

Mcmillan And Schumacher Educational Research

This is an authoritative introduction to Computing Education research written by over 50 leading researchers from academia and the industry.

This book constitutes the refereed proceedings of the 46th Annual Conference of the Southern African Computer Lecturers' Association on ICT Education, SACLA 2017, held in Magaliesburg, South Africa, in July 2017. The 22 revised full papers presented together with an extended abstract of a keynote paper were carefully reviewed and selected from 63 submissions. The papers are organized in topical sections on ICT students of a new generation; technology and gaming in nowadays education; educational cooperation with the ICT industry; computer programming education; ICT courses and curricula.

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What are the fundamental elements of good quantitative and qualitative research? What are the strengths and weaknesses of each approach? What does research offer early childhood education? Are quantitative and qualitative approaches compatible? This book presents the research process and its components in a straightforward, easily accessible manner. Using real examples from early childhood education, authors William L. Goodwin and Laura D. Goodwin "bring to life" for the first time the various methods of research and how they may be studied and applied. They explore the major aspects of both quantitative and qualitative paradigms and techniques, stressing the compatibility and complementary nature of the two approaches that are so often seen as mutually exclusive if not downright contradictory.

Meanings and Motivation in Education Research demonstrates the vibrant and vital connection between the researcher and their research. Research is often perceived as an entity which is seemingly produced in isolation; however, there are many important factors which are involved, and this book explores the complexities of investigating the specific areas of meaning and motivation for researchers working in the education sector. With contributions from authors drawn from the field of education in various stages of their career, the perspectives shared in this book are from a diverse range of countries including Australia, Canada, Malaysia, the United Kingdom and the United States of America. Key topics include: personal and professional identity narrative inquiry as method teacher educators as researchers conducting education research mixed methods in educational research Foregrounding the personal experiences, interests and motivations of educational researchers Meanings and Motivation in Education Research proves important insights into current discussions in educational research including researchers' identities, the ways they conduct research and most importantly the impact institutional and personal politics have on their work. This will be a valuable text for educators, education researchers, policy-makers and practitioners across the globe.

The research process in this book begins with identification of the research question and proceeds through each step including planning data collection, actual collection and analysis of the data, and writing the report. This text proceeds through multiple methodologies including experimental and non-experimental, quantitative and qualitative. At every step the emphasis is on planning and executing the study. Key features: o Simulations and feedback that may be used in class sessions for both individual and small group participation o Pedagogy to help students plan and conduct a research project in an actual classroom o Examples that demonstrate and explain what constitutes good and poor research questions o Case studies and 'real life' examples related to education o A Student Web site that provides students with the opportunity to interact with contemporary articles. This book provides an introduction to research that emphasizes the fundamental concepts of planning and design. It is designed to be a core text for the very first course on research methods.

This book provides prospective and current teachers with a concise, non-technical and practical guide to conducting a full range of high-quality classroom assessments. The text emphasizes assessment in the context of the realities of teaching and teacher decision-making, as well as on how assessment is integrated with instruction. Assessment methods are integrated with instruction and presented according to when teachers evaluate students (before, during, and after an instructional unit) and the learning targets that are measured. There is considerable emphasis on the nature of learning targets and how different assessments are most appropriate for different targets. For each assessment technique, suggestions for effective practice are presented with examples and case studies. There are separate chapters on contemporary assessment techniques and issues, such as performance and portfolio assessments, as well as separate chapters on assessing affective targets and students with disabilities included in the regular classroom. A balance is provided with traditional forms of assessment and the need for teachers to administer, interpret, and use results from standards-based large scale assessments and other standardized tests.

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. This substantially revised text provides a comprehensive, highly accessible, and student friendly 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 to master skills in reading, understanding, critiquing, and conducting research. The treatment of qualitative research is parallel to that of quantitative research to enable students to better understand all approaches to research. This text uses extensive examples from different journals, thoughtful pedagogy that includes instructional aids, instructional tests, key terms, application problems, concept maps, and criteria for evaluating studies.

`A welcome and helpful addition to the shelves of tutors and students working on masters programmes. It will be most beneficial supporting students on programmes where there is a substantial research training component. It offers important exemplars of using computer software in qualitative analysis' - Educational Review `This book is aimed at Master's students who are engaging in educational research for the first time. [It] provides teacher-researchers with the additional information they need so they can go on to read further and more in depth, having more confidence in the accessibility of such studies. I found it does this well, and is an ideal point of reference for those who are just embarking on a Master's degree. A useful glossary is provided, giving detailed but 'readable' explanations of key terms and phrases' - Primary Practice Doing Educational Research offers a hands-on guide for students engaged in educational research. It provides a comprehensive and accessible introduction to the key qualitative and quantitative methods necessary for those commencing research for the first time. Through a detailed yet concise explanation, the reader is shown how these methods work and how their outcomes may be interpreted. Providing all the essentials for the first-time researcher, the

book includes: · a variety of examples and case studies to illustrate how the methods and techniques can be used in 'real-life' contexts · practical guidance on time management planning research projects and writing reports. · a broad coverage - including qualitative and quantitative methodologies, data analysis using computer software, ethical issues and the writing-up and presentation of data. This engaging book has been written by a team of leading researchers with over sixty years of cumulative experience. It has a student-friendly structure which will make it accessible and popular with undergraduates and postgraduates. It will be an invaluable resource for both students and researchers, helping them to undertake effective research in education.

