

Chapter 2: Quantitative, Qualitative, and Mixed Research

Test Bank

Multiple Choice

1. The variable that is presumed to *cause* changes in another variable is called a(n) _____.

- A. categorical variable
- B. dependent variable
- C. independent variable
- D. intervening variable

Ans: C

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Knowledge

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Easy

2. The variable that is presumed to be influenced by one or more independent variables is called a(n) _____.

- A. categorical variable
- B. dependent variable
- C. independent variable
- D. intervening variable

Ans: B

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Knowledge

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Easy

3. A variable that varies in type or kind is called a(n) _____.

- A. categorical variable
- B. dependent variable
- C. independent variable
- D. intervening variable

Ans: A

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Knowledge

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Easy

4. Researchers who want to design research studies that can support cause and effect conclusions most clearly are likely to carry out _____.
A. nonexperimental research
B. experimental research
C. correlational research
D. ethnography research

Ans: B

Learning Objective: 2-4: Explain the difference between experimental and nonexperimental quantitative research.

Cognitive Domain: Comprehension

Answer Location: Experimental Research

Difficulty Level: Medium

5. A researcher does a study looking at an intervention designed to increase interest in science among girls. She assigns 30 girls to the intervention and 30 girls to a no-intervention group. In this study, she studies only girls. Girls in this study represent _____.

- A. the independent variable
B. the dependent variable
C. a constant
D. a categorical variable

Ans: C

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Application

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Hard

6. A researcher is interested in examining the impact of a simulation on student understanding of how electricity works. She randomly assigns 30 students to receive the simulation and 30 students to read the textbook description. Then she gives the students an assessment testing the students' knowledge of electricity. The assessment of the students' knowledge of electricity is the _____.

- A. independent variable
B. dependent variable
C. moderating variable
D. mediating variable

Ans: B

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Application

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Hard

7. A researcher is interested in the effects of a YouTube video on student learning of a topic in statistics (e.g., how to calculate a correlation coefficient). He randomly assigns 50 students to one of two conditions. In one condition, the students read a traditional text. In the second condition, the students view a YouTube video. He measures their performance on a posttest. In this scenario, type of instruction (text vs. video) serves as the _____.

- A. independent variable
- B. dependent variable
- C. moderating variable
- D. mediating variable

Ans: A

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Application

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Hard

8. A researcher carries out a study examining the effects of a new science program on scores on a standardized science test. He chooses two seventh-grade classes to carry out the study. After the study is done, he finds that the group that received the new program performed better than the control group. He also discovers, however, that the group he chose to receive the new program had better prior science achievement. In this study, the prior science achievement is _____.

- A. an extraneous variable
- B. the independent variable
- C. the dependent variable
- D. a moderator variable

Ans: A

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Application

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Hard

9. A researcher carries out a study examining the effects of a new science program on scores on a standardized science test. He chooses two seventh-grade classes to carry out the study. After the study is done, he finds that the group that received the new program performed better than the control group. He also discovers, however, that the group he chose to receive the new program had better prior science achievement. In this study, the dependent variable is _____.

- A. prior science achievement
- B. the type of science program
- C. standardized science test scores
- D. seventh grade

Ans: C

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Application

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Hard

10. A researcher is interested in the relationship between parental cognitive ability and a child's reading level. She does a study where she measures the parents' cognitive ability, literacy interactions (activities the parent engages in with the child around reading), and the child's reading level at the end of the first grade. She finds that the impact of parental cognitive ability predicts the number of literacy interactions, which in turn predicts study reading level. In this study, the number of literacy interactions is what kind of variable?

- A. moderating variable
- B. dependent variable
- C. extraneous variable
- D. mediating variable

Ans: D

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Application

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Hard

11. A mediating variable is _____.

- A. an intervening variable
- B. a variable that moderates a relationship
- C. extraneous variable
- D. interaction variable

Ans: A

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Knowledge

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Easy

12. An extraneous variable is _____.

- A. a variable that moderates a relationship

- B. a dependent variable
- C. a variable that intervenes between one variable and another
- D. a variable that potentially competes with the independent variable in explaining the results

Ans: D

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Knowledge

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Easy

13. A synonym for independent variable is _____.

- A. manipulated variable
- B. extraneous variable
- C. outcome variable
- D. confounding variable

Ans: A

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Comprehension

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Medium

14. A researcher calculates four correlation coefficients. Which of these represents the largest correlation?

- A. .50
- B. .10
- C. .30
- D. $-.60$

Ans: D

Learning Objective: 2-5: Explain the concept of a correlation coefficient.

