

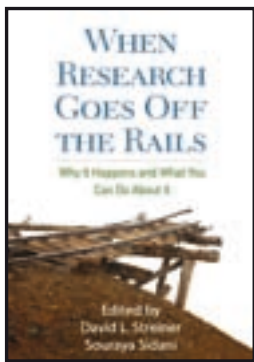
# New & Recent Books in Research Methods

**New!**

## When Research Goes Off the Rails

### Why It Happens and What You Can Do About It

David L. Streiner, University of Toronto, Canada  
Souraya Sidani, Ryerson University, Canada (Eds.)



"Most books for social and behavioral science researchers assume that faithfully following certain protocols will produce useful results. In contrast, this book shows that the unexpected almost always strikes. There is as much to learn from these real-world situations of research gone awry as from textbook examples of 'perfect' designs that lead to straightforward results. The underlying message of all of the chapters is that serious mishaps are best avoided by focusing on prevention. Drawing on diverse studies using different designs in multiple disciplines, the book illustrates broadly applicable approaches to navigating the

*vicissitudes of research and evaluation practice.*" - Henry M. Levin, William Heard Kilpatrick Professor of Economics and Education, Teachers College, Columbia University; David Jacks Professor of Education and Economics (Emeritus), Stanford University

"Contributors describe the untold story of research – the real-world intrusions that almost never make it into the publication of record. Topics include the ethical review process, recruitment contingencies with formal and informal gatekeepers, missteps in data collection and analysis, roadblocks and detours when implementing the study, and conflicts and personality factors associated with collaboration and intervention. ... This text will enliven a standard research methods course with a wonderful collection of stories from the front lines." - Gregory J. Meyer, Department of Psychology, University of Toledo

Few behavioral or health science studies proceed seamlessly. This refreshingly candid guide presents firsthand vignettes of obstacles on the bumpy road of research and offers feasible, easy-to-implement solutions. Contributors from a range of disciplines describe real-world problems at each stage of a quantitative or qualitative research project – from gaining review board approval to collecting and analyzing data – and discuss how these problems were resolved, including suggestions for further reading. A detailed summary chart helps readers quickly find material on specific issues, methods, and settings. Written with clarity and wit, the vignettes provide exemplars of critical thinking that researchers can apply when developing the operational plan of a study or when facing practical difficulties in a particular research phase.

This book is intended for researchers and graduate students in psychology, psychiatry, nursing, education, sociology, and evaluation.

**Contents:** S. Sidani, D.L. Streiner, Going Off the Rails: An Introduction. **Part 1. Ethics Approval.** M.A. Hwalek, V.L. Straub, When Mountains Move Too Slowly. A. Sherry, A. Amidon, The Ethics of Sex Research on the Internet. M. Meyer, A. Estable, L. MacLean, N. Edwards, When Safeguards Become Straitjackets: How Ethics Research Board Requirements Might Contribute to Ethical Dilemmas in Studies with Marginalized Populations. B.R. Rush, D. Morisano, Going Off the Rails for "Love or Money": Implementation Issues Related to Payment of Research Participants in an Addiction-research Project. **Part 2. Accessing the Participants.** J. Quirino dos Santos, Frailty, Thy Name is Macho. J.M.D. Serafini, Power in Numbers: Research with Families in Long-term Care. L. MacLean, Getting the Wrong Gatekeeper. M.K. Dhami, K.A. Souza, Breaking into Court. S. Veldhuizen, J. Cairney, D.L. Streiner, The RDC Archipelago. **Part 3. Recruitment and Retention.** C. Koch, A. Tabor, Small Colleges and Small n's. S. Sidani, D.L. Streiner, C.M. LeClerc, Mitigating the Impact of External Forces. K.W. Piercy, A Trip to the School of Hard Knocks: Recruiting Participants from Health Service Agencies for Qualitative Studies of Aging. P. Barrette, All Aboard! Using Community Leaders to Keep Clinical Researchers on Track. A.S. Joyce, Changing Horses in Midstream: Transforming a Study to Address Recruitment Problems. J. Montoro-Rodriguez, G.C. Smith, When Cost Meets Efficiency: Rethinking Ways to Sample a Rare Population. R. van Reekum, The Story is in the Numbers. E.A. Gony, M.E. Roley, M.H.M. van Dulmen, Strategies for Retaining Participants in Longitudinal Research with Economically Disadvantaged and Ethnically Diverse Samples. C. Keller, J. Fleury, A. Perez, Culturally Specific Strategies for Retention and Adherence to Physical Activity Interventions in Hispanic Women. **Part 4. Study Implementation.** S. Sidani, D.L. Streiner, C.M. LeClerc, When a Beautiful Intervention Meets Ugly Reality: Implementing an Intervention in the Real World. C.S. Cinà, C.M. Clase, When Saving Blood Goes Wrong. G.R. Norman, PDA = Pretty Darned Awful: The Trials and Tribulations of Running Trials of PDAs. F. Filion, C.C. Johnston, When Sugar is Not So Sweet: Camera Shyness and Intentional Cointervention Almost Derail a Study. R. van Reekum, Placebo Problems: Power and Persecution, or Paranoia? **Part 5. Data Collection.** S.M. Spencer, J.H. Patrick, Revisiting Traditional Survey Methodology to Recruit and Survey Lesbian, Gay, and Bisexual Older Adults. N. Roberts, Technology: Help or Hindrance? D.L. Streiner, Hoist on Our Own Postcard. J. Cairney, J.A. Hay, B.E. Faught, On the Finer Points of Handling Googlies: Reflections on Hits, Near Misses, and Full-blown Swings of the Air in Large, Population-based Studies Involving School, Parents, and Children. B.D. Carpenter, S. Balsis, Pets, Pies, and Videotape: Conducting In-home Observational Research with Late-life Intergenerational Families. D. Bryant, Underfunded but Not Undone. D. Watson, Community-based Participatory Research: A Lesson in Humility. H.S. Shannon, Where Did All the Bodies Go? K. McKnight, P.E. McKnight, Measures for Improving Measures. **Part 6. Data Analysis.** L. MacLean, A. Estable, M. Meyer, A. Kothari, N. Edwards, B. Riley, Drowning Over Data: When Less is More. S. Kairouz, L. Nadeau, Bigger is Not Always Better: Adventures in the World of Survey Data Analysis. A. Marfí-Carvajal, Taking Aim at a Moving Target: When a Study Changes in the Middle. F.R. Ferraro, K. Troffier-Wolter, Lack of Normative Data as an Obstacle to Neuropsychological Assessment. L. MacLean, M. Meyer, A. Estable, A. Kothari, N. Edwards, These Data Do Not Compute. M.F. Davis, Avoiding Data Disasters and Other Pitfalls. D. Glaser, When Interpretation Goes Awry: The Impact of Interim Testing. **Part 7. Collaboration.** N. Roberts, What Happened to Cooperation and Collaboration? K.L. Bledsoe, Presto! It's Gone: When a Study Ceases to Exist Right before Your Eyes. D.Y. Yantio, Building Stakeholder Capacity to Enhance Effectiveness in Participatory Program Evaluation. **Part 8. Final Thoughts.** J.A. Durlak, C.I. Celio, M.K. Pachan, K.B. Schellinger, Sometimes It is the Researcher, Not the Research, That Goes "Off the Rails": The Value of Clear, Complete, and Precise Information in Scientific Reports. S. Sidani, D.L. Streiner, A Healthy Dose of Realism.

