INDEX

A
ABBA design, 137–138
Abercrombie & Fitch, 210
Able, J., 60
Abstract; qualitative research report, 258; quantitative research report, 252
Abstract concept; operational definition capturing meaning of, 48; variables created from, 48–59
Academic journal articles, 250–259
Achievement measure, 71
Action criterion, 195
Action research; AIDS residence study using, 215–216; class management exercise on, 317; description of, 9, 176; focus of investigation in, 215; participant collaboration in, 217; recommendations component of, 218; role of researcher in, 216; where conducted, 217
Action vs. power, 175–176
Addiction Research Institute (Netherlands), 31
Adelman, M., 215, 216
Advanced experimental designs; complex design, 132, 141–146; data analysis used in, 150–161fig; interactions concept of, 133t–135; main effects concept of, 132–133t, 135; quasi-experimental, 37, 132, 146–150; repeated-measures designs, 131–132, 136–140r; See also Experimental designs; Research designs
Advertising analysis, 215
Advertising campaigns case study, 210
Aggregate generalizations, 167
“Aha!” phenomenon, 167t, 170
Alcohol advertising and youth: An analysis of what young people find appealing in alcohol advertising (Waiters, Treno, and Grube), 187
All Under Heaven: Life in a Chinese Village (Gordon), 206
All-possible-orders counterbalancing, 138, 140r
Allison, S., 188
Amended Telemarketing Sales Rule (Do Not Call Registry), 84
American Political Science Association, 246
American Psychological Association (APA), 246, 251
American Sociology Association, 252
Anchors, 81
Anderson, I. K., 208
Andrews, G., 209
Andrews, J., 209
Ankele, J., 206
ANOVA (analysis of variance); advanced experimental data analysis using, 150–161fig; basic experimental data analysis using, 124–128; for complex designs, 155–161fig; F test, 150; paired t tests, 151–152; repeated-measures, 151, 152–154; two-way, 150–151, 158fig
APA Publication Manual, 251, 252, 254, 256–258, 259
Applied research; class management exercise of, 217; compared to other methods, 201t; description of, 9; focus of investigation in, 215–216; focus on meaning in, 217; location, process, and form of, 217; researcher role in, 216
Aptitude measure, 71
Arnold, L. B., 170
Aronson, J., 59
Artificial immersion, 238, 239
ATDPS (Attitudes Toward Disabled Persons Scale), 146
Atkyns, R. L., 28
Attention-getting preface, 234
Attrition; definition of, 40; as treat to
internal validity, 150
Authenticity, 194
Autoethnography, 241–242

B
Background information, 225
Barber, N., 190
Barbie Nation: An Unauthorized Video
(Stern), 206
Barling, J., 186
Barnett, M., 41
Barry, C., 190
Bart, P., 216
Basic experimental designs; balancing
unwanted variables in, 120; causal
inference using, 105; control group used
in, 113; covariation of, 110–111; data
analysis used with, 121–128; elimination
of rival hypothesis in, 112–113; external
validity of, 106; internal validity of,
105–106; matching in, 118–119; simple
random assignment used in, 113–116;
stratified random assignment used in,
116–117; time order of, 112; types of,
120–121; types of variables used in,
106–110; See also Advanced experimental
designs; Research designs
Basic experimental designs types; matched-
groups design, 121; natural-groups
design, 121; random-groups design, 120
Basic research, 9
Baumeister, R. F., 15
Baumrind, D., 2
Beck, A. T., 59
Beck Depression Inventory, 59
Beckman, H., 213
Beggin, J., 188
Behavior rating scale, 91
Behavioral observations, 66t, 68–70
Behavioral Risk Factor Surveillance Survey
(CDC), 78
Bellack, A. S., 16
Belmont Report (1979), 12
Beneficence, 12
Benton, S., 189
Berliner, A., 221–224
Between-group error variance, 137
Between-groups design, 131
Between-subjects effects tests, 155fig–156fig
Beyond the Veil (Gregg), 206
Bias; avoiding survey question, 81; caller
ID as factor creating, 83; response, 31;
selection, 32; self-presentation, 68; self-
serving, 67; terminology for reducing
report, 259–261
Bisanz, J., 111
Bivariate correlations, 98fig
Blair, C., 211
Blanck, P. D., 16
Bochner, A. P., 241
Bolt, M. L., 79
Boundaries, 228
Bradley, C., 190
Bridging the gap between moral reasoning
and adolescent engagement in
risky behavior (Kuther and Higgins-
D’Alessandro), 187
Britten, N., 190
Bruce, V., 106
Buber, M., 227
Burleson, J., 1
Burrell, N. A., 193
Burton, A. M., 106
Burton, D., 235
Buzzanell, P. M., 193
C
Cabral, J., 189
Calkins, S. D., 68
Calle, S., 175fig
Caller ID factor, 83
Campbell, D., 147
Cao, W., 62
Car trunk-release devices study, 19–20
Carter, R., 187
Case study; compared to other methods,
201r; context of the case, 210; corporate
advertising, 210; criminal rehabilitation,
209; focus of investigation in, 209;
meaning focus of, 209; role of researcher
in, 209; where, how, and form of, 210
Categorical variables, 106–107
Causation; description of, 78; practicing coming up with, 79
Ceiling effect, 149
Cell phone behavior observation, 240
Centers for Disease Control, 78, 110
Chan, J., 62
Change vs. stasis, 175
Chi-square; cross-tabulation and, 99–103
definition of, 99; SPSS used for cross-tabulations and, 100
Chicago Manual of Style, 252
Child safety study, 19–20
Circular research design, 182–183
Citation format (APA style), 256
Clarity (question), 230–231
Clarke, G., 192
Closed-ended questions, 229
Closing interviews, 227
Closing question, 227
Cluster sampling, 33
Cockburn, C., 192
Cohort effects, 40–41
Coles, R., 186
College-student culture ethnography, 201
Coming to Say Goodbye: Stories of AIDS in Africa (Ankele and Macksoud), 206
Comparison questions, 226
Complete observer, 239
Complete participant observer, 239
Completely-crossed design, 141
Complex designs; ANOVA (analysis of variance) for, 155–161; with between-groups factors, 141; description of, 132, 141; mixed design, 141, 143–146; practicing, 142–143
Confessional tales, 241
Confound, 109
Connor, R. T., 68
Conquergood, D., 192, 193
Consensual Qualitative Research (CQR) system, 189
Construct validity, 60–61
Content validity, 59–60
Context of the case, 210
Control groups; experimental design use of, 113; Non-equivalent, 147
Convenience sampling, 27, 187
Convergent validity, 60–61
Conversation analysis, 213, 214
Cook, T., 147
Coplan, R., 68
Corbin, J., 192
Core categories, 192
Corey, F. C., 242
Corporate advertising case study, 210
Correlation; definition of, 38, 76; negative, 76–77; Pearson, 97–99; positive, 76; practicing coming up with, 79; SPSS screen on bivariate, 98; SPSS used to compute, 97–98; See also Data analysis
Correlation coefficient, 38
Correlation matrix, 98
Correlational research, 35–37, 76
Counterbalancing; ABBA design approach to, 137–138; all-possible-orders, 138, 140; description of, 137–138; Latin Square design approach to, 138, 139; practicing, 139–140
Covariation, 78, 110–111
Covert observation, 239
Covington, D., 239
Cowan, M., 106
Cowan, P. A., 2
Craig, W. M., 36
Craik, F.I.M., 141
Crawford, M., 176, 178
Creswell, J. W., 200
Criminal rehabilitation case study, 209
Crisis of representation, 178–179
Criterion measure, 71
Criterion variable, 108; See also Dependent variables
Critical studies, 195, 212
Critical tales, 241
Cronbach’s alpha, 63
Cross-sectional research design, 41, 43
Cross-tabulation; chi-square and, 99–103; definition of, 99; nominal data, 48, 49; 50–51; ordinal data, 52, 53
Cuez, J., 141  
*Culture and Truth* (Rosaldo), 203  
Culture-centered criticism, 213

