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students, and schools—issues like teacher evaluation, the effectiveness of close-reading strategies, and the use of computer-supported instruction. The research examples and articles in the chapter then address these issues, providing students a meaningful context for the information they are learning about research methods. Through this approach, students learn about the research process and current research on topics that directly impact practice. From reviews of the text: The writing style of the textbook is excellent Writing clarity for content builds from one paragraph to another. . . . The Gall, Gall, and Borg textbook is the only text I would consider for [my Master's-level research course]. Because the authors are scholars and practitioners, they bring a depth and range to the topic of educational research that is unsurpassed." --Vikki K. Collins, Troy University "The writing style is very clear. I find it easy to read and navigate among the chapters. Most graduate students in my class will not have any problems reading the book. The authors provide a very gentle introduction to educational research. . . . The authors adopt a balanced view of educational research. . . . They have explained most of the quantitative analyses used in educational research, and they have explicated the major theories of qualitative research. They have introduced the research techniques in a clear manner accessible to a broad audience inside and outside of the education field." --Xiaofeng Steven Lui, University of South Carolina

This text brings research alive for educators by introducing readers to people who actually "do" research. Designed for courses focused solely on consuming, rather than conducting research, this text includes 13 actual research articles, reprinted in their entirety. The primary author of each article then offers original commentary on his/her piece. Through this format, the text presents a comprehensive explanation of the methodologies used by present-day researchers, data-collection challenges, and the meaning of the results. The book makes no assumptions about readers prior knowledge of research or statistics. This

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text builds students' confidence so that they are able to successfully read research reports and research synthesis.

This text is intended for instructors who emphasize teaching students how to locate, read, and interpret, and apply the findings of educational research studies. This revision addresses how to design and conduct a research study in more detail. The text includes numerous recent, published research articles involving high-interest problems of educational practice. The chapters, which treat quantitative, qualitative, and applied forms of educational research, stand alone, allowing instructors to choose those they want to cover. This text brings research alive for educators by introducing readers to people who actually *do* research. Designed for courses focused primarily on applying, rather than conducting research, it includes 13 actual research articles, reprinted in their entirety. The book makes no assumptions about readers' prior knowledge of research or statistics. This text builds students' confidence so that they are able to successfully read research reports and research. For the first time, readers will see the relevance of research to educational practice.

Applying Educational Research focuses on relating research to practice, helping educators see the relevance of research to their daily work. This goal of making research relevant is accomplished by focusing on current *problems of practice.* Each chapter highlights a set of important issues for teachers, students, and schools—issues like teacher evaluation, the effectiveness of close-reading strategies, and the use of computer-supported instruction. The research examples and articles in the chapter then

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address these issues, providing students a meaningful context for the information they are learning about research methods. Through this approach, students learn about the research process and current research on topics that directly impact practice. From reviews of the text: The writing style of the textbook is excellent Writing clarity for content builds from one paragraph to another. . . . The Gall, Gall, and Borg textbook is the only text I would consider for [my Master's-level research course]. Because the authors are scholars and practitioners, they bring a depth and range to the topic of educational research that is unsurpassed." --Vikki K. Collins, Troy University "The writing style is very clear. I find it easy to read and navigate among the chapters. Most graduate students in my class will not have any problems reading the book. The authors provide a very gentle introduction to educational research. . . . The authors adopt a balanced view of educational research. . . . They have explained most of the quantitative analyses used in educational research, and they have explicated the major theories of qualitative research. They have introduced the research techniques in a clear manner accessible to a broad audience inside and outside of the education field." --Xiaofeng Steven Lui, University of South Carolina

Applying Theory to Educational Research provides educational researchers with an accessible introduction to the process of selecting and applying theories in their work. Offers an innovative and accessible approach to educational research by providing practical examples of the application of theory Gives 'hands-on' accounts for the researcher and practitioner Explains and discusses complex ideas in the light of experience in using and applying them Covers the application of major theorists such as Bourdieu, Foucault, Weber, Derrida, and Vygotsky For beginning researchers, theory can be one of the

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most stimulating — yet intellectually daunting — aspects of academic work. Applying Theory to Educational Research provides new educational researchers with a uniquely accessible introduction to the process of selecting and applying theories in their own work. Written by a team of leading educationalists writing from the perspective of new researchers, clearly structured chapters introduce individual theorists and their ideas, present their applications and limitations, and provide extensive references and suggestion for further reading. Major theorists such as Pierre Bourdieu, Michel Foucault, Max Weber, Jacques Derrida, and Lev Vygotsky are included, along with many more recent educational theorists. Throughout the text, helpful hints and signposts are provided to alert readers to the potential pitfalls of applying theory. Innovative and illuminating, Applying Theory to Educational Research offers a wealth of practical insights that will point the way for novice researchers struggling to navigate an often daunting intellectual obstacle course.

This text brings research alive for educators by introducing readers to people who actually “do” research. It is intended for instructors who emphasize teaching students how to locate, read, and interpret and apply the findings of educational research studies. The revision addresses how to design and conduct a research study in more detail. The text includes numerous recent, published research articles involving high-interest problems of educational practice. The chapters, which treat quantitative, qualitative, and applied forms of educational research, stand alone, allowing instructors to choose those they want to cover. Designed for courses focused primarily on applying, rather than conducting research, this text includes 13 actual research articles, reprinted in their entirety. The primary author of each article then offers original commentary on his/her piece. Through this format, the text presents a comprehensive explanation of the methodologies used by present-day researchers, data-collection challenges, and the

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meaning of the results. The book makes no assumptions about readers' prior knowledge of research or statistics. This text builds students' confidence so that they are able to successfully read research reports and research. Through its clear yet scholarly treatment and numerous examples of educational research the text addresses the learning and application needs of an increasingly wider spectrum of students and practitioners in the field of education. For the first time, readers will see the relevance of research to educational practice.

Applying Cultural Historical Activity Theory in Educational Settings harnesses research and development for educational improvement, bridging the gap between research and practice. Exploring how collaborations between researchers and practitioners can be used to co-construct solutions to real-world problems, this book considers key concepts in cultural historical activity theory (CHAT), including models as resources that can be used to build and facilitate collaboration between researchers and practitioners. The chapters of the book draw on research findings from the practices of learning communities in diverse educational settings: teacher education, the education of school leaders, early childhood education and driving teacher education. Applying Cultural Historical Activity Theory in Educational Settings is an excellent resource for researchers and practitioners seeking to construct new knowledge and develop practice, or wishing to expand their knowledge of CHAT.