January 2010: 6x9: 400pp  
Hb: 978-1-60623-411-2: £41.00  
Pb: 978-1-60623-410-5: £24.00  
[www.psyppress.com/9781606234105](http://www.psyppress.com/9781606234105)

**New!**

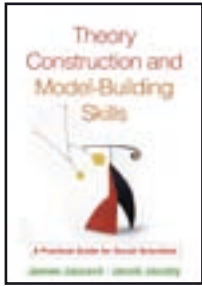
## Theory Construction and Model-Building Skills

**A Practical Guide for Social Scientists**

**James Jaccard**, Florida International University, USA

**Jacob Jacoby**, New York University, USA

*Methodology in the Social Sciences Series*



"This much-needed book fills a gap in the social science literature. The text provides clear examples of how researchers and graduate students can formulate conceptual models, grapple with issues of measurement, and choose the most appropriate data-analytic methods for their conceptual frameworks. The authors have done an exceptional job of providing detailed instruction in the formulation and development of strong theories of behavior. Jaccard and Jacoby have written a high-quality, clear, and useful text. I highly recommend this text for graduate-level

research courses and for applied researchers focused on the development of rigorous theoretical frameworks." - **Vincent Guilamo-Ramos**, **Columbia University School of Social Work**

Meeting a crucial need for graduate students and newly minted researchers, this innovative text provides hands-on tools for generating ideas and translating them into formal theories. It is illustrated with numerous practical examples drawn from multiple social science disciplines and research settings. The authors offer clear guidance for defining constructs, thinking through relationships and processes that link constructs, and deriving new theoretical models (or building on existing ones) based on those relationships. Step by step, they show readers how to use causal analysis, mathematical modeling, simulations, and grounded and emergent approaches to theory construction. A chapter on writing about theories contains invaluable advice on crafting effective papers and grant applications.

Useful pedagogical features in every chapter include application exercises and concept exercises, lists of key terms and engaging topical boxes, and annotated suggestions for further reading.

This book is intended for graduate students in a range of disciplines, including psychology, education, sociology, health, and management, as well as social scientists pursuing research careers in academic or other settings. It can serve as a primary text in graduate-level courses in theory construction or as a supplemental text in courses on research methodology, theories of a particular discipline, grant writing, or the dissertation.

**Contents:** **Part 1. Basic Concepts.** 1. Introduction. 2. The Nature of Understanding. 3. Science as an Approach to Understanding. **Part 2. Core Processes.** 4. Creativity and the Generation of Ideas. 5. Focusing Concepts. 6. Clarifying Relationships Using Thought Experiments. **Part 3. Frameworks for Theory Construction.** 7. Causal Models. 8. Mathematical Models. 9. Simulation as a Theory Development Method. 10. Grounded and Emergent Theory. 11. Historically Influential Systems of Thought. **Part 4. Concluding Issues.** 12. Reading and Writing about Theories. 13. Epilogue.

January 2010: 7x10: 366pp

Hb: 978-1-60623-340-5: £37.00

Pb: 978-1-60623-339-9: £24.00

[www.psyppress.com/9781606233399](http://www.psyppress.com/9781606233399)

60-day examination copy available

**Coming June 2010!**

## Applied Missing Data Analysis

**Craig K. Enders**

Arizona State University, USA

*Methodology in the Social Sciences Series*

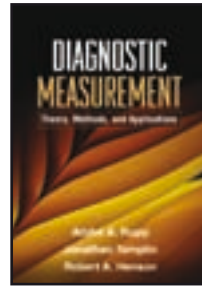
**Coming soon!**

## Diagnostic Measurement

**Theory, Methods, and Applications**

**André A. Rupp**, University of Maryland, USA; **Jonathan Templin**, University of Georgia, USA; **Robert A. Henson**, University of North Carolina at Greensboro, USA

*Methodology in the Social Sciences Series*



"The most authoritative, comprehensive source to date on every important aspect of diagnostic measurement, including theory, methods, and applications. The book includes recent advances in the unification of cognitive theory and psychometric methodology. It covers technical issues, such as model specification and parameter estimation, and extends the treatment to a variety of disciplines, from education to clinical and business settings. I was impressed by the reader-friendly presentation. The writing is clear and smooth, making this complex subject matter

much more accessible and less intimidating than one might expect."

- **Lihshing Leigh Wang**, **School of Education, University of Cincinnati**

"Rupp, Templin, and Henson have contributed significantly to the advancement of educational and psychological measurement by providing a comprehensive and lucid treatment of this critical contemporary measurement issue. ... Throughout, one is never in doubt that the authors' primary objectives are to promote rigorous intellectual dialogue about the current and future state of DCMs and to facilitate their meaningful and practical application." - **Kristen Huff**, **Senior Director, Research and Development, The College Board, New York**

This book provides a comprehensive introduction to the theory and practice of diagnostic classification models (DCMs), which are useful for statistically driven diagnostic decision making. DCMs can be employed in a wide range of disciplines, including educational assessment and clinical psychology. For the first time in a single volume, the authors present the key conceptual underpinnings and methodological foundations for applying these models in practice. Specifically, they discuss a unified approach to DCMs, the mathematical structure of DCMs and their relationship to other latent variable models, and the implementation and estimation of DCMs using Mplus. The book's highly accessible language, real-world applications, numerous examples, and clearly annotated equations will encourage professionals and students to explore the utility and statistical properties of DCMs in their own projects.

