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Johnny Saldaña, Arizona State University

Written in Johnny Saldaña’s elegant and accessible style, Thinking Qualitatively boldly pursues the challenge of teaching researchers not just how to collect and analyze data, but how to actively think about them. Each chapter presents one “method of mind” (thinking analytically, realistically, symbolically, ethically, multidisciplinarily, artistically, summarily, interpretively, and narratively), together with applications, a vignette or story related to the thinking modality, points to remember, and exercises.


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FROM BEST-SELLING AUTHOR JOHN W. CRESWELL
30 ESSENTIAL SKILLS FOR THE QUALITATIVE RESEARCHER
John W. Creswell, University of Michigan

30 Essential Skills for the Qualitative Researcher fills a gap in introductory literature on qualitative inquiry by providing practical “how-to” information for beginning researchers in the social, behavioral, and health sciences. Author John W. Creswell draws on years of teaching, writing, and conducting his own projects to offer effective techniques and procedures with many applied examples from research design, qualitative inquiry, and mixed methods.


PAPERBACK ISBN: 978-1-4522-1686-7 • ©2018 • 328 PAGES • • VitalSource
Advancing Methodologies: Q & A session with best-selling author John W. Creswell

In November 2017, John W. Creswell facilitated a SAGE talks webinar on the future of research design, qualitative research, and mixed methods research. Below is an excerpt of the “question & answer” session he conducted during this webinar.

Q WHAT DO YOU THINK IS THE BEST TIME IN A SEMESTER FOR A STUDENT TO DO A RESEARCH PROJECT?

I think starting as soon as possible, even right at the first class of the semester, is effective. I like to have students bring a research project of their own, which gets them invested in actively working on something that is meaningful and useful for them.

Q DO YOU HAVE ANY TIPS FOR THOSE TEACHING STUDENTS WHO ARE DOING RESEARCH FOR THE FIRST TIME?

I would suggest to professors that they bring their own research and journal articles—the ones they are passionate about—into their course. What they are excited about tends to rub off on the students. When I was writing 30 Essential Skills for the Qualitative Researcher, I was actively sharing with students some of the chapters that I was writing and how I was using their feedback to improve the chapters. I think it’s important to integrate real-life research into what we teach.

Q WHAT ADVICE WOULD YOU HAVE FOR SOMEBODY WHO IS JUST BEGINNING THEIR RESEARCH JOURNEY?

What was helpful for me when I began my journey was that I felt that I needed to become a better writer so that I could tell a better story. I started reading all sorts of books on writing and looked for ways to make things fun and playful. I like to think about how to best engage my audience with fun storytelling so that they may better understand and remember what I want to share with them about my research.

Q HOW DOES TECHNOLOGY HELP TO SHAPE THE FUTURE OF RESEARCH METHODOLOGIES?

Technology today enables us to promote methodologies better than we have ever been able to do before. Take meta-analysis, for example, which began in the 1960’s and advanced and developed over the last 50 years. There were only a few key individuals who presented at conferences and had papers. Contrast that with mixed methods in the last 15 years. Mixed methods has had the advantage of Facebook and Twitter, and all of the social media possibilities. Mixed methods as a methodology has been promoted at a level that the early methodologies just didn’t see. New technology is going to allow us to continue to develop new methodologies at a much larger scale than ever before.

Access the full webinar at methodspace.com/creswelltalk.
CONTENTS

THEORETICAL FRAMEWORKS IN QUALITATIVE RESEARCH SECOND EDITION
Vincent A. Anfara, Jr. • Norma T. Mertz, both of University of Tennessee, Knoxville

The Second Edition of Theoretical Frameworks in Qualitative Research brings together some of today’s leading qualitative researchers to discuss the frameworks behind their published qualitative studies. They share how they found and chose a theoretical framework, from what discipline the framework was drawn, what the framework posits, and how it influenced their study.


