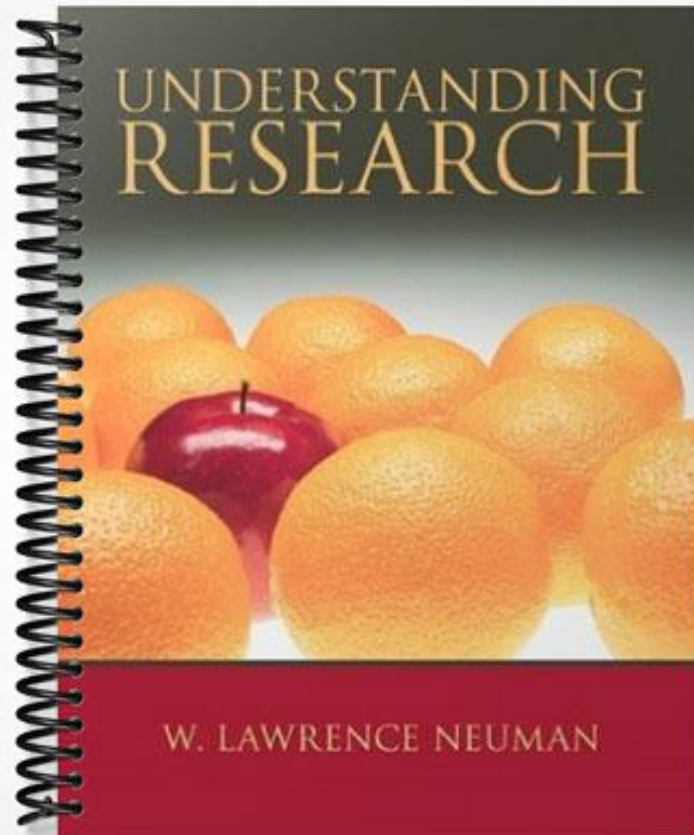


TEST BANK



Suggested Readings cited in the Book

Banaszak, Lee Ann. 1998. "Use of the Initiative Process by Women Suffrage Movements." Pp. 99–114 in *Social Movements and American Political Institutions*, (Ed.) A. Costain and A. McFarland. Lanham MD: Rowman and Littlefield.

Blee, Kathleen. 1991. *Women of the Klan*. Berkeley: University of California Press.

Ferree, Myra Marx, William Gamson, Jurgen Gerhards, and Dieter Rucht. 2002. *Shaping Abortion Discourse*. New York: Cambridge University Press.

Kriesi, Hanspeter and Dominique Wisler. 1999. "The Impact of Social Movements on Political Institutions" Pp. 42–65 in *How Social Movements Matter*, (Ed.) M. Giugni, D. McAdam, and C. Tilly. Minneapolis MN: University of Minnesota Press.

Marx, Anthony W. 1998. *Making Race and Nation*. New York: Cambridge University Press.

McKeown, Adam. 2001. *Chinese Migrant Networks and Cultural Change*. Chicago: University of Chicago Press.

McRoberts, Kenneth. 2001. "Canada and the Multinational State." *Canadian Journal of Political Science / Revue Canadienne de Science Politique* 34:683–713.

Rusche, Georg and Otto Kirchheimer. 1939. *Punishment and Social Structure* New York: Russell and Russell.

Sutton, John. 2004. "The Political Economy of Imprisonment in Affluent Western Democracies, 1960–1990." *American Sociological Review* 69:170–189.

Additional Readings on Cross Cultural Research

1. Allardt, Erik. 1990. "Challenges for Comparative Social Research" *Acta Sociologica*. 33(3):183-193.

The author contends that comparative research will benefit most when researchers combine both qualitative and quantitative approaches. The reader will be able to see the uses of comparative studies in the globalization trends as well as examine the methodological potentials and problems in using this approach.

2. Kalmijn, Wim and Runt Veenhoven. 2005. "Measuring Inequality of Happiness in Nations: In Search for Proper Statistics." *Journal of Happiness Studies*. 6(4):357-396.

In this paper, the authors demonstrate and analyze the use of different descriptive statistics in comparative studies in understanding happiness among nations. After reading the chapter, the student will find this paper instructive in linking quantitative analysis to comparative studies.

CHAPTER 12 Writing a Research Report

Chapter Summary

The author uses the last chapter in the text to explain the process of putting everything together. This is a logical place to explain the process of writing because it ties together everything the student had learnt throughout the text. As in all previous chapters, the emphasis of this text is choices and their consequences for researchers. The social researcher needs to understand that social research is a dynamic field, and many things can be done differently as long as the decision maker understands the alternatives and makes an informed decision.