This book is intended for professionals in the testing industry, professors and students in educational, school, clinical, and cognitive psychology. It will serve as a text in doctoral-level courses in diagnostic testing, cognitive diagnostic assessment, test validity, diagnostic assessment, advanced educational measurement, psychometrics, and item response theory.

**Contents:** Index of Notation. 1. Introduction. **Part 1. Theory: Principles of Diagnostic Measurement with DCMs.** 2. Implementation, Design, and Validation of Diagnostic Assessments. 3. Diagnostic Decision Making with DCMs. 4. Attribute Specification for DCMs. **Part 2. Methods: Psychometric Foundations of DCMs.** 5. The Statistical Nature of DCMs. 6. The Statistical Structure of Core DCMs. 7. The LCDM Framework. 8. Modeling the Attribute Space in DCMs. **Part 3. Applications: Utilizing DCMs in Practice.** 9. Estimating DCMs Using Mplus. 10. Respondent Parameter Estimation in DCMs. 11. Item Parameter Estimation in DCMs. 12. Evaluating the Model Fit of DCMs. 13. Item Discrimination Indices for DCMs. 14. Accommodating Complex Sampling Designs in DCMs. Glossary.

March 2010: 7x10: 396pp

Hb: 978-1-60623-528-7: £49.00

Pb: 978-1-60623-527-0: £33.00

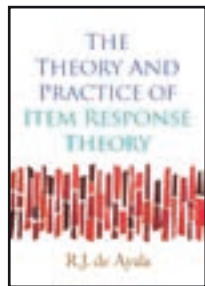
[www.psyppress.com/9781606235270](http://www.psyppress.com/9781606235270)

# The Theory and Practice of Item Response Theory

R.J. de Ayala

University of Nebraska-Lincoln, USA

Methodology in the Social Sciences Series



*"This book provides a thorough overview of item response theory methodology, with a nice blend of theoretical psychometrics and practical applications. The coverage is quite complete, including the standard dichotomous and polytomous unidimensional models as well as multidimensional models. The examples are very useful." - Mark D. Reckase, Michigan State University*

Designed for advanced students, researchers, and psychometric professionals, this book clearly presents both the "how-to" and the "why" of

item response theory (IRT). It describes simple and more complex IRT models and shows how they are applied with the help of widely available software packages. Chapters follow a consistent format and build sequentially, taking the reader from model development through the fit analysis and interpretation phases that one would perform in practice. The use of common empirical data sets across the chapters facilitates understanding of the various models and how they relate to one another.

This book is intended for graduate students and researchers in education, social, and clinical psychology, as well as public health, management, sociology and public policy. It will also appeal to psychometric professionals employed by testing companies, school districts, and medical schools or organizations.

**Contents:** 1. Introduction to Measurement. 2. The One-Parameter Model. 3. Joint Maximum Likelihood Parameter Estimation. 4. Marginal Maximum Likelihood Parameter Estimation. 5. The Two-Parameter Model. 6. The Three-Parameter Model. 7. Rasch Models for Ordered Polytomous Data. 8. Non-Rasch Models for Ordered Polytomous Data. 9. Models for Nominal Polytomous Data. 10. Models for Multidimensional Data. 11. Linking and Equating. 12. Differential Item Functioning.

February 2009: 7x10: 428pp

Hb: 978-1-59385-869-8: £41.00

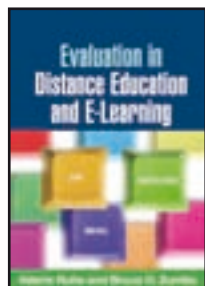
[www.psyppress.com/9781593858698](http://www.psyppress.com/9781593858698)

# Evaluation in Distance Education and E-Learning

## The Unfolding Model

Valerie Ruhe, University of Minnesota, USA,

Bruno D. Zumbo, University of British Columbia, Canada



*"Ruhe and Zumbo have written the premier text for evaluation of distance education and e-learning. This is the first theoretically grounded, comprehensive guide for conducting rigorous process and outcome studies of one of the fastest growing segments of curriculum development and education. It will be valuable to those involved in evaluating innovative educational practices and programs, today and for years to come. The book is unique in presenting both evaluation theory and practice, making it an excellent course text and practical*

*resource." - Christina A. Christie, Claremont Graduate University*

With the rapid proliferation of distance education and e-learning courses, the need is growing for a comprehensive, professional approach to evaluating their effectiveness. This indispensable book offers a road map to guide evaluation practice in these innovative learning environments. Providing practical, step-by-step guidelines and tools for conducting evaluation studies – including how to deal with stakeholders, develop surveys and interview protocols, collect other scientific evidence, and analyze and blend mixed-methods data – the work also features a template for writing high-quality reports. The "unfolding model" developed by the authors draws on

Messick's influential assessment framework and applies it to program evaluation. Two case studies of actual programs (a distance learning course and an e-learning course) demonstrate the unfolding model in action.

This book will appeal to graduate students and researchers in education, post-secondary administrators, as well as evaluators and consultants in distance education and e-learning.

**Contents:** 1. Why Do We Need a New Approach to Evaluation in Distance Education and E-learning? 2. The Theory and Practice of Program Evaluation. 3. Evaluation Theory and Practice in Distance Education and E-Learning. 4. Messick's Framework: What Do Evaluators Need to Know? 5. Getting Started. 6. The Unfolding Model: Scientific Evidence. 7. The Unfolding Model: Values and Consequences. 8. Findings from Two Authentic Case Studies. 9. Bringing It All Together.

