

**RMTD 590-001**  
**MIXED METHODS RESEARCH IN EDUCATION**

Spring 2011  
Tuesday 7:00 – 9:30 P.M.  
Corboy Law Center Room 710

Course Instructor: Dr. Henan Cheng  
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Office Hours: Tuesday 3:00 - 4:00 p.m., additional times available by appointment.

**COURSE DESCRIPTION**

This advanced seminar is designed to serve as an introduction to the design and practice of mixed methods research in education and other social sciences. The course readings, lectures, class discussions, activities and course assignments will examine fundamental issues of mixed methods research design and practice from a variety of methodological perspectives. The goal of this seminar is to improve students' understanding of the roots, evolution and current state of mixed methods research. Upon successful completion of this course students should:

- Develop historical and contextual understanding of the roots of the paradigm debates and current interests in mixed methods research;
- Develop an understanding of different conceptual or theoretical frameworks for mixed methods research;
- Identify different types of mixed methods design and determine when it is appropriate to use each;
- Develop a sound understanding of the different modes of mixed methods inquiry in educational research and techniques for formulating questions and hypotheses, addressing ethical issues, collecting and analyzing data, synthesizing qualitative and quantitative findings, and drawing conclusions;
- Critically evaluate strengths and limitations of published empirical mixed methods studies in the field;
- Prepare a research proposal that can potentially be used for a variety of purposes (e.g. journal publications, dissertation proposal, thesis, etc.).

**READINGS**

The following required textbook is available at the Loyola University Bookstore.

- Creswell, J. & Plano Clark, V. (2010). *Designing and Conducting Mixed Methods Research* (2<sup>nd</sup> edition). Thousand Oaks, CA: Sage Publications.

Additional required readings will be posted on Blackboard [Note: You must have working access to your Loyola email account in order to use Blackboard. Either use your luc.edu address or set it to forward to another email account that you check regularly since the luc.edu email is the one I will use to communicate with you.]

## **COURSE REQUIREMENTS**

The course requirements include class participation and presentations; an analytical critique; and a final paper.

- **Class Participation (20%)**

Class participation is based primarily on attendance, timeliness of assignments, and contributions to class discussion and small group activities. The format of this course requires that you come prepared to take an active role in class. This means not only attending each class session and having read the assigned materials, but also being prepared to discuss the salient issues from the readings, and to use your knowledge and experiences in addressing the readings and any class activities.

- **Research Study Critique (30%)**

Each student should locate *two* published empirical mixed methods research papers in his or her field of study and critique the selected research examples. Write a 6- to 8-page (double-spaced) critical review paper and present it in class. The critique should provide a short summary of the study at the beginning and then concentrate on illustrating and challenging the conceptual ideas about mixed methods research offered in readings and class discussions. More detailed guidelines on how to conduct critique will be provided later.

- **Research Proposal and Presentation (50%)**

The intent of this assignment is to give you a chance to prepare a plan for conducting a mixed-method research in your own field of study, on a topic of your choice. (You are not required to conduct any data collection or data analysis, although you are free to do so.) Your proposal should demonstrate your understanding and application of the concepts we discuss during the semester. I will provide you with detailed guidelines on the format and structure of the proposal in advance. The research proposal should be 15-20 pages, double-spaced, excluding references and appendices. The research proposal will be worth a total of 50% of your final grade, broken down as follows:

- *Description of Research Topic and Questions*: A description of your research topic and questions, and preliminary literature review is due in class on **April 5<sup>th</sup>** (10%).

- *Class Presentation:* Each student will conduct a formal presentation (about 15 minutes) of their research proposal to the class. The presentations will be on **April 26<sup>th</sup>** (10%).
- *Final Research Proposal:* The final paper is due on **May 3<sup>rd</sup>** (30%).

To summarize, the final grade for this course will be based on the following three parts:

- Class Participation: 20 points
- Research Study Critique: 30 points
- Research Proposal: 50 points

Total: 100 points

### **Grading Scale:**

A= 95-100; A-= 90-94; B+= 86-89; B= 83-85; B-= 80-82; C+= 86-89; C= 83-85; C-= 80-82; D= 60-69; F= <60.

*PLEASE NOTE:* All assignments are due at the beginning of class on the dates listed in the syllabus. Late assignments will be penalized *two points* for each day they are late. Late assignments due to medical or family emergencies will be exempted from penalties on a case by case basis, but there will be no exception made because of poor planning.

### **ACADEMIC HONESTY**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **ACCESSIBILITY**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **HARASSMENT (BIAS REPORTING)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### **CONCEPTUAL FRAMEWORK**

The SOE's Conceptual Framework — *Professionalism in Service of Social Justice* — is exemplified in this course through in-class discussions and activities designed to address a wide range of social justice issues from international and comparative perspectives, including poverty, ethnicity, gender, and equity issues.

### **TECHNOLOGY**

Written assignments and tests in this course will be managed electronically through Blackboard and LiveText.

