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SECTION 10

METHODOLOGICAL LITERATURE GUIDE

There is a huge literature on research methods. We cannot hope to list all of it here, and nor would that be of value. Our more modest aim is to indicate some useful texts in the areas where you might need to consult this literature. Needless to say, you are likely to need to look at only a very small proportion of the publications we have listed here. We have covered quite a wide range because the types of research carried out by students on this course are diverse. What is offered here, then, is very much a resource for you to use as, when and if it is appropriate to your work. And you should be similarly instrumental in your reading of the literature: look for what

you need, make use of it, and ignore the rest. The discussions vary a good deal in terms of the background knowledge which they assume, so you may need to try several sources before you find what you are looking for.

10.1 GENERAL INTRODUCTIONS

There is a large number of introductory research methods texts of a general sociological and psychological kind. These usually cover a range of different methods of data collection and analysis, but they vary considerably in their coverage, depth of treatment, the sort of examples used, etc.

A very accessible but elementary sociological introduction is:

MCNEILL, P. (1990) *Research Methods*, London, Routledge, (second edition).

More detailed, advanced and in some cases multi-disciplinary coverage can be found in:

BABBIE, E. (1993) *The Practice of Social Research*, Belmont, CA, Wadsworth, (fifth edition).

BREAKWELL, G. M., HAMMOND, S. and FIFE-SCHAW, C. (eds) (1995) *Research Methods in Psychology*, London, Sage.

DOBY, J. T. (1962) *An Introduction to Social Research*, New York, Appleton Century Crofts.

DOMINOWSKI, R. L. (1980) *Research Methods*, Englewood Cliffs, NJ, Prentice-Hall.

GILBERT, N. (ed.) (1993) *Researching Social Life*, London, Sage.

HAKIM, C. (1987) *Research Design: strategies and choices in the design of social research*, London, Allen and Unwin.

PHILLIPS, B. (1976) *Social Research*, New York, Macmillan, (third edition, other editions usable).

ROBSON, C. (1993) *Real World Research: a resource for social scientists and practitioner-researchers*, Oxford, Blackwell.

ROSE, G. (1982) *Deciphering Sociological Research*, London, Macmillan.

SARANTAKOS, S. (1994) *Social Research*, London, Macmillan.

SELLTIZ, C, WRIGHTSMAN, L. and COOK, S. (1981) *Research Methods in Social Relations*, New York, Holt, Rinehart and Winston, (fourth edition; other editions also useful).

SMITH, H. W. (1981) *Strategies of Social Research: the methodological imagination*, Englewood Cliffs, NJ, Prentice-Hall, (second edition; other editions useful).

There are many books of this type, and you may find others of value as well.

Also of general use are THE OPEN UNIVERSITY courses (1979) DE304/801: *Research Methods in Education and Social Science*, and (1993) DE313: *Principles of Social and Educational Research*, Milton Keynes, The Open University.

A useful collection of articles on various aspects of research method is:

BULMER, M. (1984) *Sociological Research Methods*, London, Macmillan, (second edition).

There are some books dealing with particular aspects of research spanning both quantitative and qualitative approaches. For example, the following is a helpful discussion of the use of documents in research:

SCOTT, J. (1990) *A Matter of Record: documentary sources in social research*, Cambridge, Polity Press.

There are also general texts focusing primarily on educational research, for example:

BEST, J. W. and KAHN, J. V. (1986) *Research in Education*, Englewood Cliffs, NJ, Prentice-Hall, (fifth edition; others usable).

BORG, W. R. and GALL, M. D. (1979) *Educational Research*, New York, Longman, (third edition; others usable).

COHEN, L. and MANION, I. (1989) *Research Methods in Education*, London, Routledge.

GOOD, C. V. (1963) *Introduction to Educational Research*, New York, Appleton Century Crofts, (second edition; others usable).

HOPKINS, C. D. (1980) *Understanding Educational Research*, Columbus Ohio, Merrill.

MASON, E. J. and BRAMBLE, W. J. (1978) *Understanding and Conducting Research: applications in the educational and behavioral sciences*, New York, McGraw Hill.

Useful general collections of articles on educational research methodology are:

KEEVES, J. (ed.) (1988) *Educational Research, Methodology, and Measurement*, Oxford, Pergamon.

WITROCK, M. (ed.) (1986) *Handbook of Research on Teaching*, New York, Macmillan, (third edition).