February 2009: 6x9: 276pp

Hb: 978-1-59385-873-5: £41.00

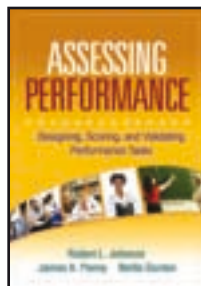
Pb: 978-1-59385-872-8: £23.00

[www.psyppress.com/9781593858728](http://www.psyppress.com/9781593858728)

# Assessing Performance

## Designing, Scoring, and Validating Performance Tasks

Robert L. Johnson, University of South Carolina, USA; James A. Penny, Castle Worldwide, North Carolina, USA; Belifa Gordon, University of Georgia, USA



*"Beginners will find this book a comprehensive and accessible introduction to performance assessment. Seasoned test developers will find it a valuable resource, with useful checklists, guidelines, and nuts-and-bolts discussions of topics ranging from content standards to training raters, as well as pointers to the most up-to-date developments in the field." - Edward H. Haertel, Stanford University*

A comprehensive resource for assessment practitioners, this book provides step-by-step guidance for developing, administering, scoring,

and validating a range of performance tasks, including literacy and other types of proficiency assessments. The authors explore how to establish the purpose of the assessment and how to develop scoring tools, train raters, reduce rater bias, review scores and report results, and use item-level and test-level analyses to optimize reliability and validity. Clearly written and well organized, the book includes many practical examples and accessible explanations of concepts and statistical procedures. It encompasses the breadth of applications of performance assessment today, from educational testing and the credentialing of professionals to research and program evaluation.

Intended for education, psychology, social work, and evaluation researchers and consultants involved in conducting performance assessment in education or professional licensure settings, this book will also appeal to graduate students who are learning to do performance assessments.

**Contents:** 1. An Overview of Performance Assessment. 2. Designing the Assessment. 3. The Elements and Construction of a Performance Task. 4. Writing Prompts and Assessments. 5. Administration. 6. Developing Tools for Scoring. 7. Training Raters and Staff. 8. Scoring and Monitoring. 9. Forming Scores and Item-level Analyses. 10. Test-level Analyses.

2008: 6x9: 356pp

Hb: 978-1-59385-989-3: £38.00

Pb: 978-1-59385-988-6: £24.50

[www.psyppress.com/9781593859886](http://www.psyppress.com/9781593859886)

## research methods arena

Discover a wealth of research methods and statistics resources at:

[www.researchmethodsarena.com](http://www.researchmethodsarena.com)

**New!**

## Mixed Methods Research

**Merging Theory with Practice**

**Sharlene Nagy Hesse-Biber**

Boston College, USA



*"Four of the most serious problems in the social sciences are the fragmentation of research methods, the use of conventional methods for convenience, the lack of knowledge of qualitative methods, and naiveté regarding alternative philosophical frameworks. This book directly and competently addresses all four problems. It will help students and seasoned researchers learn to tailor methods to their research problems with sophisticated qualitative skills and philosophical perspective."* - **Frederick J. Wertz, Department of Psychology, Fordham University**

*"It is loaded with case examples and is written clearly for a graduate student audience. The treatment of ethics in mixed-methods work is commendable."* - **Kai A. Schafft, Department of Education Policy Studies, Penn State University**

This accessibly written book is ideal for use in graduate courses or by practicing researchers and evaluators. The author puts the research problem at center stage, showing how mixed methods designs can fruitfully address different types of research questions. She illustrates the discussion with examples of mixed methods studies from a variety of disciplines and qualitative approaches (interpretive, feminist, and postmodern). The text demonstrates how to navigate ethical issues; gather, analyze, and interpret data; and write up the results, including an in-depth example with step-by-step commentary. Special features include "researcher standpoint" reflections from leading scholars and practical strategies to help users develop their own research perspectives. Every chapter concludes with a glossary, discussion questions, and useful Web resources.

This book will appeal to graduate students, researchers, and evaluators in education, sociology, psychology, management, nursing, social work, and communications. It will serve as a primary or supplemental text in graduate-level courses such as Mixed or Multiple Methods, Research Design, Qualitative Research, and Evaluation.

**Contents:** 1. Introduction to Mixed Methods Research. 2. Formulating Questions, Conducting a Literature Review, Sampling Design, and the Centrality of Ethics in Mixed Methods Research. 3. A Qualitative Approach to Mixed Methods Design, Analysis, Interpretation, Writing Up, and Validity. 4. Interpretative Approaches to Mixed Methods Research. 5. Feminist Approaches to Mixed Methods Research. 6. Postmodernist Approaches to Mixed Methods Research, with *Chris Kelly*. 7. Putting It Together: Qualitative Approaches to Mixed Methods Research Praxis. 8. Conclusion: The Prospects and Challenges of Mixed Methods Praxis.

February 2010: 6x9: 242pp  
Hb: 978-1-60623-505-8: £41.00  
Pb: 978-1-60623-259-0: £25.95  
[www.psyppress.com/9781606232590](http://www.psyppress.com/9781606232590)  
60-day examination copy available

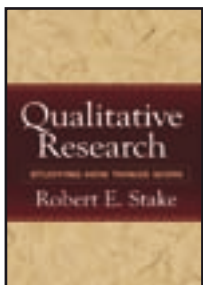
**Coming soon!**

## Qualitative Research

**Studying How Things Work**

**Robert E. Stake**

University of Illinois at Urbana-Champaign, USA



*"This is a very readable book. Stake doesn't tell students what to do, but helps them think about their work in ways that will improve their research questions, data collection, and analysis. The emphasis on thinking about research is missing from many qualitative textbooks, and is the reason why this one will be mandatory reading for my advisees who plan to use qualitative methods in their dissertations. An important contribution."* - **Janet Usinger, Department of Educational Leadership, University of Nevada, Reno**

This book provides invaluable guidance for thinking through and planning a qualitative study. Rather than offering recipes for specific techniques, master storyteller Robert Stake stimulates readers to discover "how things work" in organizations, programs, communities, and other systems. Topics range from identifying a research question to selecting methods, gathering data, interpreting and analyzing the results, and producing a well-thought-through written report. In-depth examples from actual studies emphasize the role of the researcher as instrument and interpreter, while boxed vignettes and learning projects encourage self-reflection and critical thinking. Other useful pedagogical features include quick-reference tables and charts, sample project management forms, and an end-of-book glossary. After reading this book, doctoral students and novice qualitative researchers will be able to plan a study from beginning to end.

**Contents:** 1. Qualitative Research: How Things Work. 2. Interpretation: The Person as Instrument. 3. Experiential Understanding: Most Qualitative Study is Experiential. 4. Stating the Problem: Questioning How This Thing Works. 5. Methods: Gathering Data. 6. Review of Literature: Zooming to See the Problem. 7. Evidence: Bolstering Judgment and Reconnoitering. 8. Analysis and Synthesis: How Things Work. 9. Action Research and Self-Evaluation: Finding on Your Own How Your Place Works. 10. Storytelling: Illustrating How Things Work. 11. Writing the Final Report: An Iterative Convergence. 12. Advocacy and Ethics: Making Things Work Better.