The chapter provides an overview of the differences between the quantitative and qualitative approaches and how each approach organizes the final report differently to emphasize the methodology and the objective of the research. Just as the individual chapters emphasized the centrality of ethics in research, the author affirms the role of researcher-awareness of the individual responsibility for not harming research participants as well as not allowing external influences to impact the integrity of the research and the research report. In addition to the research report, however, the author prepares the mind of the new researcher to understand the need for other kinds of reports that are integral parts of the world of social researchers. Some of these are the research proposal and the proposal for research grants.

Learning Objectives

After completing this chapter, a student should be able to:

1. Explain the reason that researchers write a final report.
2. Understand the steps and activities involved in writing a research report.
3. Explain the benefits of prewriting activities, editing, and revising to the overall quality of a report.
4. Show the differences between quantitative and qualitative research reports.
5. Explain how cause-effect relations are shown in reports based on:
 - a) Experimental design
 - b) Survey design
 - c) Field research

Chapter Outline

I. WHY WRITE A RESEARCH?

After the completion of data collection and analysis, it is time for the researcher to communicate to clients and an audience the questions, methodology, results, and conclusions of the study. It is usually a straightforward and serious report that reflects a careful documentation and knowledge of the subject matter.

II. THE WRITING PROCESS

The researcher, in order to communicate effectively, must know the audience so that the language, diction, and content are tailored accordingly. No matter the audience, however, the research report must be clear, accurate, and well organized. The tone and style must reflect a professional researcher, devoid of clichés, highly formal or dense style and language. The tone must be formal and impersonal. It must not seek to moralize but to inform and present the

evidence in a factual manner. Clear thinking and communication, definition of terms, and sticking to conclusions that have empirical evidence is best.

The writer of research report must think of writing as a process with sequence and steps. The writer must visit the library before and after data collection so clarify important points and to meticulously document all sources. Prewriting activities are helpful in writing and rewriting a good report. Allow time to edit and revise the report, and ask the help of others for criticism. Make sure to write the introduction and title last so that they reflect important variables and findings in the report.

III. SHOW CAUSE-EFFECT RELATIONS

Causal relations are important in many studies, and the causal mechanism must be clearly reported. Experiments must show how their designs meet the three causal conditions. Survey reports must show how their correlational relations are supported. Field research must carefully show the co-occurrence of events in qualitative data.

IV. THE QUANTITATIVE RESEARCH REPORT

A quantitative report generally follows the following structure. The report has an abstract or an executive summary if it is an applied research. This is followed by an introduction that states the problem, reviews the literature and provides justification for the study. The methods section follows with a description of type of study, study design, measurement and sampling method. The results section follows with statistical results in tables and brief statement of other variable relations. The discussion section, a straight forward interpretation of the results section, follows this results section. The conclusion section closes the report with a restatement of research questions and summarization of major findings.

V. THE QUALITATIVE RESEARCH REPORT

Reports on qualitative studies tend to be longer with a more flexible structure. Field research reports, for an example, are mostly written in the first person, less formal tone, with theory, evidence, methods, and conclusions all woven together in thematic or chronological sequence. Historical-comparative reports provide limited generalization backed by numerous data in tables, pictures, or diagrams. These reports also provide numerous footnotes or endnotes, and are organized by topics or in chronological format. Some also use structures similar to the quantitative report format.

VI. THE RESEARCH PROPOSAL

Research proposals are written for supervised research projects and contain literature review, methods, and justification to convince the supervisor that the student is capable of completing the research project. It demonstrates careful planning. Proposals for research grants are specialized reports that need special skills to convince the organization that the researcher is capable of completing the research and that funding will be adequate and is appropriate to the goals of the funding agency.

VII. UNDERGRADUATE RESEARCH

Students are encouraged to engage in research as a learning tool.

