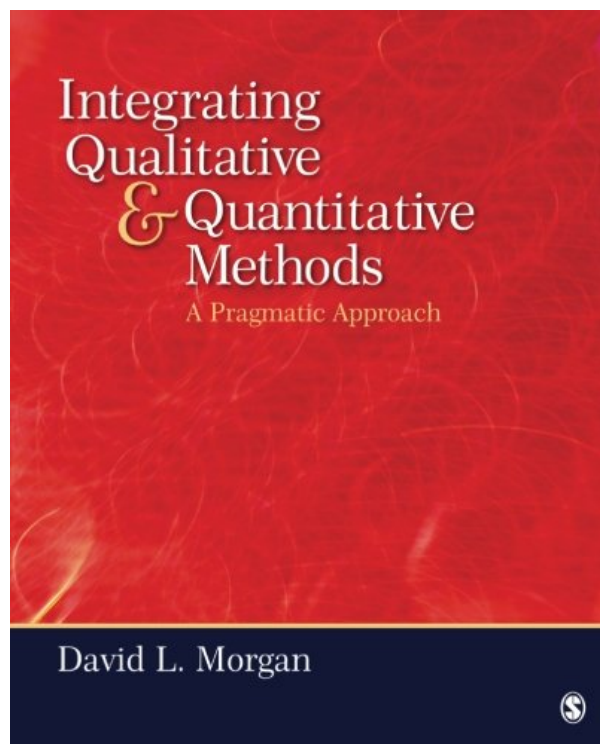
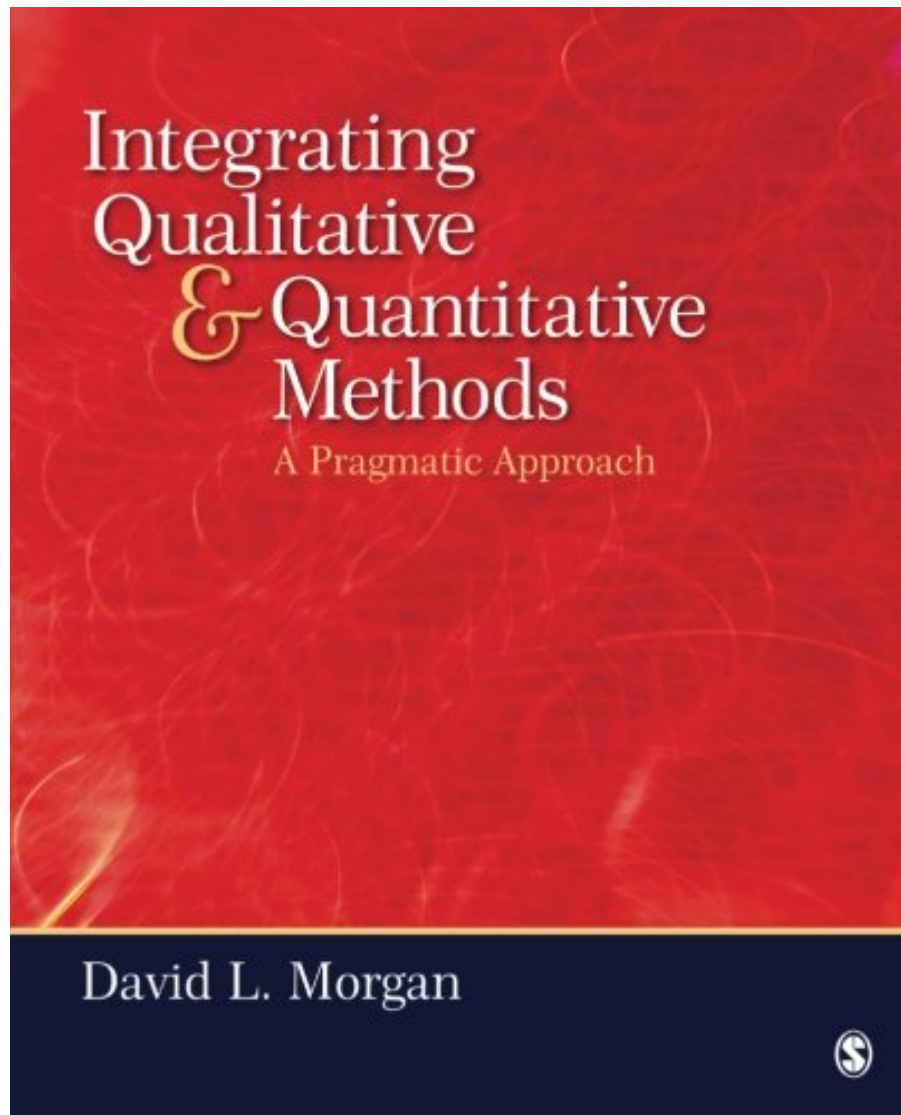


INTEGRATING QUALITATIVE AND QUANTITATIVE METHODS: A PRAGMATIC APPROACH BY DAVID L. MORGAN



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Review

“Key strengths are clarity of presentation, functional focus, limited technical treatment, practical examples, compact length, emphasis on research design, and the chapter on Pragmatism, which is [a] great way around the paradigm debates that often color the use [of] mixed methods.” (D. Patrick Lenihan)

“The research examples are very clear and will help students scope and develop their dissertation designs. . . . A second major strength is the emphasis on examples from program interventions and policy evaluation. This alone makes this text a good alternative textbook in program evaluation.” (A. Victor Ferreros)

“Figures are very clear, discussion of pragmatism is thorough, and the writing style is clear and accessible.” (Laura Meyer)

About the Author

David L. Morgan obtained his Ph.D. in experimental psychology, with an emphasis in human operant behavior, from Auburn University in 1988. He is currently a professor in the School of Professional Psychology at Spalding University in Louisville, KY, where he has been teaching since 1990. Dr. Morgan has published research articles in numerous behavioral journals, and has taught research methodology courses at both the undergraduate and graduate level at several institutions, including Spalding University. He is the author of the text, *Essentials of Learning and Cognition*, published by Waveland Press (2007).

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Focusing on research designs for projects that collect both qualitative and quantitative data, David L. Morgan's *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach* discusses strategies for bringing qualitative and quantitative methods together so that their combined strengths accomplish more than is possible with a single method. The approach is broadly interdisciplinary, reflecting the interest in mixed methods research across the social sciences. In contrast to an "anything goes" approach or a naïve hope that "two methods are better than one," the author argues that projects using mixed methods must pay even more attention to research design than single method approaches. The book's practical emphasis on mixed methods makes it useful both to active researchers and to students who intend to pursue such a career.

Chapter 1 is available for review on the publisher's website, and provides a comprehensive introduction that is appropriate for assessing the overall content of this informative book.

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