March 2010: 6x9: 268pp  
Hb: 978-1-60623-546-1: £41.00  
Pb: 978-1-60623-545-4: £25.95  
[www.psyppress.com/9781606235454](http://www.psyppress.com/9781606235454)  
60-day examination copy available

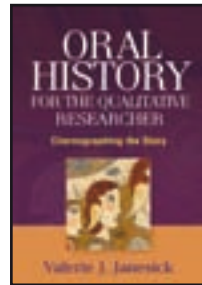
**Coming soon!**

## Oral History for the Qualitative Researcher

**Choreographing the Story**

**Valerie J. Janesick**

University of South Florida, USA



*"I definitely will use this book in my graduate qualitative methods classes and in classes specifically on oral history. I predict this book will be widely used by methods instructors in education, sociology, communication, psychology, and social work, as well as those in the creative arts."* - **Carolyn Ellis, Department of Communication, University of South Florida**

*"This engaging text is loaded with examples, exercises, handy websites, and references for further reading. Almost any qualitative researcher will get something useful from this*

*book, whether a more reflexive approach to research, a more interactive one, or a better awareness of the origins and history of the techniques we use. The book offers concrete advice on everything from the wording of questions and ways to prepare for an interview to techniques for pulling themes from the data. Janesick provides an especially useful discussion of getting approval for qualitative research designs from institutional review boards (IRBs). ... From the initial interviews to the final write-up, Janesick's approach is consistently graceful, self-aware, transparent, and collaborative, with a focus on documenting the lives of ordinary people."* - **Irene Rubin, Public Administration Division (Professor Emerita), Northern Illinois University**

Oral history is a particularly useful way to capture ordinary people's lived experiences. This innovative book introduces the full array of oral history research methods and invites students and qualitative researchers to try them out in their own work. Using choreography as an organizing metaphor, the author presents creative strategies for collecting, representing, analyzing, and interpreting oral history data. Instructive exercises and activities help readers develop specific skills, such as nonparticipant observation, interviewing, and writing, with a special section on creating found data poems from interview transcripts. Also covered are uses of journals, court transcripts, and other documents; Internet resources, such as social networking sites; and photography and video. Emphasizing a social justice

perspective, the book includes sample oral histories from 9/11 and hurricane Katrina, among other detailed case examples.

April 2010: 6x9: 268pp  
Hb: 978-1-60623-556-0: £37.00  
Pb: 978-1-59385-073-9: £21.95  
[www.psyppress.com/9781593850739](http://www.psyppress.com/9781593850739)

**New!**

## The Craft of Life Course Research

**Glen H. Elder**, University of North Carolina, USA  
**Janet Z. Giele**, Brandeis University, USA (Eds.)



"Glen Elder – whose name is synonymous with the founding of life course research – has joined forces with equally distinguished scholar Janet Giele to produce this excellent volume. Expert contributing authors present novel methodological strategies for life course studies, as exemplified through major longitudinal investigations. The knowledge and insights gained about these methods and how to apply them will be invaluable to students of the life course at all levels. This is a most important book in which the quality of the contributors and

editors shines through the pages; a major contribution to the life course literature." - **John M. Bynner**, Emeritus Professor and former Director, Centre for Longitudinal Studies, Institute of Education, University of London

This book brings together prominent investigators to provide a comprehensive guide to doing life course research, including an "inside view" of how they designed and carried out influential longitudinal studies. Using vivid examples, the contributors trace the connections between early and later experience and reveal how researchers and graduate students can discover these links in their own research. Well-organized chapters describe the best and newest ways to:

- Use surveys, life records, ethnography, and data archives to collect different types of data over years or even decades
- Apply innovative statistical methods to measure dynamic processes that result in improvement, decline, or reversibility in economic fortunes, stress, health, and criminality
- Explore the micro- and macro-level explanatory factors that shape individual trajectories, including genetic and environmental interactions, personal life history, interpersonal ties, and sociocultural institutions.

This book is intended for developmental, life course, and gerontological researchers in departments of sociology, psychology, human development and family studies, and gerontology, as well as graduate students in these fields.

**Contents:** G.H. Elder, Jr., J.Z. Giele, Life Course Studies: An Evolving Field. **Part 1. Methods of Data Collection.** R.M. Hauser, The Wisconsin Longitudinal Study: Designing a Study of the Life Course. D.P. Hogan, C.E. Spearin, Collecting and Interpreting Life Records. L.M. Burton, D. Purvin, R. Garrett-Peters, Longitudinal Ethnography: Uncovering Domestic Abuse in Women's Lives. G.H. Elder, Jr., M.G. Taylor, Linking Research Questions to Data Archives. **Part 2. Measuring Life Course Dynamics.** A.M. O'Rand, Cumulative Processes in the Life Course. D.M. Almeida, J.D. Wong, Life Transitions and Daily Stress Processes. L.K. George, Conceptualizing and Measuring Trajectories. E.E. Doherty, J.H. Laub, R.J. Sampson, Group-based Trajectories in Life Course Criminology. **Part 3. Investigating Explanatory Factors.** M.J. Shanahan, J.D. Boardman, Genetics and Behavior in the Life Course: A Promising Frontier. J.Z. Giele, Life Stories to Understand Diversity: Variations by Class, Race, and Gender. P. Moen, E. Hernandez, Social Convoys: Studying Linked Lives in Time, Context, and Motion. H.P. Blossfeld, Comparative Life Course Research: A Cross-national and Longitudinal Perspective.