Key Terms

Editing: part of the rewriting process in which you focus on improving the mechanism aspects of writing, such as spelling or sentence structure (p. 330)

Executive Summary: a summary of a research report that is longer than an abstract and used in applied research studies for practitioners (p. 332)

Freewriting: a way to begin serious writing in which you write down everything you think of as quickly as it enters your mind, not worrying about correct grammar or spelling (p. 328)

Paraphrasing: restating another person's ideas in your own words, condensing at the same time (p. 327)

Prewriting: activities that prepare you for a serious writing process (p. 328)

Principal Investigator (PI): the main researcher who conducts a study that is funded by a grant (p. 339)

Request For Proposals (RFPs): an announcement by a founding source that it seeks research proposals to fund (p. 339)

Research Report: a written document that summarizes the way a study was conducted and its major findings, and is a complete report on the research process (p. 324)

Revising: part of the rewriting process in which you move ideas around or add and subtract ideas or evidence (p. 330)

Writer's Block: a temporary inability to write that some people experience when they have a writing task to complete (p. 327)

Teaching Suggestions

Class Exercises and Activities Provided in Text

Activity 1

Practice preparing an outline for a research report. To do this, first identify five scholarly journal articles that report on the same type of research on one topic. Develop an outline of each research report. Notice what is similar and what is different about each. After outlining each and conducting a comparison, develop an outline of your own in two stages. First, develop general categories with major headings and no more than one secondary level in the outline. You should have four or five major headings and two or three subcategories under each. Second, refine your outline by developing two levels of greater detail, so that you have major headings, first-level headings, second-level headings, and one more level of subheadings. There should be two or more items at each level.

Activity 2

Locate five RFPs for a topic of interest. You can find a few with a general search on the Internet, but many are only available in specialized publications or databases. A good one to check is the U.S. government's *Federal Register*. It is available in most college libraries and online, and it has an overwhelming amount of information. It is often easier to locate specific private foundations or government agencies at the national, state, or city level. For example, specific agencies such as Big Brothers or Big Sisters might ask for RFPs for applied research, or a state Department of Education might seek RFPs to evaluate its bilingual education programs. The RFP may be active or have already had a deadline that passed. Once you found five RFPs, answer the following six questions about each:

1. What is the name of the funding source?
2. From whom are applications sought, or who is eligible to apply for funding?
3. What topics or research questions does the funding source want to be examined?
4. How much money is provided either in total or as the maximum for a proposal?
5. What is the submission deadline for a proposal, and are there specifications for how the proposal should be delivered?
6. Are there specifications for the format of the proposal (e.g., page length, specific sections)?

Activity 3

Go onto the Internet and conduct a search using Google. Enter the term *Undergraduate Research*. Create three lists. In list 1, include colleges and universities that have a program for undergraduate research. In list 2, place government or private agencies that provide financial support for undergraduate research. In list 3, put all scholarships, summer institutes, and research grant support for undergraduates. Note whether the funding is for a specific academic field (e.g., chemistry) or is open to all fields.

Additional Class Exercises and Activities not in Text

Activity 4- Putting it Together

Use an overhead for this exercise or make copies to distribute in class. Identify a well written published quantitative research paper. Cut up the paper in its various sections (e.g. abstract, theory, methodology etc.). Remember to cut off the section titles so students do not see them. Label each section using a number, but remember to create a key of the components. Rearrange the paper in any order but the correct order and staple or tape them together. Scan the new mixed structure for a computer overhead display or make copies to distribute in class. Ask students to read and to label the sections in the correct order in which they are likely to appear in a journal.

Online Resources on Report Writing

1. <http://owl.english.purdue.edu/workshops/hypertext/reportW/index.html>
2. http://www.unc.edu/depts/wcweb/handouts/lab_report_complete.html
3. <http://writing.colostate.edu/guides/research/observe/com4a6.cfm>
4. <http://pareonline.net/getvn.asp?v=6&n=13>
5. <http://www.ruf.rice.edu/~bioslabs/tools/report/reportform.html>

Suggested Readings cited in the Book

Wysong, E., et al. 1994 "Truth and DARE: Tracking drug education to graduation and as symbolic politics." *Social Problems* 41: 448–472.

Zagumny, M. J. and M. K. Thompson. 1997. "Does D.A.R.E. Work? An Evaluation in Rural Tennessee." *Journal of Alcohol and Drug Education* 42:32–41.

Becker, Howard S. et al. 1961. *Boys in White: Student Culture in Medical School*. Chicago: University of Chicago Press.

Hartley, James, James Pennebaker, and Claire Fox. 2003. "Using New Technology to Assess the Academic Writing Styles of Male and Female Pairs and Individuals." *Journal of Technical Writing and Communication* 33(3):243–261.

Hurd, P. D. 1998. "Scientific Literacy: New Minds for a Changing World." *Science Education* 82:407–416.

Perry, Pamela. 2001. "White Means Never Having to Say You're Ethnic: White Youth and the Construction of 'Cultureless' Identities." *Journal of Contemporary Ethnography* 30(1):56–91.

Pitt, M.J. 1994. "A Practical Guide to Gender Neutral Language" *Management Decision* 32(6):41–44.

