# **EXPERIMENTAL DESIGNS**

Student’s Name

Instructor’s Name

Institute

Dated

**Provide an example of experimental, quasi-experimental, and nonexperimental research from the GCU Library and explain how each research type differs from the others. When replying to peers, evaluate the effectiveness of the study's research design for two of the examples provided.**

The research is a scientific process to gain insight into new knowledge, and the hypothesis is tested in the process. It is seen that the hypothesis is tested through the various experimental designs. The point of discussion is to differentiate different experimental designs.

The experimental design used to create a cause-and-effect relationship between the dependent and independent variables is the quasi-experimental design. The quasi-experiment is divided into sub-groups, i.e., quasi-experimental and quasi nonexperimental. The quasi-experimental is the one where the empirical study is done, but there is no random assignment. The researcher is allowed to control the experiment by any treatment other than the random treatment (Reio, 2016).

For example, if a researcher introduces a new school program to enhance the grades of students. The research will be conducted in different schools with a similar group of children. One school will implement the new program, and the other will not, and the results will be recorded.

The quasi-non-experimental is a study design where the researcher cannot manipulate or modify the subjects, but the conclusion is based on the observation, interpretations, and results. The results are based on surveys, observations, correlations, and case studies. For example, if a researcher wants to evaluate the effectiveness of an anti-bullying program introduced in school and compares bullying at another school with no bullying program, it will quasi-non-experimental design (Geldsetzer, 2017).

Both the programs are effective as they provide measurable results in numeric forms, and the other provides detailed results in descriptive form. These questions are important to make the post comprehensive because the experimental designs are essential in research, and they create awareness to conduct either of the designs.

**References**

Geldsetzer, P., & Fawzi, W. (2017). Quasi-experimental study designs series—paper 2: complementary approaches to advancing global health knowledge. *Journal of clinical epidemiology*, *89*, 12-16. Retrieved from https://pubmed.ncbi.nlm.nih.gov/28365307/

Reio, T. G. (2016). Nonexperimental research: Strengths, weaknesses and issues of precision. *European Journal of Training and Development*. Retrieved from https://eric.ed.gov/?id=EJ1114324