**D**

Dartmouth Writing Program website, 251  
Data; definition of, 48; fidelity of, 189;  
interval, 49; naturalistic inquiry to filter, 183–184; nominal, 48, 49;  
50–51; ordinal, 49; 52–53; plagiarism issue of, 18–19; ratio, 49; 58–59; self-report, 66–67  
See also Correlation  
Data analysis and interpretation section, 258–259  
Data collection; behavioral observations for, 66r, 68–70; development of qualitative instrument for, 189; different methods of, 66r; fidelity of, 189–190; interviews used for, 88, 89; 90, 169, 224–234; naturalistic observation approach to, 36; non-participant observation, 91–92; participant observation, 90–91; qualitative research, 188–190; self-report approach to, 66–70; structure of, 190; surveys used for, 79–88, 89;  
See also Instrumentation; Observation; Tools  
Debriefing of participants, 16–18e, 193  
Deception, 15–16  
Deductive approach, 168–169  
DeFeliciantonio, T., 206  
Demographic and factual questions, 225  
Dent, C. W., 235  
Denzin, N., 178, 195, 196, 217  
Dependent variables; definition of, 35, 108;  
error variance of, 136–137; experimental design, 108–109; operational definitions of, 108;  
See also Criterion variable  
Description questions, 225–226  
Descriptive research, 35–37  
Descriptive statistics, 92–93, 95  
Design.  
See Research design  
DiBlasi, H., 171  
Dinger, M. K., 60  
Directory-listed sampling, 84  
Disability orientation terminology, 260–261  
Discriminant analytic perspective, 212–213  
Discriminant validity, 61  
Discussion section; qualitative research report, 259; quantitative research report, 254–256  
Dixit, J., 188  
Do Not Call Registry, 84  
Documents (data collection from), 189  
Dolce & Gabbana, 210  
Dominance in emphasis, 192  
Donaldson, A., 65  
Dornbusch, S., 5  
Double-barreled question, 80  
Dubner, S., 228  
Dying/death study, 182–183

**E**

EconLit, 11  
Eder, D., 177  
Ehrenreich, B., 239  
Ellis, C., 241  
Email/Web surveys, 87–88, 89  
Emergent design, 182  
Emotionality and caring, 195  
Epistemic beliefs, 106  
Epistemology; qualitative research assumptions of, 166; quantitative research assumptions of, 165–166
Epley, N., 132, 134, 135
Erbaugh, J., 59
Error variance, 136–137
Ethics. See Research ethics
Ethnicity terminology, 259–260
Ethnographic observation, 189
Ethnography; of college-student culture, 201; compared to other methods, 201f; family analysis, 204–205f; focus of, 200, 202–206; location of, 203–204; meaning focus of, 203; process and form of, 204–205; researcher role in, 203; video, 205–206
Evaluation; criteria for qualitative research, 194–196; practicing “first-impression” data, 196
Evaluation research; focus of investigation in, 216; recommendations component of, 218; role of researcher in, 216
Evans, C., 177
Event analysis, 223–224
Event sampling, 91
Example questions, 232
Excel, 33–34
Exit procedures, 193–194
Exiting nirvana: A daughter’s life with autism (Park and Sacks), 186
Exline, J. J., 36
Experimental research, 35, 36
Exploratory questions, 192
External validity, 106
Extraneous variables, 109–110

