

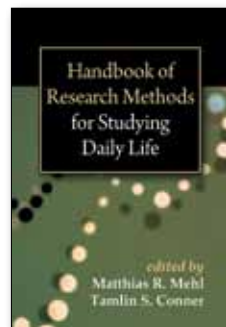
Research Methods & Statistics

Handbook of Research Methods for Studying Daily Life

Matthias R. Mehl, University of Arizona, USA

Tamlin S. Conner, University of Otago, New Zealand (Eds.)

Foreword by **Mihaly Csikszentmihalyi**, Claremont Graduate University, USA



"This volume – more than any other book published in the last two decades – will change the field of psychology. Psychological scientists have long recognized that ultimately, if their research is to have any meaning, they must venture out of the lab to study psychological processes unfolding in the 'real world.' But until now there has not been a comprehensive resource to show them how. As the first complete, authoritative, and practical guide to studying daily life, this handbook is set to change the way research is done. Every behavioral scientist

should own a copy." - **Sam Gosling**, Department of Psychology, University of Texas, USA

Bringing together leading authorities, this unique handbook reviews the breadth of current approaches for studying how people think, feel, and behave in everyday environments, rather than in the laboratory.

Contents

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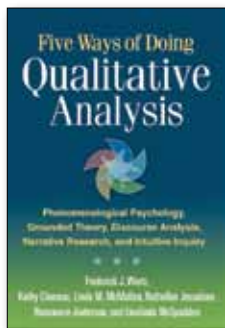
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Five Ways of Doing Qualitative Analysis

Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry

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Kathy Charmaz, Sonoma State University, California, USA; **Linda M. McMullen**, University of Saskatchewan, Canada; **Ruthellen Josselson**, The Fielding Graduate University, California, USA; **Rosemarie Anderson**, Institute of Transpersonal Psychology, California, USA; **Emalinda McSpadden**, Fordham University, New York, USA



“This text addresses one of the most frequently asked questions in qualitative analysis: what is the difference between phenomenology, grounded theory, discourse analysis, narrative research, and intuitive inquiry? Not only do the authors explain the theory that underlies each approach, but they also illustrate its application and the resultant findings, making the book a worthy text for a qualitative methods course.” - **Donna M. Mertens**, Department of Educational Foundations and Research, Gallaudet University, USA

This unique text provides a broad introduction to qualitative analysis together with concrete demonstrations and comparisons of five major approaches. Leading scholars apply their respective analytic lenses to a narrative account and interview featuring ‘Teresa’, a young opera singer who experienced a career-changing illness. The resulting analyses vividly exemplify what each approach looks like in action. The researchers then probe the similarities and differences among their approaches; their distinctive purposes and strengths; the role, style, and subjectivity of the individual researcher; and the scientific and ethical complexities of conducting qualitative research. Also included are the research participant’s responses to each analysis of her experience. A narrative account from another research participant, ‘Gail’, can be used by readers to practice the kinds of analysis explored in the book.

This book will be important reading for graduate students, instructors, and researchers in psychology, education, social work, family studies and human development, sociology, and nursing.

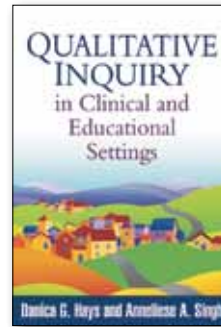
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Qualitative Inquiry in Clinical and Educational Settings

Danica G. Hays, Old Dominion University, Virginia, USA
Anneliese A. Singh, University of Georgia, USA



“This book is interesting, informative, and worthy of class adoption. The chapters are user friendly and easy to read, including clear definitions and explanations. The hands-on activities and exercises, case examples, and helpful hints will be helpful to students’ comprehension.” - **Ruth Chao**, Morgridge College of Education, University of Denver, USA

“Written in an accessible and manageable style for graduate students, advanced undergraduates, or professionals, this book makes excellent use of examples throughout. Readers will be especially interested in the examples the authors bring from their personal research agendas. I really like the discussion of the different purposes of research (basic, applied, action, evaluation), since qualitative research methods texts often neglect to discuss the usefulness of qualitative methods to basic research. The book does a good job of educating readers about why qualitative research is just as rigorous and as valuable as quantitative research. Although primarily targeted toward clinical and educational researchers, this book will be useful for any social scientist who wants to acquire a rich understanding of the theoretical underpinnings of qualitative research.” - **Lisa Harrison**, Department of Psychology, California State University, Sacramento, USA

