_\_\_\_\_ Compute the sample statistic

\_\_\_\_\_\_\_\_ Establish the null hypothesis

\_\_\_\_\_\_\_\_ Collect data

\_\_\_\_\_\_\_\_ Make a decision about rejecting or failing to reject the null

\_\_\_\_\_\_\_\_ Set the level of significance (alpha)

\_\_\_\_\_\_\_\_ Determine the practical significance of the results

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##### Chapter 7. Collecting Qualitative Data

For each question below, circle the correct or best answer.

1. Which one of the following is the best reason why a qualitative proposal submitted to the institutional review board requires a more detailed description of procedures than a quantitative proposal?

1. The board's familiarity with qualitative approaches
2. The attitudes of institutional review board members
3. The length of the qualitative proposal
4. The amount of time required for qualitative research

2. Which of the following best describes a "gatekeeper" in qualitative research?

1. The individual who maintains access to the institutional review board
2. The individual who helps inform the researcher about the research site
3. The individual who helps locate people and provides entrance to the site
4. The individual who needs to give permission to conduct for the study

3. A researcher decides to study one individual, a painter, who has distinguished herself for painting about children on the playground. What form of qualitative purposeful sampling would this represent?

1. Extreme case sampling
2. Distinctive case sampling
3. Concept sampling
4. Critical case sampling

4. Under what circumstances would a qualitative researcher engage in sampling *after* a study begins?

1. The qualitative research questions change.
2. The study begins to lose participants who drop out.
3. The researcher asks participants to recommend others.
4. The researcher decides to develop a theory.

5. Which one of the following provides a good reason for why qualitative researchers select only a few participants?

1. The number of people available is typically small.
2. With each additional participant, less depth is possible.
3. The individuals who can answer the questions are few.
4. The researcher does not want to generalize findings.

6. Which of the following is the best example of a document collected by qualitative researchers?

1. A quality rating scale
2. A set of scores on a standardized test
3. A grade card of a student
4. A journal of experiences

7. "Field notes" written by a researcher during a senior high school assembly are an example of what form of qualitative data?

1. Notes taken at school
2. Field experiences of the researcher
3. Observational notes
4. Material recorded by hand

8. In your research study, you shadow or follow around a principal for a day. You sit in her office, you go with her to several classes, you go out to lunch with her, and you listen while she talks with parents, teachers, and students in the school. What form of observation are you engaged in?

1. A changing observational role
2. A "day-in-life" observational role
3. A participant observational role
4. An external observer observational role

9. You are recording information on your observational protocol. What type of notes would you record on this protocol?

1. Participant fieldnotes
2. Reflective fieldnotes
3. Observational fieldnotes
4. Audio fieldnotes

10. You plan to study and observe an adult literacy classroom at a local community college. What approach to observation would you probably first use when you go into the classroom?

1. You would have someone announce your presence.
2. You would sit quietly at the back of the room and observe.
3. You would develop rapport with individuals in the room.
4. You would write your name on the board to introduce yourself.

11. Cara is considering the best type of interview for her study about teachers' relationship building skills. Which of the following might be an advantage specific to web-based video interviews?

1. Participants can speak freely about the topic.
2. She can take field notes of the interview.
3. She will have the ability to see participant body language.
4. Participants will have more time to respond.

12. Which of the following types of participant would likely be considered vulnerable by an institutional review board?

1. Pregnant women
2. Patients with diabetes
3. College students
4. Research participants

13. What a disadvantage of using interviews in qualitative research?

1. You cannot measure the variables.
2. You cannot record ice-breakers in the conversation.
3. The researcher hears what the interviewer wants to hear.
4. The data are filtered through the researcher's lens.

14. What are the advantages of using focus groups in qualitative research?

1. Interaction yields useful information.
2. They are easier to transcribe than interviews.
3. They tend to be easier for the researcher to take notes.
4. They typically consist of four to six individuals.

15. What type of ethical issues does collecting e-mail messages introduce in qualitative research?

1. Whether individuals will respond to your message
2. Whether you have permission to use their message
3. Whether their message is an accurate statement
4. Whether your message promotes a conversation

16. Which of the following is an example of a clarifying probe?

1. "What did you tell your parents?"
2. "What definition are you using?"
3. "Could you explain that idea?"
4. "You need to make more sense."

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17. List two of the steps when collecting audiovisual material in qualitative research.

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18. What is the purpose of an interview or an observational protocol in qualitative research?

1. It helps determine the appropriate procedure.
2. It forms the basis for conducting data collection.
3. It provides a form for the researcher to record information.
4. It offers an international process for researchers.

19. Which of the following is a typical field issue that interviewers may encounter in qualitative research?

1. Learning how to funnel from broad issues to narrow ones
2. Establishing the correct codes
3. Encouraging all participants to talk in a group interview
4. Interpreting the participants' responses

20. From the following list, select the most important item to include on an interview protocol.

1. Questions to gather participant demographics
2. Possible probes associated with each question
3. Prompts to record field notes
4. At least two numeric items

21. One of the greatest disadvantages of conducing telephone interviews is that

1. the researcher will not be able to record the interview.
2. the researcher will not have probes in the protocol.
3. the researcher may not be able to understand the interviewee's perceptions as well.
4. the researcher may have difficulty taking notes during the interview.

22. Ethical issues often arise in collecting qualitative data. Which one of the following situations may raise an ethical issue in qualitative research?

1. Participants may disclose sensitive information during interviews.
2. Participants may talk openly about their indigenous culture.
3. Participants may sign a waiver providing information to the researcher.
4. Participants may withhold important information during an interview.

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23. Below are two forms of sampling:

probability sampling

purposeful sampling

Examine each reason for sampling below, and indicate with "probability sampling" or "purposeful sampling" on the line what type it represents.

1. Individuals are selected so that the researcher can generalize to the population \_\_\_\_\_\_\_\_
2. Individuals are selected so that the researcher can develop a detailed understanding \_\_\_\_\_\_\_\_
3. Individuals are selected to be representative of a population \_\_\_\_\_\_\_\_
4. Individuals are selected so that the researcher can best understand a phenomenon \_\_\_\_\_\_\_\_

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24. A researcher shares her own struggles with "skipping school" as she interviews an at-risk high school student. What ethical issue is involved in this situation? Please explain.

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25. Describe what "changing observational roles" means. Second, indicate the situation in which you might engage in this observational practice in qualitative research.

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26. Indicate the situation in which you might engage in this observational practice in qualitative research.

I would use it when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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27. Which of the following points is most important when conducting qualitative interviews?

1. Take good field notes.
2. Find an open site for the interview.
3. Audio-record the questions and responses.
4. Obtain consent when the research is completed.

**Chapter 8. Analyzing and Interpreting Qualitative Data**

For each question below, circle the correct or best answer.

1. What does the term, "simultaneous" mean in the process of qualitative data analysis?

1. Returning back and forth between collecting and coding data
2. Analyzing data, collecting data, and writing a description at the same time
3. The processes of transcribing and analyzing data are coordinated
4. The data collection, analysis, and reporting writing are distinct phases

2. Which one of the following is the best reason to hand analyze your qualitative data?

1. You want to be close to the data.
2. You are analyzing a larger database.
3. You need to organize and track extensive information.
4. You need to capture specific quotes.

3. Qualitative researchers use qualitative analysis computer programs to

1. analyze the data for them.
2. transcribe interview recordings.
3. validate the findings.
4. assign labels or codes to data.

4. A preliminary exploratory analysis of a qualitative database means that you are

1. searching for early code words to use in your analysis.
2. reading through it to obtain a general sense of the data.
3. checking to see if the transcriptionist typed it accurately.
4. exploring the data for a detailed description of codes.

5. If you were to identify codes to use in the study of an elementary classroom, which one of the following is the LEAST likely code that you might use?

1. A code word in your own words
2. A code word that captures the activities
3. A code word based on the actual words of students
4. A code word from a curriculum guide

6. What is the difference between a good example of description and a poor example?

1. The good example transports you to the setting.
2. The good example describes accurately the situation.
3. The good example uses a detailed quote.
4. The good example goes on at some length.

7. Which of the following is an example of a type of theme that you might identify in a qualitative study?

1. Social science themes
2. Unexpected themes
3. Zoom-lens themes
4. Lean themes

8. A qualitative researcher draw a theoretical model based on the data provided by the participants in the study. This illustrates

1. the interconnection of themes.
2. the detailed explanation of a phenomenon.
3. the layering of themes.
4. the develop of a storyline of themes.

9. When writing a narrative discussion in a qualitative study, which of the following points is most important?

1. Change quotes to academic language
2. Report a single perspective
3. Report multiple perspectives
4. Minimize tensions or contradictions in experiences

10. The initial step in using qualitative data analysis software is to

1. have the software conduct the initial identification of codes.
2. determine word frequencies.
3. import files into the software.
4. organize the files for analysis.

11. Qualitative researchers do not typically refer to "bias." What is the reason for not using the word "bias"?

1. The need to gain access to a site or participant
2. The need to find good code words in the analysis
3. The need to incorporate researchers' personal views in interpretation
4. The need to discuss limitations of a qualitative study

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12. Read through the following transcript passage.

### Line

* 1. The traffic was light on the outskirts of town as I drove the small
  2. rented car back to my home. As I neared, I found myself talking
  3. to myself in an uncharacteristic way, "Do you really want to do this?"
  4. I knew that it would be traumatic to visit my home after 50 years. This
  5. old house was where my mother died. She worked for a couple of
  6. years in the elementary school just one short block away. I often
  7. wondered what she was like as a teacher, how she played the piano,
  8. and how she interacted with the kids. I'll never know, but I might
  9. catch glimpses of it if I go into the old school, check in at the desk
  10. and ask anyone if they know what the building was like 50 years ago.
  11. Maybe I'll find someone who has a picture.

