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SKU: 9781544339689-TEST-BANK

Chapter 2: Interviewing

Test Bank

Multiple Choice

1. The type of interview in which the researcher has set a list of predetermined questions is a _____ interview.
A. semi-structured
B. biased
C. valid
D. loosely structured
Ans: A
Learning Objective: 2.3: Explain the similarities and differences between semi-structured interviews and loosely structured interviews.
Cognitive Domain: Knowledge
Answer Location: Introduction
Difficulty Level: Easy

2. In a loosely structured interview, you generally have a list of _____ that you want to cover.
A. exact questions
B. general topics
C. methodologies
D. theoretical concepts
Ans: B
Learning Objective: 2.3: Explain the similarities and differences between semi-structured interviews and loosely structured interviews.
Cognitive Domain: Knowledge
Answer Location: Introduction
Difficulty Level: Easy

3. The purpose of research conducted using interpretivist methodology is to _____.
A. understand the world deeply from the perspective of your participants
B. follow the scientific method
C. gather the exact same information from all your participants
D. collect data that are as unbiased as possible
Ans: A
Learning Objective: 2.3: Explain the similarities and differences between semi-structured interviews and loosely structured interviews.
Cognitive Domain: Knowledge
Answer Location: Methodology
Difficulty Level: Easy

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4. From an interpretivist perspective, objectivity means _____.
A. making sure that your own personal experiences and characteristics do not affect the research outcomes in any way
B. treating every research participant in exactly the same way
C. accurately reporting the views and experiences of your participants, even if you don't like them
D. asking each participant the same questions in the same order
Ans: C
Learning Objective: 2.3: Explain the similarities and differences between semi-structured interviews and loosely structured interviews.
Cognitive Domain: Knowledge
Answer Location: Methodology
Difficulty Level: Easy

5. Interpretivists believe that all research, no matter how you conduct it, is _____.
A. biased
B. objective
C. judgmental
D. valid
Ans: A
Learning Objective: 2.3: Explain the similarities and differences between semi-structured interviews and loosely structured interviews.
Cognitive Domain: Knowledge
Answer Location: Methodology
Difficulty Level: Easy

6. If you use interpretivist methodology, you will try to gather _____.
A. as much in-depth data from a small group of people as you can
B. a little bit of information from as many people as you can
C. data that can be generalized to a larger population
D. data that can be easily replicated by other researchers
Ans: A
Learning Objective: 2.3: Explain the similarities and differences between semi-structured interviews and loosely structured interviews.
Cognitive Domain: Understanding
Answer Location: Methodology
Difficulty Level: Easy

7. Interview research largely grew out of _____ theory.
A. critical
B. structural functionalist
C. symbolic interaction
D. feminist
Ans: C
Learning Objective: 2.4: Summarize the ways that theory may be used in interview research.

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Cognitive Domain: Knowledge
Answer Location: Theory
Difficulty Level: Easy

8. In your own words, explain why loosely structured interviews lend themselves to theory building.
Ans: See page 30.
Learning Objective: 2.4: Summarize the ways that theory may be used in interview research.
Cognitive Domain: Understanding
Answer Location: Theory
Difficulty Level: Medium

9. Which of the following is an appropriate topic for interview research?
A. social trends
B. attitudes
C. decision-making processes
D. cause and effect
Ans: B
Learning Objective: 2.5: Identify research questions appropriate for interview research.
Cognitive Domain: Knowledge
Answer Location: Research Questions
Difficulty Level: Easy

10. Interview research can be used to study _____.
A. perceived causes and effects
B. actual causes and effects
C. actual causes but only perceived effects
D. only perceived causes but actual effects
Ans: A
Learning Objective: 2.5: Identify research questions appropriate for interview research.
Cognitive Domain: Understanding
Answer Location: Research Questions
Difficulty Level: Medium

11. Which of the following is included in an informed consent for interview research?
A. That participants can only withdraw from a study before or during their interviews but not after.
B. If interviews will ask about emotional events, such as a death or divorce, you must include emotional discomfort as a possible risk on the informed consent statement.
C. If a participant asks you to turn off a recording device, you may not begin recording them under any circumstances.
D. Teens under 18 can give their own informed consent.
Ans: B
Learning Objective: 2.7: Identify protections needed in an informed consent statement for interview research.

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Cognitive Domain: Knowledge
Answer Location: Ethics
Difficulty Level: Easy

12. Which of the following is true regarding the informed consent statement?
A. Participants should always sign their pseudonym on the consent statement.
B. You do not have to reveal to participants who is conducting the study.
C. It is better to tell participants that the research will take less than an hour, even if you think it will be longer, so that they will be more likely to agree to participate.
D. Participants should be told they do not have to answer any questions they don't want to answer.
Ans: D
Learning Objective: 2.7: Identify protections needed in an informed consent statement for interview research.
Cognitive Domain: Understanding
Answer Location: Ethics
Difficulty Level: Medium

13. In conducting interview research, one of your participants expresses some sexist sentiments. As the researcher, you should _____.
A. try to change their views of masculinity and femininity
B. include your negative impressions when presenting the results
C. listen to them respectfully and avoid passing judgment
D. discontinue the interview and ask them to leave
Ans: C
Learning Objective: 2.7: Identify protections needed in an informed consent statement for interview research.
Cognitive Domain: Understanding
Answer Location: Ethics
Difficulty Level: Medium

14. In conducting interview research, if your participant discloses White supremacist views and you find this disturbing, you should _____.
A. educate them about the dangers of racism
B. report them to the police
C. listen to them respectfully
D. discontinue the interview
Ans: C
Learning Objective: 2.7: Identify protections needed in an informed consent statement for interview research.
Cognitive Domain: Understanding
Answer Location: Ethics
Difficulty Level: Medium

15. You are working for the local Boys' and Girls' Club. You are conducting research for them on the ways in which the parents of the children at the center struggle with

