

1. A question about one or more topics that can be answered through research is referred to as a
  - a. hypothesis.
  - b. social inquiry.
  - c. research question.
  - d. unit of analysis.
  - e. none of these.

*ANSWER:* c

*REFERENCES:* page 2

*LEARNING OBJECTIVES:* AISR.ADLE.15.02.01 - Know what concepts, variables, and hypotheses are

2. Which of the following is an authority, or socially defined source of knowledge?
  - a. parents
  - b. media
  - c. religious leaders
  - d. professors
  - e. all of these

*ANSWER:* e

*REFERENCES:* page 4

*LEARNING OBJECTIVES:* AISR.ADLE.15. 01.01 - Recognize the advantages of knowledge based on research over knowledge from authorities and knowledge from personal inquiry

3. When we rely on physicians, clergy members, and elected officials for information, we are putting our faith in
  - a. their knowledge in those positions of authority.
  - b. their individual knowledge.
  - c. their knowledge of scientific methods.
  - d. our ability to compare our own inquiry and experiences with theirs.
  - e. their access to superior knowledge.

*ANSWER:* a

*REFERENCES:* page 4

*LEARNING OBJECTIVES:* AISR.ADLE.15. 01.01 - Recognize the advantages of knowledge based on research over knowledge from authorities and knowledge from personal inquiry

4. Knowledge that is based on evidence from our senses is referred to an
  - a. authority.
  - b. sensory knowledge.
  - c. personal inquiry.
  - d. positivism.
  - e. applied research.

*ANSWER:* c

*REFERENCES:* page 5

*LEARNING OBJECTIVES:* AISR.ADLE.15. 01.01 - Recognize the advantages of knowledge based on research over knowledge from authorities and knowledge from personal inquiry

5. When individuals rely on their own experiences as a basis for knowledge about the world, they are using
- knowledge from authorities.
  - a scientific approach.
  - personal inquiry.
  - intersubjectivity.
  - none of these.

*ANSWER:* c

*REFERENCES:* page 5

*LEARNING OBJECTIVES:* AISR.ADLE.15. 01.01 - Recognize the advantages of knowledge based on research over knowledge from authorities and knowledge from personal inquiry

6. What is a potential problem with knowledge from personal inquiry?
- one may overgeneralize.
  - perceive selectivity.
  - premature closure.
  - uses senses alone.
  - all of these.

*ANSWER:* e

*REFERENCES:* page 5

*LEARNING OBJECTIVES:* AISR.ADLE.15. 01.01 - Recognize the advantages of knowledge based on research over knowledge from authorities and knowledge from personal inquiry

7. The positivist view of science states that
- science should always focus on things which benefit society.
  - we should only study things that can be observed and measured.
  - science is beneficial for providing solid ground for things in society that can be speculated about.
  - science should be objective, free from personal biases
  - none of these

*ANSWER:* b

*REFERENCES:* page 6

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

8. Among the elements of the scientific method are
- specifying the scope of an inquiry.
  - examining research that has been published in the past.
  - the connection between research and theory.
  - subjecting research findings to review by a community of scholars.
  - all of these.

*ANSWER:* e

*REFERENCES:* page 6

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

9. The view that knowledge is not based on irrefutable observable grounds, that it is always somewhat speculative, but that science can provide some solid ground for these speculations is known as
- an empiricist view of science
  - an optimist view of science
  - a positivist view of science
  - a post-positivist view of science
  - both empiricist and positivist views of science

*ANSWER:* d

*REFERENCES:* page 7

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

10. Which of the following statements about intersubjectivity is true?
- Sometimes subjectivity in research is necessary in order to get to a specific outcome.
  - Scientists engaging in positivist research often strive for intersubjectivity.
  - Intersubjective science is filled with bias and personal feelings.
  - Two or more researchers can compare findings to look for consistencies about reality.
  - None of these.

*ANSWER:* d

*REFERENCES:* page 7

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

11. In scientific inquiry, intersubjectivity works to gain
- critical analysis of previously accepted truths.
  - increased subjectivity by scholars.
  - agreement among researchers that their findings approximate reality because they are consistent with each other.
  - eliminate the possibility of bias in research.
  - publications.

*ANSWER:* c

*REFERENCES:* page 7

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

12. One of the great strengths of the scientific method is that
- it involves communities of knowledge “authorities”.
  - it involves the senses’ evidence for arriving at knowledge.
  - it promotes skepticism about its knowledge claim.
  - it relies on authority and personal inquiry.
  - none of these.

*ANSWER:* c

*REFERENCES:* page 8

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

13. Which of the following statements is factually testable?
- All extra-terrestrials have large skulls.
  - Individuals with more education earn more than less educated individuals.
  - The death penalty is less moral than first-degree murder.
  - War should be outlawed.
  - None of these.

