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研究方法資料庫

SAGE Research Methods

飛資得企業 李紹迪
2018/10

研究人員可能面臨以下問題

- 「如何設計我的論文研究計畫？」
- 「焦點團體訪談法如何應用在我的研究中？」
(Focus group interview)
- 「我要如何執行多屬性評估？」
(multi attribute evaluation)

社會科學量化方法應用系列叢書

- 小綠書系列-1977

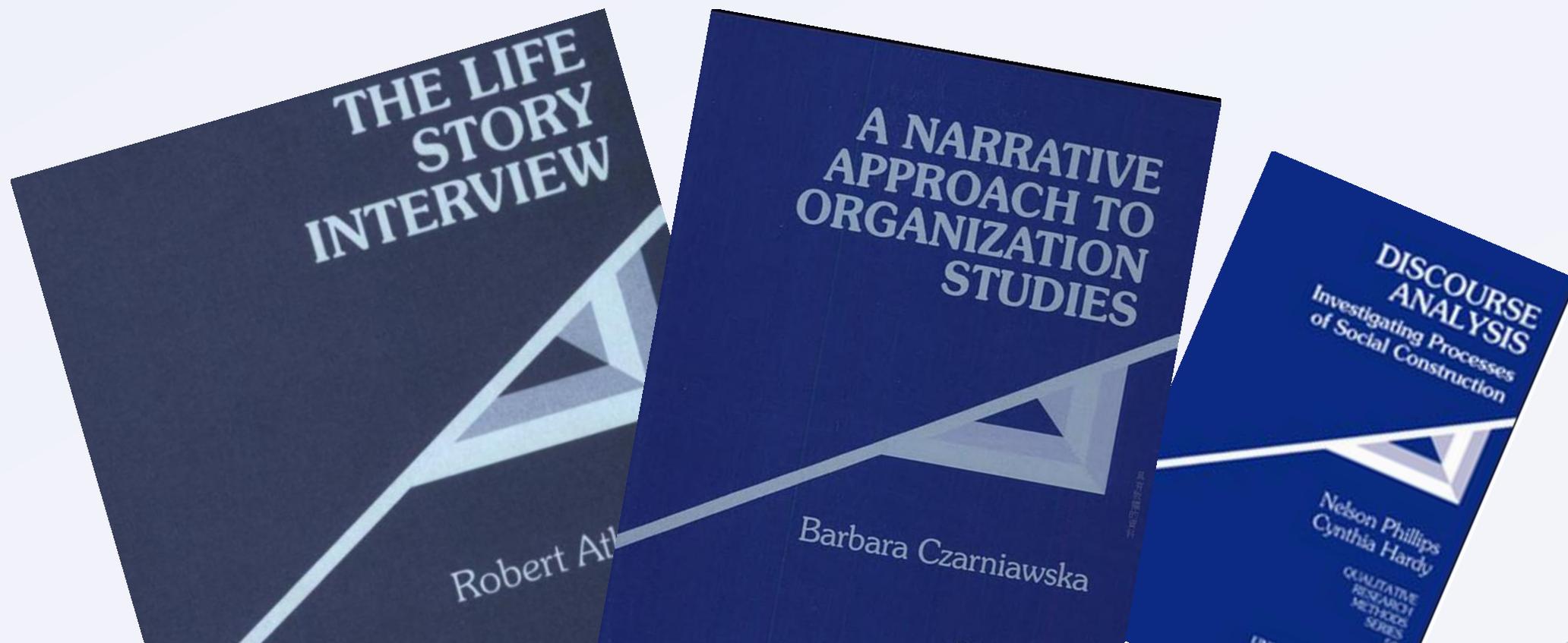
- Quantitative Applications in the Social Sciences

- 全球超過200萬本的銷售量



社會科學質性方法應用系列叢書

• 小藍書系列-1986



關於Sage出版社...

- **第一本研究方法相關的期刊**
 - *Sociological Methods and Research Journal* – 1972
- **第一本研究方法相關的參考書籍**
 - *The Handbook of Evaluation Research* – 1975
- **第一套研究方法系列叢書**
 - *Quantitative Applications in the Social Sciences* - 1977



什麼是SRM?

SRM是SAGE Research Methods的縮寫。是一個專注於研究方法的系統性工具，指引並幫助研究進行。

SRM 的優勢

- 方便瀏覽跟查詢
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- 資料來源的廣泛度

SRM協助您 按部就班完成研究計畫

Carrying out a research project



SRM能幫助我什麼？

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- 2 選擇統計方法
- 3 開始進行研究
- 4 重新檢視研究

如何使用「研究方法資料庫」

01

熟悉環境

02

探索方法

03

檢視學習

01

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Find resources to answer your research methods and statistics questions

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Systematic review



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Showing results for: systematic review

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Systematic review:

A systematic review is a review of the literature that is conducted in a methodical manner based on a prespecified protocol and with the aim of synthesising the retrieved information often by means of a meta-analysis.

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Systematic Review

Mary Dixon-Woods, Alex Sutton

In *The SAGE Encyclopedia of Social Science Research Methods* | **Published:** 2004

... **Systematic Review** **Systematic review** describes a specific methodology for conducting **reviews** of literature. This methodology prescribes explicit ...

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Systematic Review

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Mary Dix

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Datasets:

Looking to learn new statistical techniques? Or do you just need some practice on techniques you have been shown in class? Our Datasets are a collection of resources which include real research data, how to guides, and instructional materials that can be used to support the teaching and independent learning of quantitative and qualitative analytical methods. Datasets are taken from real research projects but edited and cleaned for learning purposes. Each dataset is accompanied by a short, clear, narrative description of the data and easy-to-follow instructions on how to apply the research method, providing a step-by-step guide to analyzing the data, and then allowing students to practice the analysis themselves. Try one of our many datasets, such as a [Difference of Means T-test using the American National Election Study \(2008\)](#), or a [Multiple Regression Analysis using the China Health and Nutrition Survey \(2006\)](#).

