Types of Research Questions

Existence	Description & Classification	Composition	Descriptive-Comparative
-Does x exist?	-What are the characteristics of x?	-What components make up x?	-Is group x different from Group y?
-[Ex] Is there an unconscious?	-[Ex] What are the child-rearing practices of mothers who are drug addicts?	-[Ex] What are the principle components of personality?	-[Ex] Are men more aggressive than women?

Two static-group variables

*Some studies include 2+ organismic-attribute-status variables that intend to predict a different continuous variable.

*Ex. If researchers were interested in the relationship between living in the city since birth & problems in adolescence possible variables could be (a) drug use (b) criminal records before the age of 18

Types of Research Questions (Cont.)

Relationship	Causal	Causal--Comparative	Causal-Comparative Interaction
-Is there a relationship or association between x & y?	-Does x produce, lead to, or prevent changes in y?	-Does x cause more change in y than does z?	-Does x cause more change in y than does z under certain condiitons but not under other conditions?

Types of Research Questions (Cont.) (cont)

-Ex. Is happiness related to income?	-Ex. Does smoking marijuana reduce anxiety?	-Ex. Is studying for a test alone more effective for better performance than studying in groups?	-Ex. Is weed more effective than SSRI's in treating depression among women than men?
	-Researchers do not control extraneous variables	-The additional provision that the second experimental manipulation must also be valid & must be introduced in an unbiased manner	

**The same standards need to be met for both Causal-Comparative & Causal-Comparative Interaction.
Remember to pay attention to the added independent variable

Types of qualitative research methods?

Participant observation	In-depth interviews	Focus groups
-Data on naturally occurring behaviors in their usual environment	-Data on personal history of applicants, perspectives, experiences	-Data on cultural norms of target groups & obtaining broad overviews of issues of concern to that specific group.

**Each method aims to obtain a specific type of data.

What we learn from qualitative?

*The "human" side of issues, such as an individual's opinions, emotions, & beliefs.

*Also assist with identifying intangible factors, like social norms, SES, gender roles, & religion.

*When it's used in addition to quantitative methods, this provides us a better understanding of the complex reality of given situations as well as the meaning of the quantitative data.

Advantages of qualitative methods

*meaning & culturally appropriate	*unanticipated by research since questions vary based on answers	*descriptive & explanatory in answers

Hypotheses

*Are predictive statements about the outcome that's expected.

*Must be clearly explicated.

Null Hypothesis- Predicts that no relationship exists.

Alternative Hypothesis- Predict that groups assisted in different treatments will demonstrate a difference in performance.

Null Hypothesis Sign test- If the null is rejected $p < .05$, the direction of the group means must be in the direction (if specified) you expected to gain support.

Hypotheses/Theories

*Theories are broader compared to hypotheses.

*Hypothesis= based on a specific observation

*Theories= A general principle utilizing numerous tests.

Conceptual & Operational Def.

Concept Def.	Operational Def.
*Describe the qualities of the variable that are independent of time & space.	*Description of observable characteristics that represents a variable.
-Ex. Intelligence	-Ex. for Intelligence, we may use the score someone receives on a specific intelligence test.

-We must relate intelligence to variables that we are able to measure.

Experimental variables

*If the study includes independent/dependent variables, this is an experimental method.

Static-Group (Non experimental) Variables

*Researchers choose their participants based on preexisting groups they are part of who demonstrate the identifying characteristics for the predictor variable.

*Could be sex, race, education, occupation, diagnosis, political afflictions.

*These variables are unable to be manipulated by researchers because we can't alter someone's political association or sex.

-The term *independent variable* is utilized & implies that a causal relationship exists. So we refer to group membership as a predictor variable since manipulation hasn't occurred.

Measured Variables

*Are not manipulated by experimenters & are not naturally occurring events.

*Variables are often labeled "predictor" & have a "criterion" but don't assume causality between the two.

*They aim to find the association between 2 continuous variables.

*Can't assume that poor attendance causes bad test scores or that bad test scores causes poor attendance.

*Minimal inference by researchers

Multiple Correlation & Causation

*Correlations between 2 variables show the relationship/association between them but do not imply one is the cause of the other.

*Demonstrates 2+ independent variables & a dependent variable.

Difference between quan & qual methods

*analytical objectives	*types of questions asked
*differences in data collection instruments	*data produced
*degree of flexibility of the study	

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