F

F test (ANOVA), 150
Face-to-face interviews, 88, 89f, 90
Factors; complex design used of multiple, 132; complex designs with between-groups, 141; definition of, 107
Factors influencing managers’ adherence to the Americans with Disabilities Act (Thakker and Solomon), 187
Fagerlin, A., 40
Falling in love analysis, 208
Family History Library (SLC, Utah), 222
Federal Communications Commission, 83
Federal Trade Commission (FTC), 84
Feeling questions, 226
Feenstra, J., 40
Feminist criticism, 213
Feminist media . . . in India: Exploring power, gender and culture in the field (Parameswaran), 186
Fern, E. F., 235
Festinger, L., 4
Fidelity; challenging the data collection, 190; data, 189–190
Field notes, 239
Finch, C. F., 65
Findings. See Research findings
Fingernails painted red: A feminist semiotic [meaning] analysis of a “hot” text (Gilgun), 186
Fires in the Mirror: Crown Heights, Brooklyn and Other Identities (Smith), 206
“First-impression” study; data analysis of, 191
evaluation of, 191
Fisch, K., 171
Fit-it household efforts, 184–185
Flay, B. R., 235
Focus groups; description of, 235; designing innovative activities for, 238; limitations of, 235–236; moderating, 237–238; sampling for, 235; selecting interview vs., 236; structure of, 236–238
Folkman, S., 12
Follow-up questions, 233
Forero, R., 65
Formatting manuscripts, 257–258
Fox, N. A., 68
Framingham Heart Study, 40
Frankel, R., 213
Freakanomics (Levitt and Dubner), 228
Frentz, T., 169
Frequency distribution; nominal data, 48, 49t; ordinal data, 52t, 53
Frey, L., 215, 216
Frieze, I., 38
Full immersion, 238–239
G
Gang member study themes, 192–193
Garretsen, H.F.L., 31
Geertz, C., 173
Gender terminology, 260
Generalizability, 26–27
Gershoff, E. T., 2
Gilgun, J., 186
Girls Like Us: Four Years in the Lives of
Four Girls (Wagner and DiFeliciantonio), 206
Glaser, B. G., 192
Glaser, J., 188
Gluck, S. B., 207
Gold, R. L., 239
Goldberger, R., 1
Good, C., 59
Goodall, H. L., Jr., 241
Gordon, Robert, 206
Grand narrative, 164
Green, D., 188
Green, S. B., 21
Greene, D., 6
Gregg, A., 206
Gross, T., 255
Grounded theory approach, 185–186, 192
Group communication effect, 235
Grube, J., 187
Guba, E., 183, 188, 189
Guided interview, 225
Guralnick, M. J., 68

H
Hadlock, T. D., 87
Hamby, S., 184
Hammersley, M., 179
Hammond, M. A., 68
Hanba, J., 41
Hanneman, G. J., 28
Harter, S., 2
Hatfield, E., 177
Hawkins, D., 36
Hay, C., 207
Hayes, K., 206
Heider, K. G., 195, 206
Heisenberg uncertainty principle, 172–173
Herdt, G., 203
Heuristic value, 255
Higgins-D’Alessandro, A., 187
Hill, T., 65
Historical analysis, 222–223
Hofter, B., 106
Hollingshead, A., 35
Human Subjects Review Board, 193
Hunt, B., 146
Hunt, C. S., 146
Husserl, E., 208
Hypotheses; definition of, 5; eliminating rival, 112–120; generating, 5–7

