Preface

PRELUDE

When I graduated from my first university in 1989 in China, I was asked to stay on to teach college English as I was the first-prize winner many times in standardized tests and in citywide and province-wide speaking contests. My then professors from the United States, United Kingdom, Australia, and New Zealand in China considered me as one of the gifted language learners. I taught College English to Chinese students, doctors, nurses, and engineers the way I was taught for eight years with great success. I first worked as a full-time instructor. To climb the career ladder in the academia in China then one was required to publish books, book chapters, and journal articles, including handbooks of research, encyclopedias, and dictionaries of various kinds. During my four years as a college student, I did not receive any training to become a researcher, although “researcher” had become a buzz term in China. The same American syndrome, “publish or perish,” existed in China then. Almost every instructor at the university levels taught an overload of classes from Monday through Saturday. No workshops were offered by the universities to train new/young faculty to be researchers. Senior faculty wanted to help new/young faculty. However, the senior faculty themselves were not trained either. For decades, their approach to conducting research was to “cut and paste” from reputable international or domestic scholars’ work. APA style or other styles were never heard of in China. Very few senior faculty knew how to conduct and publish their research. I was able to publish a couple of books in China. I still remember I just did my research and published books the way I was taught. All Chinese publishers charge a fee for publishing books and journal articles. Some contributors may not have to worry about the quality of their books or journal articles. As long as they can afford a fee, publishers will publish their work. Although this has changed with some major publishers learning from U.S. publishers, collecting fees from contributors is still prevalent in China. I worked in China as faculty and a “researcher” until 1997. I knew clearly I was not a qualified researcher.

I applied to U.S. graduate schools in Kansas and Arkansas. It was in the United States that I received systematic training on “research methods” by professors with Doctoral degrees in Measurement and Evaluation from The Ohio State University, Michigan State University, University of Miami, OH, Colorado State University, Penn State University, and University of Tennessee. I learned enough knowledge and skills to develop my own Master’s theses and Doctoral dissertation. Although I tried to publish journal articles, my articles were rejected via the rigorous blind review process. In 2002, I began to teach research methods classes in CA. Once again, this “publish or perish” syndrome resurfaced. I had to restudy the materials from my former graduate schools, and I buried myself in writing papers and books for publication. I began to communicate with my former professors and leading professors in the field. I got more
than enough assistance in improving my research to a publishable level. I still remember contacting Dr. Sharan Merriam, the world’s leading adult educator and expert on Qualitative Research to ask her to critique one of my journal articles based on her book titled *Philosophical Foundations of Adult Education* in late 2003. After she critiqued the article twice via email, I sent it to *Journal of Transformative Education* for consideration for publication. To my great surprise, the founding editor became so excited about the article that he left a lengthy message on my phone in my office in California, indicating he would publish it in his journal. The article remained one of the most frequently read articles by Sage Publications for a few years, and the then Provost of Fielding Graduate University cited the article for his international presentation in South America. Before long, I was able to publish my research, using Conti’s instrument, *Principles of Adult Learning Scale (PALS)* via various venues. A year later, I was hailed as a successful researcher in California.

As a climax of my research, in 2009, I was awarded the Distinguished Faculty & Scholarly Achievement award in California after publishing nearly 100 peer-reviewed publications. During the course of my teaching, I found early in 2003 that many graduate students had been struggling to publish their research through desired venues. At the time, my former university purchased dozens of books written by another world-leading theorist, Dr. Stephen Brookfield, for faculty without a long record of publications. Rather than having those presenters address the books/strategies about scholarly publishing and research methods, the workshop organizers simply put new faculty and scholars together in groups to work on their projects and encouraged participants to have “tough skin” if they received rejections of their book proposals and journal articles. Therefore, it is not accurate to say that only graduate students have been struggling to publish their research through desired venues. Faculty and scholars, especially new faculty and researchers face the same problem. Research universities require that faculty publish their research in high-impact media, such as SSCI indexed journals or A-rated journals. Often, research has to be empirical to count towards tenure and promotion. Recently, my colleague, Dr. Patricia Maslin-Ostrowski, a former Harvard graduate, formed a “Quality Committee” in the Department of Educational Leadership and Research Methodology at Florida Atlantic University to address student research. I was invited to serve on the committee and our charge was to review books, including books on Research Methods, for our graduate students, especially PhD candidates. I gave serious thought to this charge and reflected upon my former and current research experience with world-leading theorists/statisticians, Inductees of the International Adult and Continuing Education Hall of Fame, National Director of Research, Department Chairs, and core faculty in Measurement and Evaluation.