Identify two code words that you might record to capture the meaning

of this passage. Also, identify the text segments for each code and indicate the

number of the lines:

1. First code word(s) \_\_\_\_\_\_\_\_
2. First code word(s) lines \_\_\_\_\_\_\_\_
3. Second code word(s) \_\_\_\_\_\_\_\_
4. Second code word(s) lines \_\_\_\_\_\_\_\_

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13. What advice would you give someone who needs to transcribe an audio recording from an interview? List four recommendations.

Recommendation 1 \_\_\_\_\_\_\_\_

Recommendation 2 \_\_\_\_\_\_\_\_

Recommendation 3 \_\_\_\_\_\_\_\_

Recommendation 4 \_\_\_\_\_\_\_\_

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14. Below are the steps in coding a transcript. Place them in order by numbering the steps from 1 = first step to 5=last step.

\_\_\_\_\_\_\_\_ Dividing the text into segments

\_\_\_\_\_\_\_\_ Reducing overlaps among the codes

\_\_\_\_\_\_\_\_ Collapsing codes into themes

\_\_\_\_\_\_\_\_ Reading through the data

\_\_\_\_\_\_\_\_ Labeling the segments of information with codes

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15. What is a narrative discussion in qualitative research?

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16. What is the process in which the researcher determines the accuracy or credibility of findings?

1. Credibility analysis
2. Generalization
3. Accuracy review
4. Validation

17. Which of the following validation strategies involves the researcher asking one or more participants in the study to check the accuracy of the account?

1. Triangulation
2. Participant audit
3. External audit
4. Member checking

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18. List the five elements to include in the final section in which you interpret findings for a qualitative study?

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19. The point at which themes are fully developed and new evidence is not likely to provide additional themes is

1. validation.
2. saturation.
3. thematic conclusion.
4. authentication.

20. What is the target range for the final number of codes to have in a qualitative study?

1. 5 to 7
2. 20 to 30
3. 35 to 45
4. 100 to 150

**Chapter 9. Reporting and Evaluating Research**

For each question below, circle the correct or best answer.

1. Why it is important for researchers to write for their audiences?

1. They need to market their material.
2. The audiences know best how to research.
3. The journals are most selective today.
4. The audiences have certain expectations.

2. How would you distinguish between a research report and a research proposal?

1. A proposal includes the methods or procedure.
2. A proposal is a plan for conducting a study.
3. A proposal suggests the need to defend the study.
4. A proposal tends to be written in past tense (e.g., was).

3. What feature distinguishes a quantitative proposal for a dissertation or thesis from a qualitative proposal for a dissertation or thesis?

1. A quantitative proposal has a separate review of the literature.
2. The quantitative proposal is more structured.
3. The quantitative proposal includes a theory to be tested.
4. The quantitative proposal is longer.

4. A research report presented to reviewers before a conference so that they can determine if the research is acceptable for presentation at the conference is

1. a paper for scholarly presentation at a conference.
2. a proposal to present the paper at a conference.
3. a field-based reviewed research paper for a conference.
4. a preliminary study before presenting the paper to a journal.

5. You are looking at a journal article from a leading educational journal. You are trying to identify its physical structure. The following are good strategies to use to identify the structure EXCEPT?

1. You examine the number and type of levels of headings in the report.
2. You search for how the author answered each of the research questions.
3. You examine the number of pages given to each section of the study.
4. You locate the six steps in the process of research.

6. Research reported to policy makers is characterized by

1. a short executive summary.
2. a policy brief that presents implications.
3. time to report the results.
4. a personal disclaimer about the study.

7. One recommendation for writing research in a sensitive way is to use specific terms for persons that are accurate, clear, and free of bias. What example below is the best example of this practice?

1. "research subjects provided responses"
2. "alcoholics participated in the study"
3. "the study enrolled 50 pilots including women pilots"
4. "60-65 year olds diagnosed with depression participated"

8. Researchers need to be sensitive to labels. Assume that you are studying children with learning disabilities, such as 4th grade students in Holling Elementary School. Write a sentence that captures how you would refer to these children in a way that is sensitive to labels. Complete this sentence:

"Participants in this study are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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9. Why would a researcher want to "encode" a research report with good research terms?

1. It shows that the researcher knows how to conduct research.
2. It shows the coding process used in qualitative research.
3. It shows the audience that the study should be published.
4. It shows how much the researcher understands.

10. Which of the following is a strategy specifically for building consistency into a scholarly research report?

1. Include the term consistency frequently throughout the report.
2. Use the same names for variables whenever they appear in the report.
3. Advance a concise title for the report.
4. Have a clearly specified purpose statement in the report.

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The three standards listed below are approaches for evaluating a qualitative research report. In the statements that follow, match the statement to one of the three approaches by indicating the appropriate letter in the blank space.

A. Participatory evaluation standards

B. Procedural evaluation standards

C. Philosophical evaluation standards

11. A qualitative study should be evaluated in terms of whether the researcher respects the sacredness of the relationship with the participants. This is an example of standard \_\_\_\_\_.

12. A qualitative study should be evaluated in terms of whether the researcher includes multiple levels of data analysis. This is an example of standard \_\_\_\_\_.

13. A qualitative researcher discusses how she came to compose the narrative and the reasons for her stance in the study. This is an example of standard \_\_\_\_\_.

14. A qualitative researcher should engage in extensive data collection using multiple sources of information. This is an example of standard \_\_\_\_\_.

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15. List the five sections typically found in a quantitative research report in the order in which you would find them stated:

First section \_\_\_\_\_\_\_\_

Second section \_\_\_\_\_\_\_\_

Third section \_\_\_\_\_\_\_\_

Fourth section \_\_\_\_\_\_\_\_

Fifth section \_\_\_\_\_\_\_\_

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16. What is the form of a qualitative research report that emphasizes five major categories of information found in a study?

1. Storytelling approach
2. Categorical approach
3. Thematic approach
4. Scientific approach

17. What is the form of a qualitative research report that provides a detailed account of people and places to carry the narrative?

1. Descriptive approach
2. Categorical approach
3. Performance approach
4. Scientific approach

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18. What do we mean when we say that research is like a railroad track with subject matter and research process tracks running side by side?

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19. In writing and reporting qualitative research, inquirers need to be ethical. Which one of the following is an important ethical issue in reporting qualitative research?

1. Not having institutional review board sponsorship to examine personal issues
2. Not having a journal publish the results of a study
3. Not having endorsement of the report by the student's advisor
4. Not having results shared with the participants

20. Examine this passage from a qualitative study:

"Our involvement in this study was serendipitous, for one of us had been employed by the correctional facility and therefore had direct experience with gunmen such as the individual in our case; the other was a University of Iowa graduate and thus familiar with the setting and circumstances surrounding another violent incident there in 1992." (Asmussen & Creswell, 1995)

What point of view is represented in this passage? (Check the correct answer)

1. An impersonal point of view
2. A dramatic point of view
3. A personal point of view
4. A direct experience point of view

21. What evidence from the passage are you basing your decision on? Be specific.

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Below is an example of a poor model of balancing research and content. After reading the poor model, answer a question about the poor model and then rewrite the model to represent a good model of balancing research and content.

A Poor Model:

"This study addresses the use of Mac laptops that have wireless connections in a college classroom. We found in this study that students often checked their e-mails during the class instead of listening to the instructor lead a discussion about the content of the class. In one instance, the student first checked her e-mail, then went to a clothing Website, then visited a travel Web site, and finally, came back to the home page of the instructor."

22. What do you find missing in this example of a poor model of balancing research and content?

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23. Rewrite the model to improve its balance.

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##### Chapter 10. Experimental Designs

For each question below, circle the correct or best answer.

1. Which one of the following is a characteristic of an experiment?

1. Participants self-assign into the intervention or control
2. Allow a deep understanding of the participants' experiences
3. Allow researchers to compare groups
4. Have no threats to validity

2. You are conducting an experiment with several school districts to identify if district goal setting as a treatment influences the outcome of high student achievement in the districts. Your experimental unit of analysis would be

1. an organization.
2. the school districts.
3. schools in the school districts.
4. students in the school districts.

3. Which one of the following is a characteristic of causal comparative research?

1. The researcher is manipulating the treatment condition.
2. The researcher can establish probable cause and effect.
3. The researcher cannot apply it practically in educational settings.
4. The researcher can determine an association between groups and the outcome.

4. In an experiment, the researcher randomly assigns students who have been caught smoking inside the high school to three different classes of a health class in which the teacher will address the issues of adolescent smoking. One advantage of this experimental procedure is

1. any variability in student characteristics will be equated among the classes.
2. the students who are caught smoking will be required to take a health class.
3. variables, such as the type of adolescent smoker, will be controlled in the study.
4. the students will be randomly assigned to the three classes and equally distributed.

5. The following are procedures undertaken before an experimental study begins EXCEPT

1. testing students on a pretest over the material.
2. matching students to both the control and experimental groups.
3. selecting a group of homogeneous students on select characteristics.
4. statistically controlling for covariates that may influence the outcome.

6. An important aspect of an experiment is to select independent variables that can be manipulated. Which one of the following is a variable that can be manipulated in an experiment?

1. Self-esteem of junior high girls
2. Classes that junior high girls attend
3. The parents of junior high girls
4. Attitudes of junior high girls

7 An experimental researcher selects students to participate in a study examining the influence of a new math curriculum in an elementary school grade. The researcher randomly assigns the students to the new curriculum or a control group. However, some other events focusing on math may occur outside the classroom. What potential threat to validity exists in this experiment?

1. History
2. Ability scores
3. Selection
4. Regression

8. A researcher finds out in an experimental study that a special program on binge drinking lowers the use of alcohol in the residential dormitories of a small college in the Midwest. Excited about the results, the investigator draws conclusions in the research report for use of this program in a nearby university. What potential threat to validity exists in this experiment?