I
I-It communication, 227
I-Thou interview, 227
Ilongot headhunter culture, 203
Impressionist tales, 241
Indentifiable functions, 164
Independent variables; definition of, 35, 107; experimental design and, 107; factor, 107; individual-difference, 107–108; interactions and levels of, 133–135; main effects of two or more, 132–133; placebo (zero-level version of), 107; predictor, 107; replication as set of completed data for all levels of, 136; See also Variables
Independent-samples t test, 122–124
Individual-difference variables, 107–108
Inductive approach, 168–169
Inferential statistics; description of, 95; summary of Type I and Type II errors, 96; understanding statistical significance, 95–96
Informal interview, 224–225
Informed consent; description of, 14; document for, 13e
Inman, M. L., 19, 38, 39
Institute for Social Research (University of Michigan), 7
Instrumentation; development of qualitative, 189; as internal validity threat, 149; pilot testing, 149; See also Data collection; Observation; Tools
Inter-rater reliability, 65–66
Interactions; description of, 133–135; example of, 133t; practicing main effects and, 135
Internal validity; description of, 105–106; quasi-experiments and threats to, 147–150
Internal validity threats; attrition as, 150; history as, 148; instrumentation as, 149; maturation as, 148–149; regression to the mean as, 149–150
Internet virtual communities, 208
Interpretive interactionalism, 195
Interval data; bar graph of, 58fig; description of, 49t, 53–54; mean differences with, 57; scatterplot of, 54–56fig
Interview questions; avoiding “why?,” 230e; closed-ended, 229t; open-ended, 228–229r; practice developing different types of, 234; practice developing your own, 231; for sequencing interview, 226–227; single- vs. multiple-issue, 229–230r; techniques for asking, 232–234; types of, 225–226; wording of, 228–231
Interviews; boundaries during, 228; face-to-face, 88, 89fig, 90; format of, 225–226; informal, structured, and guided types of, 224–225; as qualitative method, 169; qualitative studies use of, 189; rapport component of, 226–228; selecting focus group vs., 236; sequencing of, 226–227; silence used during, 233; transition comments during, 233–234
Introduction section; qualitative research report, 258; quantitative research report, 252–253
Inzlicht, M., 59
IRBs (institutional review boards)s, 12, 14
Isolation vs. social embeddedness, 174–175
J
Jacobs, A. J., 215
Janey, B., 189
Jansen, H.A.M., 31
Jarvis, L., 41
Jaworski, A., 173
Jenson, A., 202, 218
Jeppeson, M. S., 211
Jocks, nerds, babes and thugs: A research note on regional differences in adolescent gender norms (Suitor and Carter), 187
Johnson, A., 189
Johnston, D. D., 15, 17, 18, 163, 169, 174, 184, 227
Journal of Experimental Child Psychology, 111
Journal of Personality and Social Psychology, 15
JStor, 11
Justice issue, 12
K
Kain, J., 256
Kaminer, Y., 1
Kaplowitz, M. D., 87, 235
Karabenick, S. K., 106
Kehoe, A., 207
Kiewa, J., 166
Knowledge as power, 175–176
Kobe !Kung culture study, 202
Kompen dancing, 175
Koss, M., 184
Kreuger, S., 141
Krieger, S., 178
Krippendorf, K., 192
Krueger, R. A., 235
Kruger, J., 132, 134, 135
Kübler-Ross, E., 182
Kübler-Ross’s stage theory of dying, 182–183
!Kung culture, 202
Kuther, T., 187
L
Lahaut, Y.M.H.C.J., 31, 32
Larson, G., 194
Larzelere, R. E., 2
Latin Kings gang, 192
Latin Square design, 138t, 139t
Laughlin, P. R., 35
Law of large numbers, 114–116
Leading questions, 232
Lee, R., 202
Legitimation crisis, 196
Lepper, M. R., 6
Level of significance, 95
Levine, R., 87
Levitt, S., 228
Li, L., 62
Likert scales; description of, 54; of survey responses, 81
Lincoln, Y., 178, 183, 188, 189, 195, 196, 217
Lindlof, T., 241
Literature reviews; different preferences for, 252; research proposals inclusion of, 10–11; sources for, 11
Local to Wireless Number Portability (LWNP), 83
“Lone Ethnographer” image, 173
Longitudinal research design, 39–41, 43
Ludwig, T. E., 29, 36, 70
Lull, J., 204
Lyng, S., 166
Lynman, N. R., 19

M
McDonald, N., 38
Macksoud, A., 206
Madson, L., 83
Mail surveys, 85–87, 89
Main effects; complex experiment design and, 132–133; definition of, 132; practicing interactions and, 135; simple, 134
Margin of error; definition of, 29; as function of sample size, 31
Marxist criticism, 213
Matched-groups design, 121
Matching, 118–119
Material culture, 189
Mayers, D. G., 4
Mean; definition of, 92; regression to the, 149–150
Meaning; applied research focus on, 217; case study focus on, 209; ethnography focus on, 203; operational definition capturing abstract, 48; phenomenology focus on, 207–208; textual analysis focus on, 211–213
Measurement error, 149
Median, 92
Memory type, 136
Mendelson, M., 59
Merriman, W. E., 41
Metaphor (of theme category), 193
Method section; qualitative research report, 258; quantitative research report, 253
Methods; applied research, 9, 201, 215–218; definition of, 200; ethnography, 200–206; phenomenology, 201, 206–208; textual analysis, 167, 169, 201, 210–215; See also Research; Tools
Milgram, S., 174
Mills, G. E., 9
Mishler, E., 190
Mixed designs; ANOVA for, 153, 158–161; description of, 141, 143; implementing, 143–144; interaction effects in, 144; practicing, 144–145; Solomon four-group design case of, 146
MLA Style, 252
Moffat, M., 177–178
Monitoring the Future project (University of Michigan), 42
Moosa, S., 106
Morgan, D. L., 235
Multiple-issue questions, 230
Mundane realism, 20, 35
Mutually exclusive behavior, 68
Mutually exhaustive behavior, 68
Myers, D. G., 67, 88
Myers, S. A., 168

N
Nakayama, T. K., 242
Nanook of the North (video), 206
Narrative analysis, 213
National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 12
National Institutes of Health, 12
National Institutes of Mental Health Diagnostic Interview Schedule for Children (DISC), 62
National Opinion Research Center (NORC), 53
Native American “pseudo cultural” events, 185–186
Natural-groups design, 121
Naturalistic inquiry, 183–184
Naturalistic observation, 36
Naveh-Benjamin, M., 141, 143
Negative correlation, 76–77
Neutrality, 232
New Mexico Alien Tourism ad, 210
New Mexico State University, 83
Ng, C. F., 37
Nichel and Dimed: On (Not) Getting By in America (Ehreneich), 239
Nisbett, R. E., 6
Nobody’s Business (Berliner), 221–222
Noelle-Neumann, E., 236
Nominal data; cross-tabulation of, 48, 49, 50–51; definition of, 48, 49; frequency distribution displaying, 48, 49
Non-equivalent control group, 147
Non-participant observation, 90–92
Non-random sample, 27
Non-response, 31
Normative measure, 71
Norris, B. P., 121
Nuisance variables, 120
Numeric variables, 106
Nuss, C. K., 15

