

Understanding Quantitative And Qualitative Research In Early Childhood Education Early Childhood Education Series Teachers College Pr

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The most hands-on, accessible, and approachable guide to the entire research process, which fully explores both quantitative and qualitative methods to give students the knowledge and confidence they need to successfully carry out their own research.

What are the fundamental elements of good quantitative and qualitative research? What are the strengths and weaknesses of each approach? What does research offer early childhood education? Are quantitative and qualitative approaches compatible? This book presents the research process and its components in a straightforward, easily accessible manner. Using real examples from early childhood education, authors William L. Goodwin and Laura D. Goodwin "bring to life" for the first time the various methods of research and how they may be studied and applied. They explore the major aspects of both quantitative and qualitative paradigms and techniques, stressing the compatibility and complementary nature of the two approaches that are so often seen as mutually exclusive if not downright contradictory.

Understanding Research in Early Childhood Education: Quantitative and Qualitative Methods prepares readers to be informed consumers of early

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childhood research. Rather than following the traditional format of covering quantitative and qualitative methods separately, this innovative textbook offers side-by-side coverage and comparison about the assumptions, questions, purposes and methods for each, offering unique perspectives for understanding young children and early care and education programs. Understanding Research in Early Childhood Education is broadly based across the major research paradigms, and numerous examples are offered throughout the text. Through the use of this book, students will be able to more knowledgeably read, evaluate, and use empirical literature. These skills are becoming more important as early childhood educators are increasingly expected to use evidence-based research in practice and to participate in collecting and analyzing data to inform their teaching.

This book is designed to help Education students gain confidence in analysing and interpreting quantitative data and using appropriate statistical tests, by exploring, in plain language, a variety of data analysis methods. Highly practical, each chapter includes step-by-step instructions on how to run specific statistical tests using R, practical tips on how to interpret results correctly and exercises to put into practice what students have learned. It also includes guidance on how to use R and RStudio, how to visualise quantitative data, and the fundamentals of inferential statistics, estimations and hypothesis testing. Nicoleta Gaciu is Senior Lecturer in Education at Oxford Brookes University.

Quantitative Research for the Qualitative Researcher is a concise, supplemental text that provides qualitatively oriented students and researchers with the requisite skills for conducting quantitative research. Throughout the book, authors Laura M. O'Dwyer and James A. Bernauer provide ample support and guidance to prepare readers both cognitively and attitudinally to conduct high quality research in the quantitative tradition. Highlighting the complementary nature of quantitative and qualitative research, they effectively explain the fundamental structure and purposes of design, measurement, and statistics within the framework of a research report, (including a dissertation). The text encourages the reader to see quantitative methodology for what it is? a process for systematically discovering new knowledge that can help describe, explain, and predict the world around us.

Communication research is evolving and changing in a world of online journals, open-access, and new ways of obtaining data and conducting experiments via the Internet. Although there are generic encyclopedias describing basic social science research methodologies in general, until now there has been no comprehensive A-to-Z reference work exploring methods specific to communication and media studies. Our entries, authored by key figures in the field, focus on special considerations when applied specifically to communication research, accompanied by engaging examples from the literature of communication, journalism, and media studies. Entries cover every step of the research process, from the creative development of research topics and questions to literature reviews, selection of best methods (whether quantitative, qualitative, or mixed) for analyzing research results and publishing research findings, whether in traditional media or via new media outlets. In addition to expected entries covering the basics of theories and methods traditionally used in communication research, other entries discuss important trends influencing the future of that research, including contemporary practical issues students will face in communication professions, the influences of globalization on research, use of new recording technologies in fieldwork, and the challenges and opportunities related to studying online multi-media environments. Email, texting, cellphone video, and blogging are shown not only as topics of research but also as means of collecting and analyzing data. Still other entries delve into considerations of accountability, copyright, confidentiality, data ownership and security, privacy, and other aspects of conducting an ethical research program. Features: 652 signed entries are contained in an authoritative work spanning four volumes available in choice of electronic or print formats. Although organized A-to-Z, front matter includes a Reader's Guide grouping entries thematically to help students interested in a specific aspect of communication research to more easily locate

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directly related entries. Back matter includes a Chronology of the development of the field of communication research; a Resource Guide to classic books, journals, and associations; a Glossary introducing the terminology of the field; and a detailed Index. Entries conclude with References/Further Readings and Cross-References to related entries to guide students further in their research journeys. The Index, Reader's Guide themes, and Cross-References combine to provide robust search-and-browse in the e-version.

Planning, undertaking and completing a research project – from dissertations to presentations - can be a daunting undertaking for any student, involving a number of easily taken mis-steps for those without adequate guidance. The objective of any research project is to gather data, analyse it based on your research question and present your findings and conclusions. For students, having the right approach to these steps can mean the difference between an easily handled process resulting in a well argued and presented project, or panicked flailing, misdirection and confusion. For those fearful of not getting enough research done, doing it the wrong way, putting it together incorrectly, or unsure of what the end result will be, then Understanding Research is an invaluable guide to getting it right and putting fears to bed. Successfully completing a research project is a major milestone in most university degrees, and it should be daunting – although not unassailable. This book provides students with the guidance necessary to start, undertake and present their research project in social science or the humanities. This text addresses: Where do I start? How do I begin my research and pull it together into a research question? - takes the student through the process of project design, starting research and gaining confidence in their choices Am I Researching the right things? Is it taking me in the direction I want to go? What direction is it taking me in? - explores the decision making process at all points of a research project and the implications of these decisions in the longer term Am I researching in the right way – should I be conducting interviews, reading articles or collecting statistical data? - outlines the practical and philosophical conundrums around specific techniques for gathering and analysing data Focussed explicitly on the needs and experiences of students and including a wealth of practical tips, this work is an essential resource for all students embarking on a research project. Understanding Research includes: 90 illustrations 2 tables 21 text boxes Glossary Further Reading guides for each chapter

Focusing on research designs for projects that collect both qualitative and quantitative data, this practical book discusses strategies for bringing qualitative and quantitative methods together so that their combined strengths accomplish more than is possible with a single method. The approach is broadly interdisciplinary, reflecting the interest in mixed methods research of social scientists from anthropology, communication, criminal justice, education, evaluation, nursing, organizational behavior, psychology, political science, public administration, public health, sociology, social work, and urban studies. In contrast to an "anything goes" approach or a naïve hope that "two methods are better than one," the author argues that projects using mixed methods must pay even more attention to research design than single method approaches. The book's practical emphasis on mixed methods makes it useful both to active researchers and to students who intend to pursue such a career.

"Introduction to Educational Research: A Critical Thinking Approach 2e is an engaging and informative core text that enables students to think clearly and critically about the scientific process of research. In achieving its goal to make research accessible to all educators and equip them with the skills to understand and evaluate published research, the text examines how educational research is conducted across the major traditions of quantitative, qualitative, mixed methods, and action research. The text is oriented toward consumers of educational research and uses a thinking-skills approach to its coverage of major ideas"--

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Kirk and Miller define what is -- and what is not -- qualitative research. They suggest that the use of numbers in the process of recording and analyzing observations is less important than that the research should involve sustained interaction with the people being studied, in their own language and on their own turf. Following a chapter on objectivity, the authors discuss the role of reliability and validity and the problems that arise when these issues are neglected. They present a paradigm for the qualitative research process that makes it possible to pursue validity without neglecting reliability.

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