September 2009: 6x9: 372pp  
Hb: 978-1-60623-321-4: £44.00  
Pb: 978-1-60623-320-7: £28.00  
[www.psyppress.com/9781606233207](http://www.psyppress.com/9781606233207)

## Researching Children's Experiences

**Melissa Freeman**, University of Georgia, USA  
**Sandra Mathison**, University of British Columbia, Canada



"Working with children in a research project is different from working with adults. This book peels the layers back to help the reader understand what the differences are and how to respond to children in highly ethical ways. The authors make the research process very transparent by contextualizing the steps needed to plan, carry out, and analyze a research project. They do an excellent job of connecting theory with the practice of qualitative research. Readers are put right into the action through the use of reflection and description. The authors examine their own

experience from many different angles, weaving together the emotional and practical aspects of doing research." - **Sara McCormick Davis**, Early Childhood Education Program, University of Arkansas, Fort Smith

This accessible book presents approaches to planning, carrying out, and analyzing research projects with children and youth from a social constructivist perspective. Rich, contextualized examples illustrate how to elicit and understand the lived experiences of diverse young people. Data-collection methods discussed in depth include drawing, photography, the Internet, games, interviewing, focus groups, journaling, and observation. Also covered are strategies for fostering the active contributions of children in the research process; navigating consent and ethical issues; enlisting the support of parents, school personnel, and other gatekeepers; and interpreting data. Throughout, the authors emphasize the need to attend to the social setting in which research with children is done. End-of-chapter questions and exercises encourage readers to reflect on taken-for-granted conceptions of children and childhood and to try out the book's ideas in their own research projects.

This book will appeal to researchers and graduate students in education, counseling, developmental and education psychology, social work, sociology, and other disciplines that may involve researching children's experiences.

**Contents:** 1. Conceptions of Children and Childhood. 2. Negotiating Access for Research with Children. 3. Recruiting Child Participants. 4. Defining Researcher Roles in Research with Children. 5. Ethical Challenges in Social Constructionist Research with Children. 6. Interviewing. 7. Art and Photography. 8. Journaling and Other Written Responses. 9. Analyzing Data. 10. Children as Researchers.

January 2009: 6x9: 196pp  
Hb: 978-1-59385-996-1: £35.00  
Pb: 978-1-59385-995-4: £21.00  
[www.psyppress.com/9781593859954](http://www.psyppress.com/9781593859954)

## Transformative Research and Evaluation

**Donna M. Mertens**  
Gallaudet University, USA



"This important book assembles the complex array of procedures, perspectives, and priorities associated with transformative research and evaluation. It blends the many voices and illustrations available in the literature to assist the reader in identifying what is possible in this important new paradigm. Significant cross-cultural and international examples of studies that truly warrant the label of 'transformative' are incorporated." - **Melvin E. Hall**, Department of Educational Psychology, Northern Arizona University

This book provides a framework for making methodological decisions and conducting research and evaluations that promote social justice. The transformative paradigm has emerged from – and guides – a broad range of social and behavioral science research projects with communities that have been pushed to the margins, such as ethnic, racial, and sexual minority group members and

children and adults with disabilities. Mertens shows how to formulate research questions based on community needs, develop researcher-community partnerships grounded in trust and respect, and skillfully apply quantitative, qualitative, and mixed-methods data collection strategies. Practical aspects of analyzing and reporting results are addressed, and numerous sample studies are presented.

The book includes:

- Commentary on the sample studies that explains what makes them transformative
- Explanations of key concepts related to oppression, social justice, and the role of research and evaluation
- Questions for Thought to stimulate critical self-reflection and discussion
- Advance chapter organizers and chapter summaries.

The book is intended for graduate students in psychology, education, social work, sociology, and nursing, as well as practicing researchers and program evaluators. It will serve as a core book or supplement in Research Methods, Program Evaluation, and Community Psychology courses.

**Contents:** 1. Resilience, Resistance, and Complexities That Challenge. 2. The Transformative Paradigm: Basic Beliefs and Commensurate Theories. 3. Self, Partnerships, and Relationships. 4. Developing the Focus of Research/Evaluation Studies. 5. A Transformative Research and Evaluation Model. 6. Quantitative, Qualitative, and Mixed Methods. 7. Participants: Identification, Sampling, Consent, and Reciprocity. 8. Data-collection Methods, Instruments, and Strategies. 9. Data Analysis and Interpretation. 10. Reporting and Utilization: Pathway to the Future.

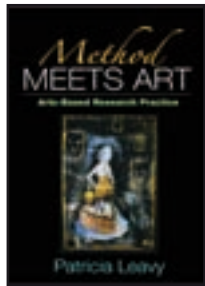
January 2009: 6x9: 402pp  
 Hb: 978-1-59385-985-5: £37.50  
 Pb: 978-1-59385-302-0: £26.00  
[www.psympress.com/9781593853020](http://www.psympress.com/9781593853020)  
 60-day examination copy available

## Method Meets Art

### Arts-Based Research Practice

Patricia Leavy

Stonehill College, USA



*"Leavy's book is generally superb. ... I greatly appreciate Leavy's adept handling of this introduction to arts-based research, showing that it is legitimate, useful, and authentic among research methodologies. I have taught research methods in behavioral science for over fifteen years and will use Leavy's book alongside a traditional research methods text, next time around. It is an excellent resource for students, for beginning researchers, and for academicians in the arts, literature, and social and behavioral sciences."* - **APA PsycCRITIQUES**

This book presents the first comprehensive introduction to arts-based research (ABR) practices, which scholars in multiple disciplines are fruitfully using to reveal information and represent experiences that traditional methods cannot capture. Each of the six major ABR genres – narrative inquiry, poetry, music, performance, dance, and visual art – is covered in chapters that introduce key concepts and tools and present an exemplary research article by a leading ABR practitioner. Patricia Leavy discusses the kinds of research questions these innovative approaches can address and offers practical guidance for applying them in all phases of a research project, from design and data collection to analysis, interpretation, representation, and evaluation. Chapters include checklists to guide methodological decision making, discussion questions, and recommended print and online resources.

This book is aimed at students and researchers in departments of education, sociology, psychology, communications, nursing, and fine arts. It can serve as a primary or supplemental text for advanced undergraduate and graduate level courses in interpretive inquiry, narrative inquiry, qualitative methods, and research methods.

**Contents:** Leavy, Social Research and the Creative Arts: An Introduction. Leavy, Narrative Inquiry. Scott-Hoy, What Kind of Mother? An Ethnographic Short Story. Leavy, Poetry and Qualitative Research. Cannon, Research as Poetry: A Couple

Experiences HIV. Leavy, Music and Qualitative Research. Daykin, The Role of Music in an Art-based Qualitative Inquiry. Leavy, Performance Studies. Conrad, Exploring Risky Youth Experiences: Popular Theatre as a Participatory Performative Research Method. Leavy, Dance and Movement. Cancienne, Snowber, Writing Rhythm: Movement as Method. Leavy, The Visual Arts. Jongeward, Visual Portraits: Integrating Artistic Process into Qualitative Research. Leavy, Bridging the Art-Science Divide.