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parenting. The BGC's idea is that they would like to expand their services to parents but need to first determine where the greatest area of need is. Which sampling method would you most likely choose for this research?
A. snowball sampling
B. maximum variation sampling
C. homogenous sampling
D. convenience sampling
Ans: B
Learning Objective: 2.8: Define the various types of sampling for interview research.
Cognitive Domain: Application
Answer Location: Sampling
Difficulty Level: Hard

16. You are working for a local nonprofit that provides funding for food assistance programs. You have been tasked with evaluating barriers to WIC (sometimes referred to as "food stamps") enrollment in families headed by one or more undocumented immigrant parents. Which sampling method would you most likely choose for this research?
A. snowball sampling
B. maximum variation sampling
C. homogenous sampling
D. convenience sampling
Ans: A
Learning Objective: 2.8: Define the various types of sampling for interview research.
Cognitive Domain: Application
Answer Location: Sampling
Difficulty Level: Hard

17. Random selection is an inappropriate way to get participants for interview research because _____.
A. it is biased
B. it coerces them to participate
C. you will get the richest data from people who are interested in telling you their story
D. it decreases the validity of your data
Ans: C
Learning Objective: 2.8: Define the various types of sampling for interview research.
Cognitive Domain: Understanding
Answer Location: Sampling
Difficulty Level: Medium

18. The purpose of interview sampling is to _____.
A. find participants that are representative of the general population
B. locate participants who are willing to share lots of detailed information with you
C. assure everyone has the same chance of being chosen for your research
D. choose participants that you think will have the best information
Ans: B

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Learning Objective: 2.8: Define the various types of sampling for interview research.
Cognitive Domain: Knowledge
Answer Location: Sampling
Difficulty Level: Easy

19. Which of the following is NOT a type of nonprobability sampling?
A. random sampling
B. maximum variation sampling
C. snowball sampling
D. convenience sampling
Ans: A
Learning Objective: 2.8: Define the various types of sampling for interview research.
Cognitive Domain: Knowledge
Answer Location: Sampling
Difficulty Level: Easy

20. You are conducting research on the experiences of adult children whose parents live in a dementia care center. Who is most likely to be the best gatekeeper for your research?
A. the person who works at the front desk where visitors sign in
B. the CEO of the center
C. the sister of one of the nurses
D. the staff physician
Ans: A
Learning Objective: 2.10: Define the term gatekeeper and identify possible gatekeepers in a variety of scenarios.
Cognitive Domain: Understanding
Answer Location: Gatekeepers
Difficulty Level: Medium

21. Your gatekeeper is a professor on your campus. Which information are you allowed to reveal to them?
A. the full interview audio and transcript files
B. the names of students in their class that participated, so that they can give those people extra credit
C. information that participants shared that is relevant to the professor's area of expertise
D. information about the study, such as your research question and length of time of interviews
Ans: D
Learning Objective: 2.10: Define the term gatekeeper and identify possible gatekeepers in a variety of scenarios.
Cognitive Domain: Understanding
Answer Location: Gatekeepers
Difficulty Level: Medium

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22. Your gatekeeper is the office manager at a local tech company. Which information are you allowed to reveal to them?
A. the full interview audio and transcript files
B. the names of those who have agreed to participate so that you can get contact information
C. information that participants shared that is relevant to office functions
D. information about the study, such as your research question and length of time of interviews
Ans: D
Learning Objective: 2.10: Define the term gatekeeper and identify possible gatekeepers in a variety of scenarios.
Cognitive Domain: Understanding
Answer Location: Gatekeepers
Difficulty Level: Medium

23. Which would most likely be a sample size that you would use for interview research?
A. 2
B. 20
C. 200
D. 2,000
Ans: B
Learning Objective: 2.24: Determine an appropriate sample size for a research scenario.
Cognitive Domain: Knowledge
Answer Location: Sample Size
Difficulty Level: Easy

24. If John is interviewing university administrators, what would be the most appropriate for him to wear?
A. a three-piece suit
B. jeans and a T-shirt
C. dress slacks and a button-down shirt
D. anything, it doesn't really matter
Ans: C
Learning Objective: 2.11: Describe ways to establish rapport in conducting interview research.
Cognitive Domain: Understanding
Answer Location: Establishing Rapport
Difficulty Level: Medium

25. You are interviewing women who work in executive positions in Fortune 500 companies. One of your participants says that they have never experienced any gender prejudice from any of their coworkers in this or any other job. Familiar with the sociological research on gender relations in high-level corporate workplaces, you have a hard time believing this. What is the most appropriate way for you to respond?

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A. “Nobody has really ever treated you differently because of your gender? Are you sure? Maybe you’re just too used to it to notice.”
B. “Well, the rest of my questions were going to be about your experiences of prejudice, so if you haven’t had any, I guess I don’t have any more questions for you.”
C. “Most of my other participants have had a lot of experiences of gender discrimination. Why do you think your experience is so different from theirs?”
D. “The research on gender relations in the workplace documents that it is super common, so I have a hard time believing that. I mean, are you saying that the research is wrong?”
Ans: C
Learning Objective: 2.11: Describe ways to establish rapport in conducting interview research.
Cognitive Domain: Evaluation
Answer Location: Establishing Rapport
Difficulty Level: Medium

26. If you are interviewing college students, what would be the most appropriate to wear?
A. sweatpants
B. jeans
C. dress slacks and a button-down shirt
D. anything, it doesn’t really matter
Ans: B
Learning Objective: 2.11: Describe ways to establish rapport in conducting interview research.
Cognitive Domain: Understanding
Answer Location: Establishing Rapport
Difficulty Level: Medium

27. You are interviewing African American employees at predominately White companies. One of your participants says that they have never experienced any prejudice from any of their coworkers in this or any other job. Familiar with the sociological research on race relations in the workplace, you have a hard time believing this. What is the most appropriate way for you to respond?
A. “Nobody has really ever treated you differently because of your color? Are you sure? Maybe you’re just too used to it to notice.”
B. “Well, the rest of my questions were going to be about your experiences of prejudice, so if you haven’t had any, I guess I don’t have any more questions for you.”
C. “Most of my other participants have had a lot of experiences of prejudice. Why do you think your experience is so different from theirs?”
D. “The research on race relations in the workplace documents that it is super common, so I have a hard time believing that. I mean, are you saying that the research is wrong?”
Ans: C
Learning Objective: 2.11: Describe ways to establish rapport in conducting interview research.
Cognitive Domain: Evaluation