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DATASET

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Frequency Distribution and the General Social Survey (2012): Visits to Libraries and Museums

Luke Sloan, Rob Angell

Published: 2015

... the Natural History Museum and Public **Library** within the 12 months prior to ... Example: Natural History Museum and Public **Library** Visits from the 2012 General Social ... number of visits to the public **library** (Vislib) in the year preceding the ... Number of visits to the Public **Library** (Vislib) (0 = Did not visit, 1 ... distribution for visits to the Public **Library**, 2012 General Social Survey (GSS). Table ...

Methods: [Frequency distribution](#)

Keywords: [social survey](#), [museums](#)

Data Type: [Survey](#)

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- Datasets (185) +
- Cases (645)
- Video (995) +
- Project Planner (11)

Discipline

- SELECT ALL
- Anthropology (0)
- Business and Management (2)
- Communication and Media

Frequency Distribution and the General Social Survey (2012): Visits to Libraries and Museums



By: [Luke Sloan](#) & [Rob Angell](#)

Published: 2015 | Product: SAGE Research Methods Datasets

DOI: <http://dx.doi.org/10.4135/9781473938007>

This dataset example describes a frequency distribution, also referred to as a 'frequency'. This technique is used with a single categorical variable. A frequency distribution reports the number and percentage of observations populating each category or value. In this example you will be introduced to the technique using a subset of the 2012 General Social Survey (GSS). At a time when public visits to museums and libraries are in decline, the example establishes 'how frequently' people visit these attractions. This is important for better understanding how to fund and market this type of public service.

On this page readers will be introduced to the theory and assumptions behind frequency distributions. Consideration is given to the technique, the type of question the technique can address, and how the researcher can use frequency distributions to produce and report results. The extract of sample data has been cleaned, recoded and organized to make the example easier to follow. Interested readers can find the full documentation for the dataset by following this link: <http://www3.norc.org/Gss+website/>.

Direct Prerequisites: [None](#)

Methods: [Frequency distribution](#)



Methods Map

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Instructions

You can download the dataset from this tab. The dataset is available in multiple file formats, compatible with most common software packages. You can also download the Overview, which introduces the method for revision or teaching purposes, and the instructional guide(s) showing how to perform the technique or test using software. The codebook provides information on the structure, contents and layout of the data file.

- Overview
- How-to Guide for IBM(r) SPSS(r) Statistics Software (539 KB)
- Codebook (107 KB)

Data Files

Select from the following data formats:

- csv (19 KB)
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Frequency distribution

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How-to Guide in SPSS

In this guide you will learn how to produce frequency distributions in IBM® SPSS® Statistics software (SPSS). A practical example is used to illustrate this process. You will find links to an example dataset and you are encouraged to replicate the example. An additional example is suggested at the end of the guide. This example assumes you have already used SPSS.

Frequency Distribution and the General Social Survey (2012): Visits to Libraries and Museums

dataset-gss-2012-subset3

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General Social Survey 2012 (Release 5, June 19, 2014)

This codebook refers to a subset of the General Social Survey 2012 (Release 5, June 19, 2014). This data subset was created for SAGE Research Methods Datasets. The data in the subset may have been modified for educational purposes. Users are STRONGLY encouraged to review the full documentation for the General Social Survey 2012 (Release 5, June 19, 2014) before using it for research. The original survey data and documentation can be found on the data producer's website: <http://www3.norc.org/GSS+Website/>

NAME	LABEL	VALUES	LEVEL
ID	respondent id	n/a	Nominal
Vislib	how often visited public library last year	Did not visit = 0 Once = 1 Twice = 2 Three times = 3	Ordinal

Showing results for: library Filtered by Content Type x

1-20 of 91 results

Results per page: 20

Sort by: Relevance

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Cases:

Want to know how researchers carry out their work? Interested in the practicalities and challenges of doing a research project? Our collection of case studies are for you! Our cases illustrate how methods are applied in real research projects. This collection offers hundreds of specially commissioned case studies of engaging research projects that highlight project design and methods application, through stories of real life research. Cases contextualize methods material through demonstrating the real life obstacles and choices researchers face when their project moves from paper to the often messy real world of data collection. Cases are selected from a broad variety of sources across the spectrum of academic disciplines, from Business to Sociology, and Anthropology to Political Science. Not sure where to start? Why not look at cases on ethnographic research?

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Participatory Action Research: Improving Professional Practices and Local Situations

Mary M. Somerville

Published: 2014

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Datasets (185)
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Participatory Action Research: Improving Professional Practices and Local Situations



By: [Mary M. Somerville](#)

Published: 2014 | Product: SAGE Research Methods Cases

DOI: <http://dx.doi.org/10.4135/978144627305014534165>

Methods: [Participatory action research](#), [Action research](#)

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Abstract

Participatory Action Research employs social sciences research methods to develop actionable local knowledge. In seeking meaningful and inclusive ways of generating knowledge together in the workplace, Participatory Action Research practitioner–researchers combine action and reflection with theory and practice to improve local situations and enhance professional practices. Working *with and for* others, co-researchers evolve learning cycles that are practical and emergent, participatory and collaborative, emancipatory and democratic, and interpretive and local. In this case, the cyclical ‘methods in action’ orientation of Participatory Action Research is illustrated through examples from a North American academic library facility renovation initiative. Practical advice is offered on proposal planning

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Published Articles -

Howard, Z., & Somerville, M. M. (2014). A comparative study of two design charrettes: Implications for codesign and participatory action research. *Co-Design: International Journal of CoCreation in Design and the Arts*, 10, 46–62. doi: <http://dx.doi.org/10.1080/15710882.2014.881883>

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and enhance professional practices. Working *with and for* others, co-researchers evolve learning cycles that are practical and emergent, participatory and collaborative, emancipatory and democratic, and interpretive and local. In this case, the cyclical 'methods in action' orientation of Participatory Action Research is illustrated through examples from a North American academic library facility renovation initiative. Practical advice is offered on proposal planning and study implementation in organizational settings. In addition, learning outcomes and discussion questions enable reflective project planning and iterative evaluation.

