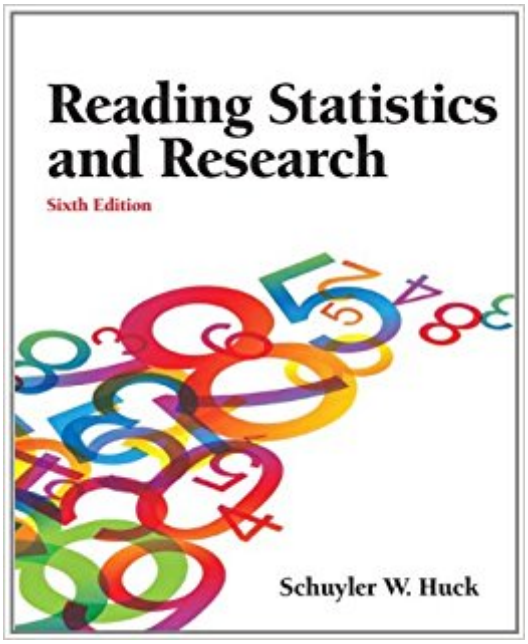
Reading Statistics And Research (6th Edition)



Synopsis

Employing a non-intimidating writing style that emphasizes concepts rather than formulas, this uniquely welcoming text shows consumers of research how to read, understand, and critically evaluate the statistical information and research results contained in technical research reports. Some key topics covered in this thoroughly revised text include: descriptive statistics, correlation, reliability and validity, estimation, h hypothesis testing, t-tests, ANOVA, ANCOVA, regression, multivariate analysis, factor analysis, and structural equation modeling (SEM). A number of mini-topics related to research and statistics are also discussed, such as the geometric mean, Tau-b correlation, Guttman split-half reliability, sensitivity, specificity, and the Sobel test. Additionally, the sixth edition also includes over 488 new excerpts (tables, figures, passages of text) taken from current research reports. Written specifically for students in non-thesis MasterÃ¢â ¬â„¢s Programs but also perfectly suitable for students in upper-level undergraduate statistics courses, doctoral students who must conduct dissertation research, and independent researchers who want a better handle on how to decipher and critique statistically-based research reports.Ã Â Ã Â Thoroughly updated and revised to reflect advances in the field, Reading Statistics and Research, Sixth Edition gives consumers of research exactly what they are seeking in this caliber of text, that being the knowledge necessary to better understand research and statistics, and the confidence and ability to ultimately decipher and critique research reports on their own.

Book Information

Paperback: 592 pages

Publisher: Pearson; 6 edition (March 6, 2011)

Language: English

ISBN-10: 013217863X

ISBN-13: 978-0132178631

Product Dimensions: 7.3 x 1.1 x 9.1 inches

Shipping Weight: 1.8 pounds (View shipping rates and policies)

Average Customer Review: 4.3 out of 5 stars 40 customer reviews

Best Sellers Rank: #39,627 in Books (See Top 100 in Books) #41 inÃ Â Books > Science & Math > Experiments, Instruments & Measurement > Methodology & Statistics #67 inÃ Â Books > Education & Teaching > Schools & Teaching > Education Theory > Research #117 inÃ Â Books > Education & Teaching > Schools & Teaching > Education Theory > Assessment

Customer Reviews

Praised time and time again for its unique, non-intimidating writing style that emphasizes concepts rather than formulas, Reading Statistics and Research, Sixth Edition gives consumers of research exactly what they are seeking in this caliber of textÃ¢â ¬â œthe knowledge necessary to better understand research and statistics, and the confidence and ability to ultimately decipher and critique research reports on their own. Ã Â Distinctive fe atures of this text include: Ã Â Instructs readers on how to read, understand, and critically evaluate the statistical information and research results contained in technical research reports. Ã Â Covers key topic areas such as: descriptive statistics, correlation, reliability and validity, estimation, h hypothesis testing, t-tests, ANOVA, ANCOVA, regression, multivariate analysis, factor analysis, and structural equation modeling (SEM). Ã Â New mini-topics related to research and statistics are also discussed including: the geometric mean, Tau-b correlation, Guttman split-half reliability, sensitivity, specificity, and the Sobel test. Ã Â All 488 boxed excerpts are new and different from any previous edition and feature accounts from the most contemporary research reports out today. Ã Â New, rewritten chapters include Multivariate Tests (Chapter 19), Factor Analysis (Chapter 20), and Structural Equation Modeling (Chapter 21).

