

Preface

Teaching and learning about research methods is both challenging and great fun. This edition of *Methods in Behavioral Research* maintains the features of previous editions that have been appreciated by both instructors and students. Clear communication of concepts using interesting examples is my highest priority. To enhance learning, I describe important concepts in several contexts throughout the book; research shows that redundancy aids understanding. I also emphasize the need to study behavior using a variety of research approaches. Learning objectives precede each chapter; study terms and review and activity questions are included at the end of each chapter. Important terms are boldfaced in the text and defined in the glossary.

ORGANIZATION

The organization generally follows the sequence of planning and conducting a research investigation. Chapter 1 gives an overview of the scientific approach to knowledge and distinguishes between basic and applied research. Chapter 2 discusses sources of ideas for research and the importance of library research. Chapter 3 focuses on research ethics; ethical issues are covered in depth here and emphasized throughout the book. Chapter 4 examines psychological variables and the distinction between experimental and nonexperimental approaches to studying relationships among variables. Chapter 5 focuses on measurement issues, including reliability and validity. Nonexperimental research approaches including naturalistic observation, cases studies, and content analysis are described in Chapter 6. Chapter 7 covers sampling as well as the design of questionnaires and interviews. Chapters 8 and 9 present the basics of designing and conducting experiments. Factorial designs are emphasized in Chapter 10. Chapter 11 discusses the designs for special applications: single case experimental designs, developmental research designs, and quasi-experimental designs. Chapters 12 and 13 focus on the use of statistics to help students understand research results. These chapters include material on effect size and confidence intervals. Finally, Chapter 14 discusses generalization issues, meta-analyses, and the importance of replications. Appendices on writing research reports, conducting statistical analyses, and constructing Latin Squares are included as well.

FLEXIBILITY

Chapters are relatively independent to provide instructors maximum flexibility in assigning the order of chapters. For example, chapters on research ethics and survey research methods are presented early in the book, but instructors who wish to present this material later in a course can easily do so. It is also relatively easy to eliminate sections of material within most chapters.

NEW TO THIS EDITION

This edition incorporates many changes suggested by users of previous editions. Learning objectives are included for each chapter. New tables, figures, and activity questions increase student involvement and enhance learning. Sections on measures of personality and on developmental research design have been moved to Chapters 5 and 11, respectively. The sample article that illustrates APA style in Appendix A on research reports is now briefer and includes a table in addition to a figure. This Appendix also includes new material on poster and paper presentations.

FEATURES

Clarity. The ninth edition retains the strength of direct, clear writing. Concepts are described in different contexts to enhance understanding.

Illustrative examples. Well-chosen research examples help students interpret challenging concepts and complex research designs.

Flexibility. Instructors are able to easily customize the chapter sequence to match their syllabi.

Decision-making Emphasis. Distinguishing among a variety of research designs helps students understand when to use one type of design over another one.

Strong Pedagogy. New learning objectives open each chapter. Review and activity questions provide practice for students to help them understand the material. Boldface key terms are listed at the end of each chapter and also defined in a glossary at the end of the book.

RESOURCES FOR STUDENTS AND INSTRUCTORS

The Online Learning Center is available for both students and instructors at www.mhhe.com/cozby9. For students, this online resource provides numerous study aids to enhance the learning experience. Students will be able to take a

variety of practice quizzes, as well as explore the Internet through exercises and links that compliment the text. For instructors, the secure Instructor Edition of the Online Learning Center contains an Instructor's Manual, PowerPoint presentations for each chapter, an image gallery, and Web links to help prepare course material. The Instructor's Manual includes numerous student activities, assignments, and exam questions.

The Instructor's Manual and PowerPoint slides can also be found on the Instructor's Resource CD-ROM, along with the Test Bank and Computerized Test Bank. Please contact your McGraw-Hill representative to obtain a copy.

In addition, the author maintains a Web site devoted to learning about research methods at <http://methods.fullerton.edu>. This site provides easy access to more information about topics presented in the text through resources available on the Internet.

Ready, Set, Go! A Student Guide to SPSS® 11.0 for Windows® by Thomas Pavkov and Kent Pierce is a unique workbook/handbook that guides students through SPSS 11.0 for Windows. The SPSS Student Version is ideal for students who are just beginning to learn statistics. It provides students with affordable, professional statistical analysis and modeling tools. The easy-to-use interface and comprehensive online help system enable students to learn statistics, not software.

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I am always interested in receiving comments and suggestions from students and instructors. Please send e-mail to **cozby@fullerton.edu**.