QUALITATIVE RESEARCH DESIGN: An Interactive Approach THIRD EDITION
Joseph A. Maxwell, George Mason University

This book provides researchers and students with a user-friendly, step-by-step guide to planning qualitative research. It shows how the components of design interact with each other, and provides a strategy for creating coherent and workable relationships among these design components, highlighting key design issues. Written in an informal, jargon-free style, the book incorporates examples and hands-on exercises.


ANALYZING QUALITATIVE DATA: Systematic Approaches SECOND EDITION
H. Russell Bernard, University of Florida • Amber Wutich, Arizona State University • Gery W. Ryan, RAND Corporation

The fully updated Second Edition presents systematic methods for analyzing qualitative data with clear and easy-to-understand steps. The first half is an overview of the basics, from choosing a topic to collecting data, and coding to finding themes, while the second half covers different methods of analysis, including grounded theory, content analysis, analytic induction, semantic network analysis, ethnographic decision modeling, and more. Real examples drawn from social science and health literature along with carefully crafted, hands-on exercises at the end of each chapter allow readers to master key techniques and apply them to their own disciplines.

DIGITAL TOOLS FOR QUALITATIVE RESEARCH
Trena Paulus, *University of Tennessee* • Jessica Lester, *Indiana University* • Paul Dempster, *University of York, U.K.*

Showing how the research process in its entirety can be supported by technology tools in ways that can save time and add robustness and depth to qualitative work, this book addresses the uses of a variety of tools to support every phase of the research process, providing practical case studies taken from real world research. The text shows students how to select and use technology tools to: engage in reflexivity; collaborate with other researchers and stakeholders; manage a project; do literature review; generate and manage data; transcribe and analyze textual, audio and visual data; and represent and share findings.

**CONTENTS** Why Digital Tools? / Engaging in Reflexive Practice and Making Ethical Choices / Collaborating and Managing Projects / Reviewing the Literature / Generating Data / Transcribing Audio and Video Data / Analyzing Textual Data / Analyzing Image, Audio and Visual Data / Writing and Representing the Findings / Looking to the Future

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ACTION RESEARCH: All You Need to Know
Jean McNiff, *York St. John University, U.K.*

The complete start-to-finish guide to doing action research with impact! This book gives students all they need to know about action research, why they need to know it, and how it can help them become a self-reflective practitioner-researcher. It provides the ideas and frameworks to understand action research, combined with a practical workbook to guide through the practicalities and complexities of doing action research in different contexts.


THE ACTION RESEARCH DISSERTATION: A Guide for Students and Faculty
SECOND EDITION
Kathryn Herr, *Montclair State University* • Gary L. Anderson, *New York University*

The first edition of this book was a first-of-its-kind reference, distilling the authors’ decades of action research experience into a handy guide for graduate students. The Second Edition continues to provide an accessible roadmap that honors the complexity of action research, while providing an overview of how action research is defined, its traditions and history, and the rationale for using it. The authors demonstrate that action research is not only appropriate for a dissertation, but also is a deeply rewarding experience for both the researcher and participants.


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**ACTION RESEARCH FOURTH EDITION**
Ernest T. Stringer, Curtin University of Technology, Australia

The Fourth Edition of Ernest T. Stringer's best-selling *Action Research* offers easy-to-follow, clear guidelines that enable novice practitioner researchers to move comfortably through a process of inquiry and applied research. Featuring real-life examples and providing effective solutions that foster understanding of research procedures in real-life contexts, the book offers a simple but highly effective model for approaching action research: Look: building a picture and gathering information, Think: interpreting and explaining, and Act: resolving issues and problems. Using his own experience as a guide, Stringer encourages readers to grapple with the broader political and ethical challenges that frame each inquiry.

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**MIXED METHODS APPLICATIONS IN ACTION RESEARCH: From Methods to Community Action**
Nataliya V. Ivankova, University of Alabama at Birmingham


SEE ALSO THE MIXED METHODS RESEARCH SECTION ON PAGE 22 FOR MORE INFORMATION ON THIS TEXT.