Learning Outcomes

By the end of the case study, you should understand

- How to recognize and define a research question in the workplace with the aim of improving professional practice
- How to use a cyclical learning process to increase domain knowledge and generate professional insight
- How to create an action research study proposal that anticipates project elements and furthers learning outcomes

Introduction

For centuries, prompted by the development of print in the 15th century and the industrialization of print in the 19th century, academic libraries have been designed as a place where information in acquired, housed, organized, and accessed. Since the advent of the World Wide Web, however, disruptive forces in both the scholarly community ecosystem and higher education environment necessitate reconsideration of these comfortable, conventional assumptions about libraries as warehouses and librarians as intermediaries.

The ubiquitous presence of information and communication technologies and the concurrent migration from print to electronic publications now makes it possible to easily discover academic information in online environments, including Google Scholar. Students no longer need to trek to the library building to search a catalog or index or—given the prevalence of e-books and e-journals—to locate scholarly content. At the same time, the exponential growth in

Published Articles 

Howard, Z., & Somerville, M. M. (2014). A comparative study of two design charrettes: Implications for codesign and participatory action research. *Co-Design: International Journal of CoCreation in Design and the Arts*, 10, 46–62. doi: <http://dx.doi.org/10.1080/15710882.2014.881883>

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organizational development in which participants individually and collectively discover the capacity to construct and use knowledge (Freire, 1970) through sharing information and working together.

Exercises and Discussion Questions

1. What are the main features of PAR?
2. How would you ensure advancement of your own learning, as well as that of other participants, and how would these considerations potentially inform your and their actions?
3. How would you collaboratively design an overall research methodology, including a clear explanation of choices made?
4. How would you ensure ethical data collection and management processes, including permissions clearance?
5. How would you determine what kinds of data to gather and how to gather, organize, and manage it, within a PAR framework?
6. How do you differentiate between data and evidence? Relatedly, explain the difference between analyzing and interpreting.
7. How do you demonstrate the validity of your knowledge claims or, stated differently, how would you generate criteria and standards that are appropriate for PAR, and how do these differ from the criteria and standards of judgment of traditional forms of social science research?
8. How would you communicate PAR aims and outcomes to various stakeholder groups, within the general PAR framework of philosophy, principles, and methodologies, with the aim of ensuring real-world improvements in local situations and professional practice?

References

Argyris, C., & Schön, D., (1991). Participatory action research and action science compared: A commentary. In Edited by: W. F.Whyte (Ed.), *Participatory action research* (pp. 85–96). Newbury Park, CA: SAGE.

Brown-Sica, M., Sobel, K., & Rogers, E. (2010). User-centered planning in learning commons design. *New Library World*, 111, 302–319. <http://dx.doi.org/10.1108/03074801011059939>

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Topic

- Key concepts in research
- Philosophy of research
- Research ethics
- Planning research
- Research design
- Data collection
- Data quality and data management
- Qualitative data analysis
- Quantitative data analysis
- Writing and disseminating research

Discipline

- Anthropology
- Business and Management
- Communication and Media Studies
- Computer Science
- Counseling and Psychotherapy
- Criminology and Criminal Justice
- Economics
- Education
- Engineering
- Geography
- Health
- History
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Historical researchers often use [documentary](#), [biographical](#), [oral history](#), and [archival methods](#), in addition to many of the methods commonly used across the social sciences. Historical research is often concerned with topics related to [social change](#) over time and data can take many forms, including [photographs](#) and [secondary data](#) and documents from a range of official and academic sources. [Literature reviews](#) are an important part of many historical research projects and interpreting various sources critically is a key skill historians develop. For an introduction to the range of approaches to historical research, try "Historical Research" in [A-Z of Social Science Research](#).

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VIDEO

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What is Oral History Interviewing?

Academic: Joanna Bornat Ph.D., Jenny Harding Ph.D.

Published: 2015 | **Publisher:** SAGE Publications Ltd.

Video Type: Interview | **Duration:** [00:08:45]

Professors Joanna Bornat and Jenny Harding define oral history and explain how it can be used to learn about both the past and the present. They stress the importance of ...

Methods: [Oral history interviews](#), [Biographical interpretive method](#)

Keywords: [biographies](#), [marginalization](#), [memory](#), [oral history](#), [oral tradition](#), [question formation](#), [Social factors](#), [voice and visibility](#)

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Methods: Oral history interviews, Biographical interpretive method

Keywords: biographies, marginalization, memory, oral history, oral tradition, question formation, Social factors, voice and visibility