This highly readable text demystifies the qualitative research process – and helps readers conceptualize their own studies – by organizing the different research paradigms and traditions into coherent clusters. Real-world examples and firsthand perspectives illustrate the research process; instructive exercises and activities build on each other so readers can develop their own proposals or reports as they work through the book. Provided are strategies for selecting a research topic, entering and exiting sites, and navigating the complexities of ethical issues and the researcher’s role. Readers learn how to use a range of data collection methods – including observational strategies, interviewing, focus groups, email and chat rooms, and arts-based media – and to manage, analyze, and report the resulting data. Useful pedagogical features include:

- In-class and field activities to apply qualitative concepts
- Discussion questions, proposal development exercises, and reflexive journal activities
- Exemplary qualitative studies and two sample proposals
- Cautionary notes, or ‘Wild Cards’, about possible research pitfalls
- Tables that summarize concepts and present helpful tips.

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Part 1. Foundations of Qualitative Inquiry. 1. Introduction to Qualitative Inquiry. 2. Qualitative Research Paradigms and Traditions. 3. Ethical Issues in Qualitative Research. **Part 2. Qualitative Research Design.** 4. Selecting a Topic. 5. Understanding the Researcher’s Role. 6. Entering the Field. 7. Establishing Trustworthiness. **Part 3. Data Collection and Analysis.** 8. Data Collection via Fieldwork, Interviewing, and Focus Groups. 9. Data Collection Using the Internet, Documents, or Arts-Based Methods. 10. The Basics of Qualitative Data Management and Analysis. 11. Qualitative Data Analysis by Research Tradition. **Part 4. Presenting Your Qualitative Research.** 12. Writing and Presenting Qualitative Research. Appendix A. Glossary of Key Terms. Appendix B. Sample Qualitative Proposals.

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Qualitative Research from Start to Finish

Robert K. Yin, COSMOS Corporation, Maryland, USA



“Yin should be commended for connecting readers to the discipline and joy of doing qualitative research. This book makes qualitative methods accessible to a broad audience. It includes practical advice and connects new researchers with well-chosen examples from a diverse array of rigorous qualitative studies. The discussion of the analysis process is a major strength of the book.”
- Michelle C. Bligh, School of Behavioral and Organizational Sciences, Claremont Graduate University, USA

“This book is both practical and scholarly. I like Yin’s conceptualization of the five features of qualitative research. I also appreciate the lack of jargon and the use of concrete examples. I will recommend this book to colleagues as a practical guide and will consider using it as a class text.” - Lance D. Fusarelli, Department of Leadership, Policy, and Adult and Higher Education, North Carolina State University, USA

This lively, practical text presents a fresh and comprehensive approach to doing qualitative research. The book offers a unique balance of theory and clear-cut choices for customizing every phase of a qualitative study. A scholarly mix of classic and contemporary studies from multiple disciplines provides compelling, field-based examples of the full range of qualitative approaches. Readers learn about adaptive ways of designing studies, collecting data, analyzing data, and reporting findings. Key aspects of the researcher’s craft are addressed, such as fieldwork options, the five phases of data analysis (with and without using computer-based software), and how to incorporate the researcher’s ‘declarative’ and ‘reflective’ selves into a final report. Ideal for graduate-level courses, the text includes:

- Discussions of ethnography, grounded theory, phenomenology, feminist research, and other approaches
- Instructions for creating a study bank to get a new study started
- End-of-chapter exercises and a semester-long, field-based project
- Quick study boxes, research vignettes, sample studies, and a glossary
- Previews for sections within chapters, and chapter recaps
- Discussion of the place of qualitative research among other social science methods, including mixed methods research.

This book will be invaluable to students and instructors in education, psychology, social work, sociology, nursing, management, and communication, and to practising researchers and evaluators. It can also serve as a text in graduate-level qualitative methods courses, and as a supplement in graduate-level research design courses.