1. Statistical conclusion validity
2. Construct validity
3. Internal validity
4. External validity

9. Why are groups compared in an experiment?

1. Because they differ in important characteristics
2. To isolate whether the treatment affects the outcome
3. To identify if the groups statistically differ
4. To eliminate whether groups have different experiences

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The following three questions apply to the Self-Brown and Mathews (2003) sample experimental study found at the end of Chapter 10. To answer these questions, please examine the journal article.

10. In experimental research, groups on some independent variable are compared in terms of outcomes on a dependent variable. Identify the independent variable and the groups in this experimental study.

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11. In this experimental study, what was the dependent variable or outcome assessed in the study?

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12. In this experiment, did the experimental treatment groups (token-economy structure and the contingency-contract structure) outperform the control group in terms of the outcome? Justify your response.

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13. In an experiment, this type of group receives an alternative form of the treatment so that they benefit from the study.

1. Experimental group
2. Control group
3. Comparison group
4. Alternate group

14. Define what is meant by a threat to internal validity.

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15. Define what is meant by a threat to external validity.

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16. You read a journal article in which the researcher compares two existing third grade classrooms, one using a new behavioral management approach and the other using the usual approach. The researcher did not randomly assign the approach. What type of design is this study?

1. Quasi-experimental design
2. Dual group design
3. Experimental design
4. Within-group design

17. A researcher is examining obesity in elementary school students by selecting a group of students who are medically obese and another group at a healthy weight. The independent variable will be fruit and vegetable intake over the past two years. What is the best description of the design of this study?

1. Experimental
2. Causal-comparative
3. Quasi-experimental
4. Two-group single subject

18. What serves as the control in single subject research?

1. Matched participants serve as the control
2. The target behavior serves as the control
3. The comparison condition serves as the control
4. Each participant serves as his or her own control

19. In a single subject design, what is the best strategy for demonstrating external validity?

1. Ensuring random assignment to the intervention
2. Replicating across multiple participants and studies
3. Measuring the baseline behavior
4. Using statistical techniques to evaluate intervention effect

20. Which of the following is the best indicator of higher quality in an experiment?

1. The researcher reported that the effect of the intervention was strong and was statistically significant.
2. The researcher selects measures and instruments based on availability to collect data for the experiment.
3. All participants receive the intervention, even the control group on a "wait list" after the experiment concludes.
4. The researcher determines the number individuals to be in each group based their need for the intervention.

21. An experiment is conducted in a middle school. Students in the experiment group receive special tutoring in math while students in the control group participate in a regular math class. On the math achievement test at the end of the year, the students in the special tutoring group score higher on math skills than the students in the regular math class. A parent complains about the ethics of this experiment. What ethical issue would the parent likely raise?

1. The math skills test is inadequate.
2. The students in the regular math class are disadvantaged because they did not have tutor.
3. The experiment did not receive approval from school officials.
4. The random assignment of students to groups was unethical.

22. Jaytee wants to be able to draw causal inferences about a new program. Which of the following pieces of evidence is needed to establish cause?

1. She has an alternative condition to compare effects of the program.
2. She finds a large effect size.
3. She has a sample size of at least 1000 participants.
4. She finds the pre-post change was statistically significant.

**Chapter 11. Correlational Designs**

For each question below, circle the correct or best answer.

1. Which one of the factors below best distinguishes between experimental and correlational research?

1. The measurement of variables
2. The use of an intervention
3. The use of association statistics
4. The use of random selection

2. An explanatory and a prediction correlational design have what factor in common?

1. They both examine the association between two or more variables.
2. They both try to explain and predict outcomes of a study.
3. They both include predictor variables to be measured.
4. They both use advanced statistical procedures for analysis.

3. A researcher conducts a study to determine if good interpersonal skills should be used to hire new competent bus drivers for the public school district. What type of correlational design would this researcher use?

1. A correlational statistic design
2. An explanatory correlational design
3. A prediction correlational design
4. An interpersonal correlational design

4. Student scores on a "positive outlook toward life" and the number of close friends were plotted on a graph. The points on the graph show that high scores on the "positive outlook" scale were related to low scores on the number of friends and that high scores on the number of friends were related to low scores on the "positive outlook" scale. What type of relationship do these scores depict?

1. No relationship
2. A positive relationship
3. A negative relationship
4. An uncorrelated relationship

5. The following are correlation coefficients that you might find when correlating scores for two variables EXCEPT?

1. - 1.35
2. - 1.00
3. - .80
4. - .01

6. Which one of the following is a good example of the concept of co-variance in correlational research?

1. Two scores vary back and forth.
2. A high positive correlation exists between two scores.
3. You can predict one score from the other.
4. There is variance between two scores.

7. A researcher collects scores for male and female students and scores running from a 50 to a 99 on a math final test. This researcher is interested in correlating these scores to determine if there is an association between gender and test scores. What correlation statistic would this researcher use?

1. Pearson correlation statistic
2. Phi-coefficient statistic
3. Point-biserial correlation
4. Regression statistic

8. What is the basic feature of multiple regression analysis?

1. It examines the association between two variables.
2. It examines the effect of multiple independent variables on one dependent variable.
3. It examines the effect of one independent variable on multiple dependent variables.
4. It indicates the causal sequence among variables.

9. The proportion of variability in one variable that can be determined or explained by a second variable is known as the

1. proportional variance coefficient.
2. phi coefficient.
3. coefficient of determination.
4. product moment correlation coefficient.

10. If you were to examine two plots of scores on two scatterplots and draw circles around the scores, which two plots listed below would be the most similar in form?

1. Positive linear and positive uncorrelated
2. Positive linear and negative linear
3. Curvilinear and no correlation
4. Curvilinear and negative linear

11. Correlational designs have benefited from what quantitative developments in the history of research?

1. The development of computers
2. The refinements in the calculations of correlations
3. The measurement of continuous variables
4. The identification of multiple variables to measure

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The following four questions ask you to apply your knowledge of correlational

designs to the Melendez & Melendez (2010) sample correlational study at the end of

Chapter 11.

12. What type of correlational design was being used in this study?

1. An explanation design
2. A prediction design
3. A prediction and explanation design
4. A correlated design

13. Examine in paragraph 22, the hypotheses proposed in this study. Examine the first hypothesis: "Scores on college adjustment will be influenced by the variables of race and parental college education." List the variables being examined in this hypothesis.

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14. Examine Table 1, the correlation matrix of all of the variables in the study. What

variable has the highest positive correlation?

\_\_\_\_\_\_\_\_

15. Examine Table 1 again, what variable has the lowest negative correlation?

\_\_\_\_\_\_\_\_

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Examine the following correlation matrix and then answer the following questions.

A Correlation Matrix

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. School climate | \_\_ |  |  |  |  |  |
| 2. Number of teachers | .36\*\* | \_\_ |  |  |  |  |
| 3. School in-service activities | .45 | -.03 | \_\_ |  |  |  |
| 4. Funding | .22 | .51\*\* | .30\* | \_\_ |  |  |
| 5. Support from  community | -.09 | -.02 | - .60\*\* | .16 | \_\_ |  |
| 6. Yrs. Experience of leaders | .25\*\* | -.10 | .39\*\* | .29\* | .10 | \_\_ |

\*p<.05 and \*\*p<.01

16. Why are some cells left blank?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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17. What association is the strongest of all of the variables in the matrix?

\_\_\_\_\_\_\_\_

18. From examining the matrix, what type of relationship exists between school climate (the outcome) and the other variables measured in the study?

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19. What pattern of association would you expect to find if the scores were plotted for the variable, funding, and the variable, number of teachers?

\_\_\_\_\_\_\_\_

20. A researcher conducting a study examining the influence of stress on achievement in a middle school draws the conclusion that stress causes low achievement scores. What correlational ethical issue is the researcher breaching?

1. The ethical issue of seeking permissions from school personnel to conduct the study.
2. The ethical issue of data reporting and potentially reporting contradictory findings.
3. The ethical issue of establishing causality when the results show patterns of relationships.
4. The ethical issue of reporting an association between scores when causality exists.

21. Which of the following steps is most important to remember when conducting a meta-analysis?

1. Code the studies based on criteria about the study and its basic characteristics.
2. Determine that at least two studies are available for the analysis.
3. Each study included should focus on a different issue or topic.
4. Each study included must report continuous rather than dichotomous outcome variables.

22. Which of the following advanced correlational statistical procedures provides extensive information about which variables affect others variables and the direction of these effects?

1. Hierarchical linear modeling
2. Discriminant function analysis
3. Factor analysis
4. Structural equation modeling

23. In which of the following situations is a researcher most likely to use the intraclass correlation coefficient (ICC) is a statistical test that we use to measure correlation when data are in groups.

1. To examine the relationship between existing variables
2. To conduct a meta-analysis study
3. To examine common traits within families
4. To test the correlation between students in two different classrooms

##### Chapter 12. Survey Designs

For each question below, circle the correct or best answer.

1. Which one of the following is a characteristic that distinguishes survey research from experimental and correlational research?

1. The collection of numeric data
2. The use of a treatment variable
3. The description of trends in a population
4. The measure of a quantitative variable

2. What factor best distinguishes among the different types of quantitative survey designs?

1. The time when data are collected
2. The study of one group at one point in time
3. The collection of questionnaire or interview data
4. The use of longitudinal data over time

3. A researcher collects data from school bus drivers using survey research. The researcher conducts polls of fifty bus drivers in the school district about managing student discipline on their buses. The data are collected from a group of bus drivers who run the inner-city bus routes. The researcher collects data during the fall of each year for five years. The participants in the poll each year are different bus drivers. What form of longitudinal survey research design is the researcher using?

1. A trend study
2. A cohort study
3. A panel study
4. A longitudinal study

4. What is the major difference between a population and a target population?

1. The sampling strategy differs for the target population.
2. The target population is more focused than the population.
3. The target population consists of identifiable individuals.
4. They are essentially the same group of individuals.

5. Here is a sensitive question that a researcher may want to ask in a survey study: "Have you ever used marijuana?" Of the options listed below, what is the best strategy to use when asking sensitive questions such as this one?