2008: 6x9: 286pp  
 Hb: 978-1-59385-843-8: £37.50  
 Pb: 978-1-59385-259-7: £24.00  
[www.psympress.com/9781593852597](http://www.psympress.com/9781593852597)  
 60-day examination copy available

## Becoming a Behavioral Science Researcher

### A Guide to Producing Research that Matters

Rex B. Kline

Concordia University, Canada



*"Even the most informed psychologist is likely to learn something by reading this book. ... A superb resource for students and teachers alike. ... It would enhance any psychology curriculum and help the students of today become first-rate researchers of tomorrow."* - **APA PsycCRITIQUES**

This book bridges the gap between course work and conducting independent research. With clarity and wit, the author helps the reader build needed skills to formulate a precise, meaningful research question; understand the pros and cons of widely used research designs and analysis

options; correctly interpret the outcomes of statistical tests; make informed measurement choices for a particular study; manage the practical aspects of data screening and preparation; and craft effective journal articles, oral presentations, and posters. Including annotated examples and recommended readings, most chapters feature theoretical and computer-based exercises, complete with an answer appendix so readers can check their work.

Intended for advanced undergraduates and graduate students in psychology, education, and related behavioral and social science disciplines, this book will also appeal to new researchers who are seeking to hone their skills. It will serve as a text in advanced undergraduate courses that focus on conducting independent research, such as Psychology Honors Thesis, as well as in graduate level courses such as Thesis Writing, Quantitative Methods, Experimental Design, and Dissertation Seminar.

**Contents: Part 1. Promise and Problems.** 1. Introduction. 2. The Good, the Bad, and (the Really) Ugly of Behavioral Science Research. **Part 2. Concepts.** 3. The Research Trinity. 4. Design and Analysis. 5. The Truth about Statistics. 6. Effect Size Estimation. 7. Measurement. **Part 3. Skills.** 8. Practical Data Analysis. 9. Writing. 10. Presentations.

2008: 6x9: 367pp  
 Hb: 978-1-59385-838-4: £37.50  
 Pb: 978-1-59385-837-7: £24.00  
[www.psympress.com/9781593858377](http://www.psympress.com/9781593858377)  
 60-day examination copy available

OPAL is a free service designed to provide you with the latest information about books and journals in your field of interest.

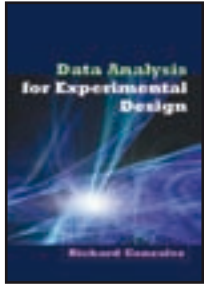


To subscribe, please visit:  
[www.psympress.com/opal](http://www.psympress.com/opal)

# Data Analysis for Experimental Design

Richard Gonzalez

University of Michigan, USA



"I could see using this book in an upper-level experimental methods course for undergraduates, or in a first course for graduate students in psychology, assuming they have all had introductory statistics." - Michael Milburn, Department of Psychology, University of Massachusetts, Boston

This engaging text shows how statistics and methods work together, demonstrating a variety of techniques for evaluating statistical results against the specifics of the methodological design.

Richard Gonzalez elucidates the fundamental concepts involved in analysis of variance (ANOVA), focusing on single degree-of-freedom tests, or comparisons, wherever possible.

Potential threats to making a causal inference from an experimental design are highlighted. With an emphasis on basic between-subjects and within-subjects designs, Gonzalez resists presenting the countless "exceptions to the rule" that make many statistics textbooks so unwieldy and confusing for students and beginning researchers. Ideal for graduate courses in experimental design or data analysis, the text may also be used by advanced undergraduates preparing to do senior theses.

This book is intended for graduate students in psychology and education, practicing researchers seeking a readable refresher on analysis of experimental designs, and advanced undergraduates preparing senior theses. It serves as a text for graduate level experimental design, data analysis, and experimental methods courses taught in departments of psychology and education. It is also useful as a supplemental text for advanced undergraduate honors courses.

**Contents:** 1. The Nature of Research. 2. Principles of Experimental Design. 3. The Standard Normal Distribution: An Amazing Approximation. 4. Tests for Means from Random Samples. 5. Homogeneity and Normality Assumptions. 6. The Analysis of Variance: One Between-Subjects Factor. 7. Pairwise Comparisons. 8. Orthogonal, Planned and Unplanned Comparisons. 9. The 2<sup>2</sup> Between-Subjects Factorial Experiment. 10. Between-Subjects Factorial Experiments: Factors with More Than Two Levels. 11. Between-Subjects Factorial Experiments: Further Considerations. 12. Within-Subjects Factors: One-Way and 2<sup>k</sup> Factorial Designs. 13. Within-Subjects Factors: General Designs. 14. Contrasts on Binomial Data: Between-Subjects Designs. 15. Debriefing.

2008: 7x10: 439pp

Hb: 978-1-60623-017-6: £41.00

[www.psypress.com/9781606230176](http://www.psypress.com/9781606230176)

60-day examination copy available



## Person Environment Behavior Research Investigating Activities and Experiences in Spaces and Environments

Amedeo, Golledge & Stimson

2008: 7x10: 402pp

Hb: 978-1-59385-871-1: £57.50

Pb: 978-1-59385-870-4: £34.00

[www.psypress.com/9781593858704](http://www.psypress.com/9781593858704)

60-day examination copy available



## Multilevel Analysis for Applied Research It's Just Regression!

Bickel

*Methodology in the Social Sciences Series*

2007: 7x10: 355pp

Hb: 978-1-59385-429-4: £47.50

Pb: 978-1-59385-191-0: £30.00

[www.psypress.com/9781593851910](http://www.psypress.com/9781593851910)

60-day examination copy available



## FormatEase Version 4.0 Paper and Reference Formatting Software

Guilford Press Software

2007

CD-ROM & Manual:

978-1-59385-134-7: £22.50

[www.psypress.com/9781593851347](http://www.psypress.com/9781593851347)



## Handbook of Emergent Methods

Hesse-Biber & Leavy (Eds.)

