

The background of the cover is a photograph of three young students. On the left is a young woman with short brown hair and bangs, wearing a mustard-colored jacket. In the center is a young man with dark hair, wearing a blue jacket, slightly out of focus. On the right is a young woman with curly brown hair and glasses, wearing a purple jacket. They are all smiling and looking towards the camera.

TENTH EDITION

Educational Research

COMPETENCIES FOR ANALYSIS AND APPLICATIONS

L. R. Gay | Geoffrey E. Mills | Peter W. Airasian

CLASSIFICATION OF RESEARCH BY PURPOSE

Basic and Applied Research

- 32.** Basic research is conducted to develop or refine theory, not to solve immediate practical problems. Applied research is conducted to find solutions to current practical problems.

Evaluation Research

- 33.** The purpose of evaluation research is to inform decision making about educational programs and practices.

Research & Development

- 34.** The major purpose of R&D efforts is to develop effective products for use in schools.

Action Research

- 35.** The purpose of action research is to provide teacher researchers with a method for solving everyday problems in their own settings.

THE ETHICS OF EDUCATIONAL RESEARCH

- 36.** Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to ethical considerations in their research.
- 37.** The two overriding rules of ethics are that participants should not be harmed in any way—physically, mentally, or socially—and that researchers must obtain the participants' informed consent.
- 38.** Professional organizations develop ethical principles for their members, and the federal government has enacted laws to protect research participants from harm and invasion of privacy.
- 39.** Probably the most definitive source of ethical guidelines for researchers is the Ethical Principles of Psychologists and Code of Conduct, prepared for and published by the American Psychological Association (APA).
- 40.** The National Research Act of 1974 led to the creation of a standard set of federal guidelines for the protection of human research participants.
- 41.** Most hospitals, colleges, and universities require that proposed research activities involving human participants be reviewed

and approved by an Institutional Review Board prior to the execution of the research, to ensure protection of the participants.

- 42.** Researchers obtain informed consent by making sure that research participants enter the research of their free will and with understanding of the nature of the study and any possible dangers that may arise as a result of participation.
- 43.** Study participants are assured of confidentiality; researchers promise not to disclose participants' identities or information that could lead to discovery of those identities. Confidentiality differs from anonymity; the identities of anonymous participants are hidden from the researcher as well.
- 44.** The Family Educational Rights and Privacy Act of 1974, referred to as the Buckley Amendment, protects the privacy of the educational records of students. It stipulates that data that identify participants by name may not be made available to the researcher unless written permission is granted by the participants.
- 45.** Studies involving deception of participants are sometimes unavoidable but should be examined critically for unethical practices.
- 46.** Qualitative researchers, because of their closeness to participants, must pay special attention to ethical issues and view informed consent as a process that evolves and changes throughout the study. Qualitative researchers may witness dangerous or illegal behavior and may have to make ethical decisions on the spot.

Gaining Entry to the Research Site

- 47.** It is rarely possible to conduct research without the cooperation of other people. The first step in acquiring needed cooperation is to follow required procedures in the chosen site.
- 48.** A formal approval process usually involves the completion of one or more forms describing the nature of the research and the specific request being made of the school or other system.
- 49.** The key to gaining approval and cooperation is good planning and a well-designed, carefully constructed study.
- 50.** After formal approval for the study is granted, you should invest the time necessary to explain the study to the principal, the teachers, and perhaps even parents. If these



- groups do not cooperate, you likely will not be able to do your study.
51. If changes in the study are requested and can be made to accommodate the normal routine of the participants, these changes should be made unless the research will suffer as a consequence.
52. The feelings of participants should be monitored and responded to throughout the study if the initial level of cooperation is to be maintained. Human relations are important when conducting research in applied research settings.



Go to the topic “Introduction to Educational Research” in the MyEducationLab (www.myeducationlab.com) for your course, where you can:

- ◆ Find learning outcomes.
- ◆ Complete Assignments and Activities that can help you more deeply understand the chapter content.
- ◆ Apply and practice your understanding of the core skills identified in the chapter with the Building Research Skills exercises.
- ◆ Check your comprehension of the content covered in the chapter by going to the Study Plan. Here you will be able to take a pretest, receive feedback on your answers, and then access Review, Practice, and Enrichment activities to enhance your understanding. You can then complete a final posttest.