Cognitive Domain: Comprehension

Answer Location: Nonexperimental Research

Difficulty Level: Medium

15. A researcher does a study where she longitudinally follows a cohort of children born in 1992 from birth through the end of high school. She measures physical growth as well as psychological growth. This study is _____.

- A. experimental study
- B. a quasi-experimental study
- C. a nonexperimental quantitative study
- D. a qualitative study

Ans: C

Learning Objective: 2-4: Explain the difference between experimental and nonexperimental quantitative research.

Cognitive Domain: Comprehension

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research.

Difficulty Level: Medium

16. A researcher studies achievement by children in poorly funded elementary schools. She develops a model that posits parent involvement as an important variable. She believes that parent involvement has an impact on children by increasing their motivation to do school work. Thus, in her model, greater parent involvement leads to higher student motivation, which in turn creates higher student achievement. Student motivation is what kind of variable in this study?

- A. manipulated variable
- B. extraneous variable
- C. confounding variable
- D. mediating or intervening variable

Ans: D

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Application

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research.

Difficulty Level: Hard

17. What kind of research is the inductive or exploratory scientific method most closely associated with?

- A. quantitative
- B. qualitative
- C. correlational
- D. mixed

Ans: B

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Comprehension

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Medium

18. What kind of research is most likely to study behavior under controlled conditions to isolate cause and effect?

- A. quantitative
- B. qualitative
- C. correlational
- D. mixed

Ans: A

Learning Objective: 2-1: Describe the characteristics of quantitative research.

Cognitive Domain: Comprehension

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Medium

19. What kind of research focuses on both confirmatory and exploratory methods?

- A. quantitative
- B. qualitative
- C. correlational
- D. mixed

Ans: D

Learning Objective: 2-8: Describe the characteristics of mixed research.

Cognitive Domain: Comprehension

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Medium

20. What kind of research views human thought and behavior as regular and predictable?

- A. quantitative
- B. qualitative
- C. correlational
- D. mixed

Ans: A

Learning Objective: 2-1: Describe the characteristics of quantitative research.

Cognitive Domain: Comprehension

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Medium

21. What kind of research is the deductive or confirmatory scientific method most closely associated with?

- A. quantitative
- B. qualitative
- C. correlational
- D. mixed

Ans: A

Learning Objective: 2-1: Describe the characteristics of quantitative research.

Cognitive Domain: Comprehension

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Medium

22. What kind of research is most closely associated with “studying the culture of an educational context?”

- A. quantitative
- B. qualitative
- C. correlational
- D. mixed

Ans: B

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Comprehension

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Medium

23. What kind of research is characterized by pluralism?

- A. quantitative
- B. qualitative
- C. correlational
- D. mixed

Ans: D

Learning Objective: 2-8: Describe the characteristics of mixed research.

Cognitive Domain: Knowledge

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Easy

24. What kind of research involves collecting multiple types of data?

- A. quantitative
- B. qualitative
- C. correlational
- D. mixed

Ans: D

Learning Objective: 2-8: Describe the characteristics of mixed research.

Cognitive Domain: Knowledge

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Easy

25. In what kind of research does the researcher collect in-depth interview and participant observation data?

- A. quantitative
- B. qualitative
- C. correlational
- D. mixed

Ans: B

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Knowledge

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Easy

26. A research studies how teachers interact when they eat lunch together. She records the conversation and looks for themes, patterns, and meanings in the recorded conversation. What kind of research is the researcher carrying out?

- A. quantitative
- B. qualitative
- C. correlational
- D. mixed

Ans: B

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Application

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Hard

27. A mixed method study is one that uses _____.

- A. two types of quantitative methods
- B. two levels of measurement: nominal and interval
- C. two types of variables: independent and dependent
- D. both qualitative and quantitative methods

