

Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods

By Donna M. Mertens

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Focused on increasing the credibility of research and evaluation, the **Fourth Edition** of Donna M. Mertens's comprehensive **Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods** incorporates the viewpoints of various research paradigms into its descriptions of these methods. Providing specific advice on conducting research in culturally complex communities, the new edition has been updated to align with the American Psychological Association and the National Council of Accreditation of Teacher Education accreditation requirements. Approximately sixty percent of the content in the **Fourth Edition** is new, updated with numerous contemporary examples, making this book one of the most comprehensive, accessible, and practical methods books available.

Praise for the previous edition:

"The organization of the text reflects the author's intent, philosophy, and objectives . . . [Mertens] clearly presents approaches, descriptions, and many examples useful in conducting studies; she is to be commended for the thoroughness of her work."

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"Excellent descriptions, definitions, examples, and narrative about social science theory and the various paradigms. Mertens' use [of] a wide variety of social identities to provide her examples makes the text inclusive of a variety of diverse identities. It is also useful to see the differences between [research and evaluation] and to select methods appropriate to the intention of the inquiry."

—**Katrina L. Rodriguez**, *University of Northern Colorado*

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Editorial Review

Review
“The organization of the text reflects the author’s intent, philosophy, and objectives . . . [Mertens] clearly presents approaches, descriptions, and many examples useful in conducting studies; she is to be commended for the thoroughness of her work.” (Frank D. Adams, Wayne State College)

“Very comprehensive for beginning doctoral students . . . I wish more authors recognized the importance of addressing diverse perspectives and approaches.” (Linda A. Pursley, Lesley University)

“As a researcher, the presentation offers a fresh approach. It is critical to look at research from a transformative paradigm. Most methods texts do not even attempt to do this.” (Cynthia J. MacGregor, Missouri State University)

“Excellent descriptions, definitions, examples, and narrative about social science theory and the various paradigms. Mertens [first] breaks these challenging concepts into increments and then continues to use the paradigmatic language throughout the text. This allows students new to the material to contextualize methodology, method, and paradigm . . . This is useful as students grapple with understanding how each of these tenets differs and how they are interconnected. This text does the best job in explaining these challenging theories. Mertens’ use [of] a wide variety of social identities to provide her examples makes the text inclusive of a variety of diverse identities. It is also useful to see the differences between [research and evaluation] and to select methods appropriate to the intention of the inquiry.” (Katrina L. Rodriguez, University of Northern Colorado)

About the Author

Donna M. Mertens is Professor in the Department of Education at Gallaudet University. She teaches research methods and program evaluation to deaf and hearing students at the MA and PhD levels.

She conducts research and evaluation studies on such topics as improvement of special education services in international settings, planning for the inclusion of students with disabilities in neighborhood schools, enhancing the educational experiences of students with disabilities, preventing sexual abuse in residential schools for deaf students, improving access to the court systems for deaf and hard-of-hearing people, and improving the preparation of teachers of the deaf through appropriate use of instructional technology. Her research focuses on improving methods of inquiry by integrating the perspectives of those who have experienced oppression in our society. She draws on the writings of feminists, racial and ethnic minorities, people with disabilities, as well as indigenous peoples who have addressed the issues of power and oppression and their implications for research methodology.

Dr. Mertens has made numerous presentations at the meetings of the American Educational Research Association, American Evaluation Association, Association for College Educators of the Deaf and Hard of Hearing, International Sociological Association, International Mixed Methods Conference, American Psychological Association, African Evaluation Association, Canadian Evaluation Society, Visitors Studies Association, and other organizations that explore these themes. She served as president and board member of the American Evaluation Association from 1997 to 2002 and as a member of the Board of Trustees for the International Organization for Cooperation in Evaluation, 2002–2003. She is the editor for the *Journal of*

Mixed Methods Research (with Max Bergman as coeditor).

Her publications include four edited volumes, *Indigenous Pathways to Social Research* (coedited with Fiona Cram and Bagele Chilisa, 2013), *Handbook of Social Research Ethics* (coedited with Pauline Ginsberg, 2009), *Creative Ideas for Teaching Evaluation* (1989), and *Research and Inequality* (coedited with Carole Truman and Beth Humphries, 2000), and several authored books, including *Program Evaluation: A Comprehensive Guide* (with Amy Wilson, 2012), *Transformative Research and Evaluation* (2009), *Research and Evaluation Methods in Special Education* (coauthored with John McLaughlin, 2004), and *Parents and Their Deaf Children* (coauthored with Kay Meadow-Orlans and Marilyn Sass Lehrer, 2003). She also publishes many chapters and articles in edited volumes, encyclopedias, handbooks, and journals, such as *Journal of Mixed Methods Research, Qualitative Social Work, Eye on Psi Chi, Educational Researcher, International Journal of Mixed Methods Research, New Directions for Program Evaluation, American Journal of Evaluation, American Annals of the Deaf, Studies in Educational Evaluation*, and *Educational Evaluation and Policy Analysis*.

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