I decided that I would send a book proposal to address not only Research Methods, but also Scholarly Publishing to help with our graduate students and other researchers/scholars from across the disciplines in Education, Business, and Social Sciences. To mention just a few contributors for this cutting-edge volume (Patricia Cranton, Stephen Brookfield, Sharan Merriam, and Eleanor Drago-Severson) reminds us that their books and articles have been adopted as required learning materials for students from around the globe. The proposal was immediately approved by IGI Global, a premier publisher of academic research. I told Dr. Patricia Ostrowski that she and her committee inspired such a volume that would draw from the world’s leading scholars as well as from new scholars. She was happy to hear about this potential book, and she offered her own chapter proposal with her colleague from Columbia University, Eleanor Drago-Severson. While this volume will not replace existing books on Research Methods, the new features of Scholarly Publishing will definitely make the book a bestseller among university graduate students, faculty, researchers, and librarians who are concerned with publishing their research through desired venues as specified by research and teaching universities from around the globe. The
most exciting feature of this volume is that this book includes chapters from some of the world’s leading scholars who offer direct dialogues to graduate students, faculty, researchers, and librarians. All of my colleagues for this volume enjoy reaching out to fellow scholars and graduate students no matter where they raise concerns about the process of scholarly publishing and research methods.

INTRODUCTION

Humans do not live in a vacuum. Humans constantly interact with phenomena and each other. As Habermas (1971, as cited in Wang & Cranton, 2013, p. 30) put it, “we all have needs and interests in life and only learning can satisfy these needs and interests such as getting along well with others, controlling the environment and staying away from oppression within our society.” To cope with phenomena or relationships effectively, humans need systematic investigation to gain knowledge about a particular phenomenon or a relationship. This systematic investigation can be translated into research, the French word recherche, meaning to search. There is no one best method of research; therefore, research itself warrants multiple ways of generating and sharing knowledge as well as avoiding errors.

Western researchers have been advised to employ empirical research methods to address research problems. Specifically, researchers have been following this kind of advice, “if you address the magnitude of a research problem, utilize quantitative analyses; if you address the in-depth of a research problem, utilize qualitative analyses.” Recently, researchers have been advised to adopt “mixed methods research” to tackle research problems to achieve a “comprehensive view” of a research problem.

These research methods are specifically driven by four epistemological positions: postpositivism, constructivism, advocacy/participatory, and pragmatism. Postpositivists believe that knowledge is created by humans’ conjecturing and that, for learners to create an understanding, it is important that they work with and challenge the conjectures (Bettis & Gregson, 2001). Constructivists assume that individuals seek an understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences—meanings directed toward certain objects or things (Creswell, 2009, p. 8). Creswell further indicates that these meanings are varied and multiple, leading the learner to look for the complexity of views rather than narrowing meanings into a few categories or ideas. Individuals construct different meanings from the same experiences, and those meanings are valid. Some scholars and educators feel that postpositivist and constructivists do not go far enough in advocating for an action agenda to help marginalized peoples in society. Therefore, they developed an advocacy and participatory worldview by drawing on the writings of Marx and Freire (Neuman, 2000). According to Creswell (2009), an advocacy and participatory worldview holds that learners need to become radical philosophers; that is, they need to have an action agenda for reform that may change their lives, the institutions in which they work or live, and perhaps the larger society. The course instructor’s role is to have learners speak to important social issues of the day—issues such as empowerment, inequality, oppression, domination, suppression, and alienation. Learners are considered to be equals with their course instructors (co-learners). Therefore, learners help design learning questions, collect data, and analyze information together with their course instructors, which may involve the use of technology. Since this epistemological position focuses on the needs of the learners and learners in society that may be marginalized or disenfranchised, the ultimate goal of this position is for learners to develop emancipatory knowledge. The fourth epistemological position is pragmatism, which maintains that a worldview arises out of actions, situations, and consequences rather than antecedent conditions as in postpositivism (Creswell, 2009). Learners are required to use all
approaches available to understand problems. To understand problems, learners are free to choose the methods, techniques, and procedures that best meet their needs or purposes. Learners may use multiple methods to understand a particular problem. The emphasis in pragmatism is on hands-on application and practical solutions to problems rather than esoteric or theoretical approaches.

The four epistemological positions are also supported by deductive and inductive reasoning, which translates into Dewey’s scientific method:

1. Identify and define the problem based on the existing knowledge.
2. Determine hypotheses about why the problem exists.
3. Collect and analyze data.
4. Formulate conclusions.
5. Apply conclusions to the original hypotheses or theory.