*ANSWER:* b

*REFERENCES:* page 9

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

14. The communal aspects of the scientific method are complemented by which of the following goals?
- factual testability.
  - logic.
  - explicable through scientific theory.
  - all of these.
  - none of these.

*ANSWER:* d

*REFERENCES:* page 9

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

15. Which of the following represents one of the tenets of the scientific method?
- The scientific method should adhere to the rigors or logical thinking.
  - Logical reasoning is not synonymous with the scientific method.
  - The scientific method relies heavily on theoretical explanations.
  - Intersubjectivity is a necessary component of the scientific method.
  - The scientific method requires strict reliance on prior knowledge.

*ANSWER:* a

*REFERENCES:* page 10

*LEARNING OBJECTIVES:* AISR.ADLE.15.02.02 - Distinguish between independent and dependent variables

16. A researcher is curious about why some students perform better on essay exams than others. He is engaged in
- applied research.
  - descriptive research.
  - basic research.
  - quantitative research.
  - evaluation research.

*ANSWER:* c

*REFERENCES:* page 11

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.03 - Distinguish between basic and applied research

17. Which of the following would describe applied research?
- The primary goal of research is to add to our fundamental understanding and knowledge of the social world.
  - The aim of research is to have practical results for use in the immediate future.
  - The goal of research is to test hypotheses.
  - The goal of research is to create social theory.
  - None of these describe applied research.

*ANSWER:* b

*REFERENCES:* page 11

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.03 - Distinguish between basic and applied research

18. One type of applied research that jointly involves researchers and community members is called
- evaluation research.
  - social theory.
  - participatory action research.
  - quantitative methods.
  - none of these.

*ANSWER:* c

*REFERENCES:* page 11

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.03 - Distinguish between basic and applied research

19. In applied research, investigators are interested in
- knowledge for the sake of knowledge.
  - research having practical and useful outcomes.
  - knowing about fields where there is little previous research.
  - creating social theory.
  - none of these.

*ANSWER:* b

*REFERENCES:* page 11

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.03 - Distinguish between basic and applied research

20. Exploratory research is
- ideal for testing a theory.
  - ideal for examining unstudied phenomena.
  - a method for bringing social injustices to the public's attention.
  - a way of examining whether interventions are having their intended effect.
  - designed to describe, in detail, groups, activities, situations, events.

*ANSWER:* b

*REFERENCES:* page 13

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation

21. Exploratory research
- is research which seeks to provide a picture of how "the land lies" on a particular social issue.
  - tends to be deductive using pre-existing theories to decide what kinds of data should be collected.
  - is analysis that results in the interpretation of action or representation of meanings in the researcher's own words.
  - is ground breaking research on a relatively unstudied topic or in a new area.
  - generally includes theory-testing.

*ANSWER:* d

*REFERENCES:* page 13

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation

22. If we are presenting a detailed picture of a population, in terms of gender, age, income, residence, we have most likely conducted
- evaluation research.
  - exploratory research.
  - explanatory research.
  - descriptive research.
  - applied research.

*ANSWER:* d

*REFERENCES:* page 14

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation

23. Descriptive research

- a. uses reasoning that moves from less general to more general statements.
- b. is analysis based on the statistical summary of data.
- c. is research designed to explain why subjects vary in one way or another.
- d. is research which seeks to provide a picture of how “the land lies” on a particular social issue.
- e. all of these.

*ANSWER:* d

*REFERENCES:* page 14

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation

24. When researchers have few cases and desire to interpret the meanings of words, they are engaging in \_\_\_\_\_.

- a. qualitative analysis
- b. quantitative analysis
- c. applied research
- d. exploratory research
- e. descriptive research

*ANSWER:* a

*REFERENCES:* page 14

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation

25. When a researcher \_\_\_\_\_, she is engaged in explanatory research.

- a. suggests that program interventions are not having their intended effect
- b. describes a population in detail
- c. critiques the existing social order
- d. determines that one variable causes another or is related to another variable
- e. proposes community social action campaign

*ANSWER:* d

*REFERENCES:* page 15

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation

26. Let's say that there is a well-known theory that we can call "The General Attraction Theory" and that it suggests that people who are physically attractive get more of society's rewards than less attractive people. If we have a hypothesis that people who are physically attractive are more likely to be hired for certain jobs than their less attractive peers and wanted to test this theory in a specific industry, we would be conducting
- descriptive research.
  - applied research.
  - explanatory research.
  - critical research.
  - evaluation research.

*ANSWER:* c

*REFERENCES:* page 15

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation

27. The difference between basic research and applied research is
- basic research uses on qualitative methods and applied research uses quantitative methods.
  - basic research uses quantitative methods and applied research uses qualitative methods.
  - applied research aims to improve something and basic research aims to add to the knowledge base.
  - applied research works primarily with descriptive research and basic research works with explanatory research.
  - none of the above.