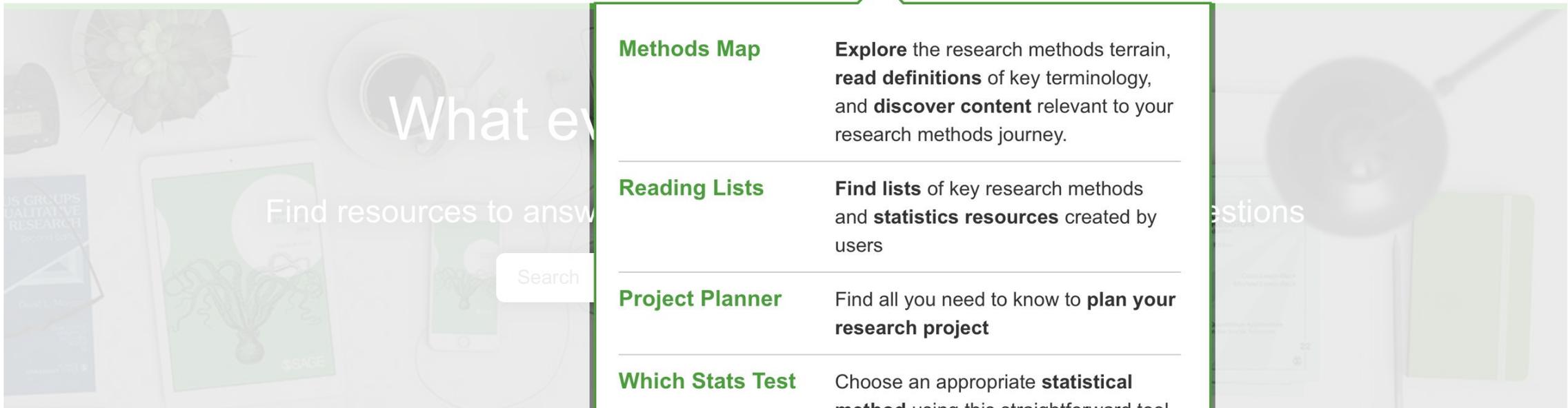
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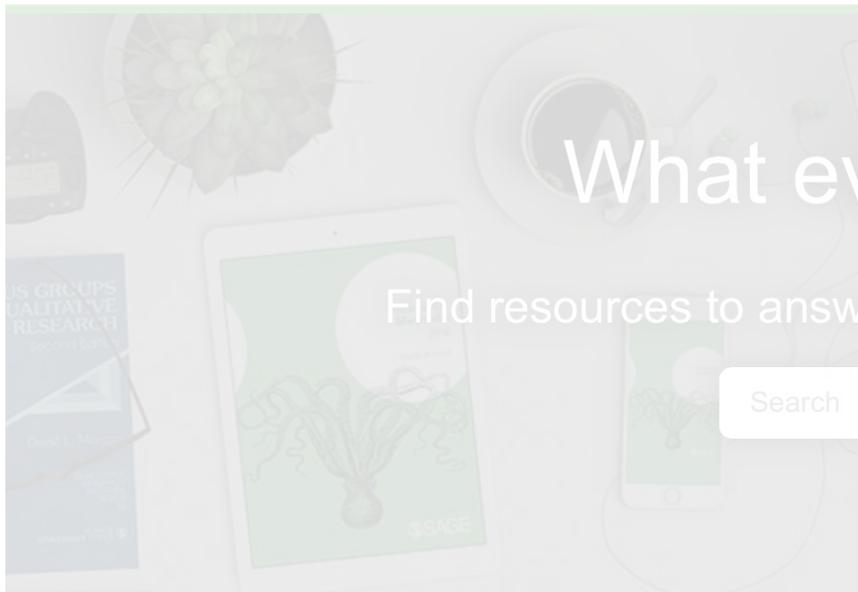
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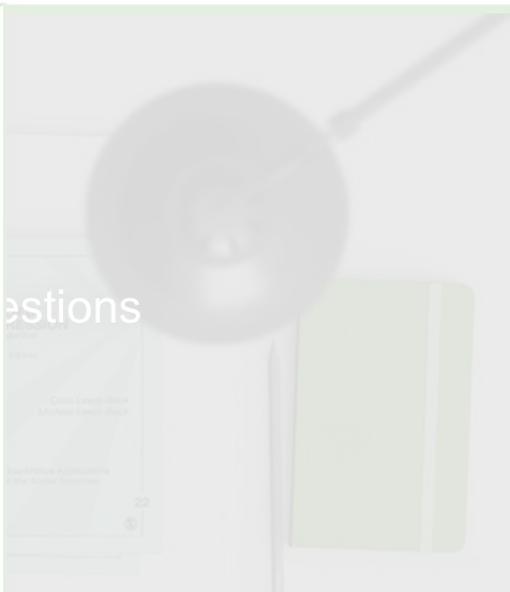


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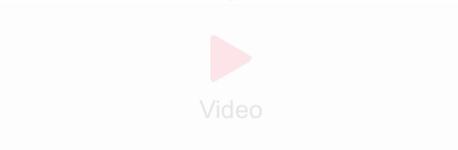


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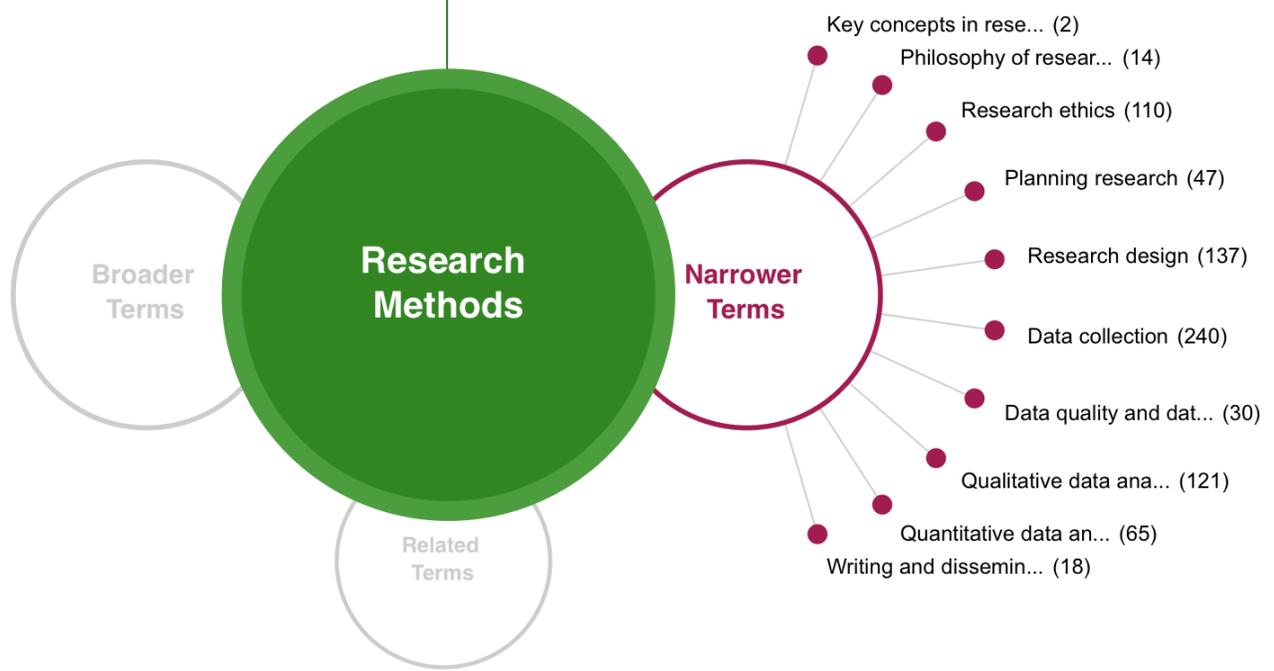
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Research Methods

Research methods are the systematic tools used to find, collect, analyze and interpret information.