O
Objectification, 173
Objectivity vs. subjectivity, 171–173
O’Brien, P., 216
Observation; autoethnography variation of, 241–242; behavioral, 66r, 68–70; description of, 238; direct, 238–240; ethical issues related to, 239–240; ethnographic, 189; naturalistic, 36; non-participant, 90–92; overt vs. covert, 239; participant, 90; practicing cell phone behavior, 240; process of, 239; as qualitative method, 169; researcher role in, 239–240; types of, 238–239; validity and naturalistic, 185; See also Data collection; Instrumentation; Tools
Offering incentives issue, 14–15
Oman, F., 60
“On Being Sane in Insane Places” (Rosenhan), 90
One-shot research design, 38–39, 43
Open-ended questions, 228–229
Operational definition, 48
Opinion questions, 226
Oral presentations; audience of, 248; organization, focus, time limits of, 248; PowerPoint guidelines for, 249; practicing your delivery, 250; reporting findings using, 247–248; using visuals effectively, 249
Orbe, M., 206, 207
Ordinal data; definition of, 49, 52; frequency distribution and cross-tabulation of, 52–53
OSHA statistics, 163–165
“Other” exoticization, 173
Outcome analysis, 224
Outliers, 163
Overt observation, 239
Owen, R., 256

P
p value, 96
Padgett, V. R., 147
Paired t test, 151–152
Parallel-forms reliability, 65
Parameswaran, R., 186
Park, C., 186
Parker, S., 177
Participant observation, 90
Participants; action research collaboration by, 217; attrition of, 40, 150; building rapport with, 226–228; debriefing of, 16–18e, 193; informed consent of, 13e, 14; maturation of, 148–149; non-response by, 31; objectification of, 173; offering incentives to, 14–15; opportunity to withdraw right of, 14; subjects vs., 173–174
Past, present, and future perspectives, 226
Patai, D., 207
Patterson, M. Q., 229, 232, 234, 239
Paul, E., 206
Pearson correlation; description of, 97–98; using SPSS for, 99
Peirce, C. S., 210
Pepler, D. J., 36
Performance measures, 66t, 71–72
Perry, M., 65, 68
Persons with disabilities, 260
Perspective; critical studies, 212; past, present, future, 226; rhetorical, 211; self, 239–240; sociocultural, 239–240
PET (positron emission tomography) study, 15
Phenomenological validity, 169–170, 194
Phenomenology; analysis of falling in love, 208; compared to other methods, 201t; focus of investigation in, 206–208; focus on meaning by, 207–208; location of research using, 208; process and form of, 208; “reality of consciousness” issue of, 207
Physiological measures, 66t, 70–71
The Pilgrim Must Embark (Adelman and Shultz), 216
Pilot testing, 149
Pintrich, P. R., 106
Placebo, 107
Placebo effect, 110
Plagiarism, 18–19
Playboy (magazine), 188
Popp, D., 176, 178
Population, 26
Positive correlation, 76
Positivism; definition of, 171; evaluating assumptions of, 176–178; Heisenberg uncertainty principle of, 172–173; isolation versus social embeddedness in, 174–175; objectivity vs. subjectivity in, 171–173; power versus action in, 175–176; statis versus change in, 175; “subject” versus participants approach of, 173–174
Post-positivists; colonialism/imperialism concerns of, 173; on inaccuracy of generalizations, 175; on influence of the researcher, 172–173
Poster presentations; content and visual appeal of, 247; reporting findings using, 246
Power vs. action, 175–176
PowerPoint presentations, 249
Practice effects, 137
Prediction; definition of, 77–78; as quantitative research purpose, 167
Prediction, experience, and consequences of violence (Barling), 186
Predictive validity, 61–62
Predictor variables, 107
Prescribed sequence, 164
Presupposition questions, 233
Primary observer and secondary participant, 239
Primary participant and secondary observer, 239
Probe questions, 233
Process of observation, 239
“Pseudo cultural” events, 185–186
PsychINFO, 11
Psychological analysis, 223
Psychology Today (journal), 19
Publication Manual of the American Psychological Association (APA style), 251, 252, 254, 256–258, 259
Pucci, E., Jr., 211
Purposeful samples, 187

Q
Qualitative purists, 179
Qualitative research; applied research method of, 201t, 215–218; case study approach used in, 201t, 209–210; comparison of quantitative and, 7fig, 166–171, 200; crisis of representation and, 178–179; data analysis approach used in, 190–193; description of, 8–9, 146–147, 163–165; design issues of, 181–196; epistemology assumptions of, 166; ethnography approach used in, 200–206; evaluation of, 194–196; legitimization crisis faced by, 196; phenomenology approach used in, 201t, 206–208; selection of, 9; social construction of reality
concept of, 166; textual analysis used in, 201r, 210–215; written reports presenting, 258–259; See also Research

Qualitative research characteristics; adequate and realistic criterion for truth of, 167t, 169–170; description purpose of, 167t–168; generalize to large population focus of, 167t, 168; inductive analysis of “texts” methods of, 167t, 168–169

Qualitative research design; circular nature of, 182–183; data collection approach used in, 188–190; nature of emergence in, 182; questions guiding, 183–194; sampling approach used in, 187–188

