

Mixed Methods Research (RMTD 440)

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Course Overview

Course Description

This *advanced* course will address the theory and practice of mixing inquiry methodologies in social inquiry. The course will address selected roots of the contemporary interest in mixing methods, various conceptualizations of mixed methods design and analysis, and challenges of mixed methods practice. The course emphasis on practice will feature critiques of empirical mixed method studies from various disciplines and domains of study.

Students enrolling in this course should have basic familiarity with the conceptual logic and core constructs of econometric, experimental, or survey (post-positivist, quantitative) social science (i.e., RMTD 421) *and* of case study, interview, or ethnographic (constructivist or interpretivist, qualitative) social science (i.e., RMTD 420).

Course objectives for students include the following:

1. Students will develop an historical and contextual understanding of the roots of the contemporary interest in mixing methods. History matters.
2. Students will develop an understanding of various conceptual or theoretical frameworks for mixing methods, and the key differences among them.
3. Students will develop basic competencies in mixed methods practice.
4. Students will generate a unique contribution – theoretical, practical or both – to the mixed methods conversation and literature.

The IDEA course objectives essential for this course include:

- Learning to apply course material (to improve thinking, problem solving and decisions)
- Developing specific skills, competencies, and points of view as needed by professionals in the field most closely related to this course

Other objectives important to this course include:

- Learning fundamental principles, generalizations, or theories
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Required Text

Creamer, E. G. (2018). *An Introduction to Fully Integrated Mixed Methods Research*. Los Angeles, CA: Sage. ISBN: 9781483350936

Grading

<u>Scale</u>		<u>Assignments</u>	<u>Points</u>
95-100	A	Group Presentation & Discussion	20
90-94	A-	Project idea	N/A
86-89	B+	Revised project idea	N/A
83-85	B	Draft of Design/Outline of Paper	N/A
80-82	B-	Final Project	60
Below 80	C	Class participation	2

Class participation is based on attendance, contributions to group discussion and small group activities, timeliness of assignments, and presentation of your final project. For contributions to group discussion, be sure to do all the readings in advance of each class and come to class prepared for the discussion. Bring at least one question or comment that emerges from the readings with you to each class. Be prepared to share this question or comment with the class, along with the reading passages that generated it.

Late assignments: I strongly discourage turning in assignments after the due date. The nature of the course is that the assignments build on one another. As a result, turning in one late assignment affects the appropriate completion of subsequent assignments. I will accept late assignments and do not reduce points for late assignments, but I will also provide less feedback and will not as rapidly return your graded assignment to you. If you know in advance that you will be gone when an assignment is due, please plan ahead and submit it early. If you have an unexpected personal circumstance, please talk to me about your concerns with completing course obligations.

Weekly Schedule with Course Readings & Assignments

Week 1 (Aug. 30): Introduction to Course and Defining Mixed Methods Social Inquiry

Creamer, Ch. 1: Definitional Issues, pp. 2—19

Week 2 (Sept. 6): Defining Mixed Methods Social Inquiry (con't)

Mertens, D.M., Bazely, P., Bowleg, L., Fielding, N., Maxwell, J., Molina-Azorin, Jose F., & Niglas, K. (2016, January). *The Future of Mixed Methods: A Five Year Projection to 2020*.

Retrieved

Mertens, D. M., Bazeley, P., Bowleg, L., Fielding, N., Maxwell, J., Molina-Azorin, J. F., & Niglas, K. (2016). Expanding thinking through a kaleidoscopic look into the future: Implications of the Mixed Methods International Research Association's Task Force Report on the future of mixed methods. *Journal of Mixed Methods Research, 10(3), 221-227*.

Creswell, J. W. (2016). Reflections on the MMIRA The Future of Mixed Methods Task Force Report. *Journal of Mixed Methods Research, 215-219*.

Various authors (2017). Commentaries. *Journal of Mixed Methods Research, 11(1), 11—18*.

Week 3 (Sept. 13): Roots of Contemporary Conversation in Mixed Methods

Maxwell, J. (2015). Expanding the history and range of mixed methods research. *Journal of Mixed Methods*. doi: [10.1177/1558689815571132](https://doi.org/10.1177/1558689815571132)

**On triangulation ...*

Mathison, S. (1988). Why triangulate? *Educational Researcher*, *17*(2), 13-17.

