Handbook of Research Methods for Studying Daily Life

Matthias R. Mehl, University of Arizona, USA
Tamlin S. Conner, University of Otago, New Zealand (Eds.)
Foreword by Mihaly Csikszentmihalyi, Claremont Graduate University, USA

“This volume – more than any other book published in the last two decades – will change the field of psychology. Psychological scientists have long recognized that ultimately, if their research is to have any meaning, they must venture out of the lab to study psychological processes unfolding in the ‘real world.’ But until now there has not been a comprehensive resource to show them how. As the first complete, authoritative, and practical guide to studying daily life, this handbook is set to change the way research is done. Every behavioral scientist should own a copy.” — Sam Gosling, Department of Psychology, University of Texas, USA

B ringing together leading authorities, this unique handbook reviews the breadth of current approaches for studying how people think, feel, and behave in everyday environments, rather than in the laboratory.

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Five Ways of Doing Qualitative Analysis
Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry

Frederick J. Wertz, Fordham University, New York, USA; Kathy Charmaz, Sonoma State University, California, USA; Linda M. McMullen, University of Saskatchewan, Canada; Ruthellen Josselson, The Fielding Graduate University, California, USA; Rosemarie Anderson, Institute of Transpersonal Psychology, California, USA; Emaninda McSpadden, Fordham University, New York, USA

“This text addresses one of the most frequently asked questions in qualitative analysis: what is the difference between phenomenology, grounded theory, discourse analysis, narrative research, and intuitive inquiry? Not only do the authors explain the theory that underlies each approach, but they also illustrate its application and the resultant findings, making the book a worthy text for a qualitative methods course.” - Donna M. Mertens, Department of Educational Foundations and Research, Gallaudet University, USA

This unique text provides a broad introduction to qualitative analysis together with concrete demonstrations and comparisons of five major approaches. Leading scholars apply their respective analytic lenses to a narrative account and interview featuring “Teresa”, a young opera singer who experienced a career-changing illness. The resulting analyses vividly exemplify what each approach looks like in action. The researchers then probe the similarities and differences among their approaches; their distinctive purposes and strengths; the role, style, and subjectivity of the individual researcher; and the scientific and ethical complexities of conducting qualitative research. Also included are the research participant’s responses to each analysis of her experience. A narrative account from another research participant, “Gail”, can be used by readers to practice the kinds of analysis explored in the book.

This book will be important reading for graduate students, instructors, researchers in psychology, education, social work, family studies and human development, sociology, and nursing.

Contents

May 2011: 6"x9" // 450pp
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Qualitative Inquiry in Clinical and Educational Settings

Danica G. Hays, Old Dominion University, Virginia, USA
Anneliese A. Singh, University of Georgia, USA

“This book is interesting, informative, and worthy of class adoption. The chapters are user friendly and easy to read, including clear definitions and explanations. The hands-on activities and exercises, case examples, and helpful hints will be helpful to students’ comprehension.” - Ruth Chao, Morgridge College of Education, University of Denver, USA

“Written in an accessible and manageable style for graduate students, advanced undergraduates, or professionals, this book makes excellent use of examples throughout. Readers will be especially interested in the examples the authors bring from their personal research agendas. I really like the discussion of the different purposes of research (basic, applied, action, evaluation), since qualitative research methods texts often neglect to discuss the usefulness of qualitative methods to basic research. The book does a good job of educating readers about why qualitative research is just as rigorous and as valuable as quantitative research. Although primarily targeted toward clinical and educational researchers, this book will be useful for any social scientist who wants to acquire a rich understanding of the theoretical underpinnings of qualitative research.” - Lisa Harrison, Department of Psychology, California State University, Sacramento, USA

This highly readable text demystifies the qualitative research process – and helps readers conceptualize their own studies – by organizing the different research paradigms and traditions into coherent clusters. Real-world examples and firsthand perspectives illustrate the research process; instructive exercises and activities build on each other so readers can develop their own proposals or reports as they work through the book. Provided are strategies for selecting a research topic, entering and exiting sites, and navigating the complexities of ethical issues and the researcher’s role. Readers learn how to use a range of data collection methods – including observational strategies, interviewing, focus groups, email and chat rooms, and arts-based media – and to manage, analyze, and report the resulting data. Useful pedagogical features include:

- In-class and field activities to apply qualitative concepts
- Discussion questions, proposal development exercises, and reflexive journal activities
- Exemplary qualitative studies and two sample proposals
- Cautionary notes, or ‘Wild Cards’, about possible research pitfalls
- Tables that summarize concepts and present helpful tips.

Contents

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Qualitative Research from Start to Finish

Robert K. Yin, COSMOS Corporation, Maryland, USA

“This book should be commended for connecting readers to the discipline and joy of doing qualitative research. This book makes qualitative methods accessible to a broad audience. It includes practical advice and connects new researchers with well-chosen examples from a diverse array of rigorous qualitative studies. The discussion of the analysis process is a major strength of the book.”

- Michelle C. Bligh, School of Behavioral and Organizational Sciences, Claremont Graduate University, USA

“This book is both practical and scholarly. I like Yin’s conceptualization of the five features of qualitative research. I also appreciate the lack of jargon and the use of concrete examples. I will recommend this book to colleagues as a practical guide and will consider using it as a class text.”