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Answer Location: Establishing Rapport
Difficulty Level: Medium

28. If a participant is silent after you ask a question, it is generally best to _____.
A. move on to the next question
B. stay silent until they answer
C. repeat the question
D. ask them if they feel uncomfortable with the question and want to skip it
Ans: B
Learning Objective: 2.11: Describe ways to establish rapport in conducting interview research.
Cognitive Domain: Knowledge
Answer Location: Establishing Rapport
Difficulty Level: Easy

29. Which of the following is the best interview question for getting thick description?
A. What do you usually argue with your parents about?
B. How do you resolve conflict with your parents?
C. Can you tell me about the worst fight you have ever had with your parents?
D. How often do you argue with your parents?
Ans: C
Learning Objective: 2.12: Differentiate between good and poor interview questions for eliciting high-quality data and thick description.
Cognitive Domain: Evaluation
Answer Location: Additional Steps to Improve Data Quality
Difficulty Level: Difficult

30. Which of the following is the best way to end an interview?
A. ask, “Is there anything I didn’t ask that I should have?”
B. ask, “Do you have any questions for me?”
C. ask, “Are there any of your answers you want me to delete from the interview or transcripts?”
D. say, “Here’s my card. If you want to change any of your answers after you’ve thought about them, just let me know.”
Ans: A
Learning Objective: 2.13: List ways in which to improve data quality in interview research.
Cognitive Domain: Knowledge
Answer Location: Additional Steps to Improve Data Quality
Difficulty Level: Easy

31. When conducting semi-structured interviews, you should try to _____.
A. ask questions in the exact order they appear on your cheat sheet
B. ask your questions with the same wording for all of the respondents
C. try to link the questions to something the participant has just said
D. avoid asking any follow-up questions that other participants haven’t also answered

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Ans: C
Learning Objective: 2.13: List ways in which to improve data quality in interview research.
Cognitive Domain: Knowledge
Answer Location: Data Collection | Semi-Structured Interviews
Difficulty Level: Easy

32. Compare and contrast the data collection process for semi-structured interviews and loosely structured interviews.
Ans: See pages 51–54.
Learning Objective: 2.3: Explain the similarities and differences between semi-structured interviews and loosely structured interviews.
Cognitive Domain: Analysis
Answer Location: Data Collection | Loosely Structured Interviews | Semi-Structured Interviews
Difficulty Level: Hard

33. Which stage of analysis involves looking for different kinds of patterns among your codes?
A. open coding
B. axial coding
C. selective coding
D. searching for negative cases
Ans: B
Learning Objective: 2.15: Define the different stages of coding in qualitative data analysis.
Cognitive Domain: Understanding
Answer Location: Steps in Data Analysis
Difficulty Level: Medium

34. You are beginning your analysis of your interviews with engaged couples about their relationships with their soon-to-be parents-in-law. You start out with several codes that came out of your literature review, including “disapproving,” “not good enough,” “stealing the child away,” “acceptance,” “attempts to make nice,” and “better than own family.” These are examples of _____.
A. a priori codes
B. indigenous codes
C. axial codes
D. open codes
Ans: A
Learning Objective: 2.16: Differentiate between different types of codes in open coding for qualitative data analysis.
Cognitive Domain: Application
Answer Location: Steps in Data Analysis
Difficulty Level: Hard

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35. You are beginning your analysis of your interviews with engaged couples about their relationships with their soon-to-be parents-in-law. Your participants use the terms "monster-in-law," "meddlesome," and "mama's boy." These are _____.
A. a priori codes
B. indigenous codes
C. analyst-constructed codes
D. open codes
Ans: B
Learning Objective: 2.16: Differentiate between different types of codes in open coding for qualitative data analysis.
Cognitive Domain: Application
Answer Location: Steps in Data Analysis
Difficulty Level: Hard

36. You are beginning your analysis of your interviews with mothers who have recently returned to full-time work after having children. In your interviews, you find several codes appearing frequently including "abandonment," "conflicted," and "pressure." These are examples of _____.
A. a priori codes
B. indigenous codes
C. axial codes
D. open codes
Ans: B
Learning Objective: 2.16: Differentiate between different types of codes in open coding for qualitative data analysis.
Cognitive Domain: Application
Answer Location: Steps in Data Analysis
Difficulty Level: Hard

37. Your analysis of your interviews with retired emergency service providers reveals that the majority of your participants expressed feelings of having lost their sense of purpose after retirement. This is an example of what kind of pattern?
A. magnitude
B. type
C. process
D. frequency
Ans: D
Learning Objective: 2.17: Identify the different types of common patterns in the axial coding stage of qualitative data analysis.
Cognitive Domain: Application
Answer Location: Steps in Data Analysis
Difficulty Level: Hard

38. Your analysis reveals that there are four steps to falling out of love: disappointment, feeling abandoned or betrayed, distrust, and detachment. This is an example of what kind of pattern?

