

# Research Design: Qualitative, Quantitative, and Mixed Methods Approaches

by [John W. Creswell](#)

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"Creswell's **Research Design** is an accessible and useful book that stimulates students through walk through experiences, use of exercises, and production of actual writing samples. It is a book that models the types of issues that best suit different approaches and allows students to understand when to use mixed methods. Furthermore, its focus on theory and paradigms is done in a way that helps students decode their meaning."

--MARTHA MONTERO-SIEBURTH, *University of Massachusetts, Boston*

New to the Second Edition:

Because mixed methods research has come into its own since the publication of the first edition, every chapter now shows how to implement a mixed methods design in your proposal or plan as well as showing how to implement qualitative and quantitative approaches. Ethical issues that may arise in quantitative, qualitative and mixed methods designs have been added to a new section in Chapter 3. Writing tips and considerations have been expanded and moved to the first part of the book to get your research plan started in the right direction. The latest developments in qualitative inquiry, including advocacy, participatory, and emancipatory approaches have been added to Chapter 10. Mixed methods procedures (Chapter 11) show readers how to identify types of mixed methods strategy, select data collection and analysis approaches, and plan the overall structure of the study ([less](#)).

Paperback, Second Edition, 246 pages

Published July 23rd 2002 by SAGE Publications, Inc (first published January 1st 1994)

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#### Critical Annotation:

Stringer, E. (2007). *Action Research* (3rd ed.). Thousand Oaks, California: Sage Publications.

#### (Stringer, 2007)Book's Purpose:

The purpose of this book is to offer teachers, health professionals, social workers, community and youth workers, businesspeople, planners, and other people who serve in teaching, service delivery, or provide services to people in community, organizational, or institutional contexts research strategies that will enable them to deal in a more effective manner with the obstacles confronting them in work performance. Although the book is written to be useful to a wide variety of audiences, the author wrote this book mindful that if it were to be a useful resource for the intended variety of audiences then the text would need to contain relative examples using realistic case studies and research topics that will be depicted as action research opportunities.

The author provides clear guidelines to empower new practitioner researchers to move with ease through a process of inquiry that provides effective solutions to significant problems in their work. The author uses "biographical bulletins" that amplify the text and they are designed to clarify meaning and to increase comprehensive elements of the action research process. The language of the book is notably accessible to practitioners who may be unfamiliar with the traditional research methodology. This is not only a book written for professional researchers but it is for learners at all performance levels. The author uses common vocabulary that is relevant to a variety of professions and all learning styles. The author's purpose to trigger inquiry through action research illustrates each procedure of the process in a comprehensive format followed by step-by-step instructions. Both the experienced and professional researcher will benefit from this structure because it is different from the traditional research methodology while the new practitioner researcher will most definitely appreciate the explicit directions.

#### Author's Background and Credentials:

Stringer is a visiting professor at the University of New Mexico and Texas A&M University, he has taught research methods courses and engaged in projects with African American and Hispanic community and neighborhood groups. As a UNICEF consultant he recently engaged in a major project to increase parent participation in the schools in East Timor.

#### Summary, Evaluation, Application and Reflection:

The book is a strong representation of the author's personal experience with an array of action research models including cultural groups such as atypical Westerners and the Australian Aboriginals to expand the book's conceptual perimeters. The reader can hear the author's personal voice and passion for this subject through the entire book. The inclusion of the author's work and prescriptions for the analytical process is a significantly useful feature of the book. It increases the value of the knowledge appreciating it came from the author's personal experience. The knowledge disseminated through this book is not only possible for an expert but also possible for an everyday reader.

This book provides a resource for practitioners, to assist them in their efforts to conduct inquiry and to hone their investigation skills so that they will discover effective solutions to the significant problem issues that are obstacles from improving work performance and deny professionals quality job satisfaction. The book presents an inquiry approach to help practitioners systematically address the real-life problems such as programs that isolate workers from their communities and families. The book provides the knowledge necessary to formulate effective and sustainable solutions that compound the lives of the people they serve while increasing their own confidence and deepen the meaning of work.