**NEW EDITION OF BEST SELLER**

**CASE STUDY RESEARCH AND APPLICATIONS: Design and Methods SIXTH EDITION**
Robert K. Yin, COSMOS Corporation

Recognized as one of the most cited methodology books in the social sciences, the Sixth Edition of Robert K. Yin’s bestselling text provides a complete portal to the world of case study research. With the integration of 11 applications in this edition, the book gives readers access to exemplary case studies drawn from a wide variety of academic and applied fields. Ultimately, *Case Study Research and Applications* will guide students in the successful design and use of the case study research method.

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**UNDERSTANDING CASE STUDY RESEARCH: Small-scale Research with Meaning**
Malcolm Tight, Lancaster University, U.K.

Whether as part of a more substantial study or as the foundation for a self-contained smaller project, case studies provide viable and valuable alternatives to conducting large-scale research. Grounded in both theory and practice, this book sets out not only the key debates and ethical issues surrounding case study research, but also focuses specifically on the work of others and how you can understand, use, and write about secondary data as the basis for your own research project. With tips, examples, and extensive discussion of real-world case studies from a variety of social science and other disciplines, Tight illustrates the kinds of research to which case studies can be applied.

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Katya Drozdova, Seattle Pacific University • Kurt Taylor Gaubatz, Old Dominion University

Quantifying the Qualitative presents a systematic approach to comparative case analysis based on insights from information theory. This new method, which requires minimal quantitative skills, helps students, policymakers, professionals, and scholars to learn more from comparative cases. The approach avoids the limitations of traditional statistics in the small-n context and allows analysts to systematically assess and compare the impact of a set of factors on case outcomes with easy-to-use analytics. Rigorous tools reduce bias, improve the knowledge gained from case studies, and provide straightforward metrics for effectively communicating results to a range of readers and leaders.

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HOW TO DO YOUR CASE STUDY SECOND EDITION
Gary Thomas, University of Birmingham, U.K.

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Paul Atkinson, Cardiff University, U.K.

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AUTOETHNOGRAPHY: Process, Product, and Possibility for Critical Social Research
Sherick A. Hughes, University of North Carolina at Chapel Hill • Julie L. Pennington, University of Nevada at Reno

Packed with pre-writing activities, sample autoethnographic questions, and exemplary autoethnographic studies, this introduction to the methodological tools and concepts of autoethnography shows readers how autoethnographers go about collecting, analyzing, and reporting data. Throughout the book, the authors guide social science students, teachers, teacher educators, and educational researchers toward a critical and reflexive way of writing or representing (auto)graphic inherent personal complications and possibilities (auto) in relation to larger cultural contexts (ethno).

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VIDEO ETHNOGRAPHY IN PRACTICE: Planning, Shooting, and Editing for Social Analysis

Wesley Shrum, Louisiana State University • Greg Scott, DePaul University

Video Ethnography in Practice is a brief guide for students in the social science disciplines who are required to produce an ethnographic video, the most significant new methodological technique in 21st-century social analysis. It shows students at any level how to plan, shoot, and edit their own ethnographic videos within three weeks using desktop technology and widely available software.


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Sarah Pink, RMIT University, Australia

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Judith A. Holton, Mount Allison University, Canada • Isabelle Walsh, SKEMA Business School, France

Classic Grounded Theory: Applications with Qualitative and Quantitative Data provides practical “how to” guidance for doing grounded theory (GT) using the classic approach articulated by Barney Glaser. Drawing on the experiences of novice researchers who have participated in GT troubleshooting seminars, the book provides step-by-step guidance on undertaking a research study that stays true to the classic GT practice paradigm.


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Juliet Corbin, San Jose State University • Anselm Strauss

Offering immensely practical advice, Basics of Qualitative Research, Fourth Edition presents methods that enable researchers to analyze, interpret, and make sense of their data, and ultimately build theory from it. Authors Juliet Corbin and Anselm Strauss (late of the University of San Francisco and co-creator of grounded theory) walk readers step by step through the research process—from the formation of the research question through several approaches to coding, analysis, and reporting.