**From positivist, quantitative traditions ...*

Reichardt, C.S., & Cook, T.D. (1979). Beyond qualitative versus quantitative methods. In T.D. Cook & C.S. Reichardt (eds.), *Qualitative and quantitative methods in evaluation research* (pp. 7-32). Thousand Oaks, CA: Sage.

**From interpretivist, qualitative traditions ...*

Smith, J.K., & Heshusius, L. (1986). Closing down the conversation: The end of the quantitative-qualitative debate among educational inquirers. *Educational Researcher*, *15*(1), 4-12.

**In evaluation theory and practice ...*

Greene, J.C., Caracelli, V.J., & Graham, W.F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, *11*, 255-274.

Project Idea DUE

Week 4 (Sept. 20): Purposes of Mixed Methods Research*

Creamer, Ch. 2: Categorizing the Purposes of Mixed Methods Research, pp. 20-40

Greene, J. C. (2007). *Mixed Methods in Social Inquiry* (Vol. 9). San Francisco, CA: John Wiley & Sons. Ch. 6: Mixing Methods on Purpose, pp. 95—111.

Re-read Greene, Caracelli, & Graham (1989) from Week 3

Week 5 (Sept. 27): Current Frameworks in Mixed Methods

Creamer, Ch. 3: Recognizing Paradigmatic Assumptions, pp. 41—58

Greene, J. C. (2007). *Mixed Methods in Social Inquiry* (Vol. 9). San Francisco, CA: John Wiley & Sons. Ch. 5: Stances on Mixing Paradigms and Mental Models while Mixing Methods, pp. 66—87.

Johnson, R.B., & Onwuegbuzie, A.J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, *33*(7), 14-26.

Shannon-Baker, P. (2015). Making paradigms meaningful in mixed methods research. *Journal of Mixed Methods Research*, doi: [10.1177/1558689815575861](https://doi.org/10.1177/1558689815575861)

Revised Project Ideas DUE

Week 6 (Oct. 4): Mixed Methods Research Designs*

Creamer, Ch. 4: Distinguishing Mixed Methods Designs

Creswell, J. W. & Plano Clark, V.L. (2011). *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: SAGE Publications. Ch. 3: Choosing a Mixed Methods Design, pp. 53—106.

Teddle, C., & Tashakkori, A. (2006). A general typology of research designs featuring mixed methods. *Research in the Schools*, *13*(1), 12-28.

Week 7 (Oct. 11): Mixed Methods Research Designs (Con't)

Creamer, Ch 5: Strategies for Mixing Prior to Analysis, pp. 80—98

Natasi, B.K., Hitchcock, J.H., & Brown, L.M. (2010). An inclusive framework for conceptualizing mixed methods design typologies. In A. Tashakkori & C. Teddlie (eds.), *Sage handbook of mixed methods research, second edition* (pp. 305-338). Thousand Oaks, CA: Sage.

Draft of Design/Outline of Paper DUE

Week 8 (Oct. 18): NO CLASS—INDIVIDUAL MEETINGS**Week 9 (Oct. 25): Data Analysis***

Creamer, Ch. 6: Mixed Methods Analytic Procedures, pp. 99—115

Teddlie, C., & Taskakkori, A. (2009). *Foundations of mixed methods research*. Thousand Oaks CA: Sage. Excerpts from Chapter 11. The analysis of mixed methods data (pp. 263-284)

Week 10 (Nov. 1): Data Analysis (Con't)

Creamer, Ch. 7: Data Transformation and Other Strategies for Mixing During Analysis, pp. 116—141.

Uprichard, E., & Dawney, L. (2016). Data diffraction: challenging data integration in mixed methods research. *Journal of Mixed Methods Research*, online first doi:1558689816674650.

Bustamante, C. (2017). TPACK and Teachers of Spanish: Development of a Theory-Based Joint Display in a Mixed Methods Research Case Study. *Journal of Mixed Methods Research*, online first doi:1558689817712119.