Ans: D

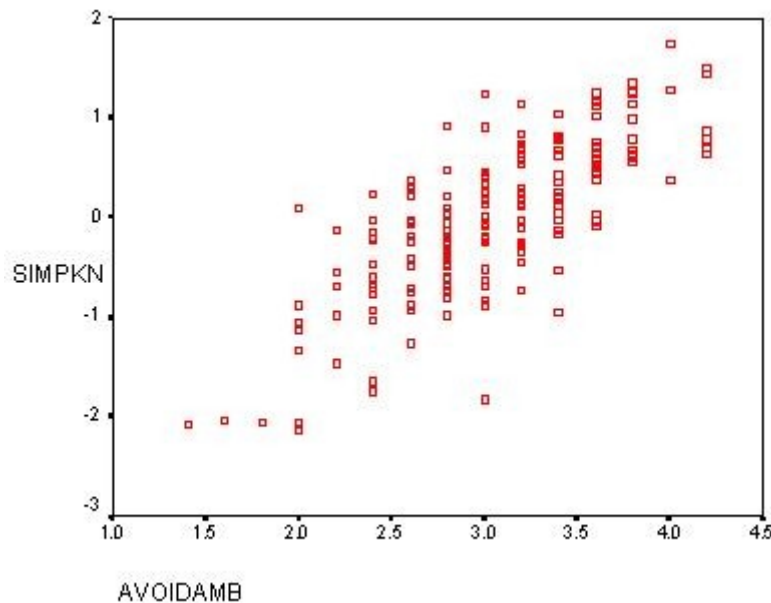
Learning Objective: 2-8: Describe the characteristics of mixed research.

Cognitive Domain: Knowledge

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Easy

28. The following scatterplot indicates _____.



- A. no relationship
- B. a positive relationship
- C. a negative relationship
- D. a nonlinear relationship

Ans: B

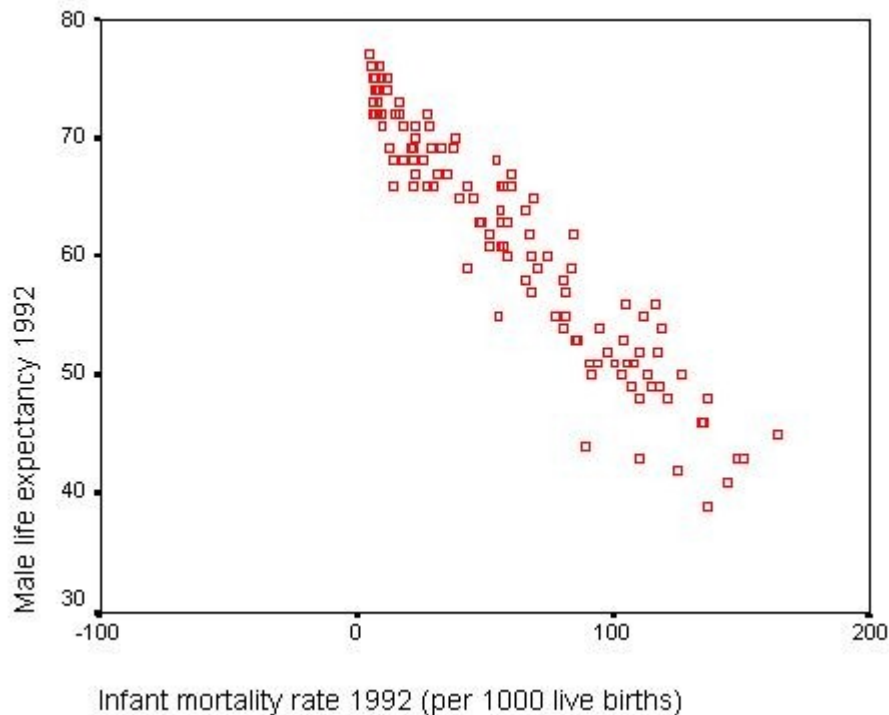
Learning Objective: 2-5: Explain the concept of a correlation coefficient.

Cognitive Domain: Comprehension

Answer Location: Nonexperimental Research

Difficulty Level: Medium

29. The following scatterplot indicates _____.



- A. no relationship
- B. a positive relationship
- C. a negative relationship
- D. a nonlinear relationship

Ans: C

Learning Objective: 2-5: Explain the concept of a correlation coefficient.