Weitzer, Ronald and Steven Tuch. 2005. "Racially Biased Policing Determinants of Citizen Perceptions." *Social Forces* 83(3):1009–1030.

Whyte, William Foote. 1955. *Street Corner Society: The Social Structure of an Italian Slum*. Chicago: University of Chicago Press.

Additional Readings on Research Report Writing

1. Writing Research Reports. and Scholarly Manuscripts for Journal Publication: Pitfalls and Promises. By: Harper, Frederick D.. *Journal of Negro Education*, Summer 2006, Vol. 75 Issue 3, p322-340,

2. Woodburn, Dallas. 2006. "Writing the Dreaded Research Paper." *Writing*. 28(5):28-28

3. Thebane, Lehana and Noori Akhtar-Danesh. 2008. "Guidelines for Reporting Descriptive Statistics in Health Research." *Nurse Researcher*. 15(2):72-81

The three papers address different aspects of the report writing exercise in research. In the first paper, the authors acknowledge that in spite of the growing body of literature on the quality of research report of health studies, improvements have been slow. The authors provide a guide on the analysis and methodology sections and demonstrate what statistics and presentation formats are useful in health research reports. In the second paper, the author uses personal experience to explain the process of research and research reporting for scholarly publications in academic journals. The goal is to help new writers minimize errors and maximize rigor and quality. In the third paper, the author maintains that report writing is not a popular subject with students. However, this attitude can be changed if certain things are brought into the research process to

raise the interest and the feeling of connection to the research topic. The author provides some tips to accomplish this. After reading the chapter, the student will find these papers useful because they show how clarity and accuracy are part of the research process, and that writing crowns the research process.

4. Drisko, James. 2005. "Writing Up Qualitative Research." *Families in Society*. 86(4):589-593.
5. Caulley, Darrel. 2008. "Making Qualitative Research Reports Less Boring: The Techniques of Writing Creative Nonfiction." *Qualitative Inquiry*. 14(3):424-449.

The papers above provide ways in which the researcher can improve quality standards in qualitative research reporting. This theme is extended in the second paper with a discussion of tips from fiction writing and how the writer can creatively employ these techniques to write an interesting qualitative research report. These papers will serve as great additions to helping the student gain more insight into qualitative research and its write-up.

6. Vivar, Cristina G, et al. 2007. "Getting Started with Qualitative Research: Developing a Research Proposal." *Nurse Researcher*. 14(3):60-73.
7. Brink, Pamela. 1999. "Garbage In, Garbage Out." *Western Journal of Nursing Research*. 21(6):725-728.
8. Molfese, Victoria, et al. 2002. "Recommendations for Writing Successful Proposals from the Reviewer's Perspective." *Journal of Research Administration*. 33(3):21-25.

Writing the research proposal is mentioned in the chapter as an important activity for many research students. These three papers provide a description of the processes involved in research proposal writing, with special focus on nursing and health care fields. In the second paper, the author discusses nursing proposal writing with a view of showing the connection between a good proposal and a good research project. In the third paper the authors emphasize actions for increasing the odds that a proposal will be selected for funding by funding agencies.

9. Miller, Delbert and Neil Salkind. 2003. "THE RESEARCH GRANT PROPOSAL". By: *Handbook of Research Design & Social Measurement*, 2003, p663-668, 6p, 1 bw; Abstract:
10. Lisanti, Phyllis and Dorothy Talotta. 2000. "Tips for Writing a NAON Research Grant Proposal." *Orthopedic Nursing*. 19(2):61-67.

These two papers focus exclusively on writing to obtain research grants, a topic briefly mentioned in this chapter as requiring specialized skills. The first paper explains the components of a good grant proposal, the need to provide objectives and scholarly significance of the proposed research activity as well as the need to focus on the qualifications of investigators and matching many other qualities with the funding level and source sought. The second paper addresses some important activities that will help the nurse research grant writer to succeed. These papers will provide an important background for further reading in this specialized area of research writing.

Chapter 1 Why Do Research?

1.1 Multiple Choice

1) Empirical evidence

- A) is data or evidence that can be tied to something that can be seen, touched, smelled, etc.
- B) is always easily collected.
- C) never needs to be documented.
- D) does not need to be collected systematically.

Answer: A

Diff: 2 Page Ref: 8

Skill: Comprehension

2) Basic social research increases general knowledge and

- A) its usefulness is usually immediately apparent.
- B) requires that the researcher purchase expensive equipment.
- C) the researchers are activist and interventionist oriented, solving immediate problems.
- D) is the source of most new scientific ideas.