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A. magnitude
B. type
C. process
D. structure
Ans: C
Learning Objective: 2.17: Identify the different types of common patterns in the axial coding stage of qualitative data analysis.
Cognitive Domain: Application
Answer Location: Steps in Data Analysis
Difficulty Level: Hard

39. Why is the search for negative cases important?
A. It makes your analysis systematic.
B. It proves you tested your hypotheses correctly.
C. It shows that you see the participants' viewpoint correctly.
D. It makes your research generalizable.
Ans: A
Learning Objective: 2.19: Describe how data validity and analysis validity are evaluated in interview research.
Cognitive Domain: Knowledge
Answer Location: Steps in Data Analysis
Difficulty Level: Easy

40. Analysis occurs _____ data collection in interview research.
A. before
B. after
C. concurrently with
D. separately from
Ans: C
Learning Objective: 2.14: Describe how the interplay between data collection and data analysis can be used to improve interview research.
Cognitive Domain: Knowledge
Answer Location: Steps in Data Analysis
Difficulty Level: Easy

41. Which of the following is an example of conceptualizing in interview research?
A. developing a list of interview topics/questions
B. defining new codes as you create them
C. deciding which markers to follow up on
D. deciding which codes to apply where in the transcript
Ans: B
Learning Objective: 2.18: Explain how and when to conceptualize and operationalize in the context of interview research.
Cognitive Domain: Understanding
Answer Location: Conceptualizing and Operationalizing
Difficulty Level: Medium

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42. For interview research, validity is improved by _____.
A. searching for negative cases
B. finding patterns in the data
C. giving participants incentives for participating
D. proving your hypothesis
Ans: A
Learning Objective: 2.19: Describe how data validity and analysis validity are evaluated in interview research.
Cognitive Domain: Knowledge
Answer Location: Evaluating the Quality of Data and Analysis
Difficulty Level: Easy

43. Which of the following does interview research aim for?
A. replicability
B. validity
C. generalizability
D. objectivity
Ans: B
Learning Objective: 2.19: Describe how data validity and analysis validity are evaluated in interview research.
Cognitive Domain: Knowledge
Answer Location: Evaluating the Quality of Data and Analysis
Difficulty Level: Easy

Short Answer/Essay

1. You are starting a research project on experiences of underage drinking at your university. Write a feasible research question for this project.
Ans:

- RQs should cover topics appropriate for qualitative interviews.
- They should not be answerable with a yes/no or with a few words.
- They should be neutral, state exactly what they mean, and be clearly worded.
- They should be written in the plural.
- They should never include the words would, should, could, or can.
- They should end with a question mark.
- The RQ must be relevant to this scenario and be designed to be helpful in eliciting information for solving the problem presented.
- Note that *research questions* for interview research are NOT questions that would be asked during an interview. You will never ask your RQ to a participant during an interview.

Learning Objective: 2.21: Write research questions appropriate for interview research.
Cognitive Domain: Application
Answer Location: Research Questions
Difficulty Level: Hard

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2. You are starting a research project on racism at your university. Write a feasible research question for this project.
Ans:

- RQs should cover topics appropriate for qualitative interviews.
- They should not be answerable with a yes/no or with a few words.
- They should be neutral, state exactly what they mean, and be clearly worded.
- They should be written in the plural.
- They should never include the words would, should, could, or can.
- They should end with a question mark.
- The RQ must be relevant to this scenario and be designed to be helpful in eliciting information for solving the problem presented.
- Note that *research questions* for interview research are NOT questions that would be asked during an interview. You will never ask your RQ to a participant during an interview.

Learning Objective: 2.21: Write research questions appropriate for interview research.
Cognitive Domain: Application
Answer Location: Research Questions
Difficulty Level: Hard

3. You are conducting interview research in your city on changing family dynamics as parents become elderly. Write a feasible research question for this project.
Ans:

- RQs should cover topics appropriate for qualitative interviews.
- They should not be answerable with a yes/no or with a few words.
- They should be neutral, state exactly what they mean, and be clearly worded.
- They should be written in the plural.
- They should never include the words would, should, could, or can.
- They should end with a question mark.
- The RQ must be relevant to this scenario and be designed to be helpful in eliciting information for solving the problem presented.
- Note that *research questions* for interview research are NOT questions that would be asked during an interview. You will never ask your RQ to a participant during an interview.

Learning Objective: 2.21: Write research questions appropriate for interview research.
Cognitive Domain: Application
Answer Location: Research Questions
Difficulty Level: Hard

4. Apart from providing the informed consent, you must do several things to protect the identities of your participants. Describe how you would go about keeping anyone else from discovering their identities.
Ans: See pages 34–39. Your example should include deleting identifying information, using pseudonyms, keeping recordings on devices and physical transcripts locked up, password-protecting electronic recordings and files, keeping no record that links the

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participant's name with their pseudonym, and consent form must be kept in secure location.
Learning Objective: 2.6: Discuss ethical considerations as they pertain to interview research.
Cognitive Domain: Understanding
Answer Location: Ethics
Difficulty Level: Medium

5. Describe six things you would do in order to protect participants who have volunteered for your interview research.
Ans: There are many possible examples--see pages 34–39.
Learning Objective: 2.6: Discuss ethical considerations as they pertain to interview research.
Cognitive Domain: Understanding
Answer Location: Ethics
Difficulty Level: Medium

6. List six things you would do during your loosely structured interviews to establish rapport or ensure the quality of the interview.
Ans: There are many possible examples--see pages 45–48.
Learning Objective: 2.11: Describe ways to establish rapport in conducting interview research.
Cognitive Domain: Knowledge
Answer Location: Establishing Rapport
Difficulty Level: Easy

7. List six things *other than establishing rapport* that you would do during the interview to get high-quality, rich, detailed information from your participants.
Ans: There are many possible examples--see pages 48–54.
Learning Objective: 2.11: Describe ways to establish rapport in conducting interview research.
Cognitive Domain: Understanding
Answer Location: Establishing Rapport
Difficulty Level: Medium

8. Describe what negative cases are, and why they are important in qualitative analysis.
Ans: See pages 57 and 58.
Learning Objective: 2.19: Describe how data validity and analysis validity are evaluated in interview research.
Cognitive Domain: Understanding
Answer Location: Steps in Data Analysis
Difficulty Level: Medium

9. What should you do when you find negative cases?
Ans: See pages 57 and 58.

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Learning Objective: 2.19: Describe how data validity and analysis validity are evaluated in interview research.
Cognitive Domain: Knowledge
Answer Location: Steps in Data Analysis
Difficulty Level: Easy

