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Regardless of the fact that you really attach with a standard font, such as Times of the New Roman. Do not use a freakish inscription as it will not make on anybody impression, and it could have they looking askance their eyes to read it! It would not help you with any case! Always pay attention to a stream of your words. Would help, whether you have written out the personal statement on a sheet of paper before you will print it on the statement - the questionnaire. It the clever thought also would be to read it loudly before you will include it in the form of inquiry of the financial help. Creation of your direct words and to an essence speaks more eloquently any words about you. It shows that you have a rational mind and that you can make things in the logic way. It also designates foresight and a diligent manner. They - all things which are searched by committee on learning. It also shows to you to be someone who can concentrate and concentrate your attention to a problem. It also shows that your attention to details is correct on the move. All these things can help to receive you through a learning door! As soon as your personal statement has placed you in a good ground area then, you can promote in the statement to show examples of your educational achievements just as your social actions and actions of the volunteer. Make sure that your positive and enthusiastic style shows through in your statement of learning, and you should make very well! 1 Practical Research Planning and Design Tenth Edition Paul D. Leedy Jeanne Ellis Ormrod 2013, 2010, 2005, 2001, 1997 Pearson Education, Inc. All rights reserved. 2 Chapter 1 The Nature and Tools of Research 3 Research is: A systematic process of collecting, analyzing, and interpreting information (data) to increase understanding of a phenomenon about which we are interested or concerned. 1-2 4 What Research Is Not: Merely gathering information Merely rummaging around for hard-to-locate information Merely transporting facts from one location to another 1-3 5 Characteristics of Research Originates with a question or problem Requires clear articulation of a goal Requires a specific plan for proceeding Usually divides the principal problem into more manageable subproblems Is guided by the specific research problem, question, or hypothesis Requires a specific plan for proceeding Accepts certain critical assumptions Requires the collection and interpretation of data Is, by its nature, cyclical or helical 1-4 6 Hypothesis: A logical supposition, a reasonable guess, an educated conjecture Provides a tentative explanation for a phenomenon under investigation May direct thinking to possible sources of information necessary to resolve the research problem and its subproblems. 1-5 7 Assumptions: Self-evident truths The bedrock upon which a study must rest Articulating assumptions is vitally important to the quality of the study 1-6 8 Research Tools specific mechanisms or strategies used to collect, manipulate, or interpret data Research Methodology the general approach the researcher takes in carrying out the research project. This approach dictates the particular tools the researcher selects. 1-7 9 Six Tools of Research 1. The library and its resources 2. Computer technology 3. Measurement 4. Statistics 5. Language 6. The human mind 1-8 10 Library and Its Resources Access to microforms, compact disks, online databases Fast and efficient means of locating and accessing information on virtually any topic Access to library holdings around the world 1-9 11 Systems for Classification of Knowledge Dewey Decimal system: Classifies knowledge according to 10 basic areas of human knowledge, each divided decimally. The principal classification system in public libraries and probably the most generally accepted system worldwide. Library of Congress system: Classifies knowledge by alphabetical categories. The principle classification system used in college & university libraries. 1-10 12 Computer Technology as a Research Tool Tools to calculate, compare, search, retrieve, sort, and organize data Software to analyze quantitative and qualitative data Storage of large amount of information Word processing Communication 1-11 13 Measurement as a Tool of Research Measurement: limiting the data of any phenomenon substantial or insubstantial so that those data may be interpreted and, ultimately, compared to a particular qualitative or quantitative standard. Substantial measurements = those things being measured that have physical substance. Insubstantial measurements = exist only as concepts, ideas, opinions, feelings, or other intangible entities. 1-12 14 Measurement Requires valid and reliable instruments to measure physical characteristics rulers, scales, speedometers, etc. to measure the impact of social and psychological phenomena tests and questionnaires. 1-13 15 Statistics as a Tool of Research Main Functions of Statistics: 1. describe the data 2. draw inferences from the data Descriptive Statistics summarize the general nature of the data obtained. Inferential Statistics help the researcher make decisions about the data. 1-14 16 Language as a Tool of Research A tool to communicate and think more effectively Words have multiple meaning. Clarity is essential in research writing. Knowing two or more languages in valuable. Following guidelines for research writing is essential. Using features of word processing makes revisions more efficient. 1-15 17 Language as a Tool of Research Words enhance thinking by: - reducing the world's complexity, - allowing abstraction of the environment, - enhancing the power of thought, - facilitating generalization and inference drawing in new situations. 1-16 18 Communicating Effectively Through Writing Say exactly what you mean. Keep your primary objective in mind at all times. Provide an overview of what you are discussing. Organize ideas into general and more specific categories by using headings and subheadings. Use transitional phrases, sentences, or paragraphs to help readers follow your train of thought. 