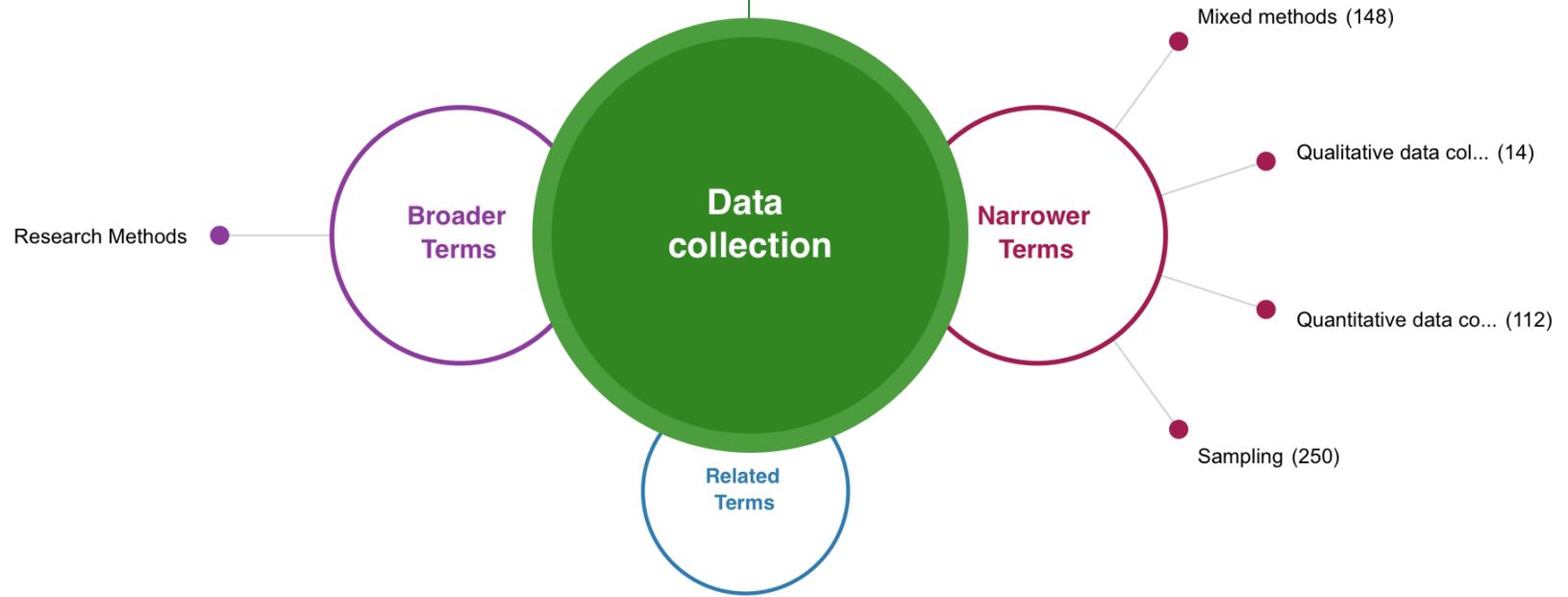
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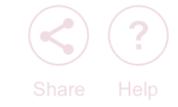
Data collection
The process of gathering and measuring information on variables of interest, often through methods such as interviews and surveys.

[View content on Data collection \(240\)](#)



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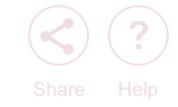
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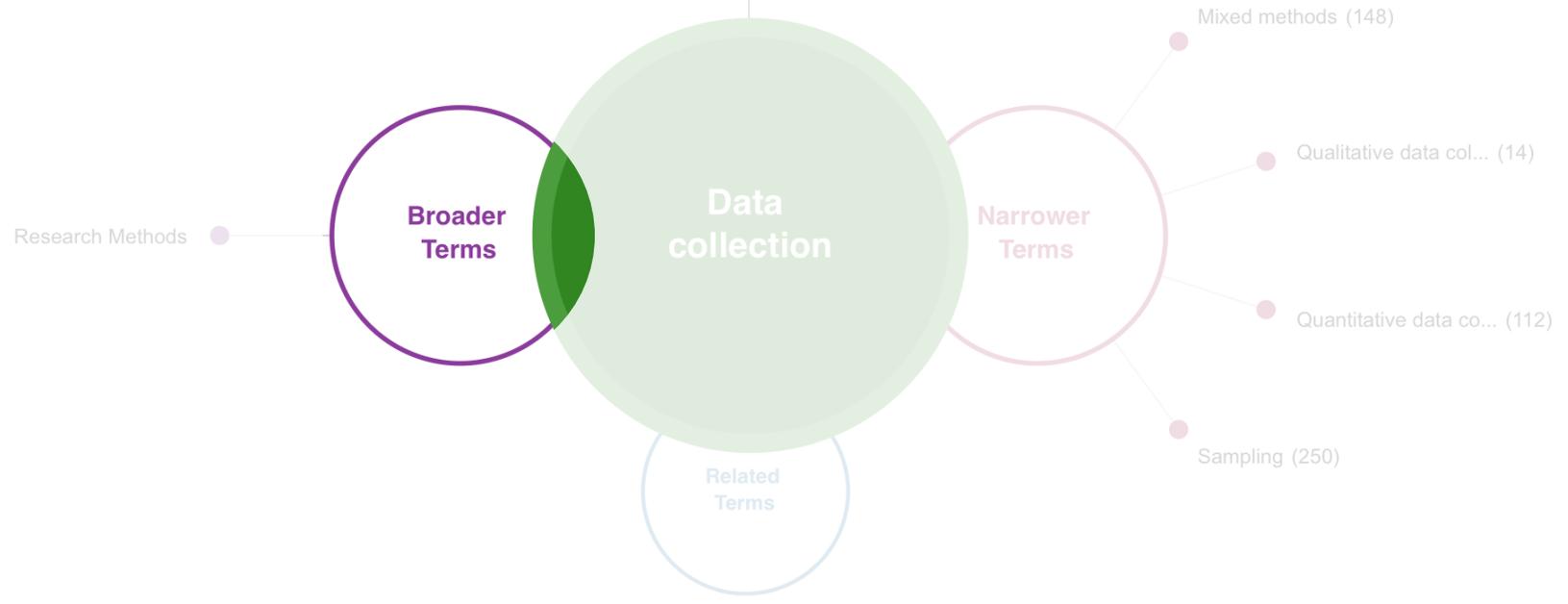
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Data collection

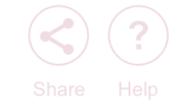
The process of gathering and measuring information on variables of interest, often through methods such as interviews and surveys.