Schuyler W. Huck was born in Chicago, Illinois in 1943. He attended school in two Chicago suburbs (Riverside and Glenview), receiving a high school diploma in 1961 from Glenbrook North H.S. His undergraduate work was taken at DePauw University (Greencastle, Indiana) where he graduated in 1965 with a major in psychology and a minor in sociology. He pursued a doctorate in Educational Psychology at Northwestern University (Evanston, Illinois), receiving the Ph.D. in 1970. His doctoral specialization was applied statistics, testing, and research design. In 1970, Dr. Huck joined the faculty at the University of Tennessee, Knoxville as an Assistant Professor. Affiliated with the Department of Educational and Counseling Psychology, he was promoted to Associate Professor in 1974 and to Professor in 1977. Since receiving his doctorate, Dr. Huck has taught at two other educational institutions while on leave from UT. For 10 summers between 1977 and 1986, he was employed as a Visiting Professor in the Psychology and Education Departments at the University of Nevada (Reno). From July, 1988 until July, 1989, he served as a Distinguished Visiting Professor at the United States Air Force Academy in Colorado. Over the past three decades, Professor Huck has been involved in an ongoing program of research and scholarly activity. He is the senior author of three books: (1) Reading Statistics and Research (with the 3rd edition published in 2000 by Allyn & Bacon/Longman), (2) Rival Hypotheses: Alternative Explanations for Data-Based Conclusions (published in 1979 by Harper & Row), and (3) Statistical Illusions (published in 1984 by Harper &

Row); he has had 34 technical papers published in a variety of refereed journals (Teaching Statistics, Educational and Psychological Measurement, Journal of Educational Statistics, American Educational Research Journal, Journal of Educational Measurement, Psychological Bulletin, Journal of Experimental Education, Journal of Applied Psychology, Science Education, Teaching of Psychology, Mathematics Teacher, Journal of Counseling Psychology, Research Quarterly, Physiology & Behavior); and he has made over 60 oral presentations of his work at professional meetings (International Conference on Teaching Statistics, American Educational Research Association, American Psychological Association, and regional meetings affiliated with these two national organizations). In addition to making his own contributions to the professional literature, Professor Huck has been heavily involved in screening the work of others and in serving as a consultant on others' projects. He has reviewed book prospecti/full manuscripts sent to publishing companies, papers considered for possible publication in professional journals, and abstracts submitted for possible presentation at conventions. In his role as a consultant, Professor Huck has worked on several projects, including (1) test-development efforts conducted by: the American College of Veterinary Internal Medicine, the American Association of State Psychology Boards, Tennessee's State Departments of Education and Human Services, the Child Welfare Institute (Atlanta), and UT's Center for Government Training, (2) a three-year NSF research project designed to assess new procedures for helping math teachers assist students improve their creativity and problem-solving skills, and (3) a trial in which the State of Tennessee was being sued and for which Tennessee's Office of the Attorney General asked Dr. Huck to testify as an Expert Witness in the areas of testing, research design, and applied statistics. At various points in his career, Dr. Huck has received awards/recognition from students, colleagues, and administrators. While at DePauw, he received the Frank C. Tucker Award for Leadership. Early in his stay at Tennessee, the Student Government Association tapped him as one of the University's Outstanding Teachers. Soon thereafter, colleagues at UT gave him the first Annual Award for Outstanding Faculty Research in the College of Education. The major honors bestowed upon Professor Huck, however, came (1) in 1983 when he was selected to be a UT Distinguished Service Professor, a prestigious title that he holds for the duration of his stay at the University, (2) in 1988 when he was asked to serve, for a year, on the faculty at the Air Force Academy as a Distinguished Visiting Professor, (3) in 1984 and 1990 when the scholarly work of two doctoral advisees received Outstanding Dissertation Awards in national competitions conducted by AERA, (4) in 1991 when he was elected by his colleagues at other universities as President of AERA's Educational Statisticians SIG, (5) in 1993 when he was one of the first two faculty members given the title of