Answer: D

Diff: 2 Page Ref: 18

Skill: Knowledge

3) Critical thinking

- A) involves superstition and witchcraft.
- B) looks at an issue from one viewpoint only.
- C) has little to do with research.
- D) leads us to uncover hidden assumptions.

Answer: D

Diff: 1 Page Ref: 6

Skill: Knowledge

4) Quantitative data collection techniques include all BUT the following:

- A) historical comparative research.
- B) experiments.
- C) surveys.
- D) content analyses.

Answer: A

Diff: 1 Page Ref: 12

Skill: Comprehension

5) Which of the following is NOT a major purpose of research?

- A) to explore a new issue
- B) to find hidden treasure
- C) to see if a program works as it should
- D) to explain why an event happens in a certain way

Answer: B

Diff: 1 Page Ref: 13

Skill: Knowledge

- 6) Quantitative Research experiments
- A) are also called survey research.
 - B) do not follow the logic found in natural science research.
 - C) require a well defined research question.
 - D) have nothing to do with science.

Answer: C

Diff: 1 Page Ref: 11

Skill: Comprehension

- 7) This type of data collection typically requires that a researcher closely observes a small group of people over a length of time.

- A) ethnographic field research
- B) surveys
- C) quantitative data collection
- D) historical-comparative research

Answer: A

Diff: 2 Page Ref: 12

Skill: Comprehension

- 8) Dr. Marsh did an exploratory study on a topic that he thought was very interesting. He spent hours and hours collecting data and analyzing the data, but when he tried to interpret the data he didn't get anywhere – nothing made sense. Which of the following steps in the research process do you think that Dr. Marsh skipped?

- A) informing others
- B) designing the study
- C) background research
- D) selecting a topic

Answer: B

Diff: 3 Page Ref: 21

Skill: Application

- 9) Which of the following studies might be considered explanatory research?

- A) Why are some women always late for their annual physical?
- B) Do athletes like a specific beverage?
- C) Does the anti-smoking policy in Arizona work?
- D) When is the best time to implement a new student policy?

Answer: A

Diff: 3 Page Ref: 14

Skill: Application

- 10) In real life the seven-step research plan often integrates steps, it is non linear. What step is the most important in ensuring that the research topic is narrowed to an appropriate area?

- A) informing others
- B) designing the study
- C) analyzing the data
- D) focusing the question

Answer: D

Diff: 3 Page Ref: 21

Skill: Application

- 11) Dr. Richards took his research in a completely new direction, and found himself asking the "What" question again and again to try to design a second study. His first study was considered a(n) _____ study.

- A) explanatory
- B) exploratory
- C) qualitative
- D) scholarly

Answer: B

Diff: 2 Page Ref: 13

Skill: Analysis

- 12) A study that is developed to determine whether a new immigration law is effective is considered what type of study?

A) evaluative
B) descriptive
C) comprehensive
D) exploratory

Answer: A

Diff: 2 Page Ref: 15

Skill: Analysis

- 13) Which of the following is NOT a step in the research process?

A) design study
B) collect data
C) take a course in research
D) interpret data

Answer: C

Diff: 1 Page Ref: 21

Skill: Knowledge

- 14) Dr. Mottle is interested in studying the Amish migration into the midwest during the 1900s. Which of the following would best fit her research?

A) experimental/quantitative research
B) content analysis/quantitative research
C) ethnographic field research/qualitative research
D) historical research/qualitative research

Answer: D

Diff: 3 Page Ref: 11-12

Skill: Application

- 15) Ms. Goldsworth told her professor that she was having a difficult time determining what is true and how to evaluate data. She actually needs help with

A) critical reasoning.
B) qualitative research.
C) historical research.
D) forming an argument.

Answer: A

Diff: 3 Page Ref: 22

Skill: Application

- 16) Dr. Van Offer is a medical doctor with an idea about how to improve his dermatology patients' care. He would like to perform a study. What type of study should he consider?

A) exploratory
B) descriptive
C) explanatory
D) experimental

Answer: B

Diff: 3 Page Ref: 13

Skill: Comprehension

- 17) Dr. Marsh designed a study to determine if the new healthcare guidelines impacted practitioner procedures. This study is most likely a(n)

A) evaluative study.
B) extractive study.
C) exact study.
D) descriptive study.

