**Reading**

McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry (*7th ed.). (pp. 101-117) Boston, MA: Pearson.

**Reading Questions**

1. Describe the relationship between statistical conclusion validity and internal validity.
   * Can a study have poor statistical conclusion validity, but strong internal validity? Why or why not?
2. Describe the relationship between internal validity and external validity.
   * In your opinion, when determining whether to use a primary research study as evidence to inform the development a new program, is it more important that the study have strong internal validity or strong external validity? Why?
3. For each of the following threats to internal validity, please define the threat in your own words and provide a specific example of what this threat might look like in a student affairs context (for example, if I were to provide an example of maturation threat, I might say, “A first year experience course is implemented during the first semester of college and claims to have increased students’ sense of independence. However, it may also be that students naturally gain more independence during their first semester of college even without an intervention.”):
   * History
   * Maturation
   * Selection (Bias)
   * Testing (Pretesting)
   * Instrumentation
   * Attrition