

DOWNLOAD PDF RESEARCH METHODS IN PSYCHOLOGY JOHN SHAUGHNESSY

Chapter 1 : Research Methods in Psychology - John J. Shaughnessy, Eugene B. Zechmeister - Google Bo

Psychologists use a variety of research methods and tools to learn about behavior and mental processes. The goal of this book is to introduce students to the "multimethod approach" to research in psychology, including observational, survey, and experimental methods.

Short Answer Questions p. Name two types of probability samples and one type of nonprobability sample. The distinguishing characteristic of probability sampling is that the researcher can specify, for each element of the population, the probability that it will be included in the sample. In nonprobability sampling there is no way to estimate the probability of each element being included in the sample. Probability sampling is much more likely than is nonprobability sampling to lead to a representative sample of the population. Two types of probability samples are simple random samples and stratified random samples. Nonprobability samples are often called convenience samples because they comprise elements people who are available and willing to participate. In a longitudinal design, the same sample of respondents is surveyed more than once. When successive independent samples are used, each independent sample is used to describe the population over time and only the change in attitudes at the population level can be assessed. This change may be difficult to interpret if noncomparable successive samples are tested. How do researchers typically assess reliability? Reliability can be assessed using a test-retest procedure wherein the same individuals complete a measure twice separated by weeks or months and the correlation between responses is determined. The higher the correlation between sets of scores, the greater is the reliability. Good questionnaire items should use vocabulary that is simple, direct, and familiar to all respondents; not involve double-barreled, leading, or loaded questions; be as short as possible 20 or fewer words ; present conditional information prior to the key idea; avoid potential response bias; and be checked for readability. Describe the sample in terms of how many single and married women and men the researcher would need to represent the population. Of the sample of , 60 of the respondents should be women. Of these 60 women, 30 should be married and 30 should be single. Forty of the respondents should be men; of these 40 men, 10 should be married and 30 should be single. Suppose the researcher mails the survey to the people in the representative sample and only 50 of the people return a completed survey. Can you state that this sample of 50 represents the population? Why or why not? We cannot conclude from this information whether the sample of 50 is representative of the population. We would need to know the extent to which the characteristics of the sample women, men; married, single match the population characteristics. The problem of low response rate in this mail survey, however, makes it unlikely that the sample represents the population. That is, she wanted to distinguish between friendly and unfriendly people using her questionnaire. She also administered a questionnaire designed to measure art ability, which she predicted to be unrelated to friendliness. She observed the following correlations among the measures: The test-retest reliability is .85. The correlation between Friend and Nice is .70. The correlation between Friend and Art Ability is .10. Is the researcher able to conclude that she has developed a reliable and valid measure of friendliness? Yes, these data present good evidence for the construct validity and reliability of the new measure. The test-retest reliability of .85 is good because the measure correlates well with a related measure Nice and does not correlate well with an unrelated measure Art ability. Multiple Choice Questions p. This general type of research is called A.

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Chapter 2 : Research Methods In Psychology, 9th Edition - PDF Book

Research Methods in Psychology by John J. Shaughnessy, Eugene B. Zechmeister Considered one of the best undergraduate method texts in the field for the past two decades, Research Methods in Psychology captures the excitement of psychological inquiry as well as the importance of understanding the methodology that is used to conduct research.

Ads Book Preface With this 9th edition we mark more than twenty-five years of introducing research methods to students through this textbook. Changes in this edition, too, reflect suggestions made by users of our textbook and we are, as always, greatly appreciative. We continue to strive to provide an introduction to research methods in psychology that both excites students about the research process and helps them to become competent practitioners of research methods. These changes were well received and we continue them in the present edition. For those who are new to this textbook, let us first review our basic organization and approach. As instructors of research methods, we recognize that most students in our classes will be consumers of research and not producers of research. Students who choose to take on either role will benefit from developing critical thinking skills. We believe that we can best help our students think critically by taking a problem-solving approach to the study of research methods. As Sharon Begley, writer for Newsweek, commented in a recent essay critiquing science education: Researchers begin with a good question and then select a research method that can best help them answer their question. The sometimes painstaking task of gathering evidence is only the beginning of the research process. Analyzing and interpreting the evidence are equally important in making claims about psychological processes. Researchers and students must analyze the strengths and weaknesses of the method they have chosen in order to be able to evaluate critically the nature of the evidence they have obtained. Another feature that we continue from our last edition is the website designed for our book. There are interactive exercises and quizzes for students to test their knowledge of text material, as well as links to other important psychology websites. Both students and instructors may easily contact the authors via this site. Please come see us at www. We remain sensitive to ethical issues in psychological research and to the dilemmas researchers face when they study animal or human behavior. The increase in Internet-based research, for example, raises new ethical questions and we identify some of them for our readers. Finally, we believe that research methods are best taught in the context of published psychological research. Thus, we continue to use the rich psychology literature to provide examples of ways in which researchers actually use the methods we discuss.

Chapter 3 : Research Methods in Psychology

JOHN J. SHAUGHNESSY is Professor of Psychology at Hope College, a relatively small, select, undergraduate liberal arts college in Holland, Michigan. After completing the B.S. degree at Loyola University of Chicago in , he received the Ph.D. in from Northwestern University.

Chapter 4 : Research Methods In Psychology 9th Edition Pdf | AllPsyInfo

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Chapter 5 : Research Methods In Psychology - John Shaughnessy - Google Books

Research Methods in Psychology, 10th Edition by John Shaughnessy and Eugene Zechmeister and Jeanne

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Psychologists use a variety of research methods and tools to learn about behavior and mental processes. The goal of this book is to introduce students to the "multimethod approach" to research in psychology, including observational, survey, and experimental methods. Students learn the strengths.

Chapter 7 : Research Methods in Psychology : Jeanne S. Zechmeister :

INSTANT DOWNLOAD WITH ANSWERS Research Methods in Psychology 10th Edition by John Shaughnessy - Test Bank Chapter 02 The Scientific Method Short Answer Questions (p.)How is the empirical approach that is used in the scientific method different from .

Chapter 8 : Research Methods in Psychology by John J. Shaughnessy

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