Qualitative research design questions; 1: what is the focus of the inquiry?, 183–184; 2: does the focus lend itself to qualitative inquiry?, 184–187; 3: what sampling procedure will be used?, 187–188; 4: what instrument is used to collect data?, 188–189; 5: how will data be collected?, 189–190; 6: how will data be analyzed?, 190–193; 7: what final procedures ensure proper care and respect, 193–194; 8: how are qualitative studies evaluated?, 194–198

Qualitative research reports; abstract, 258; APA Publication Manual used for, 251, 252, 254, 256–258, 259; data analysis and interpretation section, 258–259; introduction section, 258; method section, 258; terminology for reducing bias in, 259–261

Quantitative purists, 178–179

Quantitative research; advanced experimental designs used in, 37, 131–162; assumptions of, 165–166; basic concepts of, 76fig–77fig; basic experimental designs used in, 105–129; causation and prediction in, 77–79; comparison of qualitative and, 7fig, 166–171, 200; critique of, 171–178; data analysis techniques used in, 92–104, 121–128; data gathering for, 79–92; description of, 7–8; selection of, 9; See also Research

Quantitative research characteristics; deductive analysis of units method used by, 167t, 168–169; giving voice to silence people/groups focus of, 167t, 168; prediction purpose of, 167fig–168; statistics, replication, and cumulative findings criteria for truth, 167t, 169–170

Quantitative research reports; abstract, 252; APA Publication Manual used for, 251, 252, 254, 256–258, 259; discussion section, 254–256; formatting the manuscript, 257–258; introduction section, 252–253; method section, 253; reference section, 256; results section, 253–254; statistical designations used in, 254t; tables and figures, 256–257; terminology for reducing bias in, 259–261

Quasi-experiments; appropriate uses of, 132; control component of, 37; difficulties with, 147; threats to internal validity in, 147–150; See also True experiments

Questions; avoiding “Why?,” 230t; closed-ended, 229t; comparison, 226; demographic and factual, 225; description, 225–226; example, 232; exploratory, 192; feeling, 226; interview, 225–231; leading, 232; multiple-issue, 230t; open-ended, 228–229t; opinion, 226; presupposition, 233; probes or follow-up, 233; relationship between theory and, 4–5; sensory, 226; single-issue, 229–230t; techniques for interview, 232–234; value, 226