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Svend Brinkmann, Aalborg University, Denmark • Steinar Kvale, University of Aarhus, Denmark

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Michelle O’Reilly • Nisha Dogra, both of University of Leicester, U.K.

This book provides a practical, pedagogical perspective on conducting qualitative interviews with children and young people. From designing and choosing the type of interview through to planning, structuring, conducting, and analyzing interviews, this book is a complete toolkit.

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NEW CONTRIBUTORS
New contributors to this edition include: Jamel K. Donnor and Gloria Ladson-Billings; Margaret Kovach; Paula Sacke; Bryant Keith Alexander; Thomas A. Schwandt and Emily F. Gates; Johnny Saldana; Uwe Flick; Mirka Koro-Ljungberg, Maggie MacLure, and Jasmine Ulmer; Maria Elena Torre, Brett G. Stoudt, Eintan Manoff, and Michelle Fine; Jack Brutich; Svend Brinkmann; Eric Margolis and Renu Junjwad; Annette N. Markham; Alexia J. Jackson and Lisa A. Mazzie; Jonathan Wyatt, Ken Gale, Susanne Gannon, and Bronwyn Davies; Janice Morse; Peter Dahler-Larsen; Marc Spooner; and David A. Westbrook.

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QUALITATIVE DISSERTATION METHODOLOGY: A Guide for Research Design and Methods
Nathan Durdella, California State University, Northridge
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**Laura Ruth Johnson, Northern Illinois University**

This practical text integrates theoretical perspectives with guidelines for designing and implementing community-based qualitative research projects. Coverage of participatory research designs and approaches is complemented by chapters on specific aspects of this research process, such as developing relationships and sharing findings to strengthen programs. Included are useful handouts and templates for applying to the reader's own projects, and end-of-chapter questions for self-reflection and class discussion. Readers will find the book's engaging case studies, interdisciplinary real-life examples, and insights from project participants a helpful foundation for future work in the field.

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**Hannah R. Gerber, Sam Houston State University • Sandra Schamroth Abrams, St. John’s University • Jen Scott Curwood, University of Sydney, Australia • Alecia Marie Magnifico, University of New Hampshire**

Drawing on a multimethod approach, *Conducting Qualitative Research of Learning in Online Spaces* explores how to design and conduct diverse studies in online environments. The book focuses on formal and informal learning practices that occur in evolving online spaces. The text shows researchers how they can draw upon a variety of theoretical frameworks, methodological approaches, and data sources. Examples of qualitative research in online spaces, along with guiding questions, support readers at every phase of the research process.

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QUALITATIVE INQUIRY: Thematic, Narrative and Arts-Based Perspectives
SECOND EDITION
Lynn Butler-Kisber, McGill University, Canada

Qualitative inquiry is not merely a research method or a series of analytic steps, but a holistic process that challenges the age-old qualitative/quantitative dichotomy. This book provides students and researchers with an approachable guide to a range of interpretive perspectives, including thematic, narrative, and arts-based types of inquiry. Presenting a clear overview of the theory, method and interpretation involved in qualitative inquiry, this book is the ideal starting point for those engaging in arts-based qualitative research.

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Thomas A. Schwandt, University of Illinois at Urbana-Champaign

This Fourth Edition of Thomas A. Schwandt’s one-of-a-kind guide to the terms and phrases that help shape the origins, purpose, logic, meaning, and methods of the practices known as qualitative inquiry features 20 additional terms as well as a restructured Reader’s Guide. Key references have been updated and select terms and phrases from previous editions have been reorganized and greatly expanded.

