

**COURSE SYLLABUS**  
**RMTD 440: MIXED METHODS RESEARCH**

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**COURSE DESCRIPTION AND OBJECTIVES:**

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.

**Required Texts**

Greene, J. C. (2007). *Mixed Methods in Social Inquiry* (Vol. 9). San Francisco, CA: John Wiley & Sons. ISBN-13: 978-0787983826

Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE Publications. 978-1483359045

<b>Grading</b>	95-100 pts.	A
	90-94 pts.	A-
	86-89 pts.	B+
	83-85 pts.	B
	80-82 pts.	B-
	75-79 pts.	C+
	70-74 pts.	C
	< 70 pts.	F

### Assignments and Evaluation

<u>Assignments</u>	<u>Points</u>
Discussion Leader of 2 Mixed Methods Studies	30
Final Project	60
Class participation	10

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 and Assignments**

<b>Week</b>	<b>Topic Area</b>	<b>Readings</b>	<b>Assignment due</b>
8/28	Intro to Course; Defining Mixed Methods	<a href="#">Morgan, D. L. (2018)</a> <a href="#">Maxwell, J. A. (2019)</a> <a href="#">Hammersley, M. (2018)</a>	
9/4	Defining Mixed Methods (Con't); Purposes of Mixed Methods Research	Levine (2016) & Hay (2016) Creswell (2015) Ch. 1 Greene (2007) Ch. 1, 2 & 6	
9/11	Roots of Contemporary Conversation in Mixed Methods	Greene (2007) Ch. 3 <a href="#">Maxwell, J. (2016)</a> <a href="#">Mathison, S. (1988)</a> Reichardt & Cook (1979) <a href="#">Smith &amp; Heshusius (1986)</a> <a href="#">Greene et al (1989)</a>	Project ideas
9/18	Current Frameworks in Mixed Methods	Greene (2007) Ch. 4 & 5 <a href="#">Shannon-Baker (2016)</a>	Discussion leader*
9/25	Current Frameworks in Mixed Methods (Con't)	<a href="#">Hess-Biber (2010) Ch. 4-6</a> <a href="#">Evans et al (2015)</a> Kallemeyn (in press) TBD ecological theory reading	Revised project idea; Discussion leader*
10/2	Mixed Methods Research Designs	Greene, Ch. 7 Creswell, Ch. 2—5	Discussion leader*
10/9 (Yom Kippur)	Mixed Methods Research Designs	Guest (2013) Natasi et al (2010) Poth (2018) Ch. 8 TBD examples	Draft of design/Outline of paper 2 Discussion leaders*
10/16	NO CLASS—Individual Meetings		
10/23	Data Analysis	Greene, Ch. 8 Creswell, Ch. 7 Teddlie & Tashakkori (2009)	2 Discussion leaders*
10/30	Data Analysis (Con't)	TBD examples	2 Discussion leaders*
11/6	Quality	Greene, Ch. 9 Creswell, Ch. 9 <a href="#">Howe &amp; Eisenhart (1990)</a> O'Cathain (2010)	2 Discussion leaders*
11/13	Book Club (online)	TBD	
11/20	Reporting and Presentations	Greene, Ch. 10 Creswell, Ch. 8	Discussion leader*
11/27	NO CLASS: HAPPY THANKSGIVING		
12/4	Wrap-up and Presentations	Greene, Ch. 11 Creswell, Ch. 10	Presentation
12/11			Final Project

\*Note: You will have one additional article assigned by each discussion leader. You will sign up to be a discussion leader for two classes.

### Additional Readings

- Evans, B. C., Coon, D. W., & Ume, E. (2011). Use of Theoretical Frameworks as a Pragmatic Guide for Mixed Methods Studies: A Methodological Necessity? *Journal of Mixed Methods Research*, 5(4), 276–292. <https://doi.org/10.1177/1558689811412972>
- [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.](#)
- Guest, G. (2013). Describing Mixed Methods Research: An Alternative to Typologies. *Journal of Mixed Methods Research*, 7(2), 141–151. <https://doi.org/10.1177/1558689812461179>
- [Hammersley, M. \(2018\). Commentary—On the “Indistinguishability Thesis”: A Response to Morgan. \*Journal of Mixed Methods Research\*, 12\(3\), 256–261.](#)  
<https://doi.org/10.1177/1558689818772764>
- Hay, M.C. (2016). Ethnography in need of numbers: Mixing methods to build partnerships and understand tigers. In M. Hay (ed.), *Methods that Matter: Integrating Mixed Methods for more Effective Social Science Research*. (pp. 41-48). Chicago, IL: The University of Chicago Press.
- [Hesse-Biber, S. \(2010\). \*Mixed methods research merging theory with practice\*. New York: Guilford Press. Ch. 4, 5 and/or 6.](#)
- [Howe, K., & Eisenhart, M. \(1990\). Standards for qualitative \(and quantitative\) research: A prolegomenon. \*Educational Researcher\*, 19\(4\), 2-9.](#)
- Kallemeyn, L.M., Hall, J., & Gates, E. (in press) Exploring the Relevance of Complexity Theory for Mixed Methods Research. *Journal of Mixed Methods Research*.
- Levine, R.A. (2016). Repairing the fractured social sciences: An introduction from a historical point of view. In M. Hay (ed.), *Methods that Matter: Integrating Mixed Methods for more Effective Social Science Research*. (pp. 3-12). Chicago, IL: The University of Chicago Press.
- [Mathison, S. \(1988\). Why triangulate? \*Educational Researcher\*, 17\(2\), 13-17.](#)
- Maxwell, J. A. (2016). Expanding the History and Range of Mixed Methods Research. *Journal of Mixed Methods Research*, 10(1), 12–27. <https://doi.org/10.1177/1558689815571132>
- [Maxwell, J. A. \(2019\). Distinguishing Between Quantitative and Qualitative Research: A Response to Morgan. \*Journal of Mixed Methods Research\*, 13\(2\), 132–137.](#)  
<https://doi.org/10.1177/1558689819828255>
- [Morgan, D. L. \(2018\). Living Within Blurry Boundaries: The Value of Distinguishing Between Qualitative and Quantitative Research. \*Journal of Mixed Methods Research\*, 12\(3\), 268–279.](#) <https://doi.org/10.1177/1558689816686433>
- 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.
- 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.
- Poth, C. (2018). *Innovation in mixed methods research: A practical guide to integrative thinking with complexity*. Thousand Oaks, CA: Sage. Ch. 8, p. 206—235.

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.

[Shannon-Baker, P. \(2016\). Making Paradigms Meaningful in Mixed Methods Research. \*Journal of Mixed Methods Research\*, 10\(4\), 319–334.](#)

<https://doi.org/10.1177/1558689815575861>

[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.](#)

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

## 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](mailto:lkallemeyn@luc.edu).

### Discussion Leader of a Mixed Methods Study (2 times at 15 pts each)

You will sign up for two weeks in the semester when you will present and discuss a mixed methods research. 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. You will need to defend your judgment of “goodness” during your presentation. Your discussion 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 leading class for 45 minutes. 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 discussion, 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 (1 pt)

- Communicates clearly
- Has a positive attitude towards colleagues
- Exhibits respect for all colleagues

#### 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 (2 pts)

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

#### Organizer (2 pts)

- Posts study at least one week in advance
- Provides all resources/materials in Sakai

## 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 2020 and conference in fall 2020 (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 2020 and conference in Spring 2021
- Other conferences in your discipline

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.

**Loyola University Chicago  
School of Education  
Syllabus Addendum**

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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.

**LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.