

Preface

Teaching and learning about research methods are both challenging and a great deal of fun. This new 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 is my highest priority. I have tried to present material clearly and use interesting examples. I have also tried to enhance learning by describing many important concepts in several contexts throughout the book; research shows that redundancy aids understanding. I have also emphasized the need to study behavior using a variety of research approaches. An outline precedes each chapter; study terms and review and activity questions appear at the end of each chapter. Important terms are bold-faced in the text and defined in the glossary.

RESOURCES

A Web site devoted to learning about research methods is maintained at www.mayfieldpub.com/cozby. This site provides an easy way to obtain more information about the topics presented in the text through resources available on the World Wide Web. An Instructor's Manual contains many student activities and assignments as well as exam questions.

ORGANIZATION

The organization generally follows the sequence of planning and conducting a research investigation. However, the chapters are relatively independent to provide instructors maximum flexibility in assigning the order of chapters. For example, chapters on research ethics and nonexperimental research methods are presented early in the book, but instructors who wish to present this material later in a course can easily do so.

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 is a new chapter that 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 is a new chapter that 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 advantages and disadvantages of quasi-experimental, single-subject, and developmental research designs. Chapters 12 and 13 focus on the use of statistics to understand research results. 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.

NEW TO THIS EDITION

This edition has incorporated many changes suggested by users of previous editions. Information on questionnaires and self-report measures is included in a separate chapter, and there is more material providing students with specific information that they can use to construct their own measures. Measurement concepts are discussed in a single chapter, reflecting both the importance of this topic and instructors' desire to have greater flexibility in deciding when to introduce this information in their classes. I have also simply referred to the correlational method as the nonexperimental method for assessing relationships between variables. There is also new material on graphing and effect size estimates in the discussion of statistics. Issues relating to the use of computers and the Internet have been integrated into the book—for example, computer control of experimental stimuli, computer-based literature searches, and citing Web sites in research papers.

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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, or use my postal address: Department of Psychology, Box 6834, California State University, Fullerton, CA 92834-6834.