1-17 19 Communicating Effectively Through Writing Use concrete examples to make abstract ideas more understandable. Use appropriate punctuation. Use figures and tables for clarification. At the end of chapters and major sections, summarize what you've said. Anticipate having to write multiple drafts. 1-18 20 The Human Mind as a Tool of Research Critical Thinking Deductive Logic Inductive Reasoning The Scientific Method Theory Building 1-19 21 Critical Thinking Evaluating arguments in terms of their accuracy and worth. May take a variety of forms: - verbal reasoning - argument analysis - decision making - critical analysis of prior research 1-2022 Deductive Logic Begins with one or more premises statements or assumptions that the researcher initially takes to be true. Valuable for generating research hypotheses and testing theories. 1-2123 Inductive Reasoning Begins with an observation of a specific event to draw conclusions about entire classes of objects or events (i.e., observe a sample and then draw conclusions about the population from which the sample has been taken). 1-2224 The Scientific Method: The means whereby insight into the unknown is sought by 1. identifying a problem that defines the goal of one's quest; 2. positing a hypothesis that, if confirmed, resolves the problem; 3. gathering data relevant to the hypothesis; and 4. analyzing and interpreting the data to see whether they support the hypothesis and resolve the research question. 1-2325 Theory Building: is based on facts rather than naive beliefs and subjective impressions about the world; - involves thinking actively and intentionally about the phenomena at hand, - yields hypotheses to be tested, - tends to be a slow process, - usually involves collaboration with others. 1-2426 Collaboration with Other Minds Bringing a variety of perspectives, backgrounds, and areas of expertise may reduce theoretical biases Collaboration may increase effectiveness of approaches to tackle the research problem and to find meaning in the data Collaboration may be accomplished through the use of attachments, listservs, and webpages. 1-2527 Exploring research in your field Knowledge of research methodologies and appropriate ways to collect and analyze data is essential for keeping up with advances in your field A juried (or refereed) research report has been judged by experts in the field and deemed to be of sufficient quality and importance to warrant publication. A nonjuried (or nonrefereed) report appears in a journal or on the Internet screening by experts. Some nonjuried reports are excellent, but others may not be. 1-2628 Practical Research Planning and Design Tenth Edition Paul D. Leedy Jeanne Ellis Ormrod 2013, 2010, 2005, 2001, 1997 Pearson Education, Inc. All rights reserved. 29 CHAPTER TWO The Problem: The Heart of the Research Process 30 Finding Research Projects Research projects can be one of two types: 1. Basic research intended to enhance basic knowledge about the physical, biological, psychological, or social world or to shed light on historical, cultural, or aesthetic phenomena. 2. Applied research intended to address issues that have immediate relevance to current practices, procedures, and policies; intended to human decision making about practical problems; occasionally address questions in one's immediate work environment (action research). 2-2931 Criteria for Identification of a Suitable Research Problem 1. The research problem should address an important question that the answer will make a difference. 2. The research problem should advance the frontiers of knowledge by leading to new ways of thinking, suggesting possible applications, or paving the way for further research in the field. 2-3032 Situations to Avoid When Considering A Research Problem Research projects should not be a ruse for achieving self-enlightenment. A problem whose sole purpose is to compare two sets of data is not a suitable research problem. Calculating a correlation coefficient between two sets of data to show a relationship between them is not acceptable as a problem for research. Problems that result in a yes or no answer are not suitable problems for research. 2-3133 Finding a Legitimate Research Problem 1. Look around you. 2. Read the literature. 3. Attend professional conferences. 4. Seek the advice of experts. 5. Choose a topic that intrigues and motivates you. 6. Choose a topic that others will find interesting and worthy of attention. 2-3234 Guidelines: Stating the Research Problem 1. State the problem clearly and completely. 2. Think through the feasibility of the project that the problem implies. 3. Say precisely what you mean. - Absolute honesty and integrity are the rule! 4. State the problem in a way that reflects an open mind about its solution. 5. Edit your work. 2-3335 Dividing the Research Problem Into Subproblems Subproblem: the subparts of the main problem that are an integral part of the main problem Pseudo-subproblems: procedural issues that involve decisions that must be made before resolving the research problem and its subproblems 2-3436 Characteristics of Subproblems 1. Each subproblem should be a completely researchable unit. 2. Each subproblem must be clearly tied to the interpretation of the data. 3. The subproblems must add up to the totality of the problem. 4. Subproblems should be small in number. 2-3537 Identifying Subproblems Take a paper-and-pencil approach Use brainstorming software, such as: - Inspiration - BrainStorm - MindJet 2-3638 Paper-and-Pencil Approach to Identifying Subproblems 1. Copy the problem onto a sheet of paper, leaving considerable space between the lines. 2. Read the problem to discover the areas that require in-depth treatment before the problem can be resolved. 3. Make sure every subproblem contains a word that indicates the necessity to interpret the data within that particular subproblem (e.g., analyze, discover, compare). Underline this word. 4. Arrange the entire problem in a graphic organizer that will serve as a structure of the whole research design. 