

Preface

The eleventh edition of *Methods in Behavioral Research* has benefited greatly from the addition of a new author, Scott C. Bates of Utah State University. The primary focus of the book remains constant: We continue to believe that teaching and learning about research methods is both challenging and great fun, and so we emphasize clear communication of concepts using interesting examples as our highest priority.

We have added to and updated our examples, clarified concepts throughout, and removed material that was distracting or confusing. We continue to enhance learning by describing important concepts in several contexts throughout the book; research shows that redundancy aids understanding. We also emphasize the need to study behavior using a variety of research approaches. An important change is the addition of Illustrative Articles in most chapters: Students are asked to find and read a specific recent journal article and answer questions that require use of concepts introduced in the chapter.

VALIDITY

The eleventh edition expands and emphasizes coverage of *validity* in behavioral research. By highlighting the key concepts of *internal*, *external*, and *construct validity* throughout the text, we hope to support students' understanding of these fundamental ideas. Furthermore, *validity* now provides a theme that runs throughout the text—just as validity is a theme that runs throughout behavioral research.

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 introduces validity and examines psychological variables and the distinction between experimental and non-experimental 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 and conducting statistical analyses are included as well. Appendix A presents a thorough treatment of current APA style plus an example of an actual published paper as illustration. Appendix B provides examples of formulas and calculations to help students conduct and present their own research. Appendix C presents useful values of chi-square, t , and F .

FLEXIBILITY

Chapters are relatively independent, providing 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.

FEATURES

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

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

Illustrative Articles. For most chapters, we selected an article from the professional literature that demonstrates and illustrates the content of the chapter in a meaningful way. Each article provides an interesting, engaging, and student-relevant example as a chapter-closing capstone exercise. In each case, an APA-style reference to a published empirical article is included, along with a brief introduction and summary. Three to five key discussion questions provide an applied, critical thinking-oriented, and summative learning experience for the chapter. (Note: We did not include Illustrative Articles for Chapters 2, 12, and 13, as reviewers suggested that most instructors would prefer to develop their own involvement activities for these chapters.)

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.

Strong pedagogy. 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 many are 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/cozby11e.

For **students**, this online resource provides numerous study aids, authored by Kimberley Duff at Cerritos College, to enhance their learning experience. Students will be able to take a variety of practice quizzes, as well as explore the Internet through exercises and links that complement the text.

For **instructors**, the password-protected Instructor's Edition of the Online Learning Center contains an Instructor's Manual, edited by Martha Hubertz at Florida Atlantic University, and Test Bank, edited by Kimberley Duff at Cerritos College; a set of customizable PowerPoint slides, authored by James Neuse at California State University, Fullerton; and an image gallery and web links to help prepare course material. The Instructor's Manual includes numerous student activities and assignments.

In addition, Paul C. Cozby maintains a website 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 IBM® SPSS® Statistics 19.0 and 20.0, by Thomas Pavkov and Kent Pierce, is a unique workbook/handbook that guides students through SPSS 19.0 and 20.0. 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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We are always interested in receiving comments and suggestions from students and instructors. Please e-mail us at scott.bates@usu.edu or cozby@fullerton.edu.