Preface

In this tenth edition we continue to strive to meet the goals we set for our earlier editions: 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. Good organization of topics and clearly written text can help develop competency, but igniting students' enthusiasm about the research process is another matter. An enthusiastic instructor is the key, but we believe we can help. Our approach is to engage students by illustrating how the methods we describe are used to advance knowledge of behavior. To this end, we draw on recent and (hopefully) interesting psychology-related research, citing examples from such diverse sources as *Developmental Psychology; Journal of Personality and Social Psychology; Ethology; Psychological Science; Law and Human Behavior; Science; Journal of Cross-Cultural Psychology; Preventive Medicine; The Sports Psychologist; Cyberpsychology, Behavior & Social Networking; Perspectives on Psychological Science,* and many others. For those who are new to this textbook we begin by reviewing the basic organization, pedagogical aids, and major features. Those who have used the previous edition may want to go directly to "Changes in This Edition."

ORGANIZATION AND APPROACH

Our approach is based on our years of teaching experience. 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 an essay critiquing science education: "Science is not a collection of facts but a way of interrogating the world." Moreover, "The most useful skill we could teach is the habit of asking oneself and others, *how do you know?"(Newsweek,* November 8, 2010, p. 26).

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. Instructors will find the instructor's manual and lecture/discussion

aids helpful. Please come see us at *www.mhhe.com/shaughnessy10e.* In addition, the authors may be contacted at ZechResearchMethods@gmail.com.

As has been our approach for each edition, students learn that a *multimethod approach* to answering questions will best advance the science of psychology and that one goal of this book is to "fill their toolbox" with strategies for conducting research. Thus, our organization following the introductory chapters is in terms of "methods," moving from the simplest of observational techniques to complex experimental designs. We remain sensitive to ethical issues in psychological research and to the dilemmas researchers face when they study animal or human behavior. To emphasize our concern we give "ethics" its own chapter (Chapter 3) but also discuss specific ethical issues in other chapters as they relate to particular methodologies.

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. It is always fun for us to update the research examples, while continuing to include important "classic" findings and studies that have proved effective in helping students learn research methods. We believe that one way to motivate students to join us on this exciting path of pursuing knowledge is to show the "payoff" that psychological research provides.

Pedagogical aids include bullet points and Key Concepts within the chapters, and Review Questions at the end of chapters to help students see clearly the points we think are most important for them to learn. And we continue to rely on the Challenge Questions at the end of chapters to help students learn to apply the principles they have learned. Building on the model of the Challenge Questions, we have embedded Stretching Exercises in most chapters to allow students to apply research principles while they are learning about the principles. An extensive review of statistics remains at the end of the book (Chapters 11 and 12), and we continue to introduce these issues briefly in the appropriate places in the text. One way this is done is through a pedagogical aid we call "Stat Tips," which draws students' attention to questions of statistical analysis. In some cases we answer those questions for students; in other instances we refer them to material in Chapters 11 and 12. We believe our approach provides important flexibility that allows instructors to decide when and how they will cover statistics in a research methods course.

CHANGES IN THIS EDITION

- As with every revision, we work to improve the clarity of our presentation. Minor changes in sentence wording or paragraph structure make our presentation more concise and easier for students to understand.

- The basic methodologies of scientific psychology change little from year to year; however, research trends, techniques for data collection, research findings, and critical discussion topics constantly shift. In this edition we include dozens of recently published research findings reflecting new trends and techniques, as well as descriptions of important contemporary

issues in scientific psychology. This tenth edition contains more than 100 new references, the majority published since 2010.

- Some have characterized psychology as a science of "WEIRDOs" because researchers chiefly draw participants from Western, Educated, Industrialized, Rich, and Democratic countries (Jones, 2010; see Chapter 1). Even within these countries many groups, such as women, minorities, and immigrants, have been largely ignored over the years. Things are changing, however. Periodicals like the *Journal of Latina/o Psychology* bring psychological research to these communities and reflect an increasing trend in cross-cultural research. For example, we look at Robert Levine's cross-cultural studies of "helping behavior" and a subsequent correlational analysis of helping behavior in embedded cultures (see Knafo, Schwartz, & Levine, 2009, in Chapter 2). In Chapter 4 we describe research carried out by Nairán Ramírez-Esparza on language differences among Mexican and American students. Psychology is becoming more international; so too are the studies we cite.

- Today's researcher has access to millions of potential participants via the Internet. Online access has been especially important for survey researchers. In Chapter 5 we provide pointers for students interested in conducting online surveys.