Step 5 in Dewey’s scientific method can be explained as knowledge creation or generating new knowledge, and new knowledge must then be published in order to disseminate it to the academic world and to the general public. Within the Confucian tradition, to realize one’s inner self or self-actualization, one should be completely free from four things: arbitrariness of opinion, dogmatism, obstinacy, and egotism. Two major tenets of research in Confucius Heritage Countries (CHC) emerge: (1) Confucian thought related to research emphasizes meditation to control oneself, and (2) there needs to be an internal integration between self and nature. The research process that facilitates the development of this meditative and integrated self is to be continually extended through dialogue with others within many different structures of human relationships (Wang & King, 2006).

While most books on scholarly publishing and research methods focus on a “how to” approach, over-reliance on either quantitative analyses or qualitative analyses, or even mixed methods research, very few of these books deviate from Dewey’s approach to research or offer different perspectives from other world major cultures. Why have contemporary theorists and statisticians such as Stephen Brookfield, Sharan Merriam, and Patricia Cranton published the most popular books to inform readers and researchers worldwide? In part, this is because of their willingness to publish their writings in a book such as this one, which addresses issues of scholarly publishing and research methods across the disciplines. It was with this goal in mind that I asked these world-leading scholars to send me their chapter proposals based on the theme of this book. They quickly sent in their chapter proposals. They have written their chapters using a language that can be understood by all graduate students, faculty, researchers, and librarians.

OBJECTIVE OF THE BOOK AND TARGET AUDIENCE

The Handbook of Research on Scholarly Publishing and Research Methods features full-length chapters (around 13,000 words per chapter) authored by leading experts offering an in-depth description of concepts related to scholarly publishing and research methods in this evolving society. The authors are not just leading experts; they are world-leading experts. Amaze yourself by reading the biography section for all the authors of this unique volume. This book is intended for researchers, scholars, professors, graduate students, as well as librarians in Education, Business, and Social Sciences.
ORGANIZATION AND IMPACT OF THIS VOLUME

Based on the theme of this book, this book naturally falls into several parts:

1. The process of scholarly publishing;
2. Qualitative research methods;
3. Quantitative research methods;

Some of the chapters were written by the most frequently cited scholars whose books have been adopted as required textbooks by numerous universities worldwide. We are fortunate that these scholars as well as their colleagues have decided to contribute to this book to help our struggling scholars and graduate students. Words cannot express my gratitude for their expertise and decades of experience in scholarly publishing and research methods.

Chapter 1, “Preparing Book Proposals for Scholarly Publishers,” by Stephen Brookfield, illustrates three stages in submitting a book proposal to a scholarly publisher with multiple examples drawn from accepted book proposals. The author’s successful experience with A-rated book publishers is shared with the audience of this ground-breaking volume.

Chapter 2, titled “Creating a Support Structure for Academic Writing and Publication Support: The Rationale and Lessons Learned,” by Tonette S. Rocco, Lori Ann Gionti, Cynthia M. Januszka, Sunny L. Munn, and Joshua C. Collins, points out to struggling graduate students and faculty that writing centers at most universities do not provide the much needed assistance. This chapter presents the principles on which Florida International University has established the Office of Academic Writing and Publication Support and shows how the same principles may be helpful to educators who wish to establish similar offices or services at their respective institutions.

Chapter 3, “Connecting Theory to Practice: Making Research Real for Graduate Students,” by Amy L. Sedivy-Benton and Mary K. O’Kelly, provides an overview of the skills and issues expected of graduate students and discusses how these issues affect student success in conducting independent research. The authors indicate that one current trend seems to be that students who enter graduate programs lack the basic skills needed to conduct successful research to prepare them to be successful researchers.

Chapter 4, “Scholarship of Teaching and Learning: Promoting Publication or Encouraging Engagement?” by David Starr-Glass, considers teaching as the double-edged sword through which publications in the area of the Scholarship of Teaching and Learning can address both teaching and research requirements in academia. In doing so, the author of this chapter looks at the publication requirement, its impact on the vision and mission of Scholarship of Teaching and Learning. Suggestions and new directions for research, practice, and publication are also presented.

Chapter 5, “Supporting Dissertation Writing Using a Cognitive Apprenticeship Model,” by Karen Weller Swanson, Jane West, Sherah Carr, and Sharon Augustine, discusses the cognitive apprenticeship model as one way to support doctoral student development in the dissertation writing process. Based on this model, the authors of this chapter have specified roles for instructors and mentors and roles for scholarly researchers and writers. This chapter provides essential assistance in scholarship and mentoring.