Answer: A

Diff: 3 Page Ref: 15

Skill: Application

- 18) Dr. Van Offer is conducting a survey research study. He will
- A) ask people questions in a written format or in an interview format.
 - B) need thousands of participants.
 - C) summarize the data in powerpoint presentations only.
 - D) need at least 5 assistants to help process the study.

Answer: A

Diff: 1 Page Ref: 11

Skill: Application

- 19) Two types of research are typically done in the later stage of the learning process. They are
- A) explanatory, evaluation
 - B) descriptive, explanatory
 - C) evaluation, descriptive
 - D) exploratory, descriptive

Answer: A

Diff: 2 Page Ref: 17

Skill: Knowledge

- 20) Which of the following definitions DOES NOT fit the word "research"?
- A) applying critical thinking and adopting an orientation
 - B) process of applying accepted techniques and principles
 - C) gathering preexisting information from academic journals
 - D) using faulty logic to make choices

Answer: D

Diff: 2 Page Ref: 9

Skill: Knowledge

- 21) Mr. Love, an assistant to Dr. Van Offer, was told that he needed to find empirical evidence. He has no clue what that means – what is the correct meaning?
- A) data or evidence that ultimately can be tied to something that can be seen, touched, smelled, heard, etc.
 - B) a list of food items
 - C) unusual work practices
 - D) evidence that is thrown together with no practical meaning.

Answer: A

Diff: 2 Page Ref: 10

Skill: Comprehension

- 22) Explanatory research
- A) is compatible with exploratory and descriptive research.
 - B) identifies sources of social behaviors and beliefs
 - C) answers the question "does it work?"
 - D) has an outcome of practical recommendations

Answer: B

Diff: 2 Page Ref: 14

Skill: Knowledge

- 23) Applied researchers rarely
- A) conduct evaluations of data.
 - B) are recognized as leaders in the field of social research.
 - C) find anything of significance.
 - D) worry about building, testing, or connecting findings to a larger theory.

Answer: D

Diff: 2 Page Ref: 18

Skill: Knowledge

- 24) Empirical social research
- A) has no real world application.
 - B) generates results stated as fixed absolutes.
 - C) is an ongoing process of accumulating information.
 - D) is the same as critical thinking.

Answer: C

Diff: 1 Page Ref: 22

Skill: Comprehension

- 25) Descriptive research
- A) presents a generalized picture of a situation.
 - B) can blend together with explanatory research.
 - C) focuses on whether something actually works.
 - D) is the same as exploratory research.

Answer: B

Diff: 1 Page Ref: 13–14

Skill: Knowledge

1.2 True/False

- 1) "Argument" used in the research context means a set of of logically connected statements that end with a logical conclusion.

Answer: TRUE

Diff: 1 Page Ref: 7

Skill: Knowledge

- 2) Two different types of research (e.g. descriptive and exploratory) can often blend together in practice.

Answer: TRUE

Diff: 1 Page Ref: 14

Skill: Comprehension

- 3) Strong, solid evidence is directly correlated with quantitative research and has nothing to do with qualitative research.

Answer: FALSE

Diff: 1 Page Ref: 10

Skill: Comprehension

- 4) Exploratory research focuses on who and how questions.

Answer: FALSE

Diff: 1 Page Ref: 13

Skill: Knowledge

- 5) Empirical evidence involves moral, religious or ideological reasoning.

Answer: FALSE

Diff: 1 Page Ref: 7

Skill: Knowledge

- 6) Social research is evidence-based so answers that are derived are static, that is, they never change.

Answer: FALSE

Diff: 2 Page Ref: 9

Skill: Comprehension

- 7) Basic research addresses a specific concern or offers solutions to a problem that has been identified by an employer, club, or some other organization or movement.

Answer: FALSE

Diff: 2 Page Ref: 18

Skill: Comprehension

- 8) Applied science researchers often use the results in decision making.

Answer: TRUE

Diff: 1 Page Ref: 19

Skill: Knowledge

- 9) In practical application the seven-step research process requires that one must finish one step before undertaking the next step.

Answer: FALSE

Diff: 1 Page Ref: 21

Skill: Knowledge

- 10) The research process is finite – requiring no additional studies or results.

Answer: FALSE

Diff: 2 Page Ref: 21

Skill: Comprehension

1.3 Short Answer

- 1) In 2–3 sentences describe the reasoning for critical thinking.

Answer: The value of looking at an issue from more than one view, leads to uncover hidden assumptions. Single view limits perspective.

Diff: 2 Page Ref: 6–7

Skill: Knowledge

- 2) The final step in the research process is informing others. In one or two sentences, explain how that could be done effectively.