*ANSWER:* c

*REFERENCES:* page 15

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation

28. Evaluation research
- is designed to assess programs or policies.
  - is always quantitative.
  - is dependent on personal inquiry.
  - leads to significant change.
  - is equivalent to explanatory research.

*ANSWER:* a

*REFERENCES:* page 16

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation



29. In many ways, the scientific method
- compensates for the shortcomings of other approaches to knowledge.
  - relies exclusively on the word of “authorities” and “personal inquiry”.
  - emphasizes the value of communities of scientists and critical skepticism.
  - compensates for the shortcomings of other approaches to knowledge and emphasizes the value of communities of scientists and critical skepticism.
  - all of these.

*ANSWER:* d

*REFERENCES:* page 16

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

30. A researcher is interested in understanding why some students choose to live in residence halls while others do not. The unit of analysis is the student.
- True
  - False

*ANSWER:* True

*REFERENCES:* page 3

*LEARNING OBJECTIVES:* AISR.ADLE.15.02.01 - Know what concepts, variables, and hypotheses are

31. Research is distinguished from other ways of knowing about the world because it is done by authorities.
- True
  - False

*ANSWER:* False

*REFERENCES:* page 4

*LEARNING OBJECTIVES:* AISR.ADLE.15. 01.01 - Recognize the advantages of knowledge based on research over knowledge from authorities and knowledge from personal inquiry

32. An early step involved in doing science is to specify the goals of inquiry.
- True
  - False

*ANSWER:* True

*REFERENCES:* page 7

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

33. The ability to see the world as it is without prejudice and free of personal opinion is referred to as intersubjectivity.
- True
  - False

*ANSWER:* False

*REFERENCES:* page 7

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

34. The publication of research allows for public scrutiny.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* page 8

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

35. Researchers must subject their findings to the scrutiny of other researchers.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* page 8

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

36. The scientific method benefits from the pursuit of counterexamples.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* page 9

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

37. In applied research, investigators are seeking to critique existing social relationships.

- a. True
- b. False

*ANSWER:* False

*REFERENCES:* page 11

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.03 - Distinguish between basic and applied research

38. Basic research serves the function of developing knowledge for its own sake.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* page 11

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.03 - Distinguish between basic and applied research

39. Research designed to add to our fundamental understanding and knowledge of the social world is referred to as basic research.
- a. True
  - b. False

*ANSWER:* True

*REFERENCES:* page 11

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.03 - Distinguish between basic and applied research

40. Evaluation research and participatory action research are two different types of basic research.
- a. True
  - b. False

*ANSWER:* False

*REFERENCES:* page 11

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.03 - Distinguish between basic and applied research

41. In descriptive research, researchers aim to make judgments on whether interventions are working in the real world.
- a. True
  - b. False

*ANSWER:* False

*REFERENCES:* page 14

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation

42. If we were interested in learning why individuals turn to lives of crime, we would be conducting explanatory research.
- a. True
  - b. False

*ANSWER:* True

*REFERENCES:* page 15

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation

43. Qualitative research is based on the statistical summary of data.
- a. True
  - b. False

*ANSWER:* False

*REFERENCES:* page 15

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation

44. A researcher studying the effectiveness of an AIDS program is engaged in evaluation research.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* page 15

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation

45. Individuals often rely on their own experiences to learn about the world. What are some of the advantages and disadvantages of relying on personal inquiry to learn about the world?

*ANSWER:* Not provided

*REFERENCES:* pages 5-6

*LEARNING OBJECTIVES:* AISR.ADLE.15.02.01 - Know what concepts, variables, and hypotheses are

46. Describe the scientific method to someone unfamiliar with research.

*ANSWER:* Not provided

*REFERENCES:* page 6

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

47. What is intersubjectivity and why is it important in the scientific method?

*ANSWER:* Not provided

*REFERENCES:* page 7

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.02 - Appreciate the importance of both care and community in science

48. Describe how basic and applied research differ. Provide an example of each.

*ANSWER:* Not provided

*REFERENCES:* pages 10-16

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.03 - Distinguish between basic and applied research

49. What is the primary purpose of these research projects? Are they primarily exploratory, descriptive, or explanatory research?

A. A researcher wants to find out what proportion of students receives their bachelor's degree in five years or less.

B. A researcher wants to find out why some students receive their bachelor's degree in 5 years or less and others haven't finished after 6 or more years.

C. A researcher wants to find out what happens to teenagers who have been homeless for at least 6 months of their lives.

D. A researcher does research to find out if parenting classes taken by men and women before the birth of their first child decreases the amount of child abuse and increases the child's school readiness.

*ANSWER:* Not provided

*REFERENCES:* pages 10-16

*LEARNING OBJECTIVES:* AISR.ADLE.15.01.04 - Learn about the four purposes of scientific research: exploration, description, explanation and evaluation