Chapter 6, “The Civic University, the Engaged Scholar: Implications for Scholarly Work,” by Al Lauzon, identifies and discusses the challenges in transforming scholarship at the university levels. The
The author accurately indicates that universities and scholars fail to address “wicked problems” as identified by the general public. The scholars have failed to meet contemporary needs. He presents a case study as a means of illustrating the implicit ideas of a new form of emerging scholarship known as “university as civic partner.”

Chapter 7, “Qualitative Research: Designing, Implementing, and Publishing a Study,” by Sharan B. Merriam, discusses the traditional qualitative research approaches, such as purposive sampling, data collection techniques, interviews, document reviews, and observations, by using a research study conducted by traditional healers in Malaysia. The author illustrates the aforementioned methods step by step so that faculty and student researchers may follow the author to conduct similar research studies.

Chapter 8, “Dancing with the Data: Arts-Based Qualitative Research,” by Randee Lipson Lawrence, considers arts-based research as a political process that creates empathy, raises consciousness, and disrupts complacency. Arts-based research should be used as a dynamic approach to conducting qualitative research that expands on our knowledge generation and communication for our academic and nonacademic audiences. The author discusses several ways to use art in research.

Chapter 9, “Navigators on the Research Path: Teaching and Mentoring Student Qualitative Researchers,” by Catherine A. Hansman, discusses many challenges associated with teaching qualitative research in a university teaching context that promotes and embraces “empirical” research, that is, quantitative research analysis methods. The author discusses the challenges faced by faculty who plan and teach qualitative research as research inquiry methods by offering new strategies and models that may help develop graduate students as qualitative researchers in the graduate programs and their future careers.

Chapter 10, “Learning and Teaching Qualitative Data Analysis in a US University: Creating Supports and Scaffolds for Research Development,” by Eleanor Drago-Severson, Pat Maslin-Ostrowski, Ania Asghar, and Sue Stuebner Gaylor, presents a case study in which the authors discuss how the learning experience of graduate students prepares them to conduct qualitative research, especially data analysis. The authors draw from adult development theories and curriculum development to help graduate students learn qualitative research methods and help faculty identify and meet students’ emerging needs in learning to use qualitative research methods.

Chapter 11, “Learning and Knowledge Creation under Perpetual Construction: A Complex Responsive Approach to Applied Business Research,” by Sharon E. Norris, discusses applied business research courses for graduate business students and encourages these students to go beyond using business decision making as a tidy and rational process. Instead, the author of this chapter presents a complex responsive approach to applied business research that encourages flexible thinking and double-loop learning. This approach applies to students in Education and Social Sciences as well.

Chapter 12, “Technology-Enhanced Learning: Towards Providing Supports for PhD Students and Researchers in Higher Education,” by Eileen O’Donnell and Liam O’Donnell, discusses specific types of support necessary for students conducting research. In doing so, the authors of this chapter review the supports necessary to learn how to effectively undertake research and how these supports could satisfactorily be provided through an e-learning portal or an e-learning platform.

Chapter 13, “Information Architecture and the Comic Arts: Knowledge Structure and Access,” by Lesley S. J. Farmer, considers information architecture as the structural design of shared information environments, optimizing users’ interaction with that content and their context. Comic arts may be considered in light of information architecture in that it uses sequential frames, text, and their “containers,” and design conventions as information architectural “tools” to represent information and engage the user.
in interacting with it. The author of this chapter discusses information architecture, focuses on comic arts’ features for representing and structuring knowledge, and then details information design theory and information behaviors. Finally, the author recommends strategies for addressing architecture for knowledge acquisition and communication.

Chapter 14, “Research as Curriculum Inquiry: Helping College Students with Anxiety,” by Jennifer Lynne Bird and Eric T. Wanner, indicates that research often leads to new discoveries and new directions other than the ones originally intended. The authors show how a research project that began as a study using both quantitative and qualitative methods to learn about the connections between writing and healing evolved into a social action project to help college students cope with stress and anxiety.

Chapter 15, “Examining the Dynamics of Value Propositions in Digital Books: A Social Constructivist Perspective,” by Wilson Ozuem and Geoff Lancaster, addresses conceptual ambiguities related to the concept of digital divide and the contradictory findings in extant literature by drawing on social constructivist paradigmatic perspective. The authors of this chapter also examine the dynamics of value propositions in digital books.

Chapter 16, “Teachers as Researchers: Participatory and Action Research,” by Patricia Cranton, discusses three main research paradigms, although mixed methods research is acknowledged as a fourth paradigm. The author of this chapter focuses on action research and participatory research that most closely illustrates how teachers can meaningfully engage in research relevant to their practice by sharing with readers specific examples. Narrative inquiry and arts-based research are also suggested for future development of teacher research.

