

Resources for Undergraduate Research

References

June, 2013

- Anfara, V. A., & Mertz, N. T. (2006). *Theoretical frameworks in qualitative research*. Thousand Oaks, CA: SAGE. This book specifically addresses the role and place of theoretical frameworks in qualitative research and provides direct advice about identifying and using such frameworks. Through examples of published research studies, contributing authors walk the reader through the processes they used to find and apply a theoretical framework to the particular phenomenon they were studying.
- Behling, L. L. (Ed.). (2009). *Reading, writing, and research: Undergraduate students as scholars in literary studies*. Washington, DC: Council on Undergraduate Research. The contributing authors document multiple methods and procedures that could be adapted for all students to become engaged in the essential questions of many fields. The ideas presented in the chapters suggest processes to bring a research-based teaching methodology to undergraduate courses in community colleges, liberal arts colleges, and undergraduate programs in research universities.
- Booth, W. C., Colomb, G. C., & Williams, J. M. (2008). *The craft of research: Chicago guides to writing, editing, and publishing*. Chicago, IL: University of Chicago Press. Authors assert that this material was collected to meet the needs of all researchers, not just first-year undergraduates and advanced graduate students, but even those in business and government who do and report research on any topic, academic, political, or commercial.
- Boyd, M. K., & Wesemann, J. L. (Eds.). (2009). *Broadening participation in undergraduate research: Fostering excellence and enhancing the impact*. Washington, DC: Council on Undergraduate Research. This book is a rich collection of examples of post-secondary education institutions that are maximizing the impact of engaging undergraduate students in research, scholarship, and creative activity. Examples of high-quality, inclusive programs from community colleges, primarily undergraduate institutions, minority-serving institutions, comprehensive universities, and research universities will help faculty, staff, and administrators enhance programs for undergraduate research.
- Branchaw, J. L., Pfund, C., & Rediske, R. (2010). *Entering research: A facilitator's manual: Workshops for students beginning research in science*. New York, NY: W. H. Freeman. For students whose experience with science has been primarily in the classroom, it can be difficult to identify and contact potential mentors, and to navigate the transition to a one-on-one, mentor-student relationship. This is especially true for those who are new to research, or who belong to groups that are underrepresented in research. The Entering Research workshops offer a mechanism to structure the independent research experience, and help students overcome these challenges. These workshops introduce students to the culture of research, teaching valuable research skills, and alleviating some of the work of faculty and lab personnel associated with mentoring novice researchers. The materials in this manual can easily be adapted for a number of venues, including individual, one-time workshops; intensive summer research programs for undergraduates or pre-college students; professional development workshops for beginning graduate students; or as a way to support students working in an individual faculty member's research group.
- Clark, V. L., & Creswell, J. W. (Eds.). (2007). *Mixed methods reader*. Thousand Oaks, CA: SAGE. A collection of key methodological mixed methods discussions and exemplar mixed

methods research studies in one easy-to-access location. This integrative collection draws from the international literature appearing across diverse research disciplines over the past thirty years. Part I includes a collection of 14 foundational writings from the mixed methods research literature. These readings convey the overall development and evolution of mixed methods research and address essential topics for researchers new to the field of mixed methods research. These topics include its foundations; design types; implementation issues such as sampling, data analysis, and validity; rhetorical devices for reporting mixed methods studies; and critiques about the current thinking in the field. Part II includes 9 exemplar mixed methods research studies drawn from a range of disciplines and international scholars. The studies were intentionally selected to illustrate four major types of mixed methods designs. As with the methodological chapters, the editors organize the exemplar research studies so that the reader can see a natural progression of the different approaches to conducting mixed methods research.

- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. London, UK: Routledge Publishing Co. Encompasses the whole range of methods currently employed by educational research at all stages. It offers plentiful and rich practical advice, underpinned by clear theoretical foundations, research evidence and up-to-date references. Chapters cover: Causation, critical educational research, evaluation and the politics of research, including material on cross-cultural research, mixed methods and participatory research.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: SAGE. Philosophical underpinnings, history, and key elements of each of five qualitative inquiry traditions: narrative research, phenomenology, grounded theory, ethnography, and case study. Relates research designs to each of the traditions of inquiry. Compares theoretical frameworks, ways to employ standards of quality, and strategies for writing introductions to studies, collecting data, analyzing data, writing a narrative, and verifying results.
- Creswell, J. W., & Clark, V. L. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: SAGE. Combines the latest thinking about mixed methods research designs with practical, step-by-step guidance. Covers six major mixed methods designs. Takes readers through the entire research process, from formulating questions to designing, collecting data, and interpreting results and include updated examples from published mixed methods studies drawn from the social, behavioral, health, and education disciplines. This text is intended for use in Intermediate/Advanced Research Methods, Mixed Methods, Research Design, and Social Research Methods courses across the social and behavioral sciences.
- Efron, S. E., & Ravid, R. (2013). *Action research in education: A practical guide*. New York, NY: Guilford Press. An accessible, pragmatic text shows educators step by step how to conduct classroom- and school-based studies to improve instructional practices. The book presents methods and strategies for implementing each stage of the action research cycle, providing balanced coverage of qualitative, quantitative, and mixed-methods approaches. Readers learn how to: select and define a research topic; develop a literature review; choose a design; formulate data collection strategies; design and/or evaluate assessment tools; and interpret, analyze, and report study results. Helpful examples and vignettes depict a variety of real-world teaching and learning situations, school subjects, and age groups (PreK-12).
- Greenwood, D. J., & Levin, M. (2007). *Introduction to action research: Social research for social change*. (2nd ed.). Thousand Oaks, CA: Sage.

- Hatch, J. A. (2002). *Doing qualitative research in education settings*. New York, NY: State University of New York Press. A methods book that speaks directly to novice qualitative researchers in the field of education, providing a step-by-step guide to the development of a research project. Written in accessible language, the book emphasizes learning how to do qualitative work. Specific examples from real studies, using real data, and demonstrating real analyses are provided throughout. The book is designed to guide doctoral candidates through the dissertation process, from unpacking assumptions and identifying research questions, through project design, data collection, and analysis, to writing the final draft. Recommendations for writing and publishing qualitative work are included.
- Holly, M. L., Arhar, J. M., & Kasten, W. C. (2008). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, NJ: Pearson Education Inc. Designed for teachers, especially reading teachers, this book uses the analogy of action research as a journey for self-discovery in evaluating how effective they are as classroom teachers. The text provides a clear and thorough set of exercises and directives for determining a research plan, organizing the research, developing evaluation tools, collecting, displaying and evaluating data.
- Horvat, E. (2013). *The beginner's guide to doing qualitative research: How to get into the field, collect data, and write up your project*. New York, NY: Teachers College Press. Theoretically grounded, real-world advice for students beginning to learn how to conduct qualitative research. The text uses students' questions and concerns as an organizational framework. Unlike many textbooks, this one provides students with an inside view into the most common dilemmas and challenges they will face as they start doing research. This easy-to-use book addresses the key phases of any ethnographic project from beginning a project and defining its aims, to data collection, analysis, writing, and reporting results. While designed specifically for beginners, seasoned qualitative researchers will find useful insights, helpful tips, and new ways of thinking about qualitative research.
- Hu, S., Scheuch, K., Schwartz, R., Gayles, J. G., & Li, S. (2008). *Reinventing undergraduate education: Engaging college students in research and creative activities*. San Francisco, CA: Jossey-Bass. This monograph systematically synthesizes the literature to provide both conceptual and empirical evidence to demonstrate the effects of such engagement on student learning and development from higher education. Student engagement in research and creative activities during the college years is associated with a variety of outcomes in both the cognitive and affective domains. The evidence also points out that colleges and universities can make a difference in undergraduate engagement in research and creative activities. The authors provided various examples of how different types of institutions integrate inquiry-oriented activities in the curriculum, institutionalize research-supportive programs, and foster a campus culture that values inquiry-based undergraduate education.
- Jenkins, A., Breen, R., & Lindsay, R. (2003). *Reshaping teaching in higher education: Linking teaching with research*. London, UK: Routledge.
- Johnson, A. P. (2011). *A short guide to action research*. (4th ed.). Upper Saddle River, NJ: Pearson Publishing Co.
- Kinkead, J. (2003). *Valuing and supporting undergraduate research*. San Francisco, CA: Jossey-Bass Publishers. Research helps students develop skills in problem solving, critical thinking, and communication and the work of undergraduate researchers can contribute to an institution's quest to further knowledge and to help meet societal challenges. Chapters provide an overview of undergraduate research, explore programs at different types of

institutions, and offer suggestions on how faculty members can find ways to work with undergraduate researchers.

- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design*. Upper Saddle River, NJ: Pearson Education, Inc. A "do-it-yourself, understand-it-yourself" manual designed to help students in any discipline understand the fundamental structure of quality research and the methodical process that leads to valid and reliable results. The authors emphasize two things: 1) that quality research demands planning and design; and, 2) how research projects can be executed effectively and professionally. This text guides the reader, step-by-step, from the selection of a problem, through the process of conducting authentic research, to the preparation of a completed report, with practical suggestions based on a solid theoretical framework and sound pedagogy. Valuable to students planning to conduct their own research projects as well as to anyone wanting to participate in thoughtful, methodical evaluation of published research reports.
- Merriam, S. B. (2008). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass Publishers. Qualitative research (QR) is the method of inquiry that seeks to understand social phenomena within the context of the participants' perspectives and experiences. The research methods of QR are more flexible, responsive, and open to contextual interpretation than in quantitative research, which uses inventory, questionnaire, or numerical data to draw conclusions. In this book, Sharan Merriam combines discussions of the types of QR with examples of research studies and reflections by the researchers themselves. An important resource for students and practitioners of QR, the book may be quite useful for students working on their master's thesis or doctoral dissertation.
- Neuman, W. L. (2009). *Understanding research*. Boston, MA: Pearson/Allyn and Bacon.
- Neyhart, D., & Karper, E. (2013). *The OWL at purdue: APA formatting and style guide*. Retrieved November 15, 2013, from <http://owl.english.purdue.edu/owl/resource/560/01/>
- Northwest Regional Education Laboratory. (2013). *Six plus one writing traits*. Retrieved November 15, 2013, from <http://doe.sd.gov/curriculum/6plus1/definition.asp>
- Pelton, R. P. (2011). *Action research for teacher candidates: Using classroom data to enhance instruction*. Lanham, MD: Rowman and Littlefield Publishers. Equips teachers-in-training with the skills needed for action research: a process that leads to focused, effective, and responsive strategies that help students succeed. For teachers who want to look deeper into their action research or as leaders in teacher research and reflective practice. Useful for the training curriculum for pre-service teachers at the undergraduate or graduate level and as a vehicle for professional development for in-service teachers.
- Rallis, S. F., & Rossman, G. B. (2012). *The research journey: Introduction to inquiry*. New York, NY: Guilford Press. Designed to foster "inquiry-mindedness," this book prepares graduate students to develop a conceptual framework and conduct inquiry projects that are linked to ongoing conversations in a field. The authors examine different ways of knowing and show how to identify a research question; build arguments and support them with evidence; make informed design decisions; engage in reflective, ethical practices; and produce a written proposal or report. Each chapter opens with a set of critical questions, followed by a dialogue among five fictional graduate students exploring questions and concerns about their own inquiry projects; these issues are revisited throughout the chapter. Other useful features include end-of-chapter learning activities for individual or group use.
- Reardon, D. (2006). *Doing your undergraduate research*. Thousand Oaks, CA: Sage. An important requirement of many undergraduate courses in UK universities is that students do a major

piece of research work, referred to as a project or dissertation. Whichever of these is required, the work is usually done during the final year of study. This book describes each step involved in planning, conducting, and reporting on the research project.

Research Dataware LLC. (2013). *Innovative solutions for compliance and research management*. Retrieved November 15, 2013, from <https://www.irbnet.org>

Sagor, R. (2011). *The action research guidebook: A four-stage process for educators and school teams*. Thousand Oaks, CA: SAGE. Provides steps for effectively implementing research and data. The book is organized around Sagor's four-stage process and includes hands-on tools.

Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York, NY: Teachers College Press.

From the Publisher: The third edition of this bestselling resource provides clear, step-by-step guidance for new and experienced interviewers to help them develop, shape, and reflect on interviewing as a qualitative research process. While proposing a phenomenological approach to in-depth interviewing, the author also includes principles and methods that can be adapted to a range of interviewing approaches. Using concrete examples of interviewing techniques to illustrate the issues under discussion, this classic text helps readers to understand the complexities of interviewing and its connections to broader issues of qualitative research.

Stake, R. E. (2010). *Qualitative research: Studying how things work*. London, UK: Guilford Press.