1. Ask the person first if they have ever smoked cigarettes.
2. Ask the parents of the student first in order to gain permission.
3. Ask the person a neutral question first to establish rapport.
4. Include the sensitive question first when they are "warming up."

6. In a mailed questionnaire, survey researchers often use a few semi-closed-ended questions. What is the purpose of including these questions?

1. To allow respondents to write in answers that do not fit the response choices
2. To demonstrate that the researcher is "open" to many possibilities
3. To permit respondents to comment further about their responses
4. To permit individuals to "talk" about their ideas in some depth

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In the following survey questions (7-11), each contains a problem that should be avoided

in the construction of good survey items. Choose from the list below the type of

problem that is displayed in the question and place the letter of the problem in the

blank following the question (not all letters will be used).

1. The question is wordy.
2. The question asks two or more questions.
3. The question is negatively worded.
4. The question includes jargon.
5. The question includes overlapping responses.
6. The question contains a mismatch between the question and the answers.

7. "Have you ever lost friends, girlfriends, or boyfriends because of your smoking?"

The problem with this question is: \_\_\_\_\_

8. "When did you first enroll in the adult basic education program?"

\_\_\_\_\_\_\_\_ 1979-81 \_\_\_\_\_\_\_\_ 1985-88

\_\_\_\_\_\_\_\_ 1981-83 \_\_\_\_\_\_\_\_ 1989-91

\_\_\_\_\_\_\_\_ 1984-87 \_\_\_\_\_\_\_\_ 1992-95

The problem with this question is: \_\_\_\_\_\_\_\_

9. "I prefer to learn through a scaffolding approach."

\_\_\_Strongly Agree \_\_\_Agree \_\_\_Neutral \_\_\_Disagree \_\_\_Strongly Disagree

The problem with this question is: \_\_\_\_\_\_\_\_

10. "Have you ever awakened the morning after from drinking the night before and found that you could not remember the events the day before?"

The problem with this question is: \_\_\_\_\_\_\_\_

11. Respond to this question:

"Having learning disabled students in the classroom takes away from the learning of other students."

\_\_\_\_\_\_\_\_ Of great importance

\_\_\_\_\_\_\_\_ Of some importance

\_\_\_\_\_\_\_\_ Of little importance

\_\_\_\_\_\_\_\_ Not important

The problem with this question is: \_\_\_\_\_\_\_\_

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The next three questions ask you to apply survey research design ideas to the sample survey journal article in the text by Nippold, Duthie, & Larson (2005) on the reading habits of today's youth at the end of Chapter 12.

12. Was this an example of longitudinal or cross-sectional research?

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13. Of the alternative "types" of surveys, was the approach used more of a questionnaire or an interview?

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14. In survey research, a sample is drawn from a population and the results of the study generalized to the population. What option below best characterizes the population in this study?

1. The population was all sixth-graders in Western Oregon.
2. The population was all sixth-graders and all ninth-graders in Western Oregon.
3. The population was all youth readers in Western Oregon.
4. The population was all teachers and youth readers in Western Oregon.

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15. A researcher decides to go to the parent's homes to talk with them about the use of standards for testing 4th graders in the school district. The researcher locates a structured instrument, identifies parents from the list of parents in the district and calls the parents to arrange a time to visit with them in their homes. What is the form of survey data collection?

1. Individual interview
2. Electronic questionnaire
3. Focus group interview
4. Mailed questionnaire

16. A researcher decides to talk with parents after a parent-teacher meeting at the elementary school. To learn how parents feel about the use of standards for testing 4th graders in the school district, the researcher locates an instrument and uses it as a basis for asking a group of parents in the cafeteria questions about testing 4th graders. What is the form of survey data collection?

1. Individual interview
2. Electronic questionnaire
3. Focus group interview
4. Mailed questionnaire

17. A researcher conducts a study of adolescents and their smoking behaviors. In reporting the results, the researcher mentions the names of specific students who are only occasional smokers. What specific ethical issue is presented in this study?

1. The issue of studying and reporting on a sensitive topic
2. The issue of putting the students at risk of encouraging smoking
3. The issue of linking specific participants with identifiable information
4. The issue of not destroying survey instrument after the study concludes

18. Which of the following issues regarding response rates would be most concerning to survey researchers?

1. The response rate is less than 50%.
2. The responses rate did not improve after follow-up.
3. The incentive did not appear to be successful.
4. The responses returned indicate response bias.

19. Select the best reason for conducting a pilot test of a questionnaire.

1. To provide response data to begin analyzing sooner
2. To improve the response rate for the questionnaire
3. To prenotify participants of your intent to send the questionnaire
4. To determine that the individuals in the sample can understand the questions

20. A researcher is preparing a mailed questionnaire. Which of the following is the best strategy to improve response rates?

1. Have a plan to follow-up with nonrespondents
2. Conduct a wave analysis before sending the questionnaire.
3. Use a high value incentive to entice participants
4. Develop clear statistical procedures for analysis.

21. Which of the following is the best indicator of higher quality in survey research?

1. The researcher reported the use of opportunity sampling.
2. The researcher determined the sample size based on a percent of the population size.
3. The researcher discussed instrument development and provided example questions.
4. The researcher reported one follow-up contact after initial mailing.

22. Administering a survey over the telephone seems to be decreasing in use relative to web-based surveys. Which of the following most likely accounts for that trend?

1. The response rate tends to be lower for telephone interviews.
2. More households only have cell phones, and no landline.
3. Geographic dispersion prevents telephone interviews.
4. Telephone interviews do not allow probabilistic sampling.

##### Chapter 13. Grounded Theory Designs

For each question below, circle the correct or best answer.

1. Grounded theory research can be distinguished from experimental research in which of the following ways?

1. The use of a theory
2. The use of systematic procedures
3. The use of an emerging design
4. The need for institutional review board approval

2. Grounded theory would most likely be used for

1. examining what it means to be a leader in an organization.
2. understanding the process of deciding a career.
3. testing whether a theory of servant leadership applies to school principals.
4. evaluating a specific after school program for at risk youth.

3. A grounded theory researcher decides to focus on developing a broad theory without the use of preconceived categories such as open, axial, and selecting coding. What approach to grounded theory research is this researcher using?

1. The Corbin approach
2. The Strauss approach
3. The Charmaz approach
4. The Glaser approach

4. In open coding in grounded theory research, what would be the order, from the broadest to the narrowest term, of the following terms?

1. Category, property, and dimensionalized property
2. Category, dimensionalized property, property
3. Dimensionalized property, property, category
4. Property, dimensionalized property, category

5. You are looking at a figure of an axial coding paradigm in grounded theory research. You might see the following boxes of information EXCEPT

1. causal conditions.
2. intervening conditions.
3. themes.
4. strategies.

6. In the process of analyzing qualitative data from open coding to axial coding in grounded theory research, which one of the descriptions below best describes the process of selecting a core category?

1. You select an important open coding category for the core category.
2. You identify the causal conditions and then determine an effect of it.
3. You list the categories and build on these by advancing an axial model.
4. You select a core category that best describes the process being studied.

7. Which one of the following is a key characteristic of the constructivist approach to grounded theory advanced by Charmaz?

1. The use of predetermined categories in axial coding
2. The development of strong conclusions about the data.
3. The use of active codes that capture life experiences
4. The use of diagrams or conceptual maps

8. Although grounded theory has many strengths, from the list below, identify a problem that this approach may have.

1. The elaborate coding process in analysis
2. A use of terms that may be confusing
3. The lack of existing theories in research
4. The grounding of a theory in data

9. A grounded theory researcher identifies a phrase mentioned by a participant in a study. This phrase is then used by the researcher as a category in the research study. This phrase is considered to be what type of code?

1. An open code
2. An axial code
3. An in vivo code
4. A category code

10. Look at the following titles for several grounded theory studies. Which title below is NOT likely to be used in a grounded theory research study?

1. "Generating a Theory of Leisure"
2. "Factors Affecting a Grounded Theory of Sport"
3. "A Theoretical Explanation for the Meaning of Happiness"
4. "A Theory of Aspiring to a College Education"

11. What statement below best captures the major distinction between theoretical sampling in grounded theory research and purposeful sampling in qualitative research? Theoretical sampling involves

1. selecting individuals who can help develop a theory.
2. identifying individuals intentionally.
3. selecting participants who are conveniently available.
4. identifying individuals who support your theory.

12. The zigzag approach to data analysis in grounded theory research is when the researcher

1. works back and forth between the problem and the research question.
2. changes the data collection based on new research questions.
3. alternates between collecting and analyzing the data.
4. shifts from going one direction to another in data analysis.

13. From the list below, what factor is a criterion for selecting a core category in grounded theory research?

1. It relates to other major categories.
2. It describes the general contextual conditions.
3. It is a core element in the existing literature.
4. It is a core element in the views of participants.

14. A researcher has developed an axial coding theoretical model in grounded theory research. Now this inquirer advances propositions that interrelate categories in this model. This process is called

1. selective coding.
2. propositional development.
3. developing hypotheses.
4. theoretical hypothesis development.

15. What statement below BEST captures why a grounded theorist engages in memoing during a study?

1. To keep a daily log of activities during the study
2. To send ideas to other researchers on the team
3. To elaborate on ideas in the data and in the categories
4. To reflect on the emerging theory that has been developed

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The following four questions apply to the sample grounded theory journal article in the text by Komives et al. (2005) at the end of Chapter 13. As you examine this article, answer the following questions:

16. Of the three different designs within grounded theory research – systematic, emerging, and constructivist – which approach did the authors use?

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17. List two forms of evidence in this study that suggests the type of grounded theory design that you identified in the last question.

1 \_\_\_\_\_\_\_\_

2 \_\_\_\_\_\_\_\_

18. Identify the process being explored in this grounded theory study.

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19. In paragraph 32 of this study we see a visual diagram of the cycle of developing a leadership identity. Describe the purpose of having a diagram such as this one in a grounded theory study.