10.2 ETHICS

An important set of issues which relates to all forms of research is ethical considerations. The books listed above do not all consider these issues. The following are useful sources focusing on ethics:

BARNES, J. A. (1979) *Who Should Know What? Social science, privacy and ethics*, Harmondsworth, Penguin.

BURGESS, R. G. (ed.) (1989) *The Ethics of Educational Research*, London, Falmer Press.

DIENER, E. and CRANDELL, R. (1978) *Ethics in Social and Behavioral Research*, Chicago, University of Chicago Press.

PUNCH, M. (1986) *The Politics and Ethics of Fieldwork*, Beverley Hills, CA, Sage.

PUNCH, M. (1994) 'Politics and ethics in qualitative research' in DENZIN, N. K. and LINCOLN, Y. S. (eds) *Handbook of Qualitative Research*, Thousand Oaks, CA, Sage.

10.3 THE QUANTITATIVE-QUALITATIVE DISTINCTION

Besides books covering social, psychological and educational research generally, there are also specialized literatures dealing with particular approaches to research, or particular methods. We shall use the division between quantitative and qualitative approaches as an organizing device, though it is by no means unproblematic. One problem with this distinction is that it is not very clear what is being contrasted. It is not simply research that uses numbers and that which does not, because much avowedly qualitative research uses some numerical data, albeit usually in support of verbal data of one kind or another. Nor is it that quantitative research deals with frequencies and amounts whereas qualitative research does not, since the latter frequently handles these verbally (for example by use of such words as 'frequently!'). Rather, the qualitative—quantitative distinction relates to different practical models of research and to different methodological ideas about it. It is important to recognize, though, that what is normally listed under the headings of

qualitative and quantitative is by no means homogeneous and there is some overlap between the two.

On the quantitative—qualitative distinction, see:

- BRANNEN, J. (ed.) (1992) *Mixing Methods: qualitative and quantitative research theory and practice*, Aldershot, Avebury.
- BRYMAN, A. (1988) *Quantity and Quality in Social Research*, London, Allen and Unwin.
- HAMMERSLEY, M. (1992) *What's Wrong with Ethnography?*, Chapter 9, London, Routledge.
- HOWE, K. (1988) 'Against the quantitative-qualitative incompatibility thesis', *Educational Researcher*, **17**(8), pp. 10-16.
- SMITH, J. K. and HESHUSIUS, L. (1986) 'Closing down the conversation: the end of the quantitative—qualitative divide among educational inquirers', *Educational Researcher*, **15**(1), pp. 4-12.

10.4 QUALITATIVE METHODS

Useful collections of articles on different types and aspects of qualitative research include the following:

- DENZIN, N. K. and LINCOLN, Y. S. (eds) *Handbook of Qualitative Research*, Thousand Oaks, CA, Sage.
- LECOMPTIE, M., MILLROY, W. and PREISSLE, J. (eds) (1992) *The Handbook of Qualitative Research in Education*, San Diego, Academic Press.
- SHERMAN, R. R. and WEBB, R. B. (eds) *Qualitative Research in Education*, London, Falmer Press.

The following journals specialize in publishing articles reporting qualitative research and discussing qualitative method:

- International Journal of Qualitative Studies in Education*
- Journal of Contemporary Ethnography*
- Qualitative Sociology*.

There is also a series of small books published by Sage dealing with specific issues concerning qualitative research methods.

We shall not try to cover all of the various 'traditions' of qualitative method, limiting ourselves to just a few general categories.

Participant observation or ethnography

Useful general sociological introductions to ethnography (often also covering qualitative interviewing as well) include:

- BERG, B. L. (1989) *Qualitative Research Methods for the Social Sciences*, Boston, Allyn and Bacon.
- BURGESS, R. G. (1984) *In the Field*, London, Allen and Unwin.
- BOGDAN, R. C. and TAYLOR, S. (1975) *Introduction to Qualitative Research Methods*, New York, Wiley, (see Taylor and Bogdan for second edition).
- ELY, M. (1991) *Doing Qualitative Research: circles within circles*, London, Falmer Press.
- FETTERMAN, D. M. (1989) *Ethnography: step by step*, Newbury Park, Sage.
- HAMMERSLEY, M. (1991) *Reading Ethnographic Research*, London, Longman.
- HAMMERSLEY, M. and ATKINSON, P. A. (1995) *Ethnography: principles in practice*, London, Tavistock/Routledge, (second edition).