Cognitive Domain: Comprehension

Answer Location: Nonexperimental Research

Difficulty Level: Medium

30. Which type of research is more likely to be exploratory?

- A. quantitative
- B. qualitative
- C. mixed
- D. none of these

Ans: B

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Comprehension

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Medium

31. What is the definition of extraneous variable?

- A. a variable that competes with the independent variable in explaining the outcome of a study
- B. a variable that varies in degree or amount

- C. a variable that varies in type or kind
- D. a variable that is manipulated by the researcher

Ans: A

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Knowledge

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Easy

32. A researcher does a study of a curriculum on mass transit. She assigns a group of students from a rural school to receive the curriculum. She assigns a school in a major urban area to the comparison condition. She measures the results of a posttest on the curriculum. She finds that the groups score the same on the posttest. What can you conclude from this study?

- A. We can say for sure that the curriculum does not improve knowledge of mass transit.
- B. There are no extraneous variables in this study.
- C. We can say for sure that the curriculum improves knowledge of mass transits.
- D. Rural versus urban location is an extraneous variable that makes it hard to draw a conclusion.

Ans: D

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Analysis

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Medium

33. A researcher does a study of a curriculum on mass transit. She assigns a group of students from an urban school in a large city to receive the curriculum. She assigns a school in a rural area to the comparison condition. She measures the results of a posttest on the curriculum and finds that the group who received the curriculum scores higher. Her colleague argues that there is a problem in concluding that the curriculum led to better performance because urban students will know more about mass transit than rural students even without the curriculum. Urban versus rural is what kind of variable?

- A. independent variable
- B. extraneous variable
- C. moderating variable
- D. mediating variable

Ans: B

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Analysis

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Medium

33. Which correlation is the strongest?

- A. $+.10$
- B. $-.95$
- C. $+.90$
- D. -1.00

Ans: D

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Comprehension

Answer Location: Nonexperimental Research

Difficulty Level: Medium

34. Quantitative research where the independent variable is observed and not manipulated is called?

- A. experimental research
- B. quasi-experimental research
- C. mixed research
- D. nonexperimental research

Ans: D

Learning Objective: 2-4: Explain the difference between experimental and nonexperimental quantitative research.

Cognitive Domain: Comprehension

Answer Location: Nonexperimental Research

Difficulty Level: Medium

35. The correlation between test scores and grades is _____.

- A. positive
- B. negative
- C. perfect
- D. they are not correlated

Ans: A

Learning Objective: 2-5: Explain the concept of a correlation coefficient.

Cognitive Domain: Application

Answer Location: Nonexperimental Research

Difficulty Level: Hard

36. The correlation between math anxiety and math achievement is _____.

- A. positive
- B. negative
- C. perfect
- D. they are not correlated

Ans: B

Learning Objective: 2-5: Explain the concept of a correlation coefficient.

Cognitive Domain: Application

Answer Location: Nonexperimental Research

Difficulty Level: Hard

37. The correlation between the nutrition during pregnancy and newborn birth weight is _____.

- A. positive
- B. negative
- C. perfect
- D. they are not correlated

Ans: B

Learning Objective: 2-5: Explain the concept of a correlation coefficient.

Cognitive Domain: Application

Answer Location: Nonexperimental Research

Difficulty Level: Hard

38. _____ research occurs when the researcher manipulates the independent variable.

- A. Nonexperimental research
- B. Experimental research
- C. Grounded theory research
- D. Historical research

Ans: B

Learning Objective: 2-4: Explain the difference between experimental and nonexperimental quantitative research.

Cognitive Domain: Knowledge

Answer Location: Experimental Research

Difficulty Level: Easy

39. Which of the following can best be described as a categorical variable?

- A. annual income
- B. grade point average
- C. height
- D. gender

Ans: D

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Application

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Hard

40. Experimental research is a(n) _____ research method.

- A. quantitative
- B. qualitative
- C. mixed
- D. ethnographic

Ans: A

Learning Objective: 2-9: Explain when each of the three major research paradigms (quantitative, qualitative, and mixed) would be appropriate to use.

Cognitive Domain: Knowledge

Answer Location: Experimental Research

Difficulty Level: Easy

41. Ethnography is a _____ research method.

A. quantitative

B. qualitative

C. mixed

D. multivariate

Ans: B

Learning Objective: 2-9: Explain when each of the three major research paradigms (quantitative, qualitative, and mixed) would be appropriate to use.