2008: 7x10: 740pp

Hb: 978-1-59385-147-7: £73.00

[www.psypress.com/9781593851477](http://www.psypress.com/9781593851477)



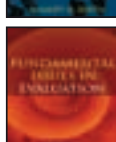
## Handbook of Constructionist Research

Holstein & Gubrium (Eds.)

2008: 7x10: 832pp

Hb: 978-1-59385-305-1: £84.50

[www.psypress.com/9781593853051](http://www.psypress.com/9781593853051)



## Missing Data

A Gentle Introduction

McKnight, McKnight, Sidani & Figueredo

*Methodology in the Social Sciences Series*

2007: 6x9: 251pp

Hb: 978-1-59385-394-5: £41.00

Pb: 978-1-59385-393-8: £25.95

[www.psypress.com/9781593853938](http://www.psypress.com/9781593853938)



## Measuring Change in Counseling and Psychotherapy

Meier

2008: 6x9: 303pp

Hb: 978-1-59385-720-2: £27.00

[www.psypress.com/9781593857202](http://www.psypress.com/9781593857202)

## Evaluation Ethics for Best Practice

Cases and Commentaries

Morris (Ed.)

2007: 6x9: 230pp

Hb: 978-1-59385-570-3: £36.50

Pb: 978-1-59385-569-7: £23.00

[www.psypress.com/9781593855697](http://www.psypress.com/9781593855697)

60-day examination copy available

## Program Evaluation Forms and Approaches

3rd Edition

Owen

2007: 6x9: 298pp

Hb: 978-1-59385-411-9: £40.00

Pb: 978-1-59385-406-5: £25.95

[www.psypress.com/9781593854065](http://www.psypress.com/9781593854065)

60-day examination copy available

## Handbook of Research Methods in Personality Psychology

Robins, Fraley & Krueger (Eds.)

2007: 7x10: 719pp

Hb: 978-1-59385-111-8: £57.50

[www.psypress.com/9781593851118](http://www.psypress.com/9781593851118)

## Cumulative Social Inquiry Transforming Novelty into Innovation

Smith

2008: 6x9: 338pp

Hb: 978-1-59385-833-9: £43.50

Pb: 978-1-59385-653-3: £28.50

[www.psypress.com/9781593856533](http://www.psypress.com/9781593856533)

## Fundamental Issues in Evaluation

Smith & Brandon (Eds.)

2008: 6x9: 245pp

Hb: 978-1-59385-604-5: £37.50

Pb: 978-1-59385-342-6: £24.00

[www.psypress.com/9781593853426](http://www.psypress.com/9781593853426)

## Foundations of Behavioral Statistics

An Insight-Based Approach

Thompson

2008: 7x10: 457pp

Hb: 978-1-59385-285-6: £29.95

Pb: 978-1-59385-840-7: £19.95

[www.psypress.com/9781593858407](http://www.psypress.com/9781593858407)

60-day examination copy available

Qty	Author	Title	ISBN
Qty	Author	Title	ISBN
Books in this catalogue are available through your bookseller or by ordering direct. Please attach a list if you prefer. All prices and page extents are subject to change without notice. Throughout this catalogue, dimensions of all books are given in inches. "Hb" denotes Cloth/Hardback binding and "Pb" denotes Softcover/Paperback. Some of the titles featured are not yet published. All orders will be recorded and books sent out automatically upon publication. Cheques will be banked immediately. Credit cards will be debited upon publication. Postage & Packing for orders placed by mail, phone or fax: UK: £1.50 for the first book and 50p for each subsequent book. Europe: £2.25 for the first book and 50p for each subsequent book. Rest of World: £4.99 for the first book and £2.99 for each subsequent book. <b>For orders totalling above £20.00 placed online at <a href="http://www.guilfordpress.co.uk">www.guilfordpress.co.uk</a>, we offer free P&amp;P to UK customers.</b>			Subtotal £
			Postage & Packaging £
			Total £

**YOUR DETAILS**

Name \_\_\_\_\_ Institution \_\_\_\_\_

Address \_\_\_\_\_

Email Address \_\_\_\_\_

Phone \_\_\_\_\_

Delivery Address (if different from above) \_\_\_\_\_

**METHOD OF PAYMENT**

Please invoice me  I enclose a cheque for £ \_\_\_\_\_ (Cheques should be drawn on a UK bank and should be made payable to Taylor & Francis Informa Ltd.)

I authorise you to debit my credit card with the amount of £ \_\_\_\_\_

My Mastercard/American Express/Visa/Switch/Maestro number is \_\_\_\_\_ Expiry Date \_\_\_\_\_ Start Date (Visa) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_ Issue No. (Switch/Maestro) \_\_\_\_\_ 3-Digit Security Code \_\_\_\_\_

Credit Card Address (if different from above) \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Book orders should be addressed to:  
Taylor & Francis Customer Services, Bookpoint, 130 Milton Park, Abingdon, Oxon OX14 4SB, UK.  
Tel: +44 (0) 1235 400 524 Fax: +44 (0) 1235 400 525 Email: [tandf@bookpoint.co.uk](mailto:tandf@bookpoint.co.uk)

**an informa business**  
Taylor & Francis is an Informa business. The registered office of Informa plc ("Informa") is Mortimer House, 37-41 Mortimer Street, London, W1T 3JH. Registered in England and Wales. Number 3099067.

**Please send me a 60-day examination copy**

Author	Title	ISBN
Name	Department	
University/College	Address	
Postal Code	Country	
Email	Telephone	
Fax	Course Title	
Course Level	Textbook Currently Used	

We offer 60-day examination copies of selected titles to qualified adopters. Terms & Conditions: a 60-day examination copy will only be sent to a lecturer at a college or university who wishes to consider recommending it to his/her students. A maximum of three books will be sent out for 60 days. At the end of that period the book(s) may be either purchased, returned to our distributor in perfect condition, or retained free of charge if adopted as a course text for a minimum of 10 students. If the book is adopted as a course text, a completed copy of the invoice with adoption information included must be returned. Examination copies are sent at the publisher's discretion.

Please send to Marketing Support, Psychology Press, 27 Church Road, Hove, East Sussex, BN3 2FA, UK.  
Tel: +44 (0)207 017 7747 • Fax: +44 (0)207 017 6717 • Email: [julie.norton@informa.com](mailto:julie.norton@informa.com)

Please tick here if you do not want to join our mailing list.

Please tick here if you do not wish to receive special offers and updates by email.