### **DIVERSITY**

Diversity is addressed in this course through extensive and in-depth discussions on diverse social and methodological issues in educational research.

## COURSE SCHEDULE AND READINGS

### Week 1 (Jan. 18) – Introduction to the Course

- Class introduction
- Syllabus review
- Review of quantitative and qualitative research

#### Recommended Readings:

- Reichardt & Rallis (1994). The relationship between the qualitative and quantitative research traditions. In Reichardt & Rallis (Eds.). *The qualitative-quantitative debate: new perspectives*. San Francisco: Jossey-Bass Publishers.

### Week 2 (Jan. 25) – Historical and Philosophical Background of Mixed Methods Research

#### Required Readings:

- Creswell & Plano Clark (2007), Ch.1 & 2
- Johnson & Onwuegbuzie (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33 (7), pp. 14-26.
- Morgan, D. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1(1), 48-76.

#### Recommended Readings:

- Elliot (2004). Multimethod Approaches in Educational Research. *International Journal of Disability, Development and Education*. 51(2), 135-149.
- Fry, G., Chantavanich, S. & Chantavanich, A. (1981). Merging Quantitative and Qualitative Research Techniques: Toward a New Research Paradigm. *Anthropology & Education Quarterly*, 12(2), 145-158.
- Maxcy S. J. (2003). Pragmatic threads in mixed methods research in the social sciences: The search for multiple modes of inquiry and the end of the philosophy of formalism. In: A. Tashakkori & C. Teddlie (Eds.), *Handbook on mixed methods in the behavioral and social sciences* (pp. 51-89). Thousand Oaks, CA: Sage Publications.

### Week 3 (Feb. 1) – When Are Mixed Methods Designs Most Appropriate?

#### Required Readings:

- Creswell, J. & Plano Clark, V. (2007), Ch.3
- Morse, J. M. (2003). Principles of mixed methods and multimethod research design. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 7). Thousand Oaks, CA: Sage

Publications.

Recommended Readings:

- Creswell, J., Shope, R., Plano Clark, V. & Green, D. (2006). How Interpretive Qualitative Research Extends Mixed Methods Research. *Research in the Schools*, 13(1), 1-11
- Maxwell, J., & Loomis, D. (2003). Mixed methods design: An alternative approach. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 9). Thousand Oaks, CA: Sage Publications.

**Week 4 (Feb. 8) – Purposes of Mixed Methods Research**

Required Readings:

- Creswell, J. & Plano Clark, V. (2007), Ch. 3
- Greene, J. (2007). *Mixed methods in social inquiry*. Ch. 6, pp. 95-111, “Mixing methods on purpose,” San Francisco: Jossey-Bass.
- Newman, I., Ridenour, C. S., Newman, C., & DeMarco, G. M. P. Jr. (2003). A typology of research purposes and its relationship to mixed methods. In: A. Tashakkori & C. Teddlie (Eds.), *Handbook on mixed methods in the behavioral and social sciences* (pp. 167-188). Thousand Oaks, CA: Sage Publications.

Recommended Readings:

- Collins, K., Onwuegbuzie, A., & Sutton, I. (2006). A model incorporating the rationale and purpose for conducting mixed-methods research in special education and beyond. *Learning Disabilities: A Contemporary Journal*, 4(1), 67-100.
- Green, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11(3), 255-274.

**Week 5 (Feb. 15) – Types of Mixed Methods Designs**

Required Readings:

- Creswell & Plano Clark (2007), Ch. 4
- Leech, N. & Onwuegbuzie, A. (2009). A Typology of Mixed Methods Research Designs. *Quality and Quantity*. 43 (2), 265-275.
- Teddlie, C., & Tashakkori, A. (2006). A general typology of research designs featuring mixed methods. *Research in the Schools*, 13(1), 12-28.

Recommended Readings:

- Ivankova, N., Creswell, J., & Stick, S. (2006). Using mixed methods sequential explanatory design: From theory to practice. *Field Methods*, 18(1), 3-20.
- Jick, T. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly*, 24, 602-611.

## **Week 6 (Feb. 22) – Mixed Methods Design: Purpose Statement & Research Questions**

### Required Readings:

- Creswell & Plano Clark (2007), Ch. 5

## **Week 7 (March 1) – Mixed Methods Design: Data Collection**

### Required Readings:

- Creswell & Plano Clark (2007), Ch. 6
- Johnson, B., & Turner, L. A. (2003). Data collection strategies in mixed methods research. In: Tashakkori & C. Teddlie (Eds.), *Handbook on mixed methods in the behavioral and social sciences* (pp. 297-320). Thousand Oaks, CA: Sage Publications.
- Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1(1), 77-100

### Recommended Readings:

- Collins, K. M., Onwuegbuzie, A. J., & Jiao, Q. (2007). *Mixed methods investigation of mixed methods sampling designs in social and health science research*. *Journal of Mixed Methods Research*, 1(3), 267-294.