LOFLAND, J. and LOFLAND, L. (1984) *Analyzing Social Settings*, Belmont, California, Wadsworth, (second edition; first also useful, though very different).

THE OPEN UNIVERSITY (1979) DE304/801: *Research Methods in Education and Social Science*, Block 3, Part 5; Block 4, Part 3; Block 6, Part 1, Milton Keynes, The Open University.

SCHATZMAN, L. and STRAUSS, A. (1973) *Field Research*, Englewood Cliffs, NJ, Prentice-Hall.

SILVERMAN, D. (1985) *Qualitative Methodology and Sociology*, Aldershot, Gower.

SPRADLEY, J. P. (1980) *Participant Observation*, New York, Holt, Rinehart and Winston.

TAYLOR, S. and BOGDAN, J. C. (1984) *Introduction to Qualitative Research Methods*, New York, Wiley, (second edition of Bogdan and Taylor).

There are also some texts on ethnography and qualitative research that relate specifically to education:

BOGDAN, R. C. and BIKLEN, S. K. (1982) *Qualitative Research for Education*, Boston, Allyn and Bacon.

DELAMONT, S. (1992) *Fieldwork in Educational Settings: methods, pitfalls and perspectives*, Lewes, Falmer Press.

GOETZ, J. P. and LECOMPTE, M. D. (1984) *Ethnography and Qualitative Research Design in Educational Research*, San Diego, CA, Academic Press, (second edition: LeCompte and Preissle, 1993).

HITCHCOCK, G. and HUGHES, D. (1989) *Research and the Teacher*, London, Routledge.

HOPKINS, D. A. (1985) *A Teachers Guide to Classroom Research*, Buckingham, Open University Press.

LECOMPTE, M. D. and PREISSLE, J. (1993) *Ethnography and Qualitative Research Design in Educational Research*, San Diego, CA, Academic Press, (second edition of Goetz and LeCompte, 1984).

LINCOLN, Y. and GUBA, E. (1985) *Naturalistic Inquiry*, Beverly Hills, Sage.

WALKER, R. (1985) *Doing Research: a handbook for teachers*, London, Methuen.

WOODS, P. (1986) *Inside Schools: ethnography in educational research*, London, Routledge and Kegan Paul.

There is an increasing amount of qualitative evaluation in education, on which see:

FETTERMAN, D. (1984) *Ethnography in Educational Evaluation*, Beverly Hills, Sage.

FETTERMAN, D. (1988) *Qualitative Approaches to Evaluation in Education*, New York, Praeger.

GUBA, E. and LINCOLN, Y. (1989) *Fourth Generation Evaluation*, Newbury Park, Sage.

HAMILTON, D., JENKINS, D., KING, C., MACDONALD, B. and PARLETT, M. (eds) (1977) *Beyond the Numbers Game: a reader in educational evaluation*, London, Macmillan.

PARLETT, M. and DEARDEN, G. (eds) (1977) *Introduction to Illuminative Evaluation: studies in higher education*, Cardiff-by-the-Sea, CA, Pacific Soundings Press.

PATTON, M. Q. (1990) *Qualitative Evaluation and Research Methods*, Newbury Park, Sage, (second edition).

On applied qualitative research outside the field of education, see:

WALKER, R. (ed.) (1985) *Applied Qualitative Research*, Aldershot, Gower.

'Unstructured' and life history interviewing

As we noted, the books listed under ethnography above often include discussions of interviewing. In addition, see:

SEIDMAN, I. E. (1991) *Interviewing as Qualitative Research*, New York, Teachers College Press.

SPRADLEY, J. P. (1979) *Ethnographic Interviewing*, New York, Holt, Rinehart and Winston.

Life history interviewing is unstructured interviewing that focuses on the biography, career or life experience of the person being interviewed. On this see:

PLUMMER, K. (1983) *Documents of Life*, London, Allen and Unwin.

Qualitative analysis

There is much less literature dealing with the process of qualitative analysis than there is discussing qualitative data collection techniques. To some extent this has to be learned from examples of qualitative research and by trial and error. However, in addition to the texts listed under ethnography and unstructured interviewing, there are some books that focus specifically on analysis.

