

Chapter 1

Empirical vs. Nonempirical Research

Empirical research is research that involves the collection of firsthand information. Nonempirical research does not involve the collection of information at first hand. thus, research that consists of locating and comparing references on a particular topic-the customary term paper-is not an example of empirical research. In *How to Design and Evaluate Research in Education*, we are concerned primarily with empirical research.

In the list of research topics that follows below, write/type 'yes' in front of those that are examples of empirical research, and 'no' in front of those that are not.

1.	<input type="text"/>	A study of the effectiveness of a social learning program on the employability of severely disabled adults.
2.	<input type="text"/>	Logical inconsistencies in writings of Sigmund Freud.
3.	<input type="text"/>	A reanalysis of the evidence of school effectiveness.
4.	<input type="text"/>	The relationship between self-esteem and age at school entrance of fourth-grade students in the San Francisco Unified School District.
5.	<input type="text"/>	The relationship between television watching and school achievement: a review of the literature.
6.	<input type="text"/>	A comparison of the effectiveness of behavior therapy as compared with client-centered therapy in homes for adolescent runaways.

Basic vs. Applied Research

Listed below are a number of research projects that you can use to review your understanding of the distinction between basic and applied research. Place a "B" in front of those that you think are examples of basic research and an "A" in front of those that you think are examples of applied research.

1.	<input type="text"/>	A comparison of the attitudes of different students ethnic groups toward the general education requirements at the City University of New York.
2.	<input type="text"/>	The relationship between adolescent self-esteem and alcoholism in

2.	<input type="text"/>	parents.
3.	<input type="text"/>	A comparison of the effects of phonics versus look-say teaching on the achievement of Latino children in reading as based on the Amalo theory.
4.	<input type="text"/>	Employer perceptions of changes in essential secretarial skills of his employees between 1945 and 1995.
5.	<input type="text"/>	The effectiveness of counselors who are recovery alcoholics as compared with other counselors at the Rosewood Recovery Center.
6.	<input type="text"/>	The effectiveness of using manipulative materials in teaching first-grade mathematics.

Types of Research

What would be the most appropriate type of research to investigate each of the topics listed below? Match the letter of the appropriate research methodology from Column B with its topics in Column A.

Column A: Topic
Column B: Type of Research

1.	<input type="text"/>	Diplomatic relationships between Japan and the United States between 1918 and 1941.	a. A group-comparison experiment
2.	<input type="text"/>	Images of women in the U.S. history text-books.	b. A survey
3.	<input type="text"/>	Relationship between student attendance and achievement in chemistry classes.	c. A correlational study
4.	<input type="text"/>	Number of single mothers on welfare in the city of Chicago.	d. A content analysis
5.	<input type="text"/>	Daily activities of an operating room nurse in a big-city hospital.	e. A case study
6.	<input type="text"/>	A comparison of the inquiry method and the lecture method in teaching high school biology.	f. An ethnography
7.	<input type="text"/>	Changing impulsive behavior through the use of praise.	g. A historical study

Assumptions

In this activity, discuss what assumptions may underlie each of the following statements?

1. "Spare the rod and spoil the child"

2. "We couldn't beat McAteer High last season and we probably won't be able to beat them this year either."

3. "A stitch in time saves nine."

4. "Oh, brother, I have another one of the Johnson kids in my class next semester!"

5. "Boy, I dread the thought of taking algebra from Mrs. West next semester!"

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