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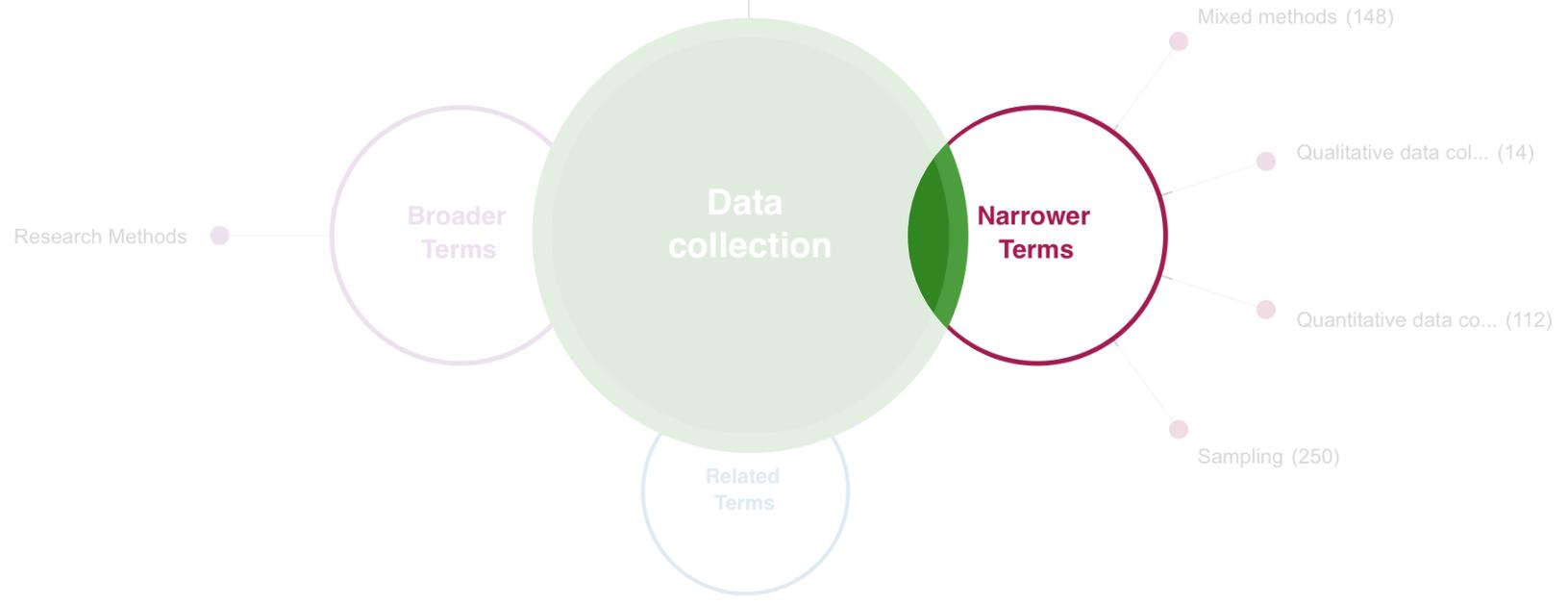
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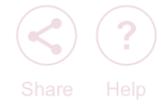
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The process of gathering and measuring information on variables of interest, often through methods such as interviews and surveys.

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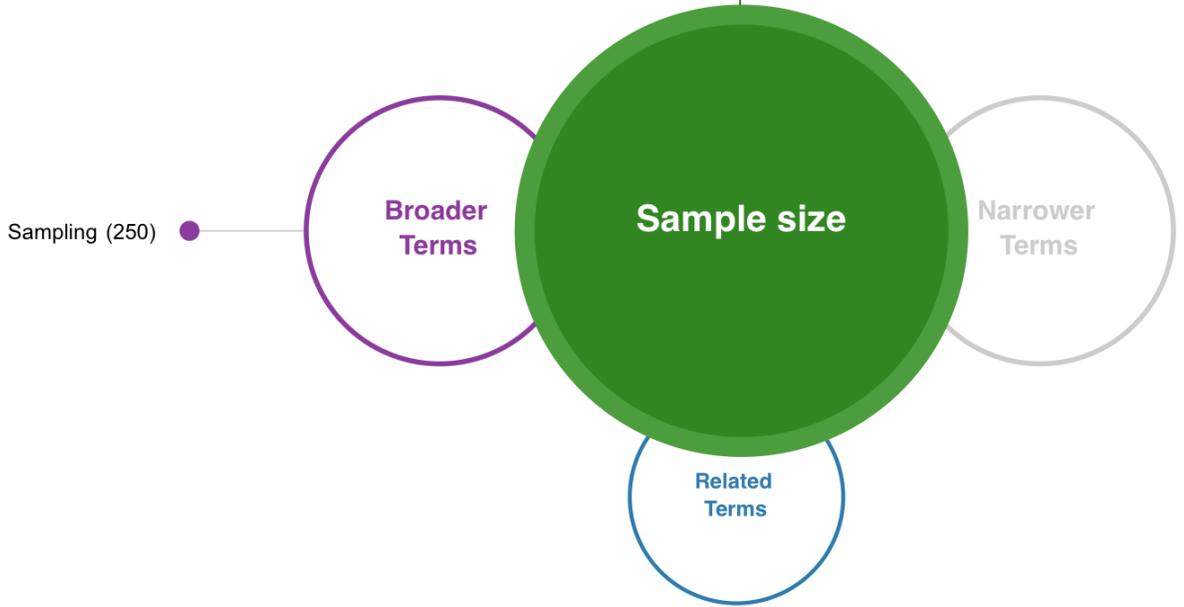
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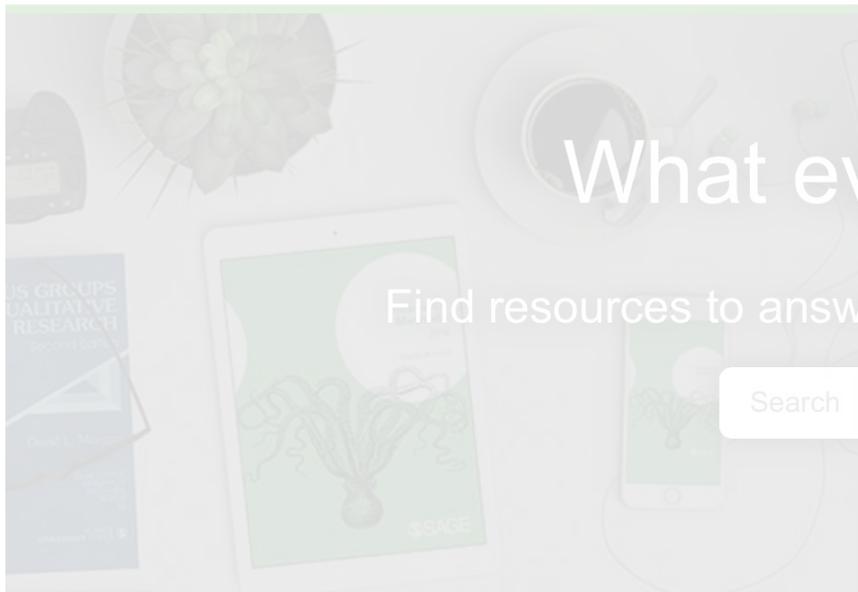
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- Designing and Managing Your Research Project: Core Skills for Social and Health Research, (2010)
Research Training for Social Scientists, Dawn Burton (2000)
Writing Up, (2017)