R

Racial terminology, 259–260
Random assignment; law of large numbers and, 114–116; simple, 113–116; stratified, 116–117
Random sample; description of, 27; generated using Excel, 33–34fig
Random sampling, 29
Random-digit dialing, 84–85
Random-groups design, 120
Rape empathy scale, 38
Rapport, 226–228
Rasmussen, C., 111
Ratcliffe, K., 207
Rating scale (behavior), 91
Ratio data, 49t, 58–59
Reading cultural texts, 212
“Reality of consciousness,” 207
Recall memory, 136
Recognition memory, 136
Recommendations, 218
Redundancy, 188
Reference section; citation format for
   APA style i, 256e; quantitative research
   report, 256
Reflexive validity, 192, 194
Regression to the mean, 149–150
Reid, J. F., 147
Reid, R., 166
Reinharz, S., 216
Relational analysis, 223
Reliability; autoethnography standards of,
   241–242; Cronbach’s alpha to assess, 63;
   definition of, 62–63; inter-rater, 65–66;
   parallel-forms, 65; SPSS reliability analy-
   ss screen on, 64fig; test-retest, 64–65; See
   also Validity
Repeated independent samples design,
   42fig, 43t
Repeated-measures ANOVA, 151, 152–154
Repeated-measures designs; advantages of
   using, 136–137; counterbalancing and,
   137–140r; description of, 131–132, 136;
   practice effects disadvantage of, 137
Repetition within cases, 192
Replication; as quantitative research criteria
   for truth, 167t, 169–170; of research
   results, 6, 108; as set of completed data
   for independent variables levels, 136
Representative sample, 26
Request for proposals (RFP), 10
Research; basic versus applied, 9; making
   a difference through, 43–44; mundane
   realism approach to, 20, 35; process of,
   3fig–7; replication of, 6, 108, 136, 167t,
   169–170; selecting strategies for, 35–43;
   as “social act,” 195; traditional versus
   action, 9; See also Methods; Qualitative
   research; Quantitative research
Research contributions; informing the future
   through basic research, 43–44; inform-
   ing policy and planning through applied
   research, 44
Research design; advanced experimental
   quantitative, 37, 131–161fig; basic experi-
   mental quantitative, 105–129; benefits
   and drawbacks of various, 43t; circu-
   lar, 182–183; cross-sectional, 41, 43t;
   emergent, 182; exit procedures incorpo-
   rated into, 193–194; longitudinal, 39–41,
   43t; one-shot, 38–39, 43t; qualitative,
   181–196; quantify or qualify question of,
   186–187; repeated independent samples,
   42fig, 43t; role of theory in, 185–186
Research ethics; debriefing of participants
   issue of, 16–18e; deception issue of,
   15–16; description of, 12; informed
   consent issue of, 13e, 14; IRBs (institu-
   tional review boards) overseeing, 12, 14;
   observation-related, 239–240; offering
   incentives issue of, 14–15; opportunity to
   withdraw issue of, 14; plagiarism issue of,
   18–19; respect for persons, beneficence,
   justice issues of, 12
Research findings; academic journal articles/
   research reports on, 250–259; oral presen-
   tation on, 247–250; poster presentation
   on, 246–247; quantitative research criteria
   for, 167t, 169–170; replication of, 6, 108,
   136, 167t, 169–170
Research participants. See Participants
Research process; hypotheses used in, 5–7;
   model of, 3fig–4; theories and research
   questions used in, 4–5
Research proposals; description of, 10;
   elements of a good, 11t; literature review
   used in, 10–11, 252
Research questions. See Questions
Research reports; format for written,
   250–259; oral, 247–250; posters used as,
   246–247; qualitative, 258–259; quantita-
   tive, 252–258; terminology and reducing
   bias in, 259–261
Research reports format; academic journal
   articles and research reports, 250–251;
for presenting qualitative research, 258–259; social scientific writing as part of, 251–258
Research strategies; descriptive and correlational, 35–37; experimental research, 35, 36; survey research, 37–38
Research teams, 188–189
Researchers; action and evaluation research role of, 216; case study role of, 209; emotionality and caring of, 195; ethical issues for, 12–20; ethnography role of, 203; Heisenberg uncertainty principle on influence of the, 172–173; interpretive interactionalism of, 195; observation role of, 239–240; qualitative purists, 179; quantitative purists, 178–179; rapport between participants and, 226–228; “reality of consciousness” issue of, 207; response bias of, 31; situated knowledge of the, 171–172; textual analysis role of, 211
Respect for persons, 12
Response alternative, 80
Response bias, 31
Results section; qualitative research report, 259; quantitative research report, 253–254
Rhetorical perspective, 211
Risk factor concept, 40
Rival hypotheses elimination; balancing unwanted variables for, 120; control group used in, 113; experiments used to, 112–113; law of large numbers statistics for, 114–115; matching for, 118–119; simple random assignment for, 113–116; stratified random assignment for, 116–117
Roberts, K. G., 185
Robertson, J., 189
Role-playing, 232–233
Root, L. M., 36
Rosaldo, M., 203
Rosaldo, R., 173, 203
Rosenhan, D. L., 90
Rosen, R. L., 16
Rotheram-Borus, M. J., 16
Rubin, K. H., 68
Ruch, A., 38
Ruggiero, K., 19
Rushing, J., 169
S
Sacks, O., 186
Sales, B. D., 12
Salkind, N. J., 21
Salvation on Sand Mountain (Covington), 239
Sample size, 31
Samples; definition of, 26; non-random, 27, 28, 187–188; random, 27; redundancy criterion of, 188; representative, 26; selecting, 26–34
Sampling; cluster, 33; convenience, 27, 187; directory-listed, 84; event, 91; focus group, 235; importance of, 26–27; non-random, 27; purposeful, 187; qualitative approaches to, 187–188; random, 29; simple random, 29–32; snowball, 27–28, 187; stratified random, 32; systematic, 32–33; time, 91
Sampling frame, 26
Sampling rationale, 210
Sato, A. F., 36
Scatterplots; definition of, 54; interval data displayed using, 54–56fig; negative correlation, 77fig; positive correlation, 76fig; SPSS display of simple, 55fig
Schooler, N. R., 16
Schwab-Stone, M. E., 62
Script, 164
Secondary data analysis, 37
Selection bias, 32
Self perspective, 239–240
Self-presentation bias, 68
Self-report data; description of, 66–67; face-to-face interviews to gather, 88, 89t; mail surveys to gather, 85–87, 89t; telephone surveys to gather, 83–85, 89t; Web/email surveys to gather, 87–88, 89t
Self-serving bias, 67
Selling Anthropology: Cultural Anthropology through Film (Heider), 206
Sensory questions, 226
Sequencing interviews, 226–227
Set-up (interview), 226
“SexText” (Corey and Nakayama), 242
“Sexual Double Standards: A Review and Methodological Critique of Two Decades of Research” (Crawford and Popp), 176
Sexual orientation terminology, 260
Sexual victimization surveys, 184
Shandasani, P. N., 235
Share, D. L., 107, 109
Shaughnessy, J. J., 146
Shultz, P., 216
Siegrist, J., 62
Silence, 233
Simple main effect, 134
Simple random assignment, 113–116
Simple random sampling, 29–32
Single-issue questions, 229–230
Situational knowledge, 195
Situational analysis, 222
Skinner, B. F., 6
Smith, A. D., 206
Smith, C., 38
Snowball sampling, 27–28, 187
Social construction of reality, 166
Social embeddedness vs. isolation, 174–175
Social influence analysis, 235
Social scientific writing; APA Publication Manual used for, 251, 252, 254, 256–258; characteristics of, 251; for qualitative research, 258–259; for quantitative research, 250–258; standards used for, 251–252; terminology issues for, 259–261
SocINDEX, 11
Sociocultural perspective, 239–240
Solomon, M., 212
Solomon four-group design, 146
Solomon, P., 187
Spiral of silence theory, 236
The spiritual life of children (Coles), 186
Sprecher, S., 177
SPSS (Statistical Package for Social Scientists); ANOVA (analysis of variance) run in, 125–128; bivariate correlations screen in, 98/fig; computing correlations using, 97; cross-tabulations and chi-square statistics using, 100/fig; crosstabs screen in, 103/fig; description of, 20–21; getting started with, 21; independent-samples t test conducted in, 122–124; labels and values shown in, 22/fig; mixed design ANOVA using, 159–160; Pearson correlation coefficients using, 99/fig; reliability analysis screen in, 64/fig; simple scatter-plot screen in, 55/fig; simple tutorial for using, 23; types of variables in, 21–22; variable view versus data view of, 21
Stacy, A. W., 235
Stake, R. E., 209, 210
Standard deviation, 93
Standards of validity and reliability, 241–242
Stasis vs. change, 175
Statistical designations, 254t
Statistical weighting, 32
Statistically significance; criteria for, 95; understanding, 95–96
Statistics; descriptive, 92–95; inferential, 95–96t
Steinberg, L. D., 5
Sterk, H., 207
Stern, S., 206
Stevenson, F., 190
Stewart, D. W., 235
Stratified random assignment, 116–117
Stratified random sampling, 32
Stratum (subgroup), 32
Strauss, A., 192
Strauss, A. L., 192
Structure; challenging the, 190; data collection, 190
Structured interview, 225
Subjectivity vs. objectivity, 171–173
Suitor, J., 187
Survey items; description of, 80; keys to constructing good, 80–83; practice in constructing, 83
Survey research, 37–38
Surveys; constructing items for, 80–83; description of, 79–80; mail, 85–87; telephone, 83–85; Web/email, 87–88; See also Questionnaires
Sussman, S., 235
Swanson, D. H., 15, 17, 18, 184
Synergistic group effect, 235
Systematic sampling, 32–33

