

Riddick, C. C., & Russell, R. V. (2008) *Research in Recreation, Parks, Sport, and Tourism* (2nd ed.). Champaign, IL: Sagamore.

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Research in Recreation, Parks, Sport, and Tourism (2nd ed.) is, as its title denotes, a research text for students in a recreation curriculum. It includes both qualitative and quantitative methods and provides all the usual topics of a research textbook. It is divided into four parts, an overview, developing a plan, implementing the study, and reporting the research. Each of those parts is divided into the steps of research.

Each step begins with an outline. A chapter, called a step in this book, includes paragraphs of explanations followed by tables that provide lots of information at a glance. There are case studies and hundreds of examples throughout the steps to help bring the information to life. Riddick and Russell have done an excellent job using our professional journals in many different areas of the recreation field. The citations allow students to find and read articles that are relevant to them and provide excellent illustrations of the topics. With so many examples, students from many different emphases can relate to and develop an understanding of the type of research that is done in their respective fields of recreation. Each step ends with questions and exercises to help check for comprehension or practice of the material being covered.

The book is written at a basic level, perfect for undergraduate or beginner researchers. While many books go into great depth about the theories of research and long definitions about the types of research, this book keeps everything short and concise and is written in the order of the way research is conducted. The 17 steps, if followed in the order they are written, provide a recipe for doing a basic research or evaluation study from beginning to end. If a class is set up to actually do a real-life study, it is the perfect text.

Most books focus on either quantitative or qualitative methodology. When one thinks about the differences between the two types of research the distinction occurs in the methods and analysis sections of the study. This book discusses both and divides the analysis section into two separate parts, providing a nice balance between the two without judging which is better. In fact the authors emphasize that each methodology has a place and are important to providing answers to various questions.

One of the highlights of this book is the checklists and aids provided for the beginner researcher. These checklists can also become a rubric for the evaluator of the study. Sometimes these lists are done through questions and sometimes through tables of yes or no statements. It allows the students to stop and evaluate whether they have been thorough in their research plan.

I used the book as a class text for a research and evaluation undergraduate course and it was the first time I did not have to jump around the book to do a research study with the class. We just followed the recipe provided. The book presented many points of discussion and when samples were needed for illustration, the book was an excellent source. It helped the students develop a research question, understand the importance of the review of literature in developing theory for their research, utilize the theory to design a good study, create and test an instrument, disseminate a questionnaire after deciding the best method for sampling, enter and run the data, write a report and present the data. This is a book that was opened in almost every class to get examples, to see how something should be worded or to allow students to check themselves using the many evaluation tools provided throughout the book. It is one of the few textbooks that students were glad they purchased as it was not only used in class, but helped them be successful in their first research endeavor.

While an excellent book for an undergraduate class, it may lack the depth an instructor finds necessary for a masters-level class. However, when a graduate student is having trouble with research, it makes a wonderful source for remediation. It seems to help graduate students make connections that they may have missed or could not understand in a more typical research text.