The best of the books on grounded theorizing as regards how to do qualitative analysis, providing a very straightforward introduction is:

STRAUSS, A. and CORBIN, J. (1990) *Basics of Qualitative Research: grounded theory procedures and techniques*, Newbury Park, Sage.

The same approach as Strauss and Corbin, but somewhat more advanced and difficult to follow is to be found in:

STRAUSS, A. (1987) *Qualitative Analysis for Social Scientists*, New York, Cambridge University Press.

The original book on grounded theorizing, superseded by the above, except for indicating something of the original motivation for the approach, is:

GLASER, B. and STRAUSS, A. (1967) *The Discovery of Grounded Theory*, Chicago, Aldine.

A useful discussion of a variety of techniques, with illustrations from applied research carried out by the authors, is:

MILES, M. and HUBERMAN, M. (1984) *Qualitative Data Analysis*, Beverly Hills, Sage, (first edition; second edition 1994, Thousand Oaks, CA, Sage).

The following is useful at the practical level of hints and tips for generating theoretical ideas:

RILEY, J. (1990) *Getting the Most from Your Data: a handbook of practical ideas on how to analyse qualitative data*, Bristol, Technical and Educational Services Ltd.

An overview of different approaches to analysing qualitative data is provided in:

SILVERMAN, D. (1993) *Interpreting Qualitative Data*, London, Sage.

See also:

THE OPEN UNIVERSITY (1979) DE304: *Research Methods in Education and Social Science*, Block 6, Part 1, and (1993) DEH313: *Principles of Social and Educational Research*, Unit 17, Milton Keynes, The Open University.

Recently qualitative researchers have begun to use microcomputers to store and retrieve textual data. On the use of microcomputers in handling qualitative data, see:

DEY, I. (1993) *Qualitative Data Analysis*, London, Routledge. (This is an introduction to qualitative analysis relying on microcomputer support, in particular the program Hypersoft for the Macintosh.)

FIELDING, N. and LEE, R. (eds) (1991) *Using Computers in Qualitative Research*, London, Sage.

TESCH, R. (1989) *Qualitative Research: analysis types and software tools*, Philadelphia, Taylor and Francis.

In addition, there are regular items on computing in the journal *Qualitative Sociology* and in *International Journal of Qualitative Studies in Education*.

Besides the literature of the kind already cited offering general discussions of and guidance about doing qualitative research, there is also now a considerable literature providing inside accounts (sometimes referred to as 'natural histories' or 'reflexive accounts') of particular research projects. These are useful to get a general feel for the experience of doing research, the problems that can arise, how researchers cope with them, etc. Most, but not all, of these accounts relate to qualitative research. See the annotated bibliography in:

HAMMERSLEY, M. and ATKINSON, P. (1983) *Ethnography*, London, Tavistock/Routledge.

See also the 'Guide to further reading' in WALFORD (ed.) (1987) *Doing Sociology of Education*, Lewes, Falmer Press.

The following are collections of inside accounts that relate to educational research:

BURGESS, R. G. (ed.) (1984) *The Research Process in Educational Settings*, Lewes, Falmer Press.

BURGESS, R. G. (ed.) (1985) *Field Methods in the Study of Education*, Lewes, Falmer Press.

BURGESS, R. G. (ed.) (1985) *Issues in Educational Research*, Lewes, Falmer Press.

BURGESS, R. G. (ed.) (1985) *Strategies of Educational Research*, Lewes, Falmer Press.

HAMMERSLEY, M. (ed.) (1983) *The Ethnography of Schooling*, Driffeld, Nafferton.

SHIPMAN, M. (ed.) (1976) *The Organisation and Impact of Research*, London, Routledge.

WALFORD, G. (ed.) (1987) *Doing Sociology of Education*, Lewes, Falmer Press.

Two currently influential forms of research that often have a qualitative character are feminist method and critical ethnography. On the first, see for example:

FONOW, M. M. and COOK, J. A. (1991) *Beyond Methodology: feminist scholarship as lived research*, Bloomington, Indiana University Press.

HARDING, S. (ed.) (1987) *Feminism and Methodology*, Buckingham, Open University Press.

NEILSEN, J. M. (ed.) (1990) *Feminist Research Methods: exemplary readings in the social sciences*, Boulder Co., Westview.

REINHARZ, S. (1992) *Feminist Methods in Social Research*, New York, Oxford University Press.