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20. Since interviewing is often a central means of gathering data in a grounded theory study, what potential ethical issue might arise when conducting a grounded theory interview?

1. The interviewer exercising power and authority over the interviewee.
2. The interviewer talking too much about his/her position on the subject.
3. The interviewer taking up too much time from the interviewee.
4. The interview scheduled for a room with others in it.

##### Chapter 14. Ethnographic Designs

For each question below, circle the correct or best answer.

1. An ethnography can be distinguished from a grounded theory study in qualitative research by

1. the use of participants' views.
2. the study of a cultural group.
3. analysis based on themes or patterns.
4. the focus on culturally-selected individuals.

2. A culture-sharing group in an ethnography can be described as

1. a group of students in the the same town.
2. a group of athletes who have spent the soccer season together.
3. a group of teachers from different schools.
4. a group of counselors located at schools in the district.

3. When we think about the origins of ethnography in education, we consider how it was applied in education from what two disciplines?

1. Sociology and anthropology
2. Linguistics and philosophy
3. Sociology and education
4. Anthropology and international studies

4. A researcher conducts an ethnographic study of three high schools who have introduced AIDS education into their curricula. What type of case study is this?

1. A curriculum case study
2. An intrinsic case study
3. An instrumental case study
4. A collective case study

5. When conducting an ethnography of a music class in a junior high, a qualitative researcher is most likely to engage in what step?

1. Include all participants within the junior high.
2. Focus on the patterns of behavior of individuals.
3. Collect data at their offices rather than the site.
4. Describes how the class works during a week

6. An ethnographer decides to study the attitudes of teachers in a school toward the issue of autonomy in their classrooms. Of the following patterns that might be examined, which one best represents what the researcher hopes to learn?

1. How the teachers talk about autonomy
2. What the teachers believe about autonomy
3. Whether the teachers act autonomously
4. How the attitudes of teachers have changed

7. Fieldwork in ethnographic research means

1. a. that qualitative researchers tend to go out in the field.
2. that qualitative researchers gather data in the field.
3. that qualitative researchers work from participant views.
4. that qualitative researchers engage in analyzing field data.

8. The following are typically forms of collecting data in an ethnography EXCEPT

1. A questionnaire
2. An observation
3. A structured instrument
4. A focus group interview

9. An ethnographer concludes a study with an interpretation of the shared patterns of behavior of teenage skateboarders in a middle school. What aspects is this ethnographer likely to include in this interpretation?

1. A cultural theme that provided a framework for the study
2. An identification of three patterns of behavior shown by the teenagers
3. A detailed description of the challenges skateboarders give themselves
4. The personal meaning of skateboarding for each teenager

10. Reflexivity in ethnography means:

1. The researcher has good reflexes and can sense things.
2. The researcher openly discusses the participant views.
3. The researcher openly discusses her or his role in the study.
4. The researcher comments on why he/she undertook the study

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The next three questions apply to the sample ethnographic study by Swidler (2000) on recitation in a rural school presented at the end of Chapter 14. Examine this study and then answer the following questions:

Look at the purpose statement identified in the abstract. It reads:

"This ethnographic case study describes one Nebraska teacher's response to the multiage conditions of this naturally small institution in her use of 'recitation' lessons."

11. What is the culture-sharing group that this researcher is exploring?

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12. How would you adjust this ethnographic purpose statement to change the study to a grounded theory project?

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13. In Tables 1 and 2 you can see detailed information about the students and their parents in the small school. In terms of ethnographic results, how would you characterize this information?

1. It shows the reflexivity of the researcher.
2. It shows the researcher's attention to detail.
3. It shows description in an ethnography.
4. It summarizes tabled information about the students and parents.

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14. A researcher decides to study individuals with learning disabilities in an elementary school with the intent of advocating for this group of children. The type of ethnographic design is

1. a case study.
2. a realist ethnography.
3. a critical ethnography.
4. an autoethnography.

15. A qualitative researcher conducts an in depth analysis of a gifted program in an elementary school. This study involves how the children are selected, their experiences, and the outcomes at the end of the sixth grade. The type of design is

1. a case study.
2. a realist ethnography.
3. a critical ethnography.
4. an autoethnography.

16. Why are ethical issues in ethnography often associated with the data collection phase of research?

1. In data collection, this phase is the most rigorous aspect of the research.
2. In data collection, ethnographers often are invasive of personal space.
3. In data collection, ethnographers often spend extensive time in the field.
4. In data collection, ethnographers ask personal questions.

17. Which of the following is the best indicator of higher quality in ethnography?

1. The researcher identifies one or two concepts as the focus.
2. The researcher identifies in many diverse concepts being explored.
3. The researcher remains in the background of the report.
4. The researcher collects one form of data, interviews.

18. In ethnographic fieldwork, information supplied by the participants in a study is known as

1. emic data.
2. negotiation data.
3. etic data.
4. fieldwork data.

19. Which of the following is a procedural characteristic of critical ethnography?

1. Focus on one individual and the cultural context of his or her life.
2. Advocate for change so that people are less oppressed and marginalized.
3. Produce participants' views from carefully edited quotations.
4. Focus on a critical, reflective self-examination within the researcher's own culture.

20. A researcher is conducting a case study of three teachers within a school. Which of the following data collection procedures is the researcher most likely to take?

1. Spend at least four months in the classrooms collecting data.
2. Emphasize field notes and observations of the school's cultural scene.
3. Focus on active collaboration between the researcher and teachers.
4. Collect as many types of data as possible for an in-depth understanding.

**Chapter 15. Narrative Research Designs**

For each question below, circle the correct or best answer.

1. The characteristic that best distinguishes narrative research from other types of qualitative research designs is

1. the study of single individuals.
2. the restorying of an individual's story.
3. the collection of text data.
4. the collection of stories from individuals.

2. Narrative research has strong roots in what discipline tradition?

1. Narratology
2. The social sciences
3. Storytelling
4. Education

3. As you read a qualitative narrative research study, you are trying to decide what type of narrative study it might be. Below are listed examples of narrative studies. All of the following may be considered a type of narrative research EXCEPT?

1. This study addresses the personal life experiences of a new teacher as she starts her first year of college teaching.
2. This study collects the stories of Native American children as they participate in extracurricular activities of the school on the reservation.
3. This study describes the population of at-risk students who attend a large urban elementary school.
4. This study is a history of the researcher's life written by the researcher as he describes becoming a new principal.

4. A researcher wishes to study Hispanic adolescents who are recent immigrants to an urban high school. The inquirer wishes to advocate for these adolescents and identify the types of issues that may hinder their assimilation into the high school. In a narrative research study, this inquirer is using

1. high school student stories.
2. a theoretical lens.
3. a lens of oppression.
4. an assimilation perspective.

5. Below you will find four purpose statements. Which one would likely be used in a narrative research study?

* 1. The purpose of this study is to explore the concept of "sacred place" as high school counselors reflect on the meaning of their school.
  2. The purpose of this study is to explore the meaning of counselors' stories as they describe "sacred places" in their high school.
  3. The purpose of this study is to generate a theory about the process used by school counselors as they make their high school a "sacred place" in which to work.
  4. The purpose of this study is to explore the problems that high school counselors encounter as they make their high school into a "sacred place" for students.

6. When narrative researchers describe focusing in on individual experiences, they are referring to

1. learning how individuals experience personal situations.
2. learning how individuals experience their families.
3. learning how individuals experience their lives through storytelling.
4. learning how individuals experience life through the process of focusing.

7. In narrative researches, the term *chronology* means

1. developing a narrative using a time sequence of events.
2. developing a narrative into a series of specific steps.
3. developing a narrative that takes history into account.
4. developing a narrative that chronicles an individual's life.

8. A narrative researcher has collected stories from a research participant through five hours of conversations. These conversations are transcribed. In order to tell the story of this individual, the researcher now needs to analyze the transcriptions. From the options listed below, what is the researcher primarily looking for as she analyzes the text?

1. A theory of the individual's life experiences
2. The stories about how the culture of the individual works
3. The themes that emerge from the conversations
4. The key elements of the individual's story

9. Why is it important for a narrative researcher to "restory" the stories of the research participant?

1. The stories of the participant may not be told in a logical sequence.
2. The participant may not know the actual story that needs to be told.
3. The researcher can better explain the meaning of the stories.
4. The participant generally does not tell about past, present, and future.

10. Which of the following is the best strategy for collaborating with participants in a narrative research study?

* 1. Focus the restorying on times the participant collaborated
  2. Negotiate relationships between the researcher and participant
  3. Code the data into themes or categories
  4. Organize the data into a chronology of events.

11. Of the following, select the best reason to use narrative research

1. when you need to understand the shared beliefs of a group.
2. when you need a theory or to explain a particular process.
3. when you need to report personal experiences in an actual setting
4. when you need to understand a broad picture of cultural norms.

12. You are conducting a narrative research study about adolescent tobacco use in high schools. You sense that the person whose life experiences you are studying is "faking" the information by telling you that he can go "cold turkey" and quit smoking whenever he wants. To counter the potential ethical distortion of data, you might use the procedure of

1. repeating the interview question in different ways.
2. asking the individual's friends about his smoking behavior.
3. asking the participant whether he is telling false stories.
4. asking the participant whether he can remember events accurately.

13. In narrative research, these are the movements of individuals through the story illustrating the character's thinking or behaviors. What is this narrative element?

1. Characters
2. Actions
3. Problem
4. Resolution

14. In narrative research the story reaches a climax and then subsides. Answers emerge to questions and explanations exist for why the characters changed. What is this narrative element?

1. Characters
2. Actions
3. Problem
4. Resolution

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The two questions below relate to the narrative research study by Chan (2010) about the ethnic identity of Chinese Canadian students at the end of Chapter 15.