Answer: Possible answers include publication, presentation, professional associations, etc.

Diff: 2 Page Ref: 21

Skill: Application

- 3) Explanatory research asks the question _____ and evaluation asks _____.

Answer: Explanatory asks why and evaluation asks does it work.

Diff: 2 Page Ref: 17

Skill: Knowledge

- 4) Describe exploratory research. What is its goal?

Answer: examine new area, tend to use qualitative data, goal is to define questions for future research

Diff: 2 Page Ref: 13

Skill: Knowledge

- 5) Who are the primary consumers of basic and applied research?

Answer: Other researchers and practitioners (teachers, etc.)

Diff: 1 Page Ref: 19

Skill: Knowledge

- 6) Briefly describe the difference between qualitative data vs. quantitative data.

Answer: qualitative words, images; quantitative = numbers

Diff: 2 Page Ref: 22

Skill: Analysis

- 7) Why would it be important to inform others at the end of the research cycle?

Answer: Essential to build generalizable knowledge.

Diff: 2 Page Ref: 21

Skill: Analysis

- 8) Which is more important, the type of data collected or whether the data are trustworthy? Why?

Answer: data are trustworthy – invalid data, study may be invalid.

Diff: 2 Page Ref: 22

Skill: Analysis

- 9) Research that utilizes previously collected data organized in a different way to address a question is considered what type of data collection technique?

Answer: existing statistical sources

Diff: 1 Page Ref: 12

Skill: Knowledge

- 10) A medical research study that compares one drug to a new drug to see if the new drug is more effective is most likely what kind of research? What type of data collecting technique would be most applicable?

Answer: quantitative, experiments

Diff: 3 Page Ref: 11

Skill: Application

1.4 Fill in the Blank

- 1) _____ is one way of producing knowledge.

Answer: Research

Diff: 1 Page Ref: 5

Skill: Knowledge

- 2) _____ uses an argument as well as critical thinking.

Answer: Social Research

Diff: 1 Page Ref: 7

Skill: Knowledge

TEST BANK FOR UNDERSTANDING RESEARCH

- 3) _____ and _____ are the two forms of evidence in social research.

Answer: Qualitative, quantitative

Diff: 1 Page Ref: 10

Skill: Knowledge

- 4) If one were to develop a system of analyzing material in various Country Western lyrics, one would most aptly be using a _____ technique.

Answer: content analysis

Diff: 2 Page Ref: 11-12

Skill: Knowledge

- 5) A research study that is conducted early in the learning process and asks the "What" question is typically a (n) _____ study.

Answer: exploratory

Diff: 2 Page Ref: 17

Skill: Knowledge

- 6) An ongoing process of accumulating information is _____ research.

Answer: empirical social

Diff: 1 Page Ref: 22

Skill: Knowledge

- 7) _____ should be collected carefully and systematically according to generally accepted rules or standards.

Answer: Empirical evidence

Diff: 1 Page Ref: 10

Skill: Knowledge

- 8) The product of research process is _____.

Answer: knowledge or information

Diff: 1 Page Ref: 11

Skill: Comprehension

- 9) Experimental research is most closely associated with _____ data collection techniques.

Answer: quantitative

Diff: 1 Page Ref: 11

Skill: Knowledge

- 10) Content analysis, surveys and experiments are all part of _____ data collection techniques.

Answer: quantitative

Diff: 1 Page Ref: 11

Skill: Knowledge

- 11) Exploratory research is typically conducted _____ in the learning process.

Answer: early

Diff: 2 Page Ref: 17

Skill: Comprehension

- 12) _____ are the primary consumers of basic research.

Answer: Researchers

Diff: 1 Page Ref: 19

Skill: Knowledge

- 13) Research that addresses a specific concern, like why something continues to happen, is considered _____ research.

Answer: applied

Diff: 1 Page Ref: 18–19

Skill: Knowledge

- 14) Research is an ongoing process, building on _____.

Answer: past/present research

Diff: 2 Page Ref: 21

Skill: Comprehension

- 15) A(n) _____ is a set of logically connected statements that start simple and end with a clear conclusion that pulls everything together.

Answer: argument

Diff: 1 Page Ref: 7

Skill: Knowledge

1.5 Essay

- 1) Discuss Basic Research vs. Applied research – differences and similarities.

Answer: Basic increases fundamental knowledge, source of most new and advanced research techniques, usefulness in the future. Foundation for knowledge that advances understanding. Applied addresses specific concern, or offers solutions to a problem. Researchers rarely worry about building, testing or connecting findings to larger theory. Most applied research is descriptive or evaluative.