10. Describe what you would do during each of the three stages (open coding, axial coding, selective coding) of data analysis in interview research.
Ans: See pages 56–58, Box 2.10.
Learning Objective: 2.15: Define the different stages of coding in qualitative data analysis.
Cognitive Domain: Understanding
Answer Location: Steps in Data Analysis
Difficulty Level: Medium

11. Describe the difference between patterns of frequency and patterns of magnitude.
Ans: Patterns of frequency look at how many participants talked about something, or how often they reported it happening to them. Magnitudes are about the strength of something--how extreme the incident, wording, or effect was.
Learning Objective: 2.17: Identify the different types of common patterns in the axial coding stage of qualitative data analysis.
Cognitive Domain: Understanding
Answer Location: Steps in Data Analysis
Difficulty Level: Medium

12. Why do researchers write memos during analysis?
Ans: See page 58.
Learning Objective: 2.15: Define the different stages of coding in qualitative data analysis.
Cognitive Domain: Knowledge
Answer Location: Steps in Data Analysis
Difficulty Level: Easy

13. Explain why it's important to analyze your data while you are still conducting interviews.
Ans: See page 59. Conducting analysis and data concurrently allows you to purposefully gather more data aimed at gathering more specific information about the hunches you are developing. You can also get the participants' perspectives on the data and patterns you think you are seeing, leading to more valid analyses.
Learning Objective: 2.14: Describe how the interplay between data collection and data analysis can be used to improve interview research.
Cognitive Domain: Understanding
Answer Location: Timing of Data Analysis
Difficulty Level: Medium

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14. The evaluation of the quality of interview research is based on the validity of the data and the analysis. Explain what each of these means in this case of interviews.
Ans: See pages 61–63.
Learning Objective: 2.19: Describe how data validity and analysis validity are evaluated in interview research.
Cognitive Domain: Understanding
Answer Location: Evaluating the Quality of Data and Analysis
Difficulty Level: Medium

15. Describe how and when you operationalize for qualitative interviews.
Ans: See pages 60 and 61. Operationalizing for interviews happens at multiple points: Before the interview: when writing questions for semi-structured interviews or choosing subtopics for loosely structured interviews. During the interview: when choosing which markers on which to follow up. During analysis: the process of open coding is operationalizing.
Learning Objective: 2.18: Explain how and when to conceptualize and operationalize in the context of interview research.
Cognitive Domain: Understanding
Answer Location: Conceptualizing and Operationalizing
Difficulty Level: Medium

16. By what criteria should interview research be judged?
Ans: See page 63.
Learning Objective: 2.18: Explain how and when to conceptualize and operationalize in the context of interview research.
Cognitive Domain: Knowledge
Answer Location: Evaluating the Quality of Data and Analysis
Difficulty Level: Easy

17. Your university's Women's Center wants to understand why it is that although most young women in their 20s agree with the basic principles of feminism, very few actually identify themselves as feminists. The Women's Center asks you to design a research study for them to investigate this phenomenon. You decide on qualitative interviews as the most appropriate method for this project. What is your research question?
Ans:

- RQs should cover topics appropriate for qualitative interviews.
- They should not be answerable with a yes/no or with a few words.
- They should be neutral, state exactly what they mean, and be clearly worded.
- They should be written in the plural.
- They should never include the words would, should, could, or can.
- They should end with a question mark.
- The RQ must be relevant to this scenario and be designed to be helpful in eliciting information for solving the problem presented.
- Note that *research questions* for interview research are NOT questions that would be asked during an interview. You will never ask your RQ to a participant during an interview.

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Learning Objective: 2.21: Write research questions appropriate for interview research.
Cognitive Domain: Application
Answer Location: Research Questions
Difficulty Level: Hard

Name and briefly describe the methodology that will guide this research.
Ans: See pages 28 and 29.
Learning Objective: 2.2: Describe the logic of interpretivist methodology and how it affects interview research.
Cognitive Domain: Comprehension
Answer Location: Methodology
Difficulty Level: Medium

What sampling method will you use and why?
Ans: See pages 39–41 and Box 2.6. Most likely you will choose convenience sampling unless you are doing applied research with a relatively small contactable population (choose maximum variation sampling) or unless the population is particularly hard to find and they are likely to know each other (choose snowball sampling).
Learning Objective: 2.23: Choose the best sampling method in different research scenarios.
Cognitive Domain: Application
Answer Location: Sampling
Difficulty Level: Hard

Who will participate in your interviews? In other words, what are the eligibility requirements?
Ans: Depends entirely on the research question they have just written. This question is largely asked in order to better assess their answers about sampling method and gatekeepers, but the population should be one:

- To which they can reasonably gain access
- Who can help them answer the research question

Learning Objective: 2.9: Identify research conditions or contexts that affect sampling decisions.
Cognitive Domain: Understanding
Answer Location: Sample Size
Difficulty Level: Medium

What will your sample size be?
Ans: See pages 42 and 43. Generally between 15 and 30 but depends on length of interviews and number of interviewers on the project.
Learning Objective: 2.24: Determine an appropriate sample size for a research scenario.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

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Explain the role of a gatekeeper. Would you need to use one for this study? Why or why not?
Ans: See page 42.
Learning Objective: 2.10: Define the term gatekeeper and identify possible gatekeepers in a variety of scenarios.
Cognitive Domain: Application
Answer Location: Gatekeepers
Difficulty Level: Medium

18. You are the Programming Coordinator for the local domestic violence shelter. They want to expand their services to include issues of elder abuse but have much to learn about the topic. They ask you to conduct research that will help them understand this phenomenon. You decide to conduct loosely structured qualitative interviews. What is your research question?
Ans:

- RQs should cover topics appropriate for qualitative interviews.
- They should not be answerable with a yes/no or with a few words.
- They should be neutral, state exactly what they mean, and be clearly worded.
- They should be written in the plural.
- They should never include the words would, should, could, or can.
- They should end with a question mark.
- The RQ must be relevant to this scenario and be designed to be helpful in eliciting information for solving the problem presented.
- Note that *research questions* for interview research are NOT questions that would be asked during an interview. You will never ask your RQ to a participant during an interview.