The book provides this type of research methodology through an overview of community-based action research. The text discusses the basic values

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## **Action Research**

By Ernest T. Stringer

## Research Methods: Planning, Conducting and Presenting Research



Ann Sloan Devlin

Thomson/Wadsworth, 2006 - [Education](#) - 287 pages

0 Reviews

This brief, student-friendly text addresses the practical aspects of a one-semester research project, from generating a hypothesis to the end of the term. Author Ann Sloan Devlin carefully combines practical advice with justification from the literature. The practical aspects of the research process have a scientific justification based on research. By combining these practical aspects with a hands-on learning package, Devlin's text shows students how relevant research can be to their careers and lives.

« Less

### About the author (2006)

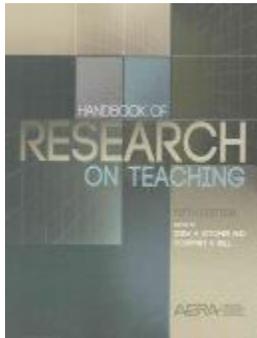
Ann S. Devlin has been on faculty at Connecticut College since 1973, where she teaches courses on cognitive processes, industrial and organizational psychology, and environmental psychology. Her expertise lies in environmental psychology, particularly in the creation of more humanistic environments in housing for the elderly and psychiatric hospitals. She also specializes in way-finding, the study of the manner in which environments (through their design and layout) and people (through their creation of maps and other tools) provide cues to help people navigate from an origin to a destination. Recently she has been using a touch-screen computer to conduct research on the types of cues (maps, photographs, written directions) that users find most helpful. Devlin, a former Woodrow Wilson Fellow, is the recipient of several Mellon Foundation grants. She received the Mellon Initiative on Multiculturalism (MIMIC) grant as well as a grant to develop the Freshman Focus Cluster, an integrative, writing-intensive program for incoming first-year students at Connecticut College. She has been published in various journals, including *Environment and Behavior*, *The Journal of Environmental Psychology*, and *The Journal of Applied Social Psychology*. She is on the editorial review board of *Environment and Behavior*. In 2000, she was elected to the Board of Directors of the Environmental Design Research Association. She is a recipient of the Student Government Association Teaching award for excellence in teaching and demonstrated caring for students. Devlin was named College Marshal in 2002.

## Bibliographic information



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# Handbook of Research on Teaching



Drew H. Gitomer, Courtney A. Bell

American Educational Research Association, 2016 - [Education](#) - 1539 pages

## [Reviews](#)

The fifth edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning. It offers a vast array of topics ranging from the history of teaching to technological and literacy issues.

In each authoritative chapter, the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching. Each of the volume's 23 chapters is a canonical piece that will serve as a reference tool for the field. The chapters, all broad treatments of areas of study, will help readers see how particular areas of research connect with the larger issues of teaching and teacher education.

The handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields.

This brief, student-friendly text addresses the practical aspects of a one-semester research project, from generating ideas to handing in the paper at the end of the term. Author Ann Sloan Devlin carefully combines practical advice with justification from the literature, helping students learn that even practical aspects of the research process have a scientific justification based on research. By combining these practical aspects of the research process with a hands-on learning package, Devlin's text shows students how relevant research can be to their careers and lives. See More. 3 p "While most research methods textbooks use little citation which suggests that much of the content is the author's original thought, this author uses, in a masterful way, a variety of sources to teach each characteristic of the research process,"--Charles Baker. "The text does a great job of touching upon all relevant areas of applied research while presenting the information in a manner that is understandable to students first exposed to the research process." - Michael J. Rovito. "[Key strengths of the text are] many good examples, interesting questions intersp The scientific method involves a systematic approach to planning, conducting and reporting of research, usually in the form of experiments with a view to generating knowledge about the world. With a scientific approach, researchers collect empirical evidence or data that enables them to draw valid conclusions based on the experiments. Non-scientific. Non-scientific approaches include things such as astrology, numerology and graphology to explain the even predict human behaviour. These are not based on science and they are often labelled pseudoscience to indicate that they do not have any scientific