Diff: 2 Page Ref: 18–19

Skill: Comprehension

- 2) Tyler Jenson is a casino investor. He is thinking of building a casino in Iowa where there are several other successful casinos, but he is unsure about the local attitudes on gambling. He would like to do a little research on the community's social and moral attitudes toward gambling. What is the purpose of this research (exploring, describing, explaining, evaluating)? Explain your answer.

Answer: Describing

Diff: 2 Page Ref: 13–14

Skill: Analysis

- 3) The textbook offers the examples of teenage sex education and the DARE program as programs that really have not done what was intended of the programs. Compare the two programs, what do they have in common? What is different? What type of research was done (descriptive, etc)?

Answer: educational based programs, government money, proof that didn't work

Diff: 3 Page Ref: 19–20 and 15

Skill: Comprehension

- 4) What was the purpose of including the D.A.R.E. example in the textbook? Are there lessons to be learned from the example?

Answer: evaluation research

Diff: 3 Page Ref: 15-17

Skill: Evaluation

- 5) Dr. Wells is very interested in the smoking habits of gamblers and has decided to do a field study where she observes and surveys various gamblers over a period of time. What type of data collection and research technique do you think that she is using? If Dr. Wells publishes her study, what types of additional studies might be generated (be creative, think of other studies that might go well with smokers and gambling)

Answer: Qualitative data collection technique, ethnographic field research. Other studies might look at gamblers with lung cancer, smokers with tendencies for other addictions, high risk behavior, bankruptcy and smokers, etc.

Diff: 3 Page Ref: 12

Skill: Application

Chapter 2 Planning A Study

2.1 Multiple Choice

- 1) One of the features that a researcher should consider in selecting an appropriate study topic is
- A) where he lives.
 - B) his history.
 - C) aggregates.
 - D) cost of obtaining the data.

Answer: C

Diff: 1 Page Ref: 26

Skill: Knowledge

- 2) Which of the following topics is an appropriate topic for social research?
- A) For what four reasons do first graders like reading Dr. Seuss?
 - B) Why do I have a headache every Monday morning?
 - C) Why do my neighbors drive a red car?
 - D) Why does Dr. Marsh appear to be incompetent?

Answer: A

Diff: 3 Page Ref: 26

Skill: Application

- 3) For what reason(s) would a researcher NOT conduct a literature review?
- A) It provides examples of research designs, measures and techniques.
 - B) It may stimulate curiosity.
 - C) It presents what is known of the topic.
 - D) It is more fun to read than a novel.

Answer: D

Diff: 2 Page Ref: 27

Skill: Comprehension

- 4) Inductive and deductive
- A) are two approaches to reasoning in a study method.
 - B) cannot be used together.
 - C) reasoning are the same thing.
 - D) refer to quantitative research only.

Answer: A

Diff: 2 Page Ref: 44

Skill: Knowledge

- 5) A causal hypothesis
- A) has no link to time order.
 - B) has at least ten variables.
 - C) specifies how the variables are connected.
 - D) has a null hypothesis involved.

Answer: C

Diff: 2 Page Ref: 49

Skill: Knowledge

- 6) Which of the following might be considered a type of periodical that a researcher might consider in a literature search?

A) novels
B) peer-reviewed scholarly journal
C) MySpace page
D) my personal blog

Answer: B

Diff: 2 Page Ref: 28

Skill: Comprehension

- 7) Which of the following is NOT true? Scholarly journals

A) are commonly found in college or university libraries.
B) have a reference or bibliography section that lists sources in detail.
C) have peer-reviewed articles within them.
D) are not part of any index location system.

Answer: D

Diff: 2 Page Ref: 30

Skill: Knowledge

- 8) Mr. Marsh is starting his literature review on the topic of children and tooth decay. He has found lots and lots of information and now he is really confused as to his next step. What do you think that he should have done first?

A) design his search
B) locate research reports
C) done peer review
D) refined the topic

Answer: D

Diff: 3 Page Ref: 34

Skill: Application

- 9) In a grounded theory explanation a researcher builds the explanation by

A) doing a background check.
B) making comparisons.
C) checking on the internet.
D) finding a common element and ruling it out.

Answer: B

Diff: 3 Page Ref: 53

Skill: Knowledge

- 10) Which of the following is NOT a part of the Six Step Process of Literature Review?

A) refine the topic
B) read books
C) design your study
D) organize notes, synthesize and write the review

Answer: A

Diff: 3 Page Ref: 34

Skill: Knowledge