From the Publisher: This book provides invaluable guidance for thinking through and planning a qualitative study. Topics range from identifying a research question to selecting methods, gathering data, interpreting and analyzing the results, and producing a well-thought-through written report. In-depth examples from actual studies emphasize the role of the researcher as instrument and interpreter, while boxed vignettes and learning projects encourage self-reflection and critical thinking. Other useful pedagogical features include quick-reference tables and charts, sample project management forms, and an end-of-book glossary. After reading this book, doctoral students and novice qualitative researchers will be able to plan a study from beginning to end.

Steneck, N., & Zinn, D. (2007). *ORI introduction to responsible conduct of research*. Washington, DC: US Department of Health and Human Services. Easy-to-read book about the fundamentals of responsible research. Readers are guided through the complex world of regulations and best practices, from initial design through to publication. Each chapter is devoted to one of ORI's nine core areas, include: research misconduct, human and animal research, data management, conflict of interest, collaboration, mentoring, authorship and peer review. Provides an easy way for anyone from beginning undergraduate researcher to experienced postdoc, faculty member or industrial scientist to learn what society expects of them as professionals. Opening cases, study questions, and additional readings make this book ideal for classroom use.

Teddlie, C., & Tashakkori, A. (2008). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Thousand Oaks, CA: SAGE. A comprehensive textbook on using mixed methods in the social sciences, written by two leading names in the field. Mixed methodology (combining quantitative and qualitative approaches) has become an increasingly popular way of both researching and teaching methodology across the social sciences, and students across these fields are expected to be proficient in both quantitative and qualitative techniques. This text

begins with an introduction to and overview of the development of mixed methodology, and then takes students through all aspects of working with mixed methods from research design and data collection through to analysis and conclusions.

Temple, L., Sibley, T. Q., & Orr, A. J. (2010). *How to mentor undergraduate researchers*.

Washington, DC: Council on Undergraduate Research. For faculty members and other researchers who mentor undergraduates. It provides a concise description of the mentoring process, including the opportunities and rewards that a mentoring experience provides to both students and mentors. Experts in a variety of different fields expanded the handbook's usefulness across all areas of undergraduate research endeavors. In particular, the Social Sciences section reflects not only doing research in the social sciences, but also on the fact that mentoring is a social process.

Tomal, D. R., & Hastert, D. J. (2010). *Action research for educators*. Lanham, MD: Rowman and Littlefield Publishers. A straightforward, no-nonsense guide to a research method that can be used by educators to increase student learning, student self-esteem, and quality of school life in the classroom. This user-friendly book covers the principles and history of action research, ethical and legal considerations, methods for conducting both formal and informal action research, data collection methods, analysis and interpretation, action planning and initiation, and results evaluation. The author includes numerous examples, strategies, and illustrations that can be applied to elementary and secondary schools as well as university settings.

Tuckman, B. W., & Harper, B. E. (2012). *Conducting educational research*. Lanham, MD: Rowman and Littlefield Publishers. Addresses the major components of research design and methodology. The text is especially useful for inexperienced student-researchers and doctoral students in the early stages of preparing a dissertation. The early chapters of the text clearly describe the process of selecting a problem, reviewing the literature, constructing a hypothesis, identifying and labeling variables, and constructing operational definitions. The later chapters assist students in refining methodological procedures, analyzing data, and writing the final research report. The clarity of the text and the practical examples help to reinforce important concepts and key ideas, increasing the efficacy of the text for even the most inexperienced student-researchers. Additionally, sample studies are included as models of acceptable published research and serve as a guide against which students may evaluate their own work.

University of Miami. (2013). *Collaborative institutional training initiative*. Retrieved November 15, 2013, from <https://www.citiprogram.org/>

VanderStoep, S. W., & Johnson, D. D. (2008). *Research methods for everyday life: Blending qualitative and quantitative approaches*. San Francisco, CA: Jossey-Bass Publishers. An innovative introduction to social research. The book explores all stages of the research process and it features both quantitative and qualitative methods. Research design topics include sampling techniques, choosing a research design, and determining research question that inform public opinion and direct future studies. Throughout the book, the authors provide vivid and engaging examples that reinforce the reading and understanding of social science research. "Your Turn" boxes contain activities that allow students to practice research skills, such as sampling, naturalistic observation, survey collection, coding, analysis, and report writing.

Wisker, G. (2009). *The undergraduate research handbook*. Palgrave Macmillan. This practical, research-informed text will provide students across all disciplines with models, tasks and

activities to enable them to plan, action, write and present quality research. It will help develop ideas, creative thinking and systematic research practices to enable students to produce high quality dissertations and reports.