Cognitive Domain: Knowledge

Answer Location: Qualitative Research Methods: Ethnography

Difficulty Level: Easy

42. The proposition that one cannot mix quantitative and qualitative research is known as which of the following?

A. incompatibility thesis

B. pragmatism

C. determinism

D. linguistic-relativity hypothesis

Ans: A

Learning Objective: 2-9: Explain when each of the three major research paradigms (quantitative, qualitative, and mixed) would be appropriate to use.

Cognitive Domain: Knowledge

Answer Location: Research in Real Life Paradigms and Perspectives

Difficulty Level: Easy

43. The philosophical position that “what works is what is important or valid” is known as which of the following?

A. determinism

B. verstehen

C. pragmatism

D. workability thesis

Ans: C

Learning Objective: 2-9: Explain when each of the three major research paradigms (quantitative, qualitative, and mixed) would be appropriate to use.

Cognitive Domain: Knowledge

Answer Location: Research in Real Life Paradigms and Perspectives

Difficulty Level: Easy

44. According to Patton, which of the following is characteristic of qualitative research?

A. naturalistic inquiry

- B. random sampling
- C. manipulation of independent variables
- D. focus on variables

Ans: A

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Knowledge

Answer Location: Qualitative Research Methods

Difficulty Level: Easy

45. Which of the following is characteristic of qualitative research according to Patton?

- A. deductive analysis
- B. inductive analysis and creative synthesis
- C. statistical analysis
- D. manipulation of variables

Ans: B

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Knowledge

Answer Location: Qualitative Research Methods

Difficulty Level: Easy

46. The idea that people see and understand the world through the lens of their local language is called which of the following?

- A. verstehen
- B. singular perspective theory
- C. relative culture theory
- D. linguistic-relativity hypothesis

Ans: D

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Knowledge

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Easy

47. Christianity, Buddhism, and Islam would be three possible responses for a variable measuring religion identification. What kind of variable would this be?

- A. quantitative variable
- B. mixed variable
- C. categorical variable
- D. constant variable

Ans: C

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Application

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Hard

48. Which of the following is a variable that comes in between two other variables and helps show the process by which one variable affects another variable?

- A. independent variable
- B. dependent variable
- C. mediating variable
- D. moderating variable

Ans: C

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Knowledge

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Easy

49. A variable that changes the relationship between two other variables as the levels of that variable change is what kind of variable?

- A. independent variable
- B. dependent variable
- C. mediating variable
- D. moderating variable

Ans: D

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Knowledge

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Easy

50. A researcher does a study looking at the relationship between math anxiety and math performance. He finds that relationship is strong for children who are shy but small for children who are outgoing. In this example, shy versus outgoing is what kind of variable?

- A. mediating variable
- B. dependent variable
- C. extraneous variable
- D. moderating variable

Ans: D

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Knowledge

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Easy

50. A researcher examines the impact of different rehearsal strategies on memory for anatomical concepts. Memory for anatomical concepts plays what role in the study?

- A. independent variable
- B. dependent variable
- C. mediating variable
- D. moderating variable

Ans: B

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Application

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Hard

51. Which of the following examples illustrates experimental research?

- A. A researcher studies the profiles of National Merit Scholars to determine what factors are associated with their success.
- B. A researcher does a study where he manipulates the types of memory strategies students are taught and then measures their recall.
- C. A researcher does a study where he examines the correlation between mathematics anxiety and time to solve a mathematics story problem set.
- D. A researcher does a study where she carries out a survey that quantifies student beliefs about mathematics and follows that study up with a series of qualitative interviews with students.

Ans: B

Learning Objective: 2-4: Explain the difference between experimental and nonexperimental quantitative research.

Cognitive Domain: Analysis

Answer Location: Experimental Research

Difficulty Level: Medium

52. Why is it important to control extraneous variables (to the best extent possible)?

- A. An uncontrolled extraneous variable (variable 'X') can cause doubt as to whether changes in one variable (variable 'A') cause changes in another variable (variable 'B').
- B. An uncontrolled extraneous variable (variable 'X') can act as an alternative explanation for the claim that changes in one variable (variable 'A') cause changes in another variable (variable 'B').
- C. Uncontrolled extraneous variables rarely have an impact on empirical research and therefore it is not important to carefully control them most of the time.
- D. Both "An uncontrolled extraneous variable (variable 'X') can cause doubt as to whether changes in one variable (variable 'A') cause changes in another variable (variable 'B')" and "An uncontrolled extraneous variable (variable 'X') can act as an alternative explanation for the claim that changes in one variable (variable 'A') cause changes in another variable (variable 'B')" are correct.