Chancellor's Teaching Scholar, a post involving work with UT's Chancellor and other top administrators, and (6) in 1995 when the GTA Mentoring Program (a project that grew out of his idea on how to improve undergraduate education at research universities) was deemed worthy of support by UT and the Alcoa Foundation.

I am an academic physician who does clinical research. I am not a statistician and for the most part statistical analysis for my research projects are conducted by professionals in this area. However, I needed to get a better understanding of what my statisticians do so that I can communicate better with them and interpret the clinical research I read. This text was the course textbook in a statistics class I took while getting a master's degree in academic medicine at USC. It is by far the very best text I've ever read from the standpoint of helping a non-statistician's interpret statistical works. It is not meant to teach its' reader how to do statistics but rather how to interpret them so the low score reviews on that were looking for mathematics and work through problems in the text are looking at the wrong book. That was never the author's stated claim for the text. If you want to do statistics look elsewhere. If you want the very best book for learning how to interpret them then this is the text to get.

Reading Statistics and Research by Schuyler W. Huck should be part of every education student's reference library because heis a great explainer of all the different elements that are involved in statistics and educational research. Huck's book provides the studentof education with the necessary background information to critically examine a journal article, to examine the design and results of a statistical study, and to avoid certain common errors that educational researchers sometimes make. Reading Statistics and Research is not a primer or 'how-to-do' statistics book for the novice. Ignore critical reviews that fault his book for this aspect as this was not his stated purpose for writing the book as mentioned in the preface of the book. A+++++ book and fun and informative to read.

This text, which was required for a graduate course I am taking, has excellent resources included to help you with the subject matter. There are internet sites you can visit to get more in-depth on any sections you choose, as well as a supplementary site by the author with extra articles, self-quizzes, etc...The material is a bit dry to read at times, but overall it's interesting and is divided up into sections that make it easier to read.

This book was SO great for my Stats class! Statistics is such a tedious and complex subject, and Huck really makes every single subject so clear, readable, understandable, and -- make sure you're sitting -- even a little interesting...!!!! Highly recommended for anyone who is not a stats whiz by any stretch (like me) and needs to understand it! But I could imagine that even a statistics expert would enjoy reading all of these sophisticated concepts laid out so clearly and simply. Thank you, Prof. Huck!

As a doctoral student who is trying to get a handle on statistics, I found this book very helpful. Huck does a nice job of supporting what you learn in statistic classes (all the formula and theory `stuff') with real world interpretations and examples. I find his book to be a good resource when I am reading and critiquing journal articles, and when I am trying to word my statistical results in appropriate research vernacular.Please note - this book is not a stats how to book and as such contains no formulas.

Clarity for tough topics. One of the best textbooks I've ever used. I've gone back to it several times, trying to clarify poorly presented material from other courses.

Excellent condition

Love this easy-to-understand book for my Statistics class. I love that every concept is easy to understand.

Level 2: A Progressive, Interactive Approach to Sight-reading (Faber Edition: Improve Your Sight-Reading) Statistics and Data Analysis for Financial Engineering: with R examples (Springer Texts in Statistics) Basic Statistics for Business and Economics (Irwin Statistics) Statistics and Finance: An Introduction (Springer Texts in Statistics) Matrix Algebra Useful for Statistics (Wiley Series in Probability and Statistics) Matrix Algebra: Theory, Computations, and Applications in Statistics (Springer Texts in Statistics) Computational Statistics (Statistics and Computing) Modern Applied Statistics with S (Statistics and Computing) Introductory Statistics with R (Statistics and Computing) Applied Bayesian Statistics: With R and OpenBUGS Examples (Springer Texts in Statistics)