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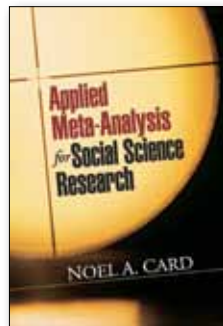
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Applied Meta-Analysis for Social Science Research

Noel A. Card, Division of Family Studies and Human Development, University of Arizona, USA

METHODOLOGY IN THE SOCIAL SCIENCES SERIES



“This book teaches individuals how to do a meta-analysis from start to finish. Readers learn how to search the literature, code studies, statistically combine study results, and write up the results. Card covers topics not included in most textbooks, such as how to retrieve unpublished studies, the creation of a coding manual, effect sizes from multiple regression analysis, publication bias, and multivariate procedures in meta-analysis. I like the ‘Practical Matters’ sections in the chapters. This is an excellent textbook for a course on meta-analysis, and an excellent manual for anyone

wanting to conduct a meta-analysis.” - Brad J. Bushman, Institute for Social Research, University of Michigan, USA

“Card is to be applauded for his thorough discussion of both the fundamentals and recent advances in meta-analysis, and for his use of such friendly, toned-down language. For instance, the graphical presentation of simulation results in order to explain the threat/impact of publication bias will really help readers understand the concept. I really like the author’s discussions of practical matters, which may stimulate readers to investigate new approaches and practices. I will recommend this book to my colleagues in psychology and education who are interested in learning meta-analysis.”

- Soyeon Ahn, Research, Measurement, and Evaluation Program, University of Miami, USA

Offering pragmatic guidance for planning and conducting a meta-analytic review, this book is written in an engaging, nontechnical style that makes it ideal for graduate course use or self-study. The author shows how to identify questions that can be answered using meta-analysis, retrieve both published and unpublished studies, create a coding manual, use traditional and unique effect size indices, and write a meta-analytic review. An ongoing example illustrates meta-analytic techniques. In addition to the fundamentals, the book discusses more advanced topics, such as artifact correction, random- and mixed-effects models, structural equation representations, and multivariate procedures. User-friendly features include annotated equations, discussions of alternative approaches, and ‘Practical Matters’ sections that give advice on topics not often discussed in other books, such as linking meta-analytic results with theory and the utility of meta-analysis software programs.

Contents

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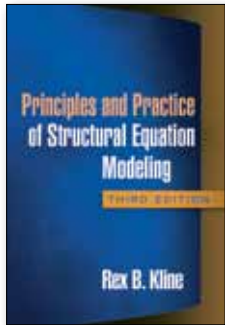
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"The coverage is excellent and the writing style is friendly and direct, with a subtle humor that I find refreshing. I especially like the new topic boxes in the third edition, most of which discuss issues that I have had to address separately in lectures." - Jacob Marszalek, Division of Counseling and Educational Psychology, University of Missouri-Kansas City, USA

This bestselling text provides a balance between the technical and practical aspects of structural equation modeling (SEM). Using clear and accessible language, Rex B. Kline covers core techniques, potential pitfalls, and applications across the behavioral and social sciences. Some more advanced topics are also covered, including estimation of interactive effects of latent variables and multilevel SEM. The companion webpage (please see the book's entry at www.guilford.com) offers downloadable syntax, data, and output files for each detailed example for EQS, LISREL, and Mplus, allowing readers to view the results of the same analysis generated by three different computer tools.

New to this edition:

- Thoroughly revised and restructured to follow the phases of most SEM analyses
- Syntax, data, and output files for all detailed research examples are now provided online
- Exercises with answers, which support self-study
- Topic boxes on specialized issues, such as dealing with problems in the analysis; the assessment of construct measurement reliability; and more
- Updated coverage of a more rigorous approach to hypothesis and model testing; the evaluation of measurement invariance; and more.

This book is important reading for graduate students, instructors, and researchers in psychology, education, human development and family studies, management, sociology, social work, nursing, public health, criminal justice, and communication. It also serves as a text for graduate-level courses in structural equation modeling, multivariate statistics, advanced quantitative methods, or research methodology.

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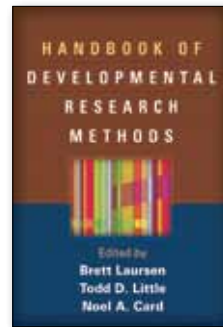
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Handbook of Developmental Research Methods

Brett Laursen, Florida Atlantic University, USA; Todd D. Little, University of Kansas, USA; Noel A. Card, University of Arizona, USA (Eds.)