ROBERTS, H. (ed.) (1981) *Doing Feminist Research*, London, Routledge and Kegan Paul.

For a critical assessment of feminist methodology and further references, see:

HAMMERSLEY, M. (1992) 'On feminist methodology', *Sociology*, 26(2), pp. 187-206. (See also the responses in the same issue.)

On critical ethnography see the discussion and references in HAMMERSLEY, M. (1992) *Whats Wrong with Ethnography?*, Chapter 6, London, Routledge.

Writing qualitative research reports

There is now a small literature on writing up research, especially qualitative research. For example:

BECKER, H. S. (1986) *Writing for Social Scientists: how to start and finish your thesis, book or article*, Chicago, University of Chicago Press.

RICHARDSON, L. (1990) *Writing Strategies: reaching diverse audiences*, Newbury Park, Sage.

WOLCOTT, H. (1990) *Writing Up Qualitative Research*, Newbury Park, Sage.

There is also a literature analysing the rhetorical devices used in research reports. The nature of and justification for these devices has become a major topic of discussion in recent years, touching on philosophical, political, and ethical issues. See, for instance:

ATKINSON, P. A. (1990) *The Ethnographic Imagination*, London, Routledge.

ATKINSON, P. A. (1992) *Understanding Ethnographic Texts*, Newbury Park, Sage.

CLIFFORD, J. and MARCUS, G. (1986) *Writing Culture: the poetics and politics of ethnography*, Berkeley, University of California Press.

HAMMERSLEY, M. (1993) 'The rhetorical turn in ethnography', *Social Science Information*, **32**(1), pp. 23-37.

VAN MAANEN, J. (1988) *Tales of the Field*, Chicago, University of Chicago Press.

For an example of rhetorical analysis applied within the field of education, see:

DE CASTELL, S. and WALKER, T. (1991) 'Identity, metamorphosis and ethnographic research: what kind of story is *Ways with Words?*', *Anthropology and Education Quarterly*, **22**(1), pp. 3-20.

See also:

ASSINICK, B. B. (1993) 'An open letter to Suzanne de Castells and Tom Walker', *Anthropology and Education Quarterly*, **24**(3), pp. 249-55; and BRICE HEATH, S. (1993) 'The madness(es) of reading and writing ethnography', *Anthropology and Education Quarterly*, **24**(3), pp. 256-68.

10.5 QUANTITATIVE METHODS

There is a very large literature dealing with specific aspects of quantitative research.

Secondary data analysis

HAKIM, C. (1982) *Secondary Analysis in Social Research*, London, George Allen and Unwin.

THE OPEN UNIVERSITY (1979) DE304/801: *Research Methods in Education and Social Science*, Block 2A, Part 3, Milton Keynes, The Open University.

Experimental method

DOMINOWSKI, R. L. (1980) *Research Methods*, Englewood Cliffs, NJ, Prentice-Hall.

GREEN, J. (1990) *Methodology Handbook Parts 1 and 2*, Open University course DSE 202: *Introduction to Psychology*, Milton Keynes, The Open University.

HARRIS, P. (1986) *Designing and Reporting Experiments*, Buckingham, Open University Press.

- MCGURK, H. (1980) 'Some methodological issues in developmental research' in SANTIS, J. (ed.) *Developmental Psychology and Society*, London, Macmillan.
- THE OPEN UNIVERSITY (1979) DE304/801: *Research Methods in Education and Social Science*, Block 3A, Part 2, Milton Keynes, The Open University.
- PELLEGRINI, A. D. (1991) *Applied Child Study: a developmental approach*, Chapters 6, 7 and 8, Hove, Erlbaum.
- ROBSON, C. (1985) *Experiment, Design and Statistics in Psychology: an introduction*, Harmondsworth, Penguin.
- SCHAFFER, H. (1990) *Making Decisions about Children: psychological questions and answers*, Part 1, Oxtord, Blackwell.
- SMITH, P. and COWIE, H. (199D) *Understanding Children's Development*, Chapter 1, Oxford, Blackwell, (second edition).