Learning Objective: 2.21: Write research questions appropriate for interview research.
Cognitive Domain: Application
Answer Location: Research Questions
Difficulty Level: Hard

Name and briefly describe the methodology that will guide this research.
Ans: See pages 28 and 29.
Learning Objective: 2.2: Describe the logic of interpretivist methodology and how it affects interview research.
Cognitive Domain: Understanding
Answer Location: Methodology
Difficulty Level: Medium

What sampling method will you use and why?
Ans: See pages 39–41 and Box 2.6. Most likely you will choose convenience sampling unless you are doing applied research with a relatively small contactable population (choose maximum variation sampling) or unless the population is particularly hard to find and they are likely to know each other (choose snowball sampling).
Learning Objective: 2.23: Choose the best sampling method in different research scenarios.

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Cognitive Domain: Application
Answer Location: Sampling
Difficulty Level: Medium

Who will participate in your interviews? In other words, what are the eligibility requirements?
Ans: Depends entirely on the research question they have just written. This question is largely asked in order to better assess their answers about sampling method and gatekeepers, but the population should be one:

- To which they can reasonably gain access
- Who can help them answer the research question

Learning Objective: 2.9: Identify research conditions or contexts that affect sampling decisions.
Cognitive Domain: Understanding
Answer Location: Sample Size
Difficulty Level: Medium

What will your sample size be?
Ans: See pages 42 and 43. Generally between 15 and 30 but depends on length of interviews and number of interviewers on the project.
Learning Objective: 2.24: Determine an appropriate sample size for a research scenario.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

Explain the role of a gatekeeper. Would you need to use one for this study? Why or why not?
Ans: See page 42.
Learning Objective: 2.10: Define the term gatekeeper and identify possible gatekeepers in a variety of scenarios.
Cognitive Domain: Application
Answer Location: Gatekeepers
Difficulty Level: Medium

19. You work for a center that provides mental health services in your county. Your department is surprised by new statistics that show that suicide rates are rising fastest among people aged 65 and over. Your organization wants to set up services aimed at preventing suicide among this population but doesn't have a good understanding of why people in this age are committing suicide. You decided to conduct qualitative interviews to better understand this.
What is your research question?
Ans:

- RQs should cover topics appropriate for qualitative interviews.
- They should not be answerable with a yes/no or with a few words.
- They should be neutral, state exactly what they mean, and be clearly worded.

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- They should be written in the plural.
- They should never include the words would, should, could, or can.
- They should end with a question mark.
- The RQ must be relevant to this scenario and be designed to be helpful in eliciting information for solving the problem presented.
- Note that *research questions* for interview research are NOT questions that would be asked during an interview. You will never ask your RQ to a participant during an interview.

Learning Objective: 2.21: Write research questions appropriate for interview research.
Cognitive Domain: Application
Answer Location: Research Questions
Difficulty Level: Hard

Name and briefly describe the methodology that will guide this research.
Ans: See pages 28 and 29.
Learning Objective: 2.2: Describe the logic of interpretivist methodology and how it affects interview research.
Cognitive Domain: Understanding
Answer Location: Methodology
Difficulty Level: Medium

What sampling method will you use and why?
Ans: See pages 39–41 and Box 2.6. Most likely you will choose convenience sampling unless you are doing applied research with a relatively small contactable population (choose maximum variation sampling) or unless the population is particularly hard to find and they are likely to know each other (choose snowball sampling).
Learning Objective: 2.23: Choose the best sampling method in different research scenarios.
Cognitive Domain: Application
Answer Location: Sampling
Difficulty Level: Medium

Who will participate in your interviews? In other words, what are the eligibility requirements?
Ans: Depends entirely on the research question they have just written. This question is largely asked in order to better assess their answers about sampling method and gatekeepers, but the population should be one:

- To which they can reasonably gain access
- Who can help them answer the research question

Learning Objective: 2.9: Identify research conditions or contexts that affect sampling decisions.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

What will your sample size be?

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Ans: See pages 42 and 43. Generally between 15 and 30 but depends on length of interviews and number of interviewers on the project.
Learning Objective: 2.24: Determine an appropriate sample size for a research scenario.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

Explain the role of a gatekeeper. Would you need to use one for this study? Why or why not?
Ans: See page 42.
Learning Objective: 2.10: Define the term gatekeeper and identify possible gatekeepers in a variety of scenarios.
Cognitive Domain: Application
Answer Location: Gatekeepers
Difficulty Level: Medium

20. Two years ago, the adoption agency you work for started a new program for "open adoptions" (the birth mother and the adopting family have contact with one another, with the birth mother having at least occasional visits with the adopted child). The adoption agency wants to know how this program is working, and whether they should continue it. They hire you to conduct the research that will serve as the basis for their decision to continue or curtail this program. You decide that qualitative interviews are the most appropriate research method for this project.
What is your research question?
Ans:

- RQs should cover topics appropriate for qualitative interviews.
- They should not be answerable with a yes/no or with a few words.
- They should be neutral, state exactly what they mean, and be clearly worded.
- They should be written in the plural.
- They should never include the words would, should, could, or can.
- They should end with a question mark.
- The RQ must be relevant to this scenario and be designed to be helpful in eliciting information for solving the problem presented.
- Note that *research questions* for interview research are NOT questions that would be asked during an interview. You will never ask your RQ to a participant during an interview.

Learning Objective: 2.21: Write research questions appropriate for interview research.
Cognitive Domain: Application
Answer Location: Research Questions
Difficulty Level: Hard

Name and briefly describe the methodology that will guide this research.
Ans: See pages 28 and 29.
Learning Objective: 2.2: Describe the logic of interpretivist methodology and how it affects interview research.

