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# McMillan And Schumacher Educational Research

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### **Chapter 3: Research design and methodology 3.1 Introduction**

Research is a process of gaining a better understanding of the complexities of human experience The goal of research is to describe and understand a field, practice or activity (Brown & Dowling, 2001, p 7) McMillan and Schumacher (2001, pp 5 - 6) regard educational research to be imperative as it provides valid information, knowledge and

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### **International Journal of Educational Methodology**

European Journal of Educational Research 21 Qualitative researchers emphasize on studying of participants' perspectives using interactive strategies such as in-depth interviews, artefacts, and focus groups (McMillan & Schumacher, 2006), all of which were used As a researcher I

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researchers (McMillan & Schumacher, 2010) The results and conclusions portion of a research paper provides a summation of the data that were collected and then later explains how the results are related to the problem under study (McMillan & Schumacher, 2010) Based on the components

### **Chapter 3 Research design and methods for investigating ...**

Chapter 3: Research design and methods for investigating the factors affecting teachers' use of ICT (Phase 1) Page 63 (McMillan & Schumacher, 2010) The ontological beliefs underlying the In educational research, where the aim of research is to improve education, the manipulation

### **THE USE OF MIXED METHODS AS REFLECTED IN TWO ...**

by educational research, which can best be conceptualised as evidence-based enquiry (McMillan & Schumacher, 2010:4) Such enquiry is conducted in positivist, post-positivist, interpretative, constructivist, transformative or pragmatic paradigms, using qualitative, quantitative, or mixed method

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### **CHAPTER 4: RESEARCH DESIGN**

research design, in contrast, adopts a positivist philosophy of knowing the emphasised objectivity by using numbers, statistics and experimental control to quantify phenomena (McMillan & Schumacher, 1993:32) A qualitative research design is selected for the purposes of this study because it contains features, which enable the researcher to

### **CHAPTER 3 METHODOLOGY 3.1 Introduction**

research problem (McMillan & Schumacher, 2010) This chapter aims to introduce and explain the rationale for the research methods chosen for the study The chapter begins by restating the research problem, provides a philosophical positioning of qualitative research and a description of research design

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### **QUALITATIVE RESEARCH DESIGNS: A CONCEPTUAL ...**

Qualitative research is a systematic scientific inquiry which seeks to build a holistic, largely narrative, description to inform the researcher's understanding of a social or cultural phenomenon According to McMillan and Schumacher (1993, p 479) qualitative research is

### **Chapter 4 Research Methodology and Design**

2005) Research methodology encompasses the complete research process: the literature review, the research approach, design, procedures and data-collection methods and data analysis used in the study (McMillan & Schumacher, 2001) Therefore, the aim of research methodology is to understand the processes and not the

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education such as in sociological research on small-group interaction, political studies of voter behavior, or psychological research on cognitive processes Related literature may also be in an educational context that is different from that of the research problem Excerpt ...

### **Chapter 8 Evaluation Research Design: Options**

evaluation research questions Essentially, quantitative research is a collection methods (experimental, causal-comparative, correlation, and survey research) used to inquire into a problem, issue, question, theory, etc of interest to a researcher or research team A question or theory,

### **Research in Education: Evidence-based Inquiry, 2010, James ...**

Schumacher, 0131364154, 9780131364158, Pearson, 2010 introduction to the principles, concepts, and methods currently used in educational research This text provides a balanced combination of quantitative and qualitative methods and enables students 216 pages James H McMillan, Sally Schumacher 0131364154, 9780131364158

### **Introduction to Research**

TYPICAL STAGES IN RESEARCH 31 QUESTIONS THAT EDUCATIONAL RESEARCHERS ASK 33 Theoretical Questions 33 Practical Questions 34 BASIC AND APPLIED RESEARCH 34 LANGUAGE OF RESEARCH 35 Constructs 35 Variables 37 Constants 39 SUMMARY 39 Key Concepts 40 Exercises 40 Answers 41 References 42 Contents vii

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A Typology of Errors and Myths Perpetuated in Educational Research Textbooks 3 qualitative methods are associated with inductive reasoning (Tahsakkori & Teddlie, 2003a) For instance, Gay and Airasian (2003) state: "An inductive research approach is typically qualitative in nature, while a

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### **JAMES H. MCMILLAN**

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