



Introduction to Research in Education (10th ed.)

Book by **Dr. Ray V. Herren, Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen Irvine, and David A. Walker**

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The textbook “*Introduction to Research in Education* (10th ed.)” written by Herren, Ary, Jacobs, Sorensen, and Walker in 2018, provides instructors a framework for educating graduate-level students in the fields of education and social sciences. The author’s goal is to provide students with the knowledge and skills needed to be intelligent consumers of research as well as to plan and conduct quality research studies on their own. The textbook covers both quantitative and qualitative approaches to research.

Introduction to Research in Education is divided into four parts: Part 1, The first four chapters, focuses on the introduction to the nature of research in education, the research problem, the review of relevant literature, and ethical research planning; Part 2, Chapters 5 through 14, focuses on quantitative research and deals with the measurement tools used in gathering quantitative data, issues of reliability and validity in quantitative research, quantitative research designs, the statistical procedures used in the analysis of quantitative data, and interpreting and reporting quantitative research; Part 3, Chapters 15 through 19, examines qualitative research and how it differs from quantitative research, focuses on types of qualitative approaches, data gathering in qualitative studies, issues of rigor, and ethical challenges in qualitative inquiry, and analyze, reports, and critiques qualitative research; and Part 4, The two final chapters, Chapters 20 and 21, introduces action research and mixed methods research, both of which combine both qualitative and quantitative elements.

Throughout the textbook, chapters feature appropriate and useful materials that serve as concept checks for students. The “End-of-Chapter” exercises expose students to intriguing research problems and help develop critical thinking skills and “Think About It” exercises conclude major discussions and require students to apply and think critically about the concepts covered in every section of each chapter.

The textbook’s comprehensive coverage of research methods is in a reader-friendly format that has everything students and instructors need for their course in one place. Students will find that all supplements have been updated in coordination with the main title in this edition. Moreover,



the instructor's supplements include a companion website and Cengage testing, powered by Cognero Instant Access. Instructors will be able to access and download materials such as PowerPoint presentations slides, the instructor's manual, and test banks.

Overall, the *Introduction to Research in Education* (10th ed.) textbook's strengths include well-structured end of the chapter exercises, exams, and updated content such as features, chapter's, and references. The book covers both quantitative and qualitative approaches to research that would be of great help to students wanting to master the basic competencies necessary to plan, conduct, or interpret research.

Although the primary audience of this book is graduate-level students, I feel that this textbook should also be considered for educating senior-level college students interested in education and social sciences to help encourage a better understanding of research.

The textbook is a great resource for instructors to reinforce students' learning through exercises that address typical problems encountered in conducting and analyzing education research. All instructors and students can benefit from the extensive package of instructor and student resources that accompany this book. The textbook is available in Hardcover and eBook format.

Reference

Ary, D., Jacobs, L. C., Sorensen, C., and Walker, D. A. (2018). *Introduction to Research in Education* (10th ed., pp. 720). Cengage Learning, Inc. Publisher.
Hardcover: ISBN-10:1337566004; ISBN-13:9781337566001
eTextbook: ISBN10:0-357-70326-X; ISBN13:978-0-357-70326-7

Bibliographic Information

Title:	Introduction to Research in Education
Author(s):	Ray V. Herren, Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen Irvine, David A. Walker
Edition:	10 th edition
Publisher:	Cengage Learning, Inc.
Copyright Year:	2019
Publication City/County	United States
Language:	English
eTextbook:	ISBN10: 0-357-70326-X; ISBN13: 978-0-357-70326-7
Cost:	\$36.99
Hardcover:	ISBN-10: 1337566004; ISBN-13: 9781337566001
Length/Format:	720 pages (Hardcover)
Dimensions:	8.75 x 1.25 x 11 inches
Item Weight:	4 pounds
Cost:	\$149.95
Subjects:	Education/Social Sciences