## **Week 8 (March 8) – Spring Break (No Class)**

## **Week 9 (March 15) – Mixed Methods Design: Data Analysis**

### Required Readings:

- Caracelli, V. J., & Greene, J. C. (1993). Data analysis strategies for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 15(2), 195-207.
- Creswell & Plano Clark (2007), Ch. 7
- Onwuegbuzie, A., Slate, J., Leech, N. & Collins, K. (2007). Conducting Mixed Analyses: A general typology. *International Journal of Multiple Research Approaches*, 1(1), 4-17.

### Recommended Readings:

- Bazeley, P. (2006). The contribution of computer software to integrating qualitative and Quantitative data analysis. *Research in the Schools*, 13(1), 64-74.
- Gnisci, A., Bakeman, R. & Quera, V. (2008). Blending qualitative and quantitative analyses in observing interaction: Misunderstandings, applications and proposals. *International Journal of Multiple Research Approaches*, 2(1), 15-30.
- Onwuegbuzie, A., Slate, J., Leech, N. & Collins, K. (2009). Mixed data analysis:

Advanced integration techniques. *International Journal of Multiple Research Approaches*, 3(1), 13-33.

### **Week 10 (March 22) – Mixed methods design: Integrating and Synthesizing Qualitative and Quantitative Results**

#### Required Readings:

- Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of Mixed Methods Research*, 1(1), 8-22.
- Erzberger, C., & Kelle, U. (2003). Making inferences in mixed methods: The rules of integration. In: A. Tashakkori & C. Teddlie (Eds.), *Handbook on mixed methods in the behavioral and social sciences* (pp. 457-488). Thousand Oaks, CA: Sage Publications.
- Yin, R. K. (2006). Mixed methods research: Are the methods genuinely integrated or merely parallel? *Research in the Schools*, 13(1), 41-47.

#### Recommended Readings:

- Pierre, P., Grad, R., Levine, A., Nicolau, B. (2009). Understanding divergence of quantitative and qualitative data (or results) in mixed methods studies. *International Journal of Multiple Research Approaches*, 3(1), 58-72.

**[NOTE: Research Critique due at the beginning of class]**

### **Week 11 (March 29) – Validity Issues in Mixed Methods Research**

#### Required Readings:

- Greene, J. (2007). *Mixed methods in social inquiry*. Ch. 9, pp. 95-111, “Judging the quality of mixed methods social inquiry,” San Francisco: Jossey-Bass.
- Onwuegbuzie, A., & Johnson, B. (2006). The validity issues in mixed research. *Research in the Schools*, 13(1), 48-63.
- Miller, S. (2003). Impact of mixed methods and design on inference quality. In: A. Tashakkori & C. Teddlie (Eds.), *Handbook on mixed methods in the behavioral and social sciences* (pp. 423-455). Thousand Oaks, CA: Sage Publications.

#### Recommended Readings:

- Caracelli, V., & Riggin, L. (1994). Multimethod evaluation: Developing quality criteria through concept mapping. *Evaluation Practice*, 15, 139-152.
- Howe, K., & Eisenhart, M. (1990). Standards for qualitative and quantitative research: A prolegomenon. *Educational Researcher*, 19(4), 2-9.

### **Week 12 (April 5) – Reporting and Evaluating Mixed Methods Research**

#### Required Readings:

- Creswell & Plano Clark (2007), Ch. 8
- Sandelowski, M. (2003). Tables or tableaux? The challenges of writing and reading mixed methods studies. In: A. Tashakkori & C. Teddlie (Eds.), *Handbook on mixed methods in the behavioral and social sciences* (pp. 321-350). Thousand Oaks, CA: Sage Publications.

Recommended Readings:

- Chen, H. (2006). A theory-driven evaluation perspective on mixed methods research. *Research in the Schools, 13*(1), 75-83.

***[NOTE: Research Proposal: Description of Research Topic and Questions due at the beginning of class]***

**Week 13 (April 12) – AERA Conference (No Class)**

**Week 14 (April 19) – Future of Mixed Methods Research**

Required Readings:

- Creswell & Plano Clark (2007), Ch. 10
- Greene, J. C. (2006). Toward a methodology of mixed methods social inquiry. *Research in the Schools, 13*(1), 93-99.

Recommended Readings:

- Leech, N. & Onwuegbuzie, A. (2010). The journey: From where we started to where we hope to go. *International Journal of Multiple Research Approaches, 4*(1), 73-88.
- Tashakkori, A. & Teddlie, C. (2003). The past and future of mixed methods research: From data triangulation to mixed model designs. In: A. Tashakkori & C. Teddlie (Eds.), *Handbook on mixed methods in the behavioral and social sciences* (pp. 671-701). Thousand Oaks, CA: Sage Publications.

**Week 15 (April 26) – Final Presentation**

**Week 16 (May 3) – Final Research Proposal Due**