- Lance D. Fusarelli, Department of Leadership, Policy, and Adult and Higher Education, North Carolina State University, USA

This lively, practical text presents a fresh and comprehensive approach to doing qualitative research. The book offers a unique balance of theory and clear-cut choices for customizing every phase of a qualitative study. A scholarly mix of classic and contemporary studies from multiple disciplines provides compelling, field-based examples of the full range of qualitative approaches. Readers learn about adaptive ways of designing studies, collecting data, analyzing data, and reporting findings. Key aspects of the researcher’s craft are addressed, such as fieldwork options, the five phases of data analysis (with and without using computer-based software), and how to incorporate the researcher’s ‘declarative’ and ‘reflective’ selves into a final report. Ideal for graduate-level courses, the text includes:

- Discussions of ethnography, grounded theory, phenomenology, feminist research, and other approaches
- Instructions for creating a study bank to get a new study started
- End-of-chapter exercises and a semester-long, field-based project
- Quick study boxes, research vignettes, sample studies, and a glossary
- Previews for sections within chapters, and chapter recaps
- Discussion of the place of qualitative research among other social science methods, including mixed methods research.

This book will be invaluable to students and instructors in education, psychology, social work, sociology, nursing, management, and communication, and to practising researchers and evaluators. It can also serve as a text in graduate-level qualitative methods courses, and as a supplement in graduate-level research design courses.

Contents


10. Displaying Qualitative Data. 11. Composing Research, to Share it with Others.


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Rex B. Kline, Concordia University, Quebec, Canada

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This book is important reading for graduate students, instructors, and researchers in psychology, education, human development and family studies, management, sociology, social work, nursing, public health, criminal justice, and communication. It also serves as a text for graduate-level courses in structural equation modeling, multivariate statistics, advanced quantitative methods, or research methodology.

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January 2012: 7×10: 788pp
Hb: 978-1-60623-609-3: £84.50
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Social Psychology and Evaluation

Melvin M. Mark, The Pennsylvania State University, USA; Stewart I. Donaldson, Claremont Graduate University, USA; Bernadette Campbell, Carleton University, USA (Eds.)

“This is an excellent book for introducing social and other psychologists to program evaluation, and for helping evaluators to anchor their practice in theories, concepts, and methods developed by social psychologists. These theories, concepts, and methods can shed light on the social and interpersonal phenomena and dynamics of settings in which evaluations are embedded, and can help ensure that data gathered in social settings are reliable and valid. The book creates a strong case for the importance of theory-driven program evaluation. It demonstrates a range of ways that social psychology can conceptually and practically guide program evaluations, make programs more effective, and, most important, make apparent the reasons why particular programs work. This book would be valuable as part of an applied social psychology course or a course preparing researchers to do program evaluation.” - Geoffrey Maruyama, Department of Educational Psychology, University of Minnesota, USA

This compelling work brings together leading social psychologists and evaluators to explore the intersection of these two fields and how their theory, practices, and research findings can enhance each other. An ideal professional reference or student text, the book examines how social psychological knowledge can serve as the basis for theory-driven evaluation; facilitate more effective partnerships with stakeholders and policy makers; and help evaluators ask more effective questions about behavior. Also identified are ways in which real-world evaluation findings can identify gaps in social psychological theory and test and improve the validity of social psychological findings; for example, in the areas of cooperation, competition, and intergroup relations. The volume includes a useful glossary of both fields’ terms and offers practical suggestions for fostering cross-fertilization in research, graduate training, and employment opportunities. Each tightly-edited chapter features an introduction and concluding reflection/discussion questions from the editors.

Contents


June 2011: 6×9: 420pp
Hb: 978-1-60918-213-7: £43.95
Pb: 978-1-60918-212-0: £30.50
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Developmental Evaluation
Applying Complexity Concepts to Enhance Innovation and Use

Michael Quinn Patton
Utilization-Focused Evaluation, Minneapolis, USA

“’There is a real hunger for this book among social innovators, funders, policymakers, and educators. The book is sure to become dog-eared as it is read, used, and reread to help evaluators conduct their work in a manner consistent with the complexity of the challenges they are addressing.’” - Brenda Zimmerman, Director, Health Industry Management Program, Schulich School of Business, York University, Canada

“Patton pulls back the curtain to reveal that there is no great Oz of evaluation. This book reminds us that when we are working in complex systems we are better off acknowledging how little we know from the outset – and then acting on continual feedback – rather than pretending we already have all the knowledge needed to succeed. Patton challenges evaluators to relentlessly adapt, react, change, and innovate to work toward the best outcomes.” - John B. Bare, Vice President, The Arthur M. Blank Family Foundation, Atlanta, Georgia, USA

Developmental evaluation (DE) offers a powerful approach to monitoring and supporting social innovations by working in partnership with program decision makers. In this book, eminent authority Michael Quinn Patton shows how to conduct evaluations within a DE framework. Patton draws on insights about complex dynamic systems, uncertainty, nonlinearity, and emergence. He illustrates how DE can be used for a range of purposes: ongoing program development, adapting effective principles of practice to local contexts, generating innovations and taking them to scale, and facilitating rapid response in crisis situations. Students and practicing evaluators will appreciate the book’s extensive case examples and stories, cartoons, clear writing style, ‘closer look’ sidebars, and summary tables. Provided is essential guidance for making evaluations useful, practical, and credible in support of social change.

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