Questionnaire and survey interview design

- MOSER, C. and KALTON, G. (1971) *Survey Methods in Social Investigation*, London, Heinemann, (and subsequent editions).
- THE OPEN UNIVERSITY (1979) DE304/801: *Research Methods in Education and Social Science*, Block 3, Parts 3 and 4; Block 4, Parts 1 and 2, Milton Keynes, The Open University.
- OPPENHEIM, A. N. (1986) *Questionnaire Design and Attitude Measurement*, Aldershot, Gower.
- MARSH, C. (1982) *The Survey Method*, London, Allen and Unwin.
- MUNN, P. and DREVER, E. (1995) *Using Questionnaires in Small-scale Research: a teachers' guide*, Edinburgh, Scottish Council for Research in Education.
- YOUNGMAN, M. B. (1987) *Designing and Analysing Questionnaires*, Rediguide 12, Nottingham, School of Education, University of Nottingham.

Systematic observation

- CROLL, P. (1986) *Systematic Observation*, Lewes, Falmer Press.

See also:

- MCCALL, G. (1984) 'Systematic field observation', *Annual Review of Sociology*, 10, pp. 263-82.
- SIMPSON, M. and TUSON, J. (1995) *Using Observations in Small-scale Research: a beginners' guide*, Edinburgh, Scottish Council for Research in Education.
- WRAGG, E. C. and KERRY, T. L. (1979) *Classroom Interaction Research*, Rediguide 14, Nottingham, School of Education, University of Nottingham.

The following are catalogues of systematic observation instruments:

- GALTON, M. (ed.) (1978) *British Mirrors*, Leicester, School of Education, University of Leicester.
- SIMON, A. and BOYER, E. G. (eds) (1974) *Mirrors for Behavior: an anthology of observation instruments*, Wyncote Penn., Communication Materials Center.

Statistical analysis

There is a wide range of quantitative methods of analysis, and a very large number of books dealing with them at different levels and in different ways. We can only mention a small sample here.

Useful elementary introductions to statistical analysis of social data are:

DAVIS, J. A. (1971) *Elementary Survey Analysis*, Englewood Cliffs, NJ, Prentice-Hall.

GRAHAM, A. (1990) *Investigating Statistics: a beginners' guide*, Sevenoaks, Hodder and Stoughton.

MORONEY, M. J. (1951) *Facts from Figures*, Harmondsworth, Penguin.

ROWNTREE, D. (1981) *Statistics without Tears: a primer for the nonmathematician*, New York, Charles Scribner.

ZEISEL, H. (1968) *Say it with Figures*, New York, Harper and Row, (fifth edition).

More comprehensive, and in places more advanced, accounts are provided in:

BLALOCK, H. M. (1960) *Social Statistics*, New York, McGraw Hill, (and later editions).

COOLICAN, H. (1990) *Research Methods and Statistics in Psychology*, Sevenoaks, Hodder and Stoughton.

ERICKSON, B. H. and NOSANCHUK, T. A. (1979) *Understanding Data: an introduction to exploratory and confirmatory data analysis for students in the social sciences*, Buckingham, Open University Press.

GILBERT, N. (1993) *Analyzing Tabular Data*, London, UCL Press.

MARSH, C. (1988) *Exploring Data: an introduction to data analysis for social scientists*, Cambridge, Polity Press.

THE OPEN UNIVERSITY (1979) DE304/801: *Research Methods in Education and Social Science*, Block 2, Part 4, and Blocks 5, 6, and 7, Milton Keynes, The Open University.

REID, S. (1987) *Working with Statistics*, Cambridge, Polity Press.

YOUNGMAN, M. B. (1984) *Foundational Statistics for Educational Research*, Part 1, Nottingham, School of Education, University of Nottingham.

YOUNGMAN, M. B. (1978) *Statistical Strategies*, Rediguide 20, Nottingham, School of Education, University of Nottingham.

YOUNGMAN, M. B. (1979) *Analyzing Social and Educational Research Data*, London, McGraw Hill.

A useful text that not only introduces basic techniques of quantitative analysis but also the computer packages SSPS-X and SSPS/PC+ is:

BRYMAN, A. and CRAMER D. (1990) *Quantitative Data Analysis for Social Scientists*, London, Routledge.

Presentation of quantitative data

YOUNGMAN, M. B. (1979) *Presenting Research Results*, Rediguide 25, Nottingham, School of Education, University of Nottingham.

The Rediguides series of books on educational research methodology includes other titles besides those we have mentioned here. A full listing can be obtained from M. B. Youngman at the School of Education, University of Nottingham. There is also a series of small, but more advanced, books published by Sage dealing with specific topics in quantitative methodology in the social sciences.