Chapter 17, “Research Methodologies for Multitasking Studies,” by Lin Lin, Patricia Cranton, and Jennifer Lee, does not consider research on multitasking as coherent or consistent in the approaches taken to understanding multitasking as a phenomenon. The authors of this chapter focus on empirical-analytical, interpretive, and critical research paradigms as a framework to understand the nature of the research. They discuss the strengths and weaknesses of the research related to each paradigm and provide suggestions as to how to use different research methods to bring clarity to the research in this field. The authors advocate for building interdisciplinary and multidisciplinary research to help guide future research and theory building.

Chapter 18, “Infusing Yourself into the Backstory: A Multidimensional Case Study Perspective,” by Renée L. Cambiano, Pamela Carter Speaks, and Ronald M. Cambiano, argues that the ubiquitous infusion thinking should be considered as an innovative action strategy for introducing cognitive and affective thinking into organizational theories that serve to shape the understanding of multidimensional threads and themes that emerge in the problem-solving analysis of the complex problems in a multidimensional case study perspective. The authors of this chapter discuss this strategy, namely a focus, refocus, focus, and visualize technique that allows researchers to engage the power of emotions by stepping in and out of a situation, observing, and then stepping back to reacquaint the actions taking place in the setting, allowing clear thinking to occur. The chapter presents a specific case to talk the researcher through the four phases as indicated by the authors.

Chapter 19, “Demystifying the Delphi Method,” by Kaye Shelton and Kathleen Adair Creghan, discusses increased use of the Delphi Method for facilitating group communication for decision making and planning. To help the reader with the effective use of this method, the authors of this chapter provide an explanation of the methodology, acknowledge the types and variations in Delphi studies, and discuss the advantages and disadvantages. Above all, the authors of this chapter provide clear and step-by-step guidelines for employing a successful research study.
Chapter 20, “Survey Research: Methods, Issues, and the Future,” by Ernest W. Brewer, Geraldine Torrisi-Steele, and Victor C. X. Wang, argues that the researcher must carefully select an existing instrument or construct the data collection instrument to conduct a successful survey research study. In doing so, the authors of this chapter define survey research, outline the basic structure for conducting survey research, identify the major challenges related to survey research, provide recommendations, and provide insights into the shape of survey research in the future.

Chapter 21, “Surveys as Tools to Measure Qualitative and Quantitative Data,” by Ellen Boeren, indicates that surveys can be used to measure quantitative and qualitative data. The author also discusses the history and definitions of surveys. The author shows the reader how to write survey questions based on quantitative and qualitative research methods. Finally, the author ends this chapter with some overarching conclusions.

Chapter 22, “Measurement Development and Validation in Research: Statistical Techniques and Illustrations,” by Lihua Xu, compares groups through single-group and multi-group confirmatory factor analysis. The author of the chapter presents a procedural approach by using the detailed illustration from real research in servant leadership in K-12 principals in the United States. The author considers exploratory factor analysis as a major statistical technique in instrument development.

Chapter 23, “Developing Multilevel Models for Research,” by John Turner, Kristin Firmery Petrunin, and Jeff Allen, provides an overview of multilevel modeling for research and provides guidelines for the development and investigation of these models, indicating that single-level analysis is inadequate due to the advancements in statistical software and research techniques.

Chapter 24, “Growth Models in the Age of School Reform and Accountability: Policy, Practice, and Implications,” by Sean W. Mulvenon, Sandy Bowman, and Jill Berta, indicates that growth models were approved for use in the evaluation models in 2006 in light of the No Child Left Behind mandated use of accountability systems to evaluate school and district performance issued in 2002. However, the authors of this chapter argue that the implementation of growth models require the development of policy, identification of appropriate methods, and guidelines for assigning labels of performance to schools. The authors discuss the development of educational policy and the implementation and challenges associated with the use of growth model in accountability systems.

The authors of the book are to be commended for having carefully and accurately written their chapters based on the theme of the book. Scholarly publishing by reputable commercial publishers cannot occur without the pertinent adoption and adaption of research methods employed for a particular study, whether for a faculty or for a graduate student in the field. Likewise, the end result of conducting research by using appropriate research methods results in timely dissemination, communication, and application of research in Education, Business, and Social Sciences. Research remains useless and outmoded if it is not published and cited by other faculty and graduate students. Should you decide that the profiles/expertise/decades of experience of these authors and the extremely important features of this book are relevant to your practice as an educator, we hope that you will adopt this book as a required textbook and a reference book.

Victor C. X. Wang  
Florida Atlantic University, USA
REFERENCES