T

t test; definition of, 122; independent-samples, 122–124; paired, 151–152
Tables and figures, 256–257
Talbot, M., 173
Tannen, D., 168, 169, 214
Taylor, B., 241
Taylor, E. L., 60
Telephone surveys, 83–85, 89
Terminology; disability, 260–261; gender, 260; race and ethnicity, 259–260; sexual orientation, 260
Test anxiety scores; descriptive statistics of, 93; frequency distribution of, 94
Test-retest reliability, 64–65
Text and Performance Quarterly, 242
Textual analysis; advertising analysis using, 215; compared to other methods, 201; description of, 167; example of conversation, 213, 214; focus of investigation in, 210; focus on meaning in, 211–213; process and form of, 213, 215; reading cultural texts through, 212; researcher role of, 211; Vietnam War Memorial, 211
Thakker, D., 187
Thematic units, 192
Themes; category organization of, 193; identification of, 192–193
Theories; definition of, 4; grounded, 185–186, 192; hypotheses derived from, 5–7; relationship between research question and, 4–5; research design and role of, 185–186; research process role of, 4–5; spiral of silence theory, 236; See also Hypotheses
“Thick description” concept, 239
Thurlow, C., 173
Time order; concept of, 78; experimental design, 112
Time sampling, 91
Titanic (film), 169
Tomlinson, B., 62
Tonight Show (TV show), 203
Tools; autoethnography, 241–242; defining the context, 222–224; definition of, 200; focus groups, 235–238; interviews as, 88, 89; surveys as, 79–88, 89; triangulation of, 179, 242; See also Data collection; Instrumentation; Methods; Observation
“Tourist gaze” issue, 173
Traditional research, 9
Transition comments, 233–234
Treatment group, 113
Trenholm, S., 202, 218
Treno, A., 187
Trent-Brown, S., 255
Triangulation, 179, 242
True experiments, 146; See also Quasi-experiments
True score, 149
Tuskegee study (1930s), 212
Twenge, J. M., 15
Two-way ANOVA, 150–151, 158
Type I errors, 96
Type II errors, 96

U
Underrepresented groups, 32
United Colors of Benetton, 210
U.S. Census Bureau, 18
U.S. Public Health Service, 40

V
Validity; autoethnography standards of, 241–242; construct, 60–61; content, 59–60; convergent, 60–61; definition of, 59; discriminant, 61; experimental, 105–106; internal, 105–106, 147–150; naturalistic setting and observation tied to, 185; phenomenological, 169–170, 194; predictive, 61–62; reflexive, 192, 194; See also Reliability
Value questions, 226
van de Mheen, D., 31
Van Maanen, J., 241
Van Manen, M., 206
VanderLaan, K., 29, 70
VanderStoep, S. W., 10, 19, 25, 35, 40, 65, 68, 106, 121, 169, 246, 255
VandeVusse, L., 207
VanHaitsma, K. S., 41
Variables; balancing unwanted, 120; categorical variables, 106–107; criterion, 108; definition of, 48; dependent, 35, 108–109, 136–137; extraneous, 109–110; numeric, 106; turning abstractions into, 48–59; See also Independent variables
Vesely, S. K., 60
Video ethnography, 205–206
Vietnam War Memorial textual analysis, 211
Virtual communities, 208
Visual analysis, 189
Visuals; oral presentations, 249; poster presentation use of, 247

W
Wagner, J. C., 206
Waiters, E., 187
Ward, C. H., 59
Watkins, S. C., 202
Web/email surveys, 87–88, 89$t
Webster, J., 213
“Why?” questions, 230$e$
Williams, M. A., 67
Wilson, S., 106
Within-group error variance, 136–137
Witvliet, C.V.O., 29, 36, 70
Wolcott, H. F., 202
Woodford, J., 189
Worthington, E. L., 36
Wright, K., 182

X
Xu, L., 62

Y
The Year of Living Biblically (Jacobs), 215
Ylanne-McEwan, V., 173
Yousman, B., 202
Yu, S. L., 65, 68

Z
Zechmeister, E. B., 146
Zechmeister, J. S., 146
Zimbardo, P., 174