2-3739 Using Brainstorming Software to Identify Subproblems Computer programs such as Inspiration, BrainStorm, and MindJet allow you to brainstorm research ideas and construct graphic networks of interrelated concepts, terms, and principles. Convert, save, and print your final diagram (graphic organizer) as an outline that lists major topics and various levels of subtopics. 2-3840 Further Delineation of the Problem State the hypotheses and/or research questions. Delimit the research. Define the terms. State the assumptions. 2-3941 State the Hypothesis and/or Research Questions Hypotheses are essential to experimental research; research questions are more common in qualitative research. Both hypotheses and research questions provide guidance for the kind of data that should be collected. Both hypotheses and research questions suggest how data should be analyzed and interpreted. Hypotheses and research questions may originate in the subproblems. Hypotheses and research questions provide a position from which the researcher may initiate an exploration of the problem. Hypotheses and research questions act as checkpoints against which to test the findings that the data reveal. 2-4042 Distinguishing Null Hypotheses from Research Hypotheses Null hypothesis: A statement that there will be no differences between groups, no consistent relationships between variables, or, more generally, no patterns in the data. Null hypotheses are used primarily during statistical analyses we support a research hypothesis by showing, statistically, that its opposite the null hypothesis is probably not true. 2-4143 Identifying the Variables Under Investigation A variable is any quality or characteristic in a research investigation that has two or more possible values. Independent variable -- variable that the researcher studies as a possible cause of something else; this is one that the researcher directly manipulates. Dependent variable -- variable that is potentially influenced by the independent variable, or depends on the independent variable. 2-4244 Mediating Variables A mediating variable (an intervening variable) comes to the stage when the independent variable influences the dependent variable indirectly. The mediator is influenced by the independent variable, which in turn influences the dependent variable. Its presence helps to explain why a certain independent variable has an effect on a dependent variable. 2-4345 Moderating Variables A moderating variable is a variable that, while not intervening between the independent and dependent variables, influences the nature and strength of their relationship. It may reduce or increase the cause-and-effect relationship between variables. 2-4446 Moderating vs. Mediating Difference: An independent variable may potentially influence a mediating variable, but it does not, in and of itself, influence a moderating variable. Moderating variables provide potential contexts or conditions that alter that is, they moderate an independent variable's effects. Discussions of risk factors or protective factors in research reports often refer to moderating variables variables that affect the likelihood that certain cause-and-effect relationships will come into play. 2-4547 Why Identify Variables? Identification is helpful in choosing (a) an appropriate research design (b) an appropriate statistical analysis Note: identifying independent and dependent variables does not guarantee that the research data will support the existence of a cause-and-effect relationship. 2-4648 Delimiting the Research Delimitations of the research are statements about what the researcher is not going to do. What the researcher will not do is to become involved in data extraneous to the research problem. The researcher must distinguish between what is and is not relevant to the problem. 2-4749 Define the Terms The researcher must precisely define the terms in the problem and the subproblems. Each term should be defined as it will be used in the researcher's project. In defining a term, the researcher makes the term mean whatever he or she wishes it to mean within the context of the problem and its subproblems. operational definition = the definition of a characteristic or variable in terms of how it will be measured in the research study. 2-4850 State the Assumptions Assumptions are basic to the research problem. All assumptions that have a material bearing on the problem should be openly and unreservedly set forth. A statement of the assumptions is necessary for others to evaluate the conclusions of the study. A statement of the assumptions reveals what the researcher may be taking for granted with respect to the problem. 2-4951 Importance of the Study Discuss reasons for undertaking the study. Studies should not go far beyond any relationship to the practical world; they must have a practical value. 2-5052 Ordering the Topics in a Research Proposal In the first part of the proposal, you should outline: The problem and its setting. Subproblems, hypotheses, and questions presented in a logical order. A statement of delimitations, definitions of terms, and assumptions. The importance of the study should be discussed either in early paragraphs that introduce the research problem or in its own section. 2-5153 Checklist: Evaluating Your Proposed Research Project 1. Have you conducted a thorough literature search to justify the time and effort expended on your research project? 2. Have you looked at your research problem from all angles to minimize unwanted surprises? 3. What research procedures will you follow? 4. What research tools are available for you to use? 5. Can others read and understand your proposal? 2-5254 Guidelines: Fine-Tuning Your Research Problem 1. Conduct a thorough literature review. 2. Try to see the problem from all sides. 3. Think through the process. 4. Use all available tools and resources at your disposal. 5. Discuss your research problem with others. 6. Hold up your proposed project for others to examine and critique. 7. Remember that your project will take a great deal of time. 8. Remember that the first draft of your proposal will almost certainly not be your last one. 2-53



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