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Cognitive Domain: Application
Answer Location: Methodology
Difficulty Level: Medium

What sampling method will you use and why?
Ans: See pages 39–41 and Box 2.6. Most likely you will choose convenience sampling unless you are doing applied research with a relatively small contactable population (choose maximum variation sampling) or unless the population is particularly hard to find and they are likely to know each other (choose snowball sampling).
Learning Objective: 2.23: Choose the best sampling method in different research scenarios.
Cognitive Domain: Application
Answer Location: Sampling
Difficulty Level: Medium

Who will participate in your interviews? In other words, what are the eligibility requirements?
Ans: Depends entirely on the research question they have just written. This question is largely asked in order to better assess their answers about sampling method and gatekeepers but the population should be one:

- To which they can reasonably gain access
- Who can help them answer the research question

Learning Objective: 2.9: Identify research conditions or contexts that affect sampling decisions.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

What will your sample size be?
Ans: See pages 42 and 43. Generally between 15 and 30 but depends on length of interviews and number of interviewers on the project.
Learning Objective: 2.24: Determine an appropriate sample size for a research scenario.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

Explain the role of a gatekeeper. Would you need to use one for this study? Why or why not?
Ans: See page 42.
Learning Objective: 2.10: Define the term gatekeeper and identify possible gatekeepers in a variety of scenarios.
Cognitive Domain: Application
Answer Location: Gatekeepers
Difficulty Level: Medium

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21. You work for County Behavioral Health, a county-run mental health clinic that provides counseling, support, and when necessary medications and supervision to those struggling with mental health issues but who do not have insurance that will pay for private care. The clinic finds that they are seeing an increased number of family members of military personnel who have recently returned from service in the Middle East. In other words, the soldier has returned home safely, but members of the family are seeking help from mental health services. The clinic wants to understand more about this phenomenon in order to better meet the needs of these clients and asks you to conduct research on it. You decide to conduct qualitative interviews.
What is your research question?
Ans:

- RQs should cover topics appropriate for qualitative interviews.
- They should not be answerable with a yes/no or with a few words.
- They should be neutral, state exactly what they mean, and be clearly worded.
- They should be written in the plural.
- They should never include the words would, should, could, or can.
- They should end with a question mark.
- The RQ must be relevant to this scenario and be designed to be helpful in eliciting information for solving the problem presented.
- Note that *research questions* for interview research are NOT questions that would be asked during an interview. You will never ask your RQ to a participant during an interview.

Learning Objective: 2.21: Write research questions appropriate for interview research.
Cognitive Domain: Application
Answer Location: Research Questions
Difficulty Level: Hard

Name and briefly describe the methodology that will guide this research.
Ans: See pages 28 and 29.
Learning Objective: 2.2: Describe the logic of interpretivist methodology and how it affects interview research.
Cognitive Domain: Application
Answer Location: Methodology
Difficulty Level: Medium

What sampling method will you use and why?
Ans: See pages 39–41 and Box 2.6. Most likely you will choose convenience sampling unless you are doing applied research with a relatively small contactable population (choose maximum variation sampling) or unless the population is particularly hard to find and they are likely to know each other (choose snowball sampling).
Learning Objective: 2.23: Choose the best sampling method in different research scenarios.
Cognitive Domain: Application
Answer Location: Sampling
Difficulty Level: Hard

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Who will participate in your interviews? In other words, what are the eligibility requirements?
Ans: Depends entirely on the research question they have just written. This question is largely asked in order to better assess their answers about sampling method and gatekeepers, but the population should be one:

- To which they can reasonably gain access
- Who can help them answer the research question

Learning Objective: 2.9: Identify research conditions or contexts that affect sampling decisions.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

What will your sample size be?
Generally between 15 and 30 but depends on length of interviews and number of interviewers on the project.
Learning Objective: 2.24: Determine an appropriate sample size for a research scenario.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

Explain the role of a gatekeeper. Would you need to use one for this study? Why or why not?
Ans: See page 42.
Learning Objective: 2.10: Define the term gatekeeper and identify possible gatekeepers in a variety of scenarios.
Cognitive Domain: Application
Answer Location: Gatekeepers
Difficulty Level: Medium

22. You work for a local homeless shelter that provides temporary shelter, food assistance, and other crisis services to homeless individuals in the community. Recently, the shelter has seen a rise in reports of sexual assault among its LGBTQ cliental. You have been tasked with designing a qualitative interview research project to better understand the victims' experience with sexual violence while receiving services and to identify possible preventative measures.
What is your research question?
Ans:

- RQs should cover topics appropriate for qualitative interviews.
- They should not be answerable with a yes/no or with a few words.
- They should be neutral, state exactly what they mean, and be clearly worded.
- They should be written in the plural.
- They should never include the words would, should, could, or can.
- They should end with a question mark.

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- The RQ must be relevant to this scenario and be designed to be helpful in eliciting information for solving the problem presented.
- Note that *research questions* for interview research are NOT questions that would be asked during an interview. You will never ask your RQ to a participant during an interview.

Learning Objective: 2.21: Write research questions appropriate for interview research.
Cognitive Domain: Application
Answer Location: Research Questions
Difficulty Level: Hard

Name and briefly describe the methodology that will guide this research.
Ans: See pages 28 and 29.
Learning Objective: 2.2: Describe the logic of interpretivist methodology and how it affects interview research.
Cognitive Domain: Application
Answer Location: Methodology
Difficulty Level: Medium

What sampling method will you use and why?
Ans: See pages 39–41 and Box 2.6. Most likely you will choose convenience sampling unless you are doing applied research with a relatively small contactable population (choose maximum variation sampling) or unless the population is particularly hard to find and they are likely to know each other (choose snowball sampling).
Learning Objective: 2.23: Choose the best sampling method in different research scenarios.
Cognitive Domain: Application
Answer Location: Sampling
Difficulty Level: Hard

Who will participate in your interviews? In other words, what are the eligibility requirements?
Ans: Depends entirely on the research question they have just written. This question is largely asked in order to better assess their answers about sampling method and gatekeepers, but the population should be one:

- To which they can reasonably gain access
- Who can help them answer the research question

Learning Objective: 2.9: Identify research conditions or contexts that affect sampling decisions.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

What will your sample size be?
Ans: See pages 42 and 43. Generally between 15 and 30 but depends on length of interviews and number of interviewers on the project.