and 21 more

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- Handbook of Research Design & Social Measurement, (2002)
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action research

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- Action Research in the Classroom, Vivienne Baumfield, Elaine Hall & Kate Wall (2008)
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How Do I Write Academically?

Found in: [Writing Up](#)

[David Byrne](#)

Content Type: Project Planner

Published: 2017 | Publisher: SAGE Publications, Inc.

DOI: <http://dx.doi.org/10.4135/9781526408587>

This stage will:

- Explain how to write academically
 - Provide tips for writing up reports, dissertations, and theses
 - Give guidance on how to write up the different sections of your research paper
- Writing up your research is a crucial stage of any research project, and it's wise not to leave consideration of this step to the end. Writing as you go along can he...

Methods: [Writing research](#), [Thesis](#), [Research synthesis](#)



Writing Research

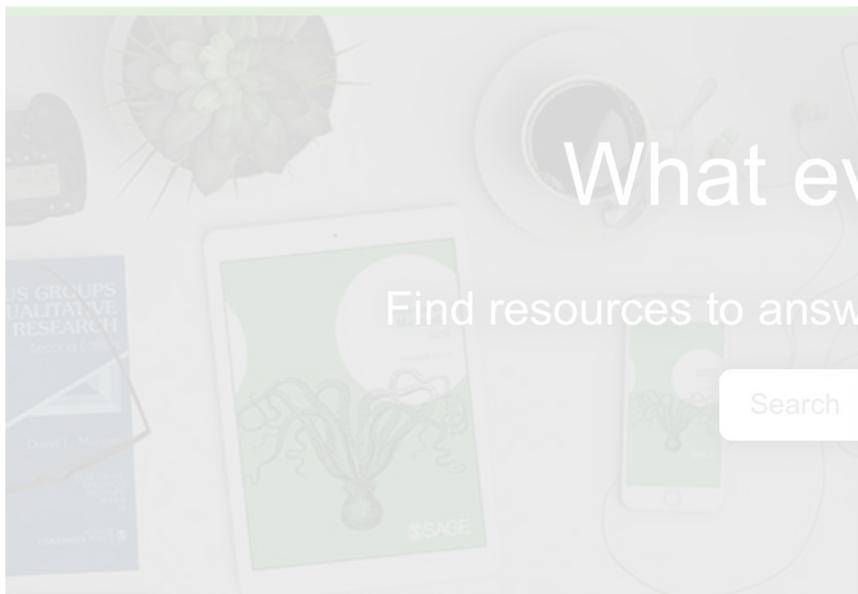
Found in: [Getting the Most Out of the Research Experience](#)

[Brian Roberts](#)

Content Type: Books

專案規劃

Project Planner



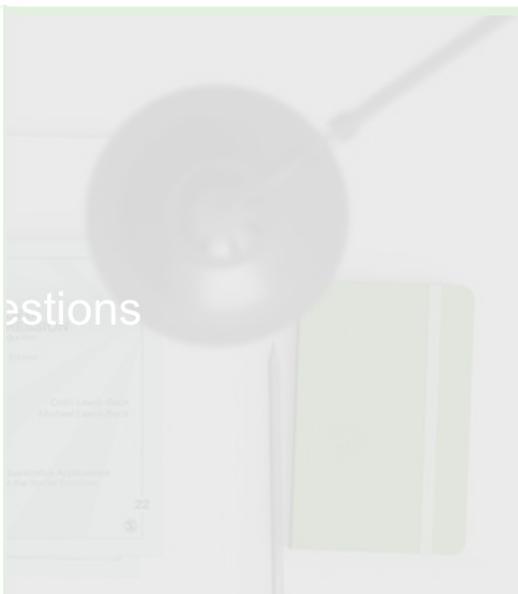
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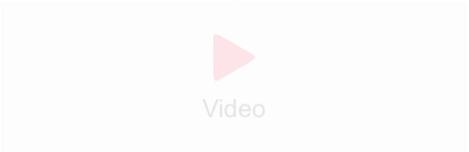


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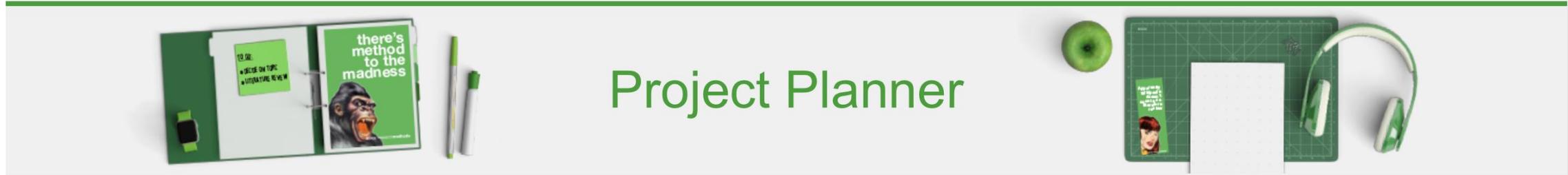


