

SOCIAL DESIRABILITY BIAS EXAMPLE



Questions
prone to social
desirability bias

Do you always
tell the truth?

Have you ever taken
something that doesn't
belong to you?



Questions
rephrased to
minimize bias

In the past year, how often
have you been completely
truthful in your
conversations with others

Have you accidentally
taken something that didn't
belong to you, even if you
returned it later?

Taking Sides In Social Research Partnership And Bias In Social Enquiry

Martyn Hammersley



Taking Sides In Social Research Partnership And Bias In Social Enquiry:

Taking Sides in Social Research Martyn Hammersley, 2005-08-12 In the past it was generally taken for granted that the goal of social research was the production of objective knowledge and that this required a commitment to value neutrality. In more recent times however both these ideals have come to be challenged and it is often argued that all research is inevitably political in its assumptions and effects. In this major contribution to the debate Martyn Hammersley assesses the arguments from the classic and still influential contributions of C Wright Mills, Howard Becker and Alvin Gouldner to the present day. He concludes that the case for partisanship is not convincing and that an intelligent and sceptical commitment to the principles of objectivity and value neutrality must remain an essential feature of research. **Expatriates in China** I. Boncori, 2013-08-08 Focuses on the individual experiences of Western expatriates in China by merging academic knowledge and real life testimonials given by interviewees. The author also draws on her own experience of living and working in China to explore a range of challenges and opportunities met by Western expatriates. *Subject Guide to Books in Print*, 1991

The Sage Handbook of Qualitative Research Quality Uwe Flick, 2024-12-12 This Sage Handbook presents an interdisciplinary collection of chapters exploring how to assess the quality of collecting and analysing qualitative data while maintaining a focus on diversity, digital and critical approaches. The Handbook considers essential questions such as what is good qualitative research? What makes qualitative research good research? And how can we make qualitative research better research? Contributions come from a wide array of experts and highlight answers to questions from various disciplinary and geographical areas, from mixed methods to multimodal and online research, from specific types of data and methods to specific target groups and from theoretical and epistemological contexts to those where funding has an impact on how research is done and assessed. Qualitative research has evolved in many respects in recent decades and has grown increasingly multidisciplinary. Research in general is facing new challenges around how to take diversity and decolonisation into account in what researchers do as well as how to produce and communicate qualitative research quality. This Handbook offers a timely overview of such developments and will support researchers involved in planning, designing, doing and evaluating qualitative research in developing an increased sensitivity for contemporary debates and challenges in the field. Part I: Philosophies and Epistemologies of Qualitative Research Quality; Part II: Disciplinary Discourses of Qualitative Research Quality; Part III: Qualitative Research Quality for Specific Approaches; Part IV: Rethinking Qualitative Research Quality for Specific Methods and Data; Part V: Rethinking Strategies for Quality in Qualitative Research; Part VI: Rethinking Criteria for Quality in Qualitative Research; Part VII: Extending Contexts and Challenges for Qualitative Research Quality. **Social Research Methods** Alan Bryman, 2016 Adopting a coherent and student friendly format, this book offers an encyclopaedic introduction to social research methodology and considers a broad range of qualitative and quantitative methods to help students identify and evaluate the best approach for their research needs. *Learning mobility, social inclusion and*

non-formal education Maurice Devlin, Søren Kristensen, Ewa Krzaklewska, Magda Nico, 2017-12-01 How do we involve less advantaged young people in mobility projects and how do we engineer and implement these projects to make participation a realistic option for all This book presents the state of the art of learning mobility in the very complex and heterogeneous European youth field bringing together contributions from all over the continent The authors present empirical research findings that explore and analyse the experience of participants from a range of different backgrounds in varied learning mobility settings exchanges volunteer service camps and in diverse regions of Europe This volume addresses two interrelated questions first how learning mobility can be used as a tool for inclusion providing disadvantaged and excluded people with opportunities and assets and second how focusing on inclusion can become a more intrinsic part of learning mobility projects and initiatives The book is divided into three parts spanning the range of stages and dimensions of the learning mobility process access reach and target processes strategies and practices and effects outcomes and follow ups Relevant for those with experience but also directed to newcomers to the field this work provides an explanation of the main concepts and issues in the light of current developments in youth policy and practice in Europe

Taking Sides in Social Research

Martyn Hammersley, 2000 In the past it was generally taken for granted that the goal of social research was the production of objective knowledge and that this required a commitment to value neutrality In more recent times however both these ideals have come to be challenged and it is often argued that all research is inevitably political in its assumptions and effects In this major contribution to the debate Martyn Hammersley assesses the arguments from the classic and still influential contributions of C Wright Mills Howard Becker and Alvin Gouldner to the present day He concludes that the case for partisanship is not convincing and that an intelligent and sceptical commitment to the principles of objectivity and value neutrality must remain an essential feature of research

Qualitative Urban Analysis

Paul J. Maginn, S. Thompson, Matthew Tonts, Christopher Pole, 2008-02-18 Advocates a pragmatic renaissance within qualitative research a systematic approach to conducting qualitative research and representing the findings This book includes chapters that showcase the utility of qualitative research by providing theoretical methodological and empirical insights into real life research

Education Science, 2009-01-01 Educational research is not what it was fifteen years ago In this discipline the changes have been dramatic far reaching and rapid Out of the criticisms of the 1990s and the calls for greater accountability of the early 2000s one idea has come to the fore education science There are two main components to education science The first is the principle that research in education must model itself more closely on disciplines seen as highly credible and successful mainly the natural sciences and medicine The second part is that educators must build their practice upon the insights developed through this scientific research process Overall education science has the potential to change how we think about education how we build knowledge about it and how we know when it is successful This volume brings together some of the most active proponents of education science and some of the most committed critics Within it the idea of

education science is explored in depth randomized controlled trials considered the gold standard of education science are discussed in detail and the philosophical difficulties of knowledge in education are explored Established thinkers are brought alongside newly emerging analysts and detailed accounts of the institutions driving education science are included Each contribution is thoughtful and balanced engaging with the issues of the field and how they might be addressed As a body of work this collection of essays provides a well rounded critical discussion of the potential and the problems of the education science movement

Marxisms and Education Noah De Lissovoy, 2019-07-23 Beginning from the premise that a range of Marxist theoretical tendencies or Marxisms inform recent critical scholarship in education this volume reaffirms rearticulates and interrogates central philosophical and practical commitments in this tradition Chapters engage important issues confronting the field in the present conjuncture in global capitalism including the meaning of democratic education neoliberalism's ideological and material assault on teaching and learning relationships between race and class in schooling and society models for critical and emancipatory pedagogy the implication of education in imperialism and colonialism and links between education and revolutionary organizations and movements Rather than attempting to provide a comprehensive view of the field this volume presents a diverse set of crucial interventions that take up foundational as well as contemporary developments in Marxist theory and consider their implications for the field of education The chapters in this book were originally published as journal articles by Taylor and Francis

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