Week 11 (Nov. 8): Book Club (online)

To be determined

Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2009). *Learning a new land: Immigrant students in American society*. Harvard University Press. Introduction, Ch. 1, Ch. 5, and Ch. 7

Hay, M. C. (Ed.). (2016). *Methods that matter: Integrating mixed methods for more effective social science research*. University of Chicago Press.

Weisner, T. (2005). *Discovering successful pathways in children's development : Mixed methods in the study of childhood and family life* (John D. and Catherine T. MacArthur Foundation series on mental health and development). Chicago: University of Chicago Press.

Week 12 (Nov. 15): Quality*

Creamer, Ch. 8: Evaluating Quality in Mixed Methods Research Publications, pp. 144—169

Howe, K., & Eisenhart, M. (1990). Standards for qualitative (and quantitative) research: A prolegomenon. *Educational Researcher*, 19(4), 2-9.

O’Cathain, A. (2010). Assessing the quality of mixed methods research. In A. Tashakkori & C. Teddlie (eds.), *Sage handbook of mixed methods research, second edition* (pp. 531-555). Thousand Oaks CA: Sage.

Tashakkori, A. & Teddlie, C. (2008). Quality of inferences in mixed methods research: Calling for an integrative framework. In M.M. Bergman (ed.), *Advances in Mixed Methods Research: Theories and Applications*. Los Angeles, CA: Sage.

Onwuegbuzie, A.J. & Johnson, R.B. (2006). The validity issue in mixed research. *Research in the Schools, 13*(1), 48-63.

NOV. 22—NO CLASS; THANKSGIVING

Week 13 (Nov. 29): Reporting and Presentations

Creamer, Ch. 9: Designing and Reporting a Fully Integrated Mixed Methods Research Proposal or Doctoral Dissertation, pp. 170—196.

Freshwater, D. (2007). *Reading mixed methods research: Contexts for criticism. Journal of Mixed Methods Research, 1*(2), 134-146.

Zhou, X., & Hall, J. N. (2016). Mixed Methods Papers in First-Person and Third-Person: Writing Voices in Dialogue. *Journal of Mixed Methods Research*, online first, doi: 1558689816652755.

Week 14 (Dec. 6): Wrap-up and Presentations

Ch. 10: Controversies and Future Directions, pp. 198—224.

Morgan, D. L. (2016). Living Within Blurry Boundaries: The Value of Distinguishing Between Qualitative and Quantitative Research. *Journal of Mixed Methods Research*, online first, doi: 1558689816686433.

Week 15 (Dec. 13): Final Examination

FINAL PROJECT DUE (MUST BE UPLOADED ON SAKAI BY 7:00PM)

**indicates a week that an example of a mixed methods study will be added to the reading list*

Assignment Descriptions

Assignment Submission

Please submit all assignments electronically via Sakai. I will repost your assignments with grades and comments. If you have difficulties uploading the file, then please email it to me at lkallemeyn@luc.edu.

Group Presentation and Discussion of a Mixed Methods Study (20 pts)

With a partner, choose an empirical example of a *good* research study that utilizes mixed methodology in your field or area of interest. The example could be published work, your own work, or that of classmates or colleagues. The Creamer text has suggested studies at the end of each chapter, which are also quality choices. You will need to defend your judgment of “goodness” during your presentation. Your presentation should concentrate on illustrating and critiquing one or more of the conceptual ideas about mixing methods offered in the readings and class discussions, and it should include an activity in which to engage other class members. Plan on 45-60 minutes for your presentation and discussion. Be sure to post the article, book section, conference presentation, research proposal, or other material about the study in Sakai at least one week prior to your assigned week, so that your colleagues will have an opportunity to review it in preparation for your discussion. Be sure that all aspects of the discussion and activity focus on *how* the study was conducted, not what the study found. When grading the presentation, I will be looking for the following (adapted from

<http://www.celt.iastate.edu/teaching-resources/document-your-teaching/peer-evaluation-teaching/>):

Presenters as teachers

- Communicates clearly (1 pt)
- Has a positive attitude towards colleagues (1 pt)
- Exhibits respect for all colleagues (1 pt)