Ans: D

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Analysis

Answer Location: Experimental Research

Difficulty Level: Medium

53. Which of the following is an example of nonexperimental research?

- A. A researcher manipulates how students are taught statistic and then looks at the performance differences on a posttest.
- B. A researcher manipulates how students are taught to solve word problems and compares math performance on a test.
- C. A researcher looks at the correlation between reading speed and reading comprehension.
- D. A researcher assigns students with ADHD to one of two drug treatment groups and examines the impact of the drug conditions on ADHD symptoms.

Ans: C

Learning Objective: 2-9: Explain when each of the three major research paradigms (quantitative, qualitative, and mixed) would be appropriate to use.

Cognitive Domain: Analysis

Answer Location: Nonexperimental Research

Difficulty Level: Medium

54. A form of qualitative research that focuses on understanding and describing the culture of a group of people is known as _____.

- A. historical research
- B. grounded theory
- C. case study research
- D. ethnography

Ans: D

Learning Objective: 2-7: List and explain the differences among the different types of qualitative research introduced in this chapter.

Cognitive Domain: Knowledge

Answer Location: Qualitative Research Methods: Ethnography

Difficulty Level: Easy

55. A form of qualitative research that focuses on generating a theory is known as _____.

- A. historical research
- B. grounded theory
- C. case study
- D. ethnography

Ans: B

Learning Objective: 2-7: List and explain the differences among the different types of qualitative research introduced in this chapter.

Cognitive Domain: Knowledge

Answer Location: Qualitative Research Methods: Grounded Theory

Difficulty Level: Easy

56. Why would we mix quantitative and qualitative approaches in mixed research?

- A. to obtain a design with complementary strengths
- B. to test moderating variables
- C. to include extraneous variables
- D. to test mediating variables

Ans: D

Learning Objective: 2-8: Describe the characteristics of mixed research.

Cognitive Domain: Comprehension

Answer Location: The Advantages of Mixed Research

Difficulty Level: Medium

57. A group of researchers conducted a study of college freshmen to try to understand what the *experience* of their first year in college was like. This would be an example of which type of research?

- A. ethnography
- B. culture
- C. phenomenology
- D. correlation

Ans: C

Learning Objective: 2-9: Explain when each of the three major research paradigms (quantitative, qualitative, and mixed) would be appropriate to use.

Cognitive Domain: Application

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Hard

58. An example of a mixed methods research study would be _____.

- A. researchers conducting in-depth interviews with a limited number of participants, then creating a structured questionnaire based on those interviews, and then having a larger sample of research participants fill out the questionnaire
- B. researchers giving a group of participants a quantitative questionnaire to fill out, analyzing the answers, then conducting a follow-up quantitative survey of a larger group
- C. researchers conducting an in-depth case study of homeless people who live near a park in a large city
- D. researchers developing a causal-comparative research method to explain why a group of students have begun bullying other students in their dorms

Ans: A

Learning Objective: 2-9: Explain when each of the three major research paradigms (quantitative, qualitative, and mixed) would be appropriate to use.

Cognitive Domain: Analysis

Answer Location: Mixed Research (or Mixed Methods Research)

Difficulty Level: Medium

59. Which of the following examples illustrates probabilistic cause?

- A. Students who do not study tend to perform poorly in school.
- B. Walker backed his car into Henry's car and the impact damaged the radiator.
- C. John did not show up for the final exam and thereby received a zero.
- D. Every time Sarah spoke out in class, she was sent to time-out.

Ans: A

Learning Objective: 2-1: Describe the characteristics of quantitative research.

Cognitive Domain: Analysis

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Hard

60. The method of empathetic understanding of others' viewpoints, meanings, intention, and cultural beliefs is known as _____.

A. ethnography

B. correlational analysis

C. verstehen

D. causal comparative

Ans: C

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Knowledge

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Easy

61. Which of the following is a characteristic of qualitative research?

A. manipulation of variables

B. unique case orientation

C. deductive analysis

D. focus on objective measurement

Ans: B

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Comprehension

Answer Location: Qualitative Research Methods

Difficulty Level: Medium

62. Sarah sets out to do a study of how students adjust to a new country in a study abroad experience. She wants to let her conclusions emerge from her work. She starts out with interviews of students, then generates some ideas from the interviews, and then goes back and interviews staff from the program to further confirm her theory. After interviewing the staff, she goes back again to interview the students to confirm the theoretical model she developed. This process of building a theory inductively--letting the data drive the theory constructed--is called _____.