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EPISTEMOLOGY AND METAPHYSICS FOR QUALITATIVE RESEARCH
Tomas Pernecky, Auckland University of Technology, New Zealand

This clearly written and provocative text outlines the wide range of epistemological and metaphysical pillars of research. In a clear, easy to follow style, the reader is guided through an array of concepts that are defined, explained and made simple. With the aid of helpful examples and case studies, the book challenges the prevailing modes of thinking about qualitative inquiry by showcasing an immense variety of philosophical frameworks.

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Lisa M. Given, Charles Sturt University, Australia

Exploring 100 key questions (and answers) on the nature and practice of qualitative inquiry, this unique book addresses the practical decisions that researchers must make in their work, from the design of the study, through ethics approval, implementation, and writing. The book’s quick-scan, question-and-answer format make it ideal as a supplementary text or as a ready reference for graduate students preparing for comprehensive exams and writing research proposals, undergraduates in affiliated programs who will not be taking a primary course in qualitative research methods, and researchers working across disciplines in academic or practice environments.

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DOING QUALITATIVE RESEARCH ONLINE
Janet E. Salmons, Vision2Lead and Walden University

With a particularly strong coverage of ethics, and a huge range of features to guide students, both in the book and on the accompanying website, this book gives readers the tools they need to get the most out of the research they do online.

CONTENTS
SECTION I: DESIGNING ONLINE QUALITATIVE STUDIES / SECTION II: BECOMING AN ETHICAL ONLINE RESEARCHER / SECTION III: COLLECTING QUALITATIVE DATA ONLINE / SECTION IV: ANALYZING DATA AND REPORTING FINDINGS

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RECONCEPTUALIZING QUALITATIVE RESEARCH: Methodologies without Methodology
Mirka Koro-Ljungberg, Arizona State University

Calling for qualitative research that is complex, situational, theoretically situated, and yet productive, Reconceptualizing Qualitative Research discusses the multiplicities and uncertainty embedded in different methodological configurations and entanglements that blur the boundaries between doing research, theorizing, thinking, and reflecting.


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Sheila B. Robinson, University of Rochester, Greece Central School District • Kimberly Firth Leonard, Oregon Community Foundation

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Erin Ruel, Georgia State University • William Edward Wagner, III, California State University, Channel Islands • Brian Joseph Gillespie, Sonoma State University

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Jessica N. Lester, Indiana University • Michelle O’Reilly, University of Leicester

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Gabe Ignatow, University of North Texas • Rada Mihalcea, University of Michigan

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Kristina Boréus, Uppsala University, Sweden • Göran Bergström, Stockholm University, Sweden

The book introduces a range of key methods for analyzing text and discourse (one per chapter) and then uses real world examples and case studies to enliven the material and to show students the method in action. Key overarching themes (i.e., not methods for doing research but ideas, terms, and concepts that inform research) are then woven throughout the book. These have been significantly broadened and expanded to meet the needs of an international, interdisciplinary readership.

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Katherine Bischoping • Amber Gazzo, both of York University, Canada

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Web Scraping Software

Gabe Ignatow and Rada Mihalcea share insights on the different types of software available

There are several available Internet-based methods for collecting (“scraping”) document collections for social science research. Here we focus only on Web scraping, which involves using commercial software and, as needed, programming languages such as Python to identify and download text from one or more pages or archives within a single website. Web scraping and Web crawling are powerful tools for data acquisition and should ideally be used only within a project with a logical and practical research design.

While researchers with programming backgrounds will generally prefer to use Python or another programming language over commercial Web scraping software, commercial scraping software is reasonably easy to use for non-programmers, and it may at times have technical advantages over Python and other languages used for Web scraping.

Web scraping software is designed to recognize different types of content within a website and to acquire and store only the types of content specified by the user. So, for instance, Web scraping software allows a user to search a newspaper website and save only the names of article authors or to search a real estate website and save only the prices, addresses, or descriptions of listed properties.

The software works by running scripts written by the user. The scripts tell the software on which webpage to start, what kind of text to look for, what to do with the text that is found, where to navigate next once text is saved, and how many times to repeat the script. Saved text data can be downloaded in a convenient file form such as a comma-separated values (CSV) file or a Microsoft Excel spreadsheet.