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Learning Objective: 2.24: Determine an appropriate sample size for a research scenario.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

Explain the role of a gatekeeper. Would you need to use one for this study? Why or why not?
Ans: See page 42.
Learning Objective: 2.10: Define the term gatekeeper and identify possible gatekeepers in a variety of scenarios.
Cognitive Domain: Application
Answer Location: Gatekeepers
Difficulty Level: Medium

23. You work for the California State University Research Foundation and are beginning a project to better understand how/why victims of natural disasters choose to access relief services or not. Though the state and federal government offer many types of assistance to disaster victims, your literature review revealed that these services are vastly underutilized. You would like to better understand this phenomenon and how disaster victims perceive their access (or lack thereof) to disaster relief services in California. You decide to use qualitative interviews as your research method.
What is your research question?
Ans:

- RQs should cover topics appropriate for qualitative interviews.
- They should not be answerable with a yes/no or with a few words.
- They should be neutral, state exactly what they mean, and be clearly worded.
- They should be written in the plural.
- They should never include the words would, should, could, or can.
- They should end with a question mark.
- The RQ must be relevant to this scenario and be designed to be helpful in eliciting information for solving the problem presented.
- Note that *research questions* for interview research are NOT questions that would be asked during an interview. You will never ask your RQ to a participant during an interview.

Learning Objective: 2.21: Write research questions appropriate for interview research.
Cognitive Domain: Application
Answer Location: Research Questions
Difficulty Level: Hard

Name and briefly describe the methodology that will guide this research.
Ans: See pages 28 and 29.
Learning Objective: 2.2: Describe the logic of interpretivist methodology and how it affects interview research.
Cognitive Domain: Application
Answer Location: Methodology

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Difficulty Level: Medium

What sampling method will you use and why?
Ans: See pages 39–41 and Box 2.6. Most likely you will choose convenience sampling unless you are doing applied research with a relatively small contactable population (choose maximum variation sampling) or unless the population is particularly hard to find and they are likely to know each other (choose snowball sampling).
Learning Objective: 2.23: Choose the best sampling method in different research scenarios.
Cognitive Domain: Application
Answer Location: Sampling
Difficulty Level: Hard

Who will participate in your interviews? In other words, what are the eligibility requirements?
Ans: Depends entirely on the research question they have just written. This question is largely asked in order to better assess their answers about sampling method and gatekeepers, but the population should be one:

- To which they can reasonably gain access
- Who can help them answer the research question

Learning Objective: 2.9: Identify research conditions or contexts that affect sampling decisions.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

What will your sample size be?
Ans: See pages 42 and 43. Generally between 15 and 30 but depends on length of interviews and number of interviewers on the project.
Learning Objective: 2.24: Determine an appropriate sample size for a research scenario.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

Explain the role of a gatekeeper. Would you need to use one for this study? Why or why not?
Ans: See page 42.
Learning Objective: 2.10: Define the term gatekeeper and identify possible gatekeepers in a variety of scenarios.
Cognitive Domain: Application
Answer Location: Gatekeepers
Difficulty Level: Medium

24. A year ago, a charter school started a program to provide support services to their low-income students and families, with the goal of strengthening the social support they

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have both in the home and in school. The school wants to know how this program is working, and whether they should continue it. They hire you to conduct the research that will serve as the basis for their decision to continue or curtail this program. You decide that qualitative interviews are the most appropriate research method for this project.
What is your research question?
Ans:

- RQs should cover topics appropriate for qualitative interviews.
- They should not be answerable with a yes/no or with a few words.
- They should be neutral, state exactly what they mean, and be clearly worded.
- They should be written in the plural.
- They should never include the words would, should, could, or can.
- They should end with a question mark.
- The RQ must be relevant to this scenario and be designed to be helpful in eliciting information for solving the problem presented.
- Note that *research questions* for interview research are NOT questions that would be asked during an interview. You will never ask your RQ to a participant during an interview.

Learning Objective: 2.21: Write research questions appropriate for interview research.
Cognitive Domain: Application
Answer Location: Research Questions
Difficulty Level: Hard

Name and briefly describe the methodology that will guide this research.
Ans: See pages 28 and 29.
Learning Objective: 2.2: Describe the logic of interpretivist methodology and how it affects interview research.
Cognitive Domain: Application
Answer Location: Methodology
Difficulty Level: Medium

What sampling method will you use and why?
Ans: See pages 39–41 and Box 2.6. Most likely you will choose convenience sampling unless you are doing applied research with a relatively small contactable population (choose maximum variation sampling) or unless the population is particularly hard to find and they are likely to know each other (choose snowball sampling).
Learning Objective: 2.23: Choose the best sampling method in different research scenarios.
Cognitive Domain: Application
Answer Location: Sampling
Difficulty Level: Hard

Who will participate in your interviews? In other words, what are the eligibility requirements?

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Ans: Depends entirely on the research question they have just written. This question is largely asked in order to better assess their answers about sampling method and gatekeepers, but the population should be one:

- To which they can reasonably gain access
- Who can help them answer the research question

Learning Objective: 2.9: Identify research conditions or contexts that affect sampling decisions.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

What will your sample size be?
Ans: See pages 42 and 43. Generally between 15 and 30 but depends on length of interviews and number of interviewers on the project.
Learning Objective: 2.24: Determine an appropriate sample size for a research scenario.
Cognitive Domain: Application
Answer Location: Sample Size
Difficulty Level: Medium

Explain the role of a gatekeeper. Would you need to use one for this study? Why or why not?
Ans: See page 42.
Learning Objective: 2.10: Define the term gatekeeper and identify possible gatekeepers in a variety of scenarios.
Cognitive Domain: Application
Answer Location: Gatekeepers
Difficulty Level: Medium

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