- At the same time, online behavior itself is of interest to many researchers. Social networking sites and chat rooms are mined by social and personality psychologists, often through some form of participant observation (see Chapter 4). The emergence of cyberpsychology journals speaks to this new trend in psychological research.

- Gathering data frequently relies on sophisticated techniques and devices. One example is the electronically activated recorder (EAR) employed by James Pennebaker, Matthias Mehl, Nairán Ramírez-Esparza, and their colleagues to study language behavior, happiness, and behavioral health (see Chapter 4). In Chapter 7 we illustrate how digitally morphed photographs made to look similar to individuals' romantic partners reveal gender differences in first impressions (Günaydin, Zayas, Selcuk, & Hazan, 2012).

- As in earlier editions, we emphasize ethical concerns with the research enterprise by devoting a complete chapter to this topic (Chapter 3), but continue this conversation when specific methods are introduced. In this edition we highlight Jerry Burger's "replication" of Stanley Milgram's well-known studies in order to show how researchers work within ethical guidelines to protect human participants. Many online studies raise serious ethical issues. So, too, do observations using electronic techniques like EAR, and we discuss these issues.

Some minor changes should also be mentioned.

- In Chapter 1 we speak more appropriately of *ethnocentric bias* rather than simply *ethnocentrism*.

- In Chapter 6 we now use the term *matching variable* rather than *matching task* in our discussion of matched groups designs.
- In Chapter 9 we replaced the term *single-subject design* with *single-case research design* to bring us in line with contemporary usage (e.g., Kazdin, 2011). The chapter is now titled *Single-Case Research Designs* and, as in previous editions, includes discussion of both case studies and single-case experiments. We are aware that Chapter 9 does not always find its way into an instructor's syllabus. However, we believe the topics therein are important, especially because many undergraduates seek careers in applied psychology. We describe the many pitfalls when relying on a single case for making causal inferences, a circumstance often witnessed when research findings are presented in the popular media.
- In this edition we've inserted new "boxes" with information designed to pique students' interest in research topics. For example, in Chapter 9 we describe the work of Stacy Lopresti-Goodman and her colleagues to document the psychological devastation to orphaned chimpanzees caused by the pet- and bushmeat-trade and in Chapter 10 we describe statistical regression in the context of the "*Sports Illustrated jinx*."
- The Langer and Rodin (1976) classic quasi-experiment involving a responsibility manipulation within a nursing-home setting remains the foundation of our discussion of quasi-experimental designs in Chapter 10. To this, however, we've added contemporary time-series designs that investigate the aftermath of the September 11, 2001 terrorist attacks (Peterson & Seligman, 2003), and the effects of a city-wide smoking ban on health outcomes (Khuder et al., 2007). Our discussion of program evaluation in this chapter considers the evaluation of large-scale social programs such as Medicare.
- Finally, many Challenge Questions have been replaced with the goal of updating research examples and using questions that relate back to research findings discussed in each chapter. Should instructors be looking for a missing favorite, be assured it can be found in the *Instructor's Manual.*

Online Learning Center

The tenth edition of *Research Methods in Psychology* is accompanied by student and instructor supplements available at www.mhhe.com/shaughnessy10e. These resources, created by Shaughnessy, Zechmeister, and Zechmeister to augment the text material, have been updated for the tenth edition by coauthor Jeanne Zechmeister.

For Students

Multiple choice, true or false, and matching quizzes, along with problems and exercises can be used as study aids or submitted to instructors as homework exercises. Students also have access to learning objectives, a glossary, and online resources for each chapter.

For Instructors

The following resources are available to instructors using *Research Methods in Psychology*. Contact your local McGraw-Hill sales representative to obtain a password to access the online instructor materials.

Instructor's Manual to Accompany Research Methods in Psychology   The updated manual includes chapter outlines and objectives, chapter review questions and answers, challenge questions and answers, issues and problems for class discussion, activities regarding how to read research critically, worksheets for students, classroom and homework projects, lecture and discussion aids for instructors, and pages that can be used in PowerPoint slides or study guides.

PowerPoint Presentations   PowerPoint slides for each chapter outline the key points of the chapter.

Test Banks   Test banks for each chapter include short answer and multiple choice questions and answers to test students' knowledge. Each question is keyed according to whether the question assesses factual or conceptual under-standing, or application of methodological concepts. The test bank is also available with EZ Test computerized testing software. EZ Test provides a powerful, easy-to-use test maker to create printed quizzes and exams. For secure online testing, exams created in EZ Test can be exported to WebCT, Blackboard, and EZ Test Online. EZ Test comes with a Quick Start Guide; once the program is installed users have access to a User's Manual and Flash tutorials. Additional help is available at www.mhhe.com/eztest

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Words of Thanks

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