Software for Web Crawling and Scraping

- Helium Scraper is an affordable and convenient scraping package with good online and YouTube support ([www.heliumscraper.com](http://www.heliumscraper.com)).
- Outwit Hub is another scraper similar in concept to Helium ([https://www.outwit.com/products/hub](https://www.outwit.com/products/hub)).
- FMiner is a scraping package that includes some advanced data extraction features ([www.fminer.com](http://www.fminer.com)).
- Mozenda is a comprehensive cloud-based package of scraping tools designed for business applications ([www.mozenda.com](http://www.mozenda.com)).
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- Import.io offers a powerful suite of data extraction tools ([https://www.import.io](https://www.import.io)).
- Beautiful Soup is a Python library for extracting data out of HTML files ([https://pypi.python.org/pypi/beautifulsoup4](https://pypi.python.org/pypi/beautifulsoup4)).
- Lynx and wget are online commands available in almost any Unix/Linux environment, which can be used for direct download of webpages.
CRITICAL THINKING: The Essential Guide to Skills and Practice
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Mary Kane • Scott Rosas, both of Concept Systems, Inc.

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Gary Thomas, University of Birmingham, U.K.
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Emily E. Anderson, Loyola University Chicago • Amy Corneli, FHI 360, Duke University School of Medicine
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100 ACTIVITIES FOR TEACHING RESEARCH METHODS
Catherine Dawson
A sourcebook of exercises, games, scenarios and role plays, this practical, user-friendly guide provides a complete and valuable resource for research methods tutors, teachers, and lecturers. Developed to complement and enhance existing course materials, the 100 ready-to-use activities encourage innovative and engaging classroom practice in seven areas: finding and using sources of information, planning a research project, conducting research, using and analyzing data, disseminating results, acting ethically, and developing deeper research skills.

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Raymond Hubbard, Drake University

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Andy Field, University of Sussex, U.K.

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Moderation: Theoretical Model

**Ask Andy Anything:**

Teaching stats...and Robbie Williams’ head
“Many behavioral and social science students (and researchers for that matter) despise statistics.” So says Andy Field, a University of Essex social psychologist, rock drummer, and feline-loving statistics guru, who also happens to be a best-selling statistics textbook author. “Most of us have a non-mathematical background,” notes Field, “which makes understanding complex statistical equations very difficult.”

Luckily, for the students and researchers who need to understand stats well, Field and SAGE have produced a suite of books that combine Field’s irrepressible humor and generous dollops of intrigue, rock and roll, and cats to make learning stats both fun and doable.

The latest iteration in that suite is the fifth edition of Field’s Discovering Statistics Using IBM SPSS Statistics. This edition, fully integrated with SPSS version 25, is a wonderful example of Field’s irreverent approach, which skillfully offers sterling pedagogic value at the same time. “Many of the examples in this book, although inspired by some of the craziness that you find in the real world, are designed to reflect topics that play on the minds of the average student (i.e., sex, drugs, rock and roll, celebrity, people doing crazy stuff),” says Field. “It contains everything I know about statistics (actually, more than I know...).”

The volume starts with the basics of doing research and ramps up to teaching expert-level abilities in multilevel linear modeling. The aim, Field says, “is to make this the only statistics book that you’ll ever need to buy (sort of). It’s a book that I hope will become your friend from your first year at university right through to your professorship.”

For those who have already befriended past editions of the book, the new edition includes a section on how to use the R plugin to get Bayes models and a new chapter on open science that discusses p-hacking, HARK-ing, researcher degrees of freedom, and pre-registration of research, plus an introduction to Bayesian statistics.

Amid the colorful characters inhabiting the pages (such as Misconceptions Mutt and Correcting Cat), you’ll find numerous step-by-step instructions, frequent tips boxes, self-test questions, real examples from published research, and a guide in every chapter to writing up your analysis. Plus there are links to numerous online resources, such as 132 data files and the keys to SAGE edge digital resources such as video, case studies, datasets, and more.