Experts on content knowledge

- Finds a good example of mixed methodology (2 pt)
- Has thorough knowledge of the article (2 pt)
- Connects the study to at least one conceptual idea we have discussed in the course (2 pt)
- Uses relevant information from course readings in teaching (2 pt)
- Focuses class discussion on the study's methodology, or aspects of how the study was conducted/reported (and not study findings) (2 pt)

Facilitators of learning processes

- Places colleagues at the center when designing and teaching the presentation and activity (1 pt)
- Has an activating presentation and activity for colleagues (1 pt)
- Builds a presentation and activity in such a way that colleagues gradually learn to learn in a self-directed manner (1 pt)
- Gives feedback (1 pt)
- Assesses students' learning (1 pt)

Organizer

- Cooperates with co-presenter, so there is equitable responsibilities with presentation and activity (1 pt)
- Communicates when cooperating with co-presenter (1 pt)

Mixed Methods Research Project (60 pts)

Choose one of the following options.

Option 1: You may develop an elaborate research plan, or methodology for a study. This research plan MUST utilize mixed methodologies. In a dissertation, the third chapter typically focuses on methodology, so you could also think of this project as the methodology chapter of a dissertation. I encourage you to pilot aspects of your research design this semester to help you develop your plan.

How you choose to organize the chapter is up to you, and you should work directly with the chair of your dissertation committee throughout the semester on the development of this chapter. Be sure that you cite appropriate literature that informs the design of your research, in addition to what you may include in your literature review.

Further assignment details will be available on Sakai.

Option 2: You may summarize, synthesize, reflect on, critique, challenge, or otherwise engage the *mixed methods content* of the course in some final product. The product can take one of many forms, including a conventional course paper, a publishable article, a presentation for a conference, or – using an alternative representation – a story, poem, or performance. Students may work in groups (*of no more than 3*) for this final course product. Planning for the final product will proceed in stages throughout the semester. An approved plan for this final paper is required through the submission of your project ideas and revisions to your project ideas.

Possible conferences for submitting papers include the following:

- Mixed Methods International Research Association (see <http://mmira.wildapricot.org/>)-Submissions and conference to be determined (usually March)
- American Evaluation Association Mixed Methods Evaluation TIG—Submissions in March 2016 and conference in fall 2016 (see <http://www.eval.org>)
- American Educational Research Association, such as the Mixed Methods Research SIG (see <http://www.aera.net/Home/tabid/10041/Default.aspx>)-Submissions in July 2018 and conference in Spring 2017

For both options, you will submit your ideas, revision of your ideas, and an outline to me for formative feedback and approval prior to working on your final project. You will also have an opportunity to present your final project to the class to receive their feedback, prior to the completion of your final project. Timely and thoughtful completion of these assignments will contribute to your participation grade. I will only assign a grade to the final project.

Learning Community at Loyola University Chicago and School of Education

Please see <http://www.luc.edu/education/syllabus-addendum/> for a summary of information on LUC's policies on academic honesty, accessibility, conceptual framework, ethics and electronic communication policies.

Conceptual Framework

The conceptual framework of Loyola's School of Education is "***Social Action through Education***." This course contributes to the realization of this framework by:

- Equipping students to evaluate mixed methods studies critically \
- Practice culturally responsive approaches to research
- Understand and practice ethics necessary to be professional and just mixed methods researchers
- Engage with local, and perhaps global, communities in the process of doing mixed methods research

A characteristic of mixed methods research is an awareness of one's own values, beliefs, and subjectivities. We will address diversity issues (gender, race, religion, ability, sexual orientation,

socioeconomic status, age, methodological preferences, etc.) throughout the course in our readings and discussions as they relate to those subjectivities and to engaging in ethical research. In order to foster a learning community in the classroom, openness to and respect of various perspectives and backgrounds is essential. As your instructor, I will promote full participation and contribution by all class members, asking that varied viewpoints be expressed, thoroughly considered and respected by all members of our class. Mixed methodologies often specifically aim to address social inequities.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Fairness, and the Belief that All Students Can Learn***. This course will assess dispositions related to professionalism, fairness, and the belief that all students can learn. You can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.