A. grounded theory

B. narrative inquiry

C. deductive inquiry

D. experimental research

Ans: A

Learning Objective: 2-7: List and explain the differences among the different types of qualitative research introduced in this chapter.

Cognitive Domain: Comprehension

Answer Location: Qualitative Research Methods: Grounded Theory

Difficulty Level: Medium

63. The form of qualitative research that focuses on understanding people's experiences through the use of stories is _____.

- A. narrative inquiry
- B. case study research
- C. phenomenology
- D. historical research

Ans: A

Learning Objective: 2-7: List and explain the differences among the different types of qualitative research introduced in this chapter.

Cognitive Domain: Knowledge

Answer Location: Qualitative Research Methods: Narrative Inquiry

Difficulty Level: Easy

64. A unique case orientation is characteristic of _____.

- A. nonexperimental research
- B. experimental research
- C. quantitative research
- D. qualitative research

Ans: D

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Analysis

Answer Location: Qualitative Research Methods

Difficulty Level: Medium

True/False

1. When possible, some experts believe that it is best to mix quantitative and qualitative methods in a single research study.

Ans: T

Learning Objective: 2-9: Explain when each of the three major research paradigms (quantitative, qualitative, and mixed) would be appropriate to use.

Cognitive Domain: Comprehension

Answer Location: The Advantages of Mixed Research

Difficulty Level: Medium

2. Qualitative research is especially interested in the idea of verstehen.

Ans: T

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Comprehension

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Medium

3. Mixed methods researchers believe in the "incompatibility thesis."

Ans: F

Learning Objective: 2-8: Describe the characteristics of mixed research.

Cognitive Domain: Comprehension

Answer Location: Research in Real Life Paradigms and Perspectives

Difficulty Level: Medium

4. A characteristic of qualitative research is purposive sampling.

Ans: T

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Comprehension

Answer Location: Qualitative Research Methods

Difficulty Level: Easy

5. By combining two or more research methods in a mixed methods research study, you increase the strength of your study because you make it less likely that you will miss something or make a mistake.

Ans: T

Learning Objective: 2-8: Describe the characteristics of mixed research.

Cognitive Domain: Comprehension

Answer Location: Mixed Research (or Mixed Methods Research): The Advantages of Mixed Research

Difficulty Level: Medium

6. In a holistic description, the researcher tries to describe how groups of people interact with each other to make up a group.

Ans: T

Learning Objective: 2-7: List and explain the differences among the different types of qualitative research introduced in this chapter.

Cognitive Domain: Knowledge

Answer Location: Qualitative Research Methods: Ethnography

Difficulty Level: Easy

7. The views about research that are held by a group of researchers and include assumptions, concepts, values, and practices are known as research paradigm.

Ans: T

Learning Objective: 2-9: Explain when each of the three major research paradigms (quantitative, qualitative, and mixed) would be appropriate to use.

Cognitive Domain: Knowledge

Answer Location: Characteristics of the Three Research Paradigms

Difficulty Level: Easy

8. Mixed research concerns itself with assessing subjective, intersubjective, and objective information.

Ans: T

Learning Objective: 2-8: Describe the characteristics of mixed research.

Cognitive Domain: Comprehension

Answer Location: Mixed Research (or Mixed Methods Research)

Difficulty Level: Easy

9. Causal-comparative research is used to describe experimental research with a categorical independent variable.

Ans: F

Learning Objective: 2-4: Explain the difference between experimental and nonexperimental quantitative research.

Cognitive Domain: Comprehension

Answer Location: Nonexperimental Research

Difficulty Level: Medium

10. Case study research only focuses on a detailed account of one case.

Ans: F

Learning Objective: 2-7: List and explain the differences among the different types of qualitative research introduced in this chapter.

Cognitive Domain: Knowledge

Answer Location: Qualitative Research Methods: Case Study Research

Difficulty Level: Medium

11. A correlation of $-.70$ is a small correlation.

Ans: F

Learning Objective: 2-5: Explain the concept of a correlation coefficient.