15. Why would Chan study the experiences of one Chinese immigrant student in this narrative study?

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16. Reflexivity or self-disclosure by the researcher is part of all good qualitative research, including narrative studies. How did Chan disclose her position and experiences in this study?

1. The author discussed her background as a Chinese-American.
2. The author briefly mentions her participation in the Canadian school.
3. The author intentionally distanced herself from the participant in the study.
4. The author discussed her role in making an interpretation of events.

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17. List three of the criteria for evaluating a narrative research

1. \_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_

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18. Which of the following is the best strategy for validating the accuracy of the report?

1. Send the report to an expert to review for accuracy.
2. Write the narrative in the same order as the audio transcription.
3. Seek approval from an institutional review board.
4. Collect journals and photographs in addition to interviews.

19. In a narrative study, the researcher collects information by interviewing a teacher, collecting her teaching journal, and observing her classroom. This information is known as

1. triangulation texts.
2. field texts.
3. transcription texts.
4. qualitative texts.

20. What are the steps, in order, of the process of restorying?

1. Transcription, retranscription, restorying
2. Retranscription, restorying, reporting
3. Transcription, restorying, validation
4. Interviewing, transcription, restorying

21. An ethical concern unique to narrative research arises from

1. whether participants provide informed consent.
2. the IRB's decision to review the study or consider it exempt.
3. the extent to which the researcher gathered the story in sequence.
4. the relationship from working closely with participants.

##### Chapter 16. Mixed Methods Designs

For each question below, circle the correct or best answer.

1. Which of the following is NOT a component of a mixed methods research design?

1. The use of both quantitative and qualitative data
2. The sequence of collecting quantitative and qualitative data
3. The integration of the quantitative and qualitative data
4. The use of quantitative and qualitative data in multiple studies

2. Today the focus in mixed methods research is on

1. reflecting on the characteristics and development of mixed methods.
2. creating figures that provide visualizations of the design.
3. mixing different forms of quantitative and qualitative data.
4. advocating for the applied nature of mixed methods research.

3. Which of the following statements best summarizes the worldview-method argument that has been discussed among mixed methods and social science researchers?

1. There are many worldviews and many methods that researchers can use.
2. There is a need for compatibility between worldview and method used.
3. There are major differences between quantitative and qualitative research.
4. The approach in research should be worldview first and then methods.

4. A mixed methods researcher decides to study the use of vaping among high school students. The specific interest of the researcher is in examining what factors contribute to students frequently vaping. Further, variables can easily be identified from the literature on this topic, and thus the researcher plans to first conduct a survey with the high school students and then follow up with interviews with a few students. Which of the following designs characterizes this mixed methods design?

1. A social justice mixed methods design
2. A convergent mixed methods design
3. An exploratory sequential mixed methods design
4. An explanatory sequential mixed methods design

5. Which one of the following is an advantage of using a mixed methods design in an educational research study?

1. It capitalizes on the strengths of quantitative and qualitative research.
2. Mixing different forms of data suggests that the researcher knows multiple forms of research.
3. Faculty members on a student's committee may not be familiar with qualitative research.
4. The use of two forms of data provides a complete picture of the databases.

6. Of the factors listed below, which one is a disadvantage of using mixed methods research?

1. The two forms of data may yield multiple perspectives.
2. The design requires extensive data collection that may stretch a researcher's resources.
3. The design is a newer approach to research relative to quantitative and qualitative.
4. The design cannot incorporate a theory.

7. Which one of the following is the best justification for why you might use mixed methods research as your design?

1. To converge two forms of qualitative data to better understand a trait.
2. To converge quantitative and qualitative data to better understand a problem.
3. To keep quantitative and qualitative data separate within a study.
4. To test the quantitative interpretations using qualitative data.

8. What is meant by the term "priority" when it is used in mixed methods research?

1. Whether quantitative or qualitative data are given increased emphasis
2. Whether the title to the study indicates a priority for mixed methods research
3. Whether the interpretation is given a priority in the mixed methods study
4. Whether quantitative or qualitative data are collected first in the study

9. A mixed methods researcher needs to identify how she will analyze the data from her study. What criterion is best to use to identify her qualitative data analysis strategy?

1. She should consider identifying descriptions and themes.
2. She needs to match her data analysis strategy to her design.
3. She needs to analyze both quantitative and qualitative data.
4. She needs to identify how others have analyzed data in similar studies.

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The following four questions apply to the sample mixed methods study by Igo, Kiewra

& Bruning (2008) at the end of Chapter 16.

In many mixed methods studies, the authors announce or foreshadow the type of mixed methods design in the title to the study. Examine the title in this study:

"Individual Differences and Intervention Flaws: A Sequential Explanatory Study of College Students' Copy-and-Paste Note Taking"

10. By examining this title, what was the type of mixed methods design used?

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11. Also by examining the title, how do the authors foreshadow that both qualitative and quantitative data will be collected?

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12. In what ways do the authors give "priority" to quantitative research in this study? Mention at least two ways.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. The authors advance the reasons why they undertook a mixed methods study and the advantages that adding qualitative data to an experiment is advantageous. What were the arguments that they made?

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. The mixed methods researcher collects quantitative data in the first sequence followed by qualitative interviews. The design is most likely

1. convergent.
2. explanatory sequential.
3. exploratory sequential.
4. transformative.

15. The mixed methods researcher gives equal priority to both quantitative and qualitative data. This design is most likely

1. convergent.
2. explanatory sequential.
3. exploratory sequential.
4. transformative.

16. The mixed methods researcher uses qualitative findings to build to quantitative data. This design is most likely

1. convergent.
2. explanatory sequential.
3. exploratory sequential.
4. transformative.

17. Which of the following best represents the notation for a convergent design?

1. QUAL \* (QUAN)
2. QUAL 🡪 QUAN
3. quan 🡪 QUAL
4. QUAL + QUAN

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. List three of the criteria for evaluating a mixed methods study.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

19. In a convergent design, methodological issues may arise when the researcher

1. first converges the data.
2. begins to give unequal weight to one form of data.
3. involves other researchers in a study.
4. draws interpretations from unequal sample sizes.

20. What potential ethical issue is most relevant to a study using an experimental design?

1. Participants may be further marginalized during the study.
2. The researcher may minimize the importance of a sample because of its size.
3. Interviews conducted during the intervention may influence outcomes.
4. Potentially disrupting the research sites.

21. Which of the following research questions best fits the convergent design?

1. Is the instrument we develop in the second phase (as a result of exploring in the first phase) a better instrument that those available to measure the variables?
2. How do the quantitative and qualitative databases compare and present consistent findings or diverge and show contradictory findings?
3. How does the qualitative follow up data help us to better understand the quantitative first phase results?
4. How can the social issue be better addressed using results from both quantitative and qualitative findings?

22. A visual representation of integration in mixed methods research is known as a

1. procedural diagram.
2. conjoint analysis.
3. joint matrix.
4. joint display.

23. Comparing the results of qualitative interviews with teachers side-by-side with quantitative results from a survey about relational competence is what type of integration?

1. embedding.
2. juxtaposing.
3. merging.
4. connecting.

24. A mixed methods researcher who is embracing different perspectives about values of research and engaging with individuals who hold different perspectives is using what worldview?

1. Pragmatism
2. Dialectical pluralism
3. Transformative perspective
4. Constructivism

25. Using the findings (e.g., themes) from a qualitative study to develop a new quantitative survey is known as what type of integration?

1. embedding.
2. juxtaposing.
3. merging.
4. building.

##### Chapter 17. Action Research Designs

For each question below, circle the correct or best answer.

1. The factor that best differentiates action research from grounded theory and ethnographic research is that action research is:

1. a form of research that is practical.
2. a form of research in which the researcher is an educator.
3. a form of research involving the study of a practical problem.
4. a form of research in which the researcher takes action.

2. To change a mixed methods research study into an action research study calls for

1. mixing the quantitative and qualitative data less in the study.
2. placing more action into the research plan.
3. focusing the study more on developing a plan to solve a problem.
4. using essentially the same multiple forms of data collection.

3. The group most responsible for encouraging the use of action research has been

1. educators who would like to grow and develop as professionals.
2. school principals and superintendent who support education reform.
3. researchers in universities and colleges who support practice.
4. students who seek to improve their skills and enhance their learning.

4. Of the factors listed below, which ones are common between practical action research and participatory action research?

1. The focus on teacher professional development
2. The intent to advocate for individuals in the community
3. The use of action plans to address issues
4. The result in an emancipated researcher

5. If you were to engage in an action research project, what would be your first step?

1. Develop a plan for action
2. Implement data collection of quantitative and qualitative information
3. Determine whether action research is the best design to use
4. Identify a problem to study

6. A researcher plans to study how a community supports or does not support a bond issue. This researcher plans to conduct action research and gather both quantitative and qualitative data. The intent of this researcher is further to lobby with the city council for better schools for minority children. What type of action research design should this researcher use?

1. An advocacy action research design
2. A mixed methods action research design
3. A participatory action research design
4. A practical action research design

7. In an action research study, a researcher would like to collaborate with individuals on the project. What is the likely reason for this collaboration?

1. To develop generalizable results and plans of action
2. To solve problems facing the national educational system
3. To equally share the rewards from publication of the study
4. To obtain assistance with data collection and analysis

8. What criterion below is the best indicator of a higher quality an action research study?

1. The clear identification of a practical problem or issue
2. The collection of a quantitative survey as the source of data
3. The minimal presence of the researcher in the study
4. The validity and reliability of instruments used

9. When action research is compared with other designs in educational research, we might conclude that it

1. is distinct because the researcher takes action.
2. is less structured in terms of procedures.
3. includes purpose statements rather than research questions.
4. is less "scholarly" than other forms of educational research.

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The following three questions apply to the sample action research study in the text by Heil (2005) on the Internet and student research at the end of Chapter 17.

10. What is the practical problem that Heil hopes to solve in this action research study?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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11. In what way does Heil's project illustrate the cyclical nature of action research?