"In 41 chapters, this volume covers a very wide range of research methods, all extremely relevant to the developmental researcher. I know of no other handbook that even comes close to being so generally useful to young developmental researchers seeking to improve their knowledge of research methods. Numerous advanced topics are also treated – in many cases in depth – making the book valuable for methodologists as well. A highly commendable feature is the discussion of each method's applicability and assumptions." - Lars R. Bergman, Stockholm University, Sweden

Bergman, Stockholm University, Sweden

"The study of developmental change is a cardinal activity of behavioral and social science, but determining how to do it has prompted denial, disagreement, and despair for nearly a century. The contributors to this excellent volume are an outstanding group whose qualifications for guiding the field at this point in our history are truly stellar. Graduate students and faculty members alike will find this well-organized, highly informative volume indispensable as they articulate questions, design research, and analyze data pertaining to the study of change." - John R. Nesselroade, Hugh Scott Hamilton Professor of Psychology, University of Virginia, USA

This is the first methods handbook specifically designed to meet the needs of today's developmental scholars. Leading developmental methodologists describe cutting-edge approaches to measurement and design, data collection, and interindividual and intraindividual longitudinal analysis. For each method or analytic tool – whether created to measure change or adapted for this purpose – chapters describe key issues, assumptions, and applications. Chapters also include research examples that demonstrate the procedures in action and give readers a better understanding of how to match research questions to developmental methods. The companion website (please see the book's entry at www.guilford.com) provides data and program syntax files for most of the examples.

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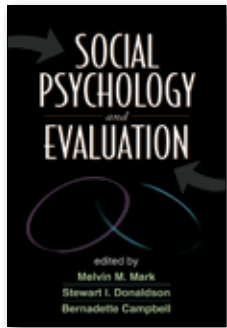
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Bernadette Campbell, Carleton University, USA (Eds.)



"This is an excellent book for introducing social and other psychologists to program evaluation, and for helping evaluators to anchor their practice in theories, concepts, and methods developed by social psychologists. These theories, concepts, and methods can shed light on the social and interpersonal phenomena and dynamics of settings in which evaluations are embedded, and can help ensure that data gathered in social settings are reliable and valid. The book creates a strong case for the importance of theory-driven program evaluation."

It demonstrates a range of ways that social psychology can conceptually and practically guide program evaluations, make programs more effective, and, most important, make apparent the reasons why particular programs work. This book would be valuable as part of an applied social psychology course or a course preparing researchers to do program evaluation."

- **Geoffrey Maruyama**, Department of Educational Psychology, University of Minnesota, USA

This compelling work brings together leading social psychologists and evaluators to explore the intersection of these two fields and how their theory, practices, and research findings can enhance each other. An ideal professional reference or student text, the book examines how social psychological knowledge can serve as the basis for theory-driven evaluation; facilitate more effective partnerships with stakeholders and policy makers; and help evaluators ask more effective questions about behavior. Also identified are ways in which real-world evaluation findings can identify gaps in social psychological theory and test and improve the validity of social psychological findings; for example, in the areas of cooperation, competition, and intergroup relations. The volume includes a useful glossary of both fields' terms and offers practical suggestions for fostering cross-fertilization in research, graduate training, and employment opportunities. Each tightly-edited chapter features an introduction and concluding reflection/discussion questions from the editors.

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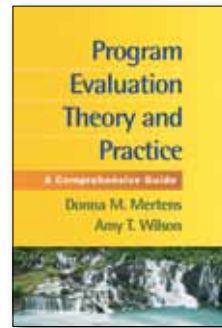
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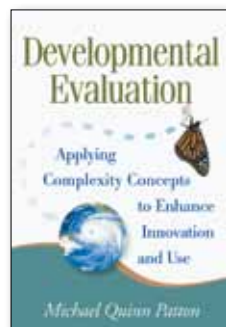


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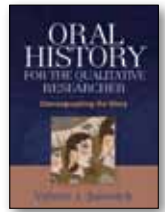
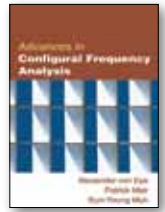
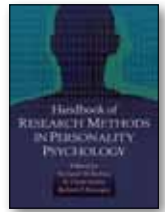
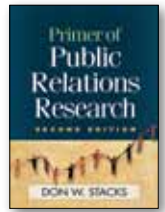
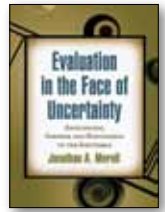
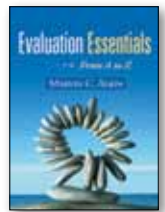
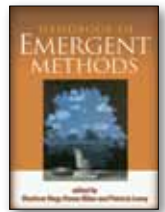
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