Find quick answers and definitions



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Project Planner

Research Stages

- Overview ●
- Philosophy of Research ●
- Defining a Topic ●
- Reviewing the Literature ●**
- Developing a Researchable Question ○
- Research Design ○
- Planning and Practicalities ○
- Research Ethics ○
- Data Collection ○

Reviewing the Literature

Tools

Introduction -

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This stage will:

- Explain what a literature review is and why you need to do one
- Define the steps in a literature search and a literature review
- Give you an overview of where to look for appropriate literature

The literature review is an important part of every research project. This section takes you through the literature review process, explaining the reasons for reviewing the literature and differentiation between the types of literature available.

Why Do I Need to Do a Literature Review? +

What Types of Literature Should I Use in My Review? +



Project Planner

Research Stages

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Why Do I Need to Do a Literature Review? +

What Types of Literature Should I Use in My Review? +



Project Planner



Research Stages

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Why Do I Need to Do a Literature Review? +

What Types of Literature Should I Use in My Review? +

Reviewing the Literature

Developing a Researchable Question

Research Design

Planning and Practicalities

Research Ethics

Data Collection

Data Analysis and Interpretation

Writing Up

Dissemination

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Why Do I Need to Do a Literature Review?

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Why Do I Need to Do a Literature Review?

You are almost certainly not the first to investigate your topic! You need to be aware of what others have written on the general area of your research and even on your specific issue. You will need to draw on their work to construct your own project. But you will also need to distinguish your own work from theirs. Originality is important, and for PhDs and academic publication it is vital.

In the natural sciences, the "literature review" is the term used to describe an agreed body of knowledge, which the researcher will set out before building on that base in their project.

In the social sciences there are more likely to be different approaches and different accounts of the information you need for your research. So we use the term "the problematic" to indicate the issue around which these arguments have developed and these articles/books have been written.

In social science a literature review always includes the sense of the issues being contested, not only in terms of what we know, but how we know it.

Checklist: What Makes a Researchable Question? —

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Checklist: What Makes a Researchable Question?

You've identified the general area of your research and reviewed some of the literature. Are you now able to work out a researchable question?

Here are seven questions to ask yourself. Remember, it's possible that not all will apply to you.

- Do I know enough about the area I'm working in to formulate one or more interesting questions which relate to current issues or debates?**

- Do I know which methods I am going to use in my research?**

If not, see [this section](#)

- Do I have the necessary competence in these methods? If not, can I acquire it in time to do this research?**

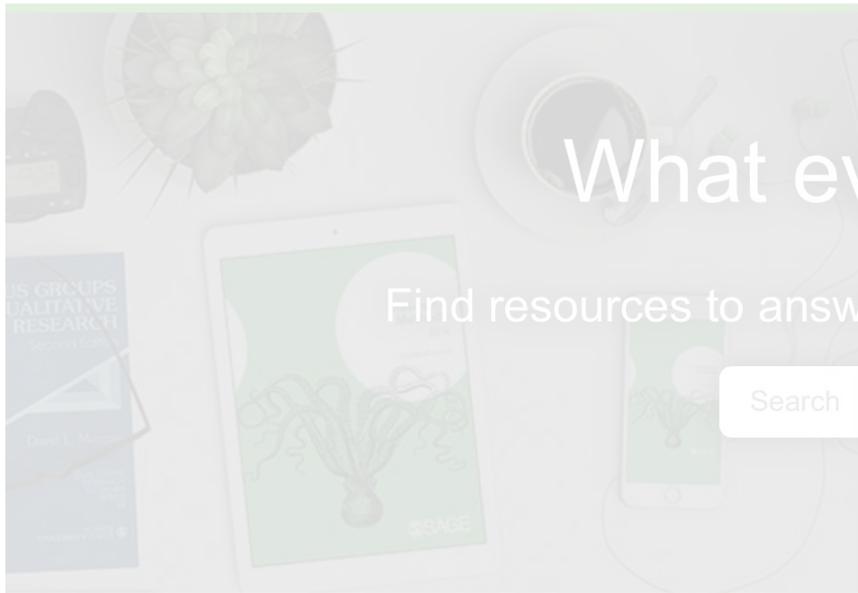
- Do I have the resources I need: equipment, office space, materials, support?**

- Can I get access to the research field?**

- Do I have the time needed to complete the work using the methods I've identified?**

統計方法選擇

Which Stats Test



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Question 1 - What is the purpose of your analysis?

- To look for differences between sets of data
- To look for an association between variables



Help

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Next >

Start over

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SAGE Knowledge

SAGE Stats

CQ Press Library



Suggested Test - Spearman correlation

Based on your answers the test that seems most appropriate is Spearman correlation. Read about this method in our encyclopedia resources or try it for yourself with SAGE Research Methods Datasets. We have the following resources with which you can familiarise yourself with this test:

- Spearman's Rank-Order Correlation Coefficient and the Consolidated State Performance Report (2012-2013): High School Science Proficiency and High School Reading Proficiency
Spearman's Rank-Order Correlation Coefficient and the World DataBank (2012): Gross Domestic Product Per Capita and Internet Access
Spearman's Rank-Order Correlation Coefficient and the General Social Survey (2012): Income and Political Influence



Previous

Start over

03

檢視學習

工具 選擇

- 1 瞭解研究步驟
Project Planner
- 2 選擇統計方法
Which Stats Test
- 3 探索研究方法
Methods Map

方法 查找

- 1 想瞭解問卷調查法
- 2 認識定義和概念
- 3 相關案例參考

領域 探索

- 1 作為歷史學研究生
- 2 常見的研究方法?
- 3 相關的說明影片?
- 4 瞭解更多研究方法

**Thank you
for your
attending!**

論文之路的好幫手!

研究方法資料庫

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