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. In what ways did Heil's project involve the collection of both quantitative and qualitative data?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Below are five steps typically found in a practical action research study. Match the statements below to the elements by placing the appropriate letter in the blank following the statement. (You will not use all letters.)

* 1. The problem
  2. The data collection
  3. The analysis of the data
  4. The development of a plan
  5. The implementation of the plan

Sally is a 3rd grade teacher who is also the classroom coordinator of a new student teacher, Sam. This student teacher is in his fourth years in the teacher education program and he has recently joined Sally's class to gain some experiences in teaching. Sam immediately faces problems in the classroom. It seems that he easily loses control of the students and this loss of control leads to further acting up. It is embarrassing for Sally who hears from other teachers that she is having a "free for all" in her room whenever Sam teaches.

Sally would like to study her own classroom and make some changes to help Sam become a better teacher.

13. Sally decides, based on data, that Sam should use a "quiet time" when students become uncontrollable. This step of action research is: \_\_\_\_\_\_\_\_

14. With Sam, Sally meets after school and discusses the issue of loss of control in the classroom and what it means for student learning. They then summarize the issue in a couple of sentences. This step of action research is: \_\_\_\_\_\_\_\_

15. Sally and Sam try out the "quiet time" strategy and closely observe how the students react. They also look at whether the student disruptions tend to subside or escalate after the time out. This step of action research is: \_\_\_\_\_\_\_\_

16. Sally observes Sam teaching several periods in the 3rd grade room. She also asks Sam to write down in a personal journal his feelings about what is occurring in the classroom during the periods Sam is teaching. Sally then reviews student test scores on material after Sam teaches. This step of action research is: \_\_\_\_\_\_\_\_

17. A teacher in a social studies high school class wishes to study whether students are applying historical concepts to the current issues being reported in local newspapers. Both quantitative survey data and interviews are collected during this project. Students are required to participate in the project as one of their assignments during their academic units. What ethical issue in this action research project should the teacher be concerned about?

1. The fact that students do not all like history
2. That the survey has strong evidence of validity
3. That the teachers have a bias about the value of history in society
4. That students should not be coerced into participating in the study

18. Two math teachers in a high school plan to engage in a practical action research study. The teachers are most likely to be interested in studying

1. their own teaching practices.
2. the practices of teachers in another department.
3. teachers in another school in the district.
4. the practices of their school principal.

19. Which of the following best characterizes the process of action researcher?

1. The process typically follows a linear pattern.
2. The process spirals back and forth among reflection, data collection, and action.
3. The process follows a causal sequence from problem to solution.
4. The process follows the actions of participants in the study.

20. Peg is an elementary school teacher who has just completed an action research study and written a report. She is most likely to share the report

1. by submitting it to a scholarly journal for publication.
2. by preparing into a book for publication and wide dissemination.
3. by sending it to other teachers who can immediately use the results.
4. by sending it to university researchers for use in their practices.

21. Action research is most likely to be conducted

1. to test a new intervention.
2. with stakeholders in a community to understand the community.
3. to describe trends within a community.
4. to compare how different communities respond to a situation.

**Test Bank Answer Key**

**Chapter 1. The Process of Conducting Research Using Quantitative and Qualitative Approaches**

* 1. b
  2. b
  3. a
  4. b
  5. d
  6. b

\_\_2\_\_ reviewing the literature

\_\_3\_\_ specifying a purpose

\_\_5\_\_ analyzing and interpreting data

\_\_6\_\_ reporting and evaluating research

\_\_4\_\_ collecting data

\_\_1\_\_ identifying a research problem

* 1. Possible answers include: An ability to solve puzzles; an ability to write, such as letters; an ability to look up materials in the library; an ability to focus attention for a sustained period of time
  2. Possible answers include: Lack of direct useful conclusions; contradictory or vague results; questionable data; unclear statements of intent; lack of full disclosure of data collection procedures; inadequate description of the research problem
  3. Possible answers include: It adds to knowledge; it adds to practice; it lifts up the voices of participants; it informs policy debates and decisions.
  4. The ethical issue involved is one of honoring a research site and not wanting to disturb it unnecessarily.
  5. d
  6. c
  7. b
  8. d
  9. c
  10. b
  11. a
  12. b
  13. Participants' experiences or views of mothers of children with disabilities
  14. Explanation-oriented, explaining parent-involvement decisions
  15. An experiment or quasi-experimental research design
  16. When the researcher wants to describe trends or explain relationships among variables.
  17. When the researcher wants to explore or develop a deep understanding of a phenomenon.
  18. Possible answers: students will likely mention the type of data collected (numbers verses words), the data analysis (statistics versus text analysis or themes), and the number of individuals studied (large versus small).
  19. Qualitative
  20. Mixed methods designs and action research designs

1. QUANTITATIVE
2. QUANTITATIVE
3. QUALITATIVE
4. QUALITATIVE
5. QUALITATIVE
6. QUANTITATIVE
7. QUALITATIVE
8. QUANTITATIVE
9. QUANTITATIVE, QUALITATIVE
   1. b
   2. c

**Chapter 2. Identifying a Research Problem**

* 1. b
  2. c
  3. d
  4. b
  5. a
  6. d
  7. c
  8. d
  9. c
  10. d
  11. b

12. \_\_3\_\_\_ justification of the problem

\_\_5\_\_\_ audience

\_\_2\_\_\_ the research problem

\_\_1\_\_\_ the topic

\_\_4\_\_\_ deficiencies of past research or practical knowledge

* 1. The good model needs to focus on an issue or a problem, such as, "The frequency of AIDS is escalating among junior high and high school student populations today."
  2. Possible answers: 1 – whether the study will contribute to knowledge and practice; 2 – whether I have access to people and sites to study; 3 – whether I have time, resources, and skills to conduct the study
  3. Evidence from past research studies
  4. Clearly stating an issue or a problem that leads to the study

1. QUANTITATIVE
2. QUALITATIVE
3. QUALITATIVE
4. QUALITATIVE
5. QUANTITATIVE

**Chapter 3. Reviewing the Literature**

* 1. d
  2. a
  3. d
  4. b
  5. d
  6. a
  7. c
  8. b
  9. d
  10. c
  11. a
  12. c
  13. b
  14. b
  15. a
  16. c

\_\_6\_\_ Writing a review

\_\_3\_\_ Critically evaluating and selecting the literature

\_\_5\_\_ Synthesizing the literature by concepts

\_\_4\_\_ Organizing the literature with a literature map

\_\_2\_\_ Locating the literature about a topic

\_\_1\_\_ Identifying key terms to use in a search

* 1. You can combine your topic terms with "research" to narrow your search to research studies.
  2. A secondary source of information summarizes primary sources (i.e., original studies) rather than reports original research
  3. The abstract includes the purpose, the data collection, and the findings. (Note: It is missing the research problem.)
  4. Level 1

Level 2

Level 3

* 1. Smith (1994) showed that consumer consumption at fairs…
  2. "Several authors have concluded that consciousness resides within a sphere of the brain where learning best occurs (Happenstance, 1996; Jones, 1990; Smith, 1994." (Note: This answer shows alphabetical ordering of within-text references, and reference to the original studies, not studies in which research is reported.)
  3. In a study-by-study review of the literature the author discusses each study separately and in detail. In a thematic review, the author does not discuss each study in detail and uses a number of studies to illustrate a theme in the literature.
  4. Potential answers for steps in this process include:

1. Identifying terms to search
2. Logging on the ERIC Web site page or going to the library and using the ERIC CD-ROM system
3. Entering key terms on the search page
4. Narrowing the search to journal articles and research studies
5. Limiting the search to specific years
6. Reviewing the search results
7. Examining specific search abstracts for studies
8. Locating studies in the library

26.

Shertzer, B., & Stone, S. (1990). Understanding the Division I student athletic trainer: Saint or lackey? *Journal of Irreproducible Results, 24,* 42-46.

**Chapter 4. Specifying a Purpose and Research Questions or Hypotheses**

* 1. c
  2. d
  3. d
  4. b
  5. d
  6. b
  7. c
  8. a
  9. b
  10. b
  11. a
  12. b
  13. c
  14. Self-esteem
  15. Social interaction
  16. Junior high students in one school district
  17. Type of intervention
  18. Amount of fruit and vegetables consumed during a week
  19. Mutuality, comprehensiveness, and congruence
  20. Gender
  21. Position and functional mentoring relationships
  22. "Entering ability levels, gender, and social interactions influence student achievement for high school students."
  23. Being overweight
  24. "What does 'statistical significance' mean to educational research students?"
  25. Science teaching
  26. "How does Jane Smith teach science?"
  27. To provide issue sub-questions to narrow and focus the study
  28. Jane Smith's classroom
  29. Trust
  30. Potential answers: single sentence; begin with words, "purpose of;" specify independent and dependent variables; mention participants; mention site; state the independent variable first

**Chapter 5. Collecting Quantitative Data**

* 1. c
  2. d
  3. a
  4. d
  5. a
  6. b
  7. b
  8. b
  9. a
  10. c
  11. b
  12. c
  13. d
  14. d
  15. d
  16. c
  17. It does mention reliability (coefficient alpha) but not the validity of the scores.
      1. obtaining permissions
      2. selecting participants
      3. identify data options
      4. recording and administering data collection)
  18. (a-h). Possible Answers: Provisions include any of the following eight: title, voluntary participation, right to withdraw, purpose of the study, procedures, right to ask questions, obtain results, anonymity, no known risks, benefits, signature, information about the investigator
  19. An informed consent form is used so that participants know their rights, are guaranteed their rights, and agree to be involved in the study because their rights are protected.

21.