Cognitive Domain: Comprehension

Answer Location: Nonexperimental Research

Difficulty Level: Medium

Essay

1. Explain the difference between mediating and moderating variables in quantitative research. Provide examples of situations where variables play the role of mediators or moderators.

Ans: A response to this question would emphasize how mediating variables are variables that other variables act through, whereas moderating variables are ones that change the relationship between variables. There are many possible mediating variable examples. For instance, one could discuss how the cognitive ability of a parent might lead to that parent providing a more enriched home environment for their children, which in turn leads to better school achievement by children. In this case, the impact of parental cognitive ability is mediated by the "rich environment." An example of moderation might involve showing how the impact of a variable changes as you change levels of a second variable. For example, the impact of a program to improve student motivation might vary depending upon personality type. For example, maybe the program works for extroverts, but not for introverts.

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Analysis | Application

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Medium

2. Compare and contrast experimental and nonexperimental quantitative research.

Explain how the methods vary in terms of the types of conclusions that can be drawn.

Ans: A correct example here would emphasize how experimental methods are better for determining cause by assigning participants to groups randomly and controlling variables so that the impact of extraneous variables could be controlled. Thus, a good example should mention manipulation of variables, random assignment, and ruling out of extraneous variables. The weakness of nonexperimental research in drawing causal conclusions but its usefulness in description, prediction, and explanation of how systems of variables relate to one another.

Learning Objective: 2-3: List and explain the different types of variables used in quantitative research.

Cognitive Domain: Analysis | Application

Answer Location: Quantitative Research Methods: Experimental and Nonexperimental Research

Difficulty Level: Medium

3. Make up an example of study that makes use of mixed methods. Describe the qualitative and quantitative part of the study, and describe why it is advantageous to carry out the study using mixed methods.

Ans: There are a variety of potentially valid responses here. The main goal is that in the example the student discusses how both quantitative and qualitative data will be collected, as well as how the two will be mixed together.

Learning Objective: 2-9: Explain when each of the three major research paradigms (quantitative, qualitative, and mixed) would be appropriate to use.

Cognitive Domain: Analysis | Application

Answer Location: Mixed Research (or Mixed Methods Research)

Difficulty Level: Medium

4. Compare and contrast the five different approaches to qualitative research. Provide examples of situations where each approach seems appropriate.

Ans: A well thought-out example to this question will define the five different approaches: phenomenology, case study, ethnography, grounded theory, and narrative inquiry. In addition, an example of each will be provided that gives a rationale for why the examples discussed fit with the research methods described.

Learning Objective: 2-7: List and explain the differences among the different types of qualitative research introduced in this chapter.

Cognitive Domain: Analysis | Application

Answer Location: Qualitative Research Methods

Difficulty Level: Medium

5. Describe the three key problems with basic correlational and causal-comparative research. Be sure to provide examples of how these flaws manifest themselves.

Ans: A well thought-out example to this question will mention the lack of manipulation of the variable, difficulties in determining temporal order of variables, and other reasons for the relation. Here is one example that addresses each of these. A test developer comes up with a test of independent living skills for adolescents. She does a study and finds that a group of students in juvenile detention score lower on independent living skills than nonincarcerated students. The researcher cannot make the claim that the lack of independent living skills led the students to get into trouble with the law. However, this claim cannot be made because the variable was not manipulated (no one systematically trained one group or the other in independent living skills). Further, it may be that being incarcerated is what led to lower independent living skills in these adolescents. We cannot determine what was first from a cross-sectional look. Finally, there are plenty of other variables that might offer other explanations for why students ended up incarcerated (e.g., poor parenting). Any example or examples that include the three problems and explain how they create problems will be appropriate.

Learning Objective: 2-5: Explain the concept of a correlation coefficient.

Cognitive Domain: Analysis | Application

Answer Location: Nonexperimental Research

Difficulty Level: Medium

6. Describe how the design strategies for qualitative research studies differ from those of quantitative research studies.

Ans: A well thought-out example will describe how qualitative research studies are designed to take place in the real world, are dynamic, and the design often emerges and changes over time. Quantitative research on the other hand tends to use static fixed designs to be able to study identified variables in a reliable and valid manner. The first portion of Table 2.4 provides three design strategies typical of qualitative research.

Learning Objective: 2-6: Describe the characteristics of qualitative research.

Cognitive Domain: Analysis

Answer Location: Qualitative Research Methods

Difficulty Level: Medium