This revised edition shows educators how to integrate assessment with teaching and learning and offers new chapters that discuss a variety of assessment and grading techniques.

"This book is intended for prospective web teachers and trainers interested in conducting Web-based educational research"--Provided by publisher.

For both new academics and those with some experience, writing articles of publishable quality can be particularly challenging. Developing the necessary skill set requires useful information, hard work, and the type of direction infrequently offered in research methods courses, leaving researchers to piece together resources on their own. This book addresses this critical topic in a format that is easy to teach and understand. It is a practical volume that teaches researchers how to identify their audience, clearly state the nature of their work, provide exceptional literature reviews, cite appropriately, and explicate their research. Beginning each chapter with reviewer comments, *Writing Education Research* is designed to help scholars understand both how to write effective research reports and how to get published. Practice exercises and resource lists in each chapter offer easy-to-access information about the review and publication process. A perfect accompaniment to standard research courses, this practical book demystifies the writing process for anyone looking to publish articles, chapters, or papers in education.

Ben shu zhu yao yi she hui ji xing wei ke xue yan jiu wei lun shu fan chou, Han gai xu lun, Sou ji zi liao de fang fa, Yan jiu gong ju de ping gu deng nei rong.

Qualitative Research Design: An Interactive Approach, Second Edition provides researchers and students with a user-friendly, step-by-step guide to planning qualitative research. A bestseller in its First Edition, this invaluable book presents an innovative approach to the components of design and how they interact with each other. The text presents a clear strategy for creating coherent and workable relationships among these design components and highlights key design issues. Based on a course the author taught for seven years at the Harvard Graduate School of Education, the work is written in an informal, jargon-free style and incorporates many examples and hands-on exercises.

The primary purpose of this book is to offer a broad-based examination into the role of scientific inquiry in contemporary special education. As with the first two editions, which were published in 2001 and 2011, the goal is to provide a comprehensive overview of the philosophical, ethical, methodological, and analytical fundamentals of social science and educational research. Aspects of special education research that distinguish it from scientific inquiry in other fields of education and human services are specified. Foremost among these distinctions are the research beneficiaries—children with disabilities, their parents, the special educators; availability of federal funds for research and demonstration projects that seek to improve educational outcomes; and the historical, philosophical, and legislative bases for the profession of special education. This new edition represents a revision of more than 30 percent with over 250 new references. Each chapter is thoroughly updated with new developments in research topics, designs, and methods that have emerged over the past decade in the field of special education. This unique book is an excellent resource guide for graduate-level students, practitioners, teachers in the field of special education, disability studies, early intervention, school psychology, and child and family services.

In contemporary society, science constitutes a significant part of human life in that it impacts on how people experience and understand the world and themselves. The rapid advances in science and technology, newly established societal and cultural norms and values, and changes in the climate and environment, as well as, the depletion of natural resources all greatly impact the lives of children and youths, and hence their ways of learning, viewing the world, experiencing phenomena around them and interacting with others. These changes challenge science educators to rethink the epistemology and pedagogy in science classrooms today as the practice of science education needs to be proactive and relevant to students and prepare them for life in the present and in the future. Featuring contributions from highly experienced and celebrated science educators, as well as research perspectives from Europe, the USA, Asia and Australia, this book addresses theoretical and practical examples in science education that, on the one hand, plays a key role in our understanding of the world, and yet, paradoxically, now acknowledges a growing number of uncertainties of knowledge about the world. The material is in four sections that cover the learning and teaching of science from science literacy to multiple representations; science teacher education; the use of innovations and new technologies in science teaching and learning; and science learning in informal settings including outdoor environmental learning activities. Acknowledging the issues and challenges in science education, this book hopes to generate collaborative discussions among scholars, researchers, and educators to develop critical and creative ways of science teaching to improve and enrich the lives of our children and youths.

This book provides an up-to-date and comprehensive overview of research methods in second-language teaching and learning, from experts in the field. The *Cambridge Guide to Research in Language Teaching and Learning* covers 36 core areas of second-language research, organised into four main sections: Primary Considerations; Getting Ready; Doing the Research; Research Contexts. Presenting in-depth but easy to understand theoretical overviews, along with practical advice, the volume is aimed at 'students of research', including pre-service and in-service language teachers who are interested in research methods, as well as those studying research methods in Bachelor, MA, or PhD graduate programs around the world.

Provides an authoritative reference collection on leading international insights into the integration of technology tools and applications with adult and vocational instruction.

Research in Education Evidence-Based Inquiry Pearson Higher Ed

This substantially revised text provides a comprehensive, highly accessible, and student friendly 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 to master skills in reading, understanding, critiquing, and conducting research. Many examples and article excerpts are used throughout the text to demonstrate and highlight best practices in educational research. Evidence-based inquiry is emphasized in two ways: (1) Introductory chapters focus on the added importance of data driven decision-making, (2) Methodological chapters provide explicit guidelines for conducting empirical studies.