Step 1: Identify the variables in the hypothesis

Step 2: Operationally define the variables

Step 3: Locate data, such as measures or observations on instruments or documents

Step 4: Collect data on instruments or from documents that yield numeric scores)

1. An ordinal scale or a categorical scale
2. c

**Chapter 6. Analyzing and Interpreting Quantitative Data**

* 1. b
  2. d
  3. c
  4. b
  5. a
  6. c
  7. c
  8. c
  9. d
  10. a
  11. b
  12. d
  13. a
  14. b
  15. a
  16. c
  17. d
  18. Because effect size provides a means for identifying the practical strength or magnitude of differences or the relationship
  19. a. Yes

1. Yes
2. No
3. No
4. No

20. \_\_5\_\_ Strongly agree

\_\_4\_\_ Agree

\_\_3\_\_ Undecided

\_\_2\_\_ Disagree

\_\_1\_\_ Strongly disagree

* 1. The mean is the average value or the mean is the sum of all scores divided by the number of scores.
  2. Standard deviation tells us the dispersion of scores; it is the square root of the variance.
  3. A *z* score is a form of the standard score. The mean is 0 and the *SD* is 1.
  4. A confidence interval is the range of upper and lower statistical values, consistent with observed data and likely to contain the actual population mean.
  5. Descriptive statistics indicate the central tendency, the variability, and the relative standing of scores.)

26.

4 Compute the sample statistic

1 Establish the null hypothesis

3 Collect data

5 Make a decision about rejecting or failing to reject the null

2 Set the level of significance (alpha)

6 Determine the practical significance of the results

**Chapter 7. Collecting Qualitative Data**

* 1. a
  2. c
  3. a
  4. c
  5. b
  6. d
  7. c
  8. c
  9. b
  10. b
  11. c
  12. a
  13. d
  14. a
  15. b
  16. a
  17. Steps include: determine what material can provide evidence to address your research questions; identify material is available and obtain permission to use it; check the accuracy and authenticity of the material if you do not record it yourself; and collect the data and organize it.
  18. c
  19. c
  20. b
  21. c
  22. a

23.

1. probability sampling
2. purposeful sampling
3. probability sampling
4. purposeful sampling
   1. Interviewers should refrain from sharing their own experiences so that they can best learn from interviewees.
   2. It means that the researcher changes from one observational role to another, such as a beginning as a non-participant and changing to a participant role.
   3. I would use it when I am comfortable changing roles because I have adjusted to the site and the people at the site have adjusted to me.
   4. c

**Chapter 8. Analyzing and Interpreting Qualitative Data**

* 1. b
  2. a
  3. d
  4. b
  5. d
  6. a
  7. b
  8. a
  9. c
  10. d
  11. c
  12. a. back to my home

1. lines 1-5
2. the elementary school
3. lines 6-11
   1. Possible recommendations include: use wide margins; put space between the interview and interviewees comments; highlight questions asked by the interviewer to set them apart; use detailed headers; transcribe all words

14.

2 Dividing the text into segments

4 Reducing overlaps among the codes

5 Collapsing codes into themes

1 Reading through the data

3 Labeling the segments of information with codes

* 1. A narrative discussion is a written passage in a qualitative study in which the authors summarize, in detail, the findings from their data analysis
  2. d
  3. d
  4. The elements should include:

A review of the major findings and how research questions were answered

The researchers personal reflections about the meaning of the data

Personal views in comparison with the literature

Offer possible limitations of weaknesses of the study

Suggest future research

* 1. b
  2. b

**Chapter 9. Reporting and Evaluating Research**

* 1. d
  2. b
  3. a
  4. b
  5. c
  6. a
  7. d
  8. individuals with learning disabilities in the 4th grade at Holling Elementary School.
  9. a
  10. b
  11. c
  12. b
  13. a
  14. b
  15. Introduction

Review of the Literature

Methods

Results

Discussion

* 1. d
  2. a
  3. Research, if properly done, balances the topic or subject matter being studied with adequate attention to the steps in the research process. Both research and the subject matter are equally important areas to address in a research study.
  4. d
  5. c
  6. The authors used the personal point of view as illustrated by reference to themselves – "our," "us."
  7. The researcher tells us little about the methods or procedures of research used in this study.
  8. "This study addresses the use of Mac laptops that have wireless connections in a college classroom. Thirty-five students participated in this qualitative study. After discussing a detailed description of the study, we then identified several themes that emerged during the analysis of our observations and interviews with the students. This analysis lead to the finding that students often checked their e-mails during the class instead of listening to the instructor lead a discussion about the content of the class. In one instance, the student first checked her e-mail, then went to a clothing Website, then visited a travel Web site, and finally, came back to the home page of the instructor."

**Chapter 10. Experimental Designs**

* 1. c
  2. b
  3. d
  4. a
  5. d
  6. b
  7. a
  8. d
  9. b
  10. The independent variable is the classroom evaluation structure condition. The groups are: a class based on token-economy structure, a class based on contingency-contract structure, and a control classroom structure.
  11. The outcome assessed was student goal orientation based on comparing the number of learning and performance goals.
  12. Yes, by examining the discussion we see in paragraph 28 that students who were in the contingency-contract condition set significantly more learning goals than performance goals and significantly more learning goals than did students in the other classroom structure conditions. Students in the token-economy condition set significantly more performance goals than learning goals. There were no significant differences within the control classroom for the number of learning versus performance goals that students set.
  13. c
  14. A threat to internal validity is a problem in drawing correct about the cause-and-effect relationship between the independent and dependent variables. In an experiment, internal validity is concerned with whether relationship between the presumed treatment variable and the outcome reflects a causal relationship.
  15. A threat to external validity is a problem in generalizing the results to other persons, settings, treatment variables, and measures
  16. a
  17. b
  18. d
  19. b
  20. c
  21. b
  22. a

**Chapter 11. Correlational Designs**

* 1. b
  2. a
  3. c
  4. c
  5. a
  6. c
  7. c
  8. b
  9. c
  10. b
  11. a
  12. b
  13. college adjustment, race, and parental college education
  14. .636 Instit with Social
  15. -.267 Person with PAQ1
  16. The empty cells would provide redundant information to cells with values already stated in the matrix.
  17. *r* = -.60, support from the community and school in-service activities
  18. School climate had a positive moderate correlation with School Climate and a positive weak correlation with Years Experience of Leaders. Other relationships were not statistically significant.
  19. A positive linear association—as funding increases so does the number of teachers.
  20. c
  21. a
  22. d
  23. c

**Chapter 12. Survey Designs**

* 1. c
  2. a
  3. b
  4. c
  5. c
  6. a
  7. b
  8. e
  9. d
  10. a
  11. f
  12. Cross-sectional research
  13. It was a questionnaire.
  14. b
  15. a
  16. c
  17. c
  18. d
  19. d
  20. a
  21. c
  22. b

**Chapter 13. Grounded Theory Designs**

1. c
2. b
3. d
4. a
5. c
6. a
7. c
8. b
9. c
10. b
11. a
12. c
13. a
14. a
15. c
16. Systematic
17. The authors mention the use of open, axial and selective coding, and they advance a figure to present the theory.
18. The process of developing a leadership identity
19. The purpose of a diagram is to actually present the theory in a grounded theory study. This theory explains what the researchers learned about the process of developing a leadership identity in the study.
20. a

**Chapter 14. Ethnographic Designs**

1. b
2. b
3. a
4. d
5. d
6. b
7. b
8. c
9. a
10. c
11. The country school, "this naturally small institution"
12. Rather than describing (and analyzing) the school, the grounded theorist would be interested in developing a theory that explains the process of the recitation in the school.
13. c
14. c
15. a
16. c
17. b
18. a
19. b
20. d

**Chapter 15. Narrative Research Designs**

* 1. b
  2. d
  3. c
  4. b
  5. b
  6. a
  7. a
  8. d
  9. a
  10. b
  11. c
  12. b
  13. b
  14. d
  15. In narrative research, inquirers typically study a small number of individuals, even a single person. Chan further wanted to learn about ethnic identity, and to do this she chose one person to study in some detail.
  16. b
  17. Possible answers include: Focuses on a single individual or two; Report life experiences of individuals; Restories individual stories; Describes the context of the story, setting, and people involved; Reports themes; Collaborates with participants
  18. d
  19. b
  20. a
  21. d

**Chapter 16. Mixed Methods Designs**

* 1. d
  2. a
  3. b
  4. d
  5. a
  6. b
  7. b
  8. a
  9. b
  10. This was an explanatory sequential design.
  11. The authors used the words, "individual differences" which is associated with qualitative research and the word, "intervention" which is associated with quantitative research.
  12. The study begins with substantial discussion about the factors that influence copy-and-paste note-taking. It also begins with a discussion first of the quantitative phase in paragraph 11. Further, the title announces that the study will begin with a quantitative phase in a sequential explanatory design.
  13. See paragraphs 71-73 in which the researchers discuss the use of the qualitative phase to add additional evidence about how students behaved within the experimental conditions and how the treatments influenced student behavior. They further discuss how their qualitative data was used to explain their experimental results.
  14. b
  15. a
  16. c
  17. d
  18. Possible answers include: Uses the words "mixed methods" in the study; Study contains both quantitative and qualitative data; Report displays integration of the quantitative and qualitative data; Specifies a type of mixed methods design; Cites mixed methods literature to document the use of mixed methods.
  19. d
  20. c
  21. b
  22. d
  23. c
  24. b
  25. d

**Chapter 17. Action Research Designs**

* 1. c
  2. c
  3. a
  4. c
  5. c
  6. c
  7. d
  8. a
  9. b
  10. In paragraph 02, the author talks about the need for students to better assess the credibility of sites on the Internet before using them, and how to design a unit on how to critically evaluate the sites.
  11. The article involved data collection – paragraph 12 – then the design of a unit – paragraph 18 – and then the application of the unit – paragraph 30. The update in paragraph 37 further illustrated how the project was continually assessed over time to examine the positive long-term results.
  12. Heil gathered survey – quantitative - data as discussed in paragraph 12, and he gathered interview data – qualitative – as discussed in paragraph 13.
  13. d
  14. a
  15. e
  16. b
  17. d
  18. a
  19. b
  20. c
  21. b