“This book,” Field promises, “takes you on a journey (I try my best to make it a pleasant one) not just of statistics, but also of the weird and wonderful contents of the world and my brain.”
DATA ANALYSIS FOR THE SOCIAL SCIENCES: Integrating Theory and Practice
Douglas Bors, University of Toronto at Scarborough, Canada
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Jeffrey S. Saltz • Jeffrey M. Stanton, both of Syracuse University
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David B. Flora, York University, Canada
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Do You Have the Skills To Do Data Science?

School of Information Studies professors Jeffrey S. Saltz and Jeffrey M. Stanton highlight some of the key skills data scientists must have

Data science is much more than simply analyzing data. There are many people who enjoy analyzing data and who could happily spend all day looking at histograms and averages, but for those who prefer other activities, data science offers a range of roles and requires a range of skills. Let’s consider this idea by thinking about some of the data involved in buying a box of cereal.

You prepare for the purchase by writing “fruity cereal” on your grocery list. Already your planned purchase is a piece of data, also called a datum. When you get to the grocery store, you use your datum as a reminder to grab that jumbo box of fruity cereal off the shelf and put it in your cart. At the checkout line, the cashier scans the barcode on your box, and the cash register logs the price. Back in the warehouse, a computer tells the stock manager that it is time to request another order from the distributor, because your purchase was one of the last boxes in the store. You also have a coupon for your big box, and the cashier scans that, giving you a predetermined discount. At the end of the week, a report of all the scanned manufacturer coupons gets uploaded to the cereal company so they can issue a reimbursement to the grocery store for all of the coupon discounts they have handed out to customers. Finally, at the end of the month, a store manager looks at a colorful collection of pie charts showing all the different kinds of cereal that were sold and, on the basis of strong sales of fruity cereals, decides to offer more varieties of these on the store’s limited shelf space next month.

So the small piece of information that began as a scribble on your grocery list ended up in many different places, most notably on the desk of a manager as an aid to decision making. All in all, our cereal box and grocery store example helps to highlight where data scientists get involved and the skills they need. Here are some of the skills that the example suggested:

- **Learning the application domain:** The data scientist must quickly learn how the data will be used in a particular context.

- **Communicating with data users:** A data scientist must possess strong skills for learning the needs and preferences of users. The ability to translate back and forth between the technical terms of computing and statistics and the vocabulary of the application domain is a critical skill.

- **Seeing the big picture of a complex system:** After developing an understanding of the application domain, the data scientist must imagine how data will move around among all of the relevant systems and people.

- **Knowing how data can be represented:** Data scientists must have a clear understanding about how data can be stored and linked, as well as about metadata (data that describe how other data are arranged).

- **Data transformation and analysis:** When data become available for the use of decision makers, data scientists must know how to transform, summarize, and make inferences from the data. Additionally, being able to communicate the results of analyses to users is a critical skill here.

- **Visualization and presentation:** Although numbers often have the edge in precision and detail, a good data display (e.g., a bar chart) can often be a more effective means of communicating results to data users.

- **Attention to quality:** No matter how good a set of data might be, there is no such thing as perfect data. Data scientists must know the limitations of the data they work
with, know how to quantify its accuracy, and be able to make suggestions for improving the quality of the data in the future.

• Ethical reasoning: If data are important enough to collect, they are often important enough to affect people’s lives. Data scientists must understand important ethical issues such as privacy, and must be able to communicate the limitations of data to try to prevent misuse of data or analytical results.

These skills are just the tip of the iceberg, of course, but notice what a wide range is represented here. While a keen understanding of numbers and mathematics is important, particularly for data analysis, the data scientist also needs to have excellent communication skills, be a great systems thinker, have a good eye for visual displays, and be highly capable of thinking critically about how data will be used to make decisions and affect people’s lives. Of course, there are very few people who are good at all of these things, so some of the people interested in data will specialize in one area, while others will become experts in another area. This highlights the importance of teamwork.

Don’t miss An Introduction to Data Science by Jeffrey S. Saltz and Jeffrey M. Stanton on page 46, and see how this new text introduces data science in an easy-to-read format.
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Ben Lambert, University of Oxford, U.K.
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Joseph F. Hair, Jr., University of South Alabama • Marko Sarstedt, Otto-von-Guericke University, Magdeburg, Germany and University of Newcastle, Australia • Christian M. Ringle, Hamburg University of Technology, Germany and University of Newcastle, Australia • Siegfried P. Gudergan, University of Newcastle, Australia

Written as an extension of A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM), Second Edition, this easy-to-understand, practical guide covers advanced content on PLS-SEM to help students and researchers apply techniques to research problems and accurately interpret results. The book provides a brief overview of basic concepts before moving to the more advanced material. Offering extensive examples on SmartPLS 3 software (www.smartpls.com) and accompanied by free downloadable data sets, the book emphasizes that any advanced PLS-SEM approach should be carefully applied to ensure that it fits the appropriate research context and the data characteristics that underpin the research.

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Marjorie A. Pett, University of Utah School of Medicine and School of Nursing

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3. The Advantages of Collaboration
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Donald B. Yarbrough, University of Iowa • Lyn M. Shulha, Queen’s University at Kingston, Canada • Rodney K. Hopson, Duquesne University • Flora A. Caruthers, Office of Program Policy Analysis and Government Accountability, Florida Legislature
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Nathan Durdella, California State University, Northridge

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Paul C. Rosenblatt, University of Minnesota, Twin Cities

Written for researchers and graduate students writing dissertations, this unique book offers detailed advice and perspective on many issues that can stall a research project and reveals what can be done to successfully resume it. The text guides readers through challenges such as clarifying the end goal of a project; resolving common and not-so-common writing problems; dealing with rejection and revision decisions; handling difficulties involving dissertation advisers and committee members; coping with issues of researcher motivation or self-esteem; and much more.

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The *SAGE Research Methods* (SRM) platform houses a number of resources to train data scientists—from practice datasets for those just learning to apply analytic techniques to books and videos on using big data in research. As data literacy becomes a crucial part of academia, SAGE is committed to providing resources to aid students in data analysis and is looking to increase the amount of content available with planned future collections.

**SAGE Research Methods Datasets optimized for student use**

Learning to analyze data, big or otherwise, can be challenging for students. It often takes more than just reading a stats book; students need sample data to practice these techniques themselves. *SAGE Research Methods Datasets* offers accessible slices of data, accompanied by instructional guides, which beginners can use to practice quantitative or qualitative methods research. Additionally, a larger collection of datasets is currently in production for a 2019 launch in order to expand the methods covered and to provide more examples in each. Datasets are ideal to use as course assignments or on exams, as they have already been optimized for student use.

**Big data analytics featured on SAGE Research Methods Video**

The rising emphasis on big data in the social sciences is reflected in *SAGE Research Methods Video* content, which features leaders in big data research. Gary King, director of The Institute for Quantitative Social Science at Harvard University, delivers a lecture titled “The Big Deal about Big Data,” in which he shows how big data has drastically expanded the capacity of social science to understand the world around us. Additionally, Luke Sloan of Cardiff University discusses how researchers can use Twitter to understand social phenomena. In particular, he uses Twitter data to try to predict the outcome of the general election in the United Kingdom. As the topic of big data grows in popularity and importance, in 2019 SRM will house a new streaming video collection focused on data science and big data analytics, so stay tuned!

**Project planning tools**

In addition to book and reference offerings to support data science training such as the *Quantitative Applications in the Social Sciences* series (Little Green Books on page 56), helpful tools such as *Project Planner* are also offered through the SRM platform. *Project Planner* allows beginning researchers to create a road map through an entire research project and offers information on collection and data analysis.
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