

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

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Class Meetings Via Zoom link in Sakai:

Tuesdays 5:30-8:00 pm

Virtual Office hours: Mon & Tues 12:30-1:00  
or by apt. via zoom link in Sakai

**COURSE DESCRIPTION AND OBJECTIVES:**

This *advanced* course will address the theory and practice of mixing inquiry methodologies in social sciences. 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 a contextual understanding of the contemporary issues in mixing methods.
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**

Creswell, J. W. (2021). *A concise introduction to mixed methods research*. (2nd Edition) SAGE Publications. 978-1544355757

Additional readings available through LUC library or posted in Sakai

**Additional Required Readings (refer to course schedule)**

Bazeley, P. (2017). *Integrating analyses in mixed methods research*. Sage.

[Cram, F. \(2015\). Harnessing global social justice and social change with multimethod and mixed methods research. In S.N. Hesse-Biber & R.B. Johnson \(Eds.\), \*The Oxford handbook of multimethod and mixed methods research inquiry\* \(pp. 677-687\) . Oxford University Press.](#)

- Creswell, J. W. (2021). *A concise introduction to mixed methods research*. (2nd Edition) SAGE Publications. 978-1544355757
- 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. (2007). *Mixed Methods in Social Inquiry* (Vol. 9). John Wiley & Sons.
- [Greene, J.C. \(2015\). Preserving distinctions within the multimethod and mixed methods Research Merger. In S.N. Hesse-Biber & R.B. Johnson \(Eds.\), \*The Oxford handbook of multimethod and mixed methods research inquiry\* \(pp. 606-615\). Oxford University Press.](#)
- [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>
- [Hankivsky, O. & Grace, D. \(2015\). Understanding and emphasizing difference and intersectionality in multimethod and mixed methods research. In S.N. Hesse-Biber & R.B. Johnson \(Eds.\), \*The Oxford handbook of multimethod and mixed methods research inquiry\* \(pp. 110-127\) . Oxford University Press.](#)
- [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.](#)
- [Hess-Biber, S. \(2015\). Introduction: Navigating a turbulent research landscape: Working the boundaries, tensions, diversity, and contradictions of multimethod and mixed methods inquiry. In S.N. Hesse-Biber & R.B. Johnson \(Eds.\), \*The Oxford handbook of multimethod and mixed methods research inquiry\* \(pp. xxxiii\) . Oxford University Press.](#)
- [Howe, K., & Eisenhart, M. \(1990\). Standards for qualitative \(and quantitative\) research: A prolegomenon. \*Educational Researcher\*, 19\(4\), 2-9.](#)
- [Kallemeyn, L. M., Hall, J. N., & Gates, E. \(2020\). Exploring the relevance of complexity theory for mixed methods research. \*Journal of Mixed Methods Research\*, 14\(3\), 288-304.](#)
- [Kallemeyn, L., Schiazza, D.M.\\*, Ryan, A.M., Johnson, C., & Peters, J. \(2013\). Ambitious U.S. History teachers bringing professional development into the classroom: A mixed methods study. \*Research in the Schools\*, 20\(1\), 39–56.](#)
- [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.](#)
- 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>
- O’Cathain, A. (2010). Assessing the quality of mixed methods research. In A. Tashakkori & C. Teddlie (eds.), *Sage handbook of mixed methods research (2<sup>nd</sup> Ed)*, (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.

- [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>](#)
- Tashakkori, A., Johnson, R. B., & Teddlie, C. (2020). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage publications. Ch. 5
- [Worthman, C. \(2016\). Ecocultural theory: Foundations and applications. In M. Hay \(ed.\), \*Methods that Matter: Integrating Mixed Methods for more Effective Social Science Research\*. \(pp. 13–37\). Chicago, IL: The University of Chicago Press.](#)

### Recommended Text

Note: These texts have multiple chapters on the additional required readings list, even though I have not assigned the entire text. You may find resources beneficial for your work in chapters that have not been assigned.

- Bazeley, P. (2017). *Integrating analyses in mixed methods research*. Sage.
- Hay, M.C. (2016). *Methods that matter: Integrating mixed methods for more effective social science research*. Chicago, IL: The University of Chicago Press.
- Tashakkori, A., Johnson, R. B., & Teddlie, C. (2020). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage publications. 978-1506350301

Grading		Summary of Assignments	Points
95-100 pts.	A	Discussion Leader of a Mixed Methods Study	20
90-94 pts.	A-	Final Project	50
86-89 pts.	B+	Class participation	30
83-85 pts.	B		
80-82 pts.	B-		
75-79 pts.	C+		
70-74 pts.	C		
< 70 pts.	F		

**Late Work/Make-Up Policy:** 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>
8/31	Intro to Course; Defining Mixed Methods Research (MMR)	<a href="#">Greene (2015)</a> <a href="#">Cram (2015)</a> Levine (2016)	
9/7 (Rosh Hashanah) (Con't)	Boundaries in MMR	<a href="#">Hesse-Biber (2015)</a> Creswell (2021) Ch. 1 & 2 <a href="#">Kallemeyn et al. (2013)</a>	
9/14	Purposes for MMR	<a href="#">Greene et al (1989)</a> Hay (2016) Creswell (2021) Ch. 3 & 4	Discussion leader* Project Ideas
9/21	Research Problems/ Phenomena in MMR	Choose at least one of the following: <a href="#">Hankivsky &amp; Grace (2015)</a> <a href="#">Kallemeyn (2020)</a> Worthman (2016)	Discussion leader*
9/28	Current Frameworks in MMR	Greene (2007) Ch. 5 & 6 <a href="#">Shannon-Baker (2016)</a>	Discussion leader* Research Problem
10/5	Current Frameworks in MMR (Con't)	<a href="#">Evans et al (2015)</a> Additional readings to be determined	Discussion leader*
10/12	NO CLASS—fall break		
10/19	MMR Designs	Tashakorri, Johnson, & Teddlie (2020), Ch. 5 (pp. 113-120) Creswell (2021), Ch. 5-7	Discussion leader*
10/26	MMR Designs	Tashakorri, Johnson, & Teddlie (2020), Ch. 5 (pp. 121-148) Guest (2013) Poth (2018) Ch. 8	Discussion leaders* Draft of Design/Outline of paper
10/30	NO CLASS—Individual Meetings		
11/2	Data Analysis in MMR	Creswell, Ch. 8 Bazeley, Ch. 3 , 11, & one additional Ch. from 4-10	Discussion leaders*
11/9	Data Analysis in MMR (Con't)	To be determined	Discussion leaders*
11/16	Interpretation	Bazeley, Ch. 12	
11/23	Quality	Creswell, Ch. 10 <a href="#">Howe &amp; Eisenhart (1990)</a> O'Cathain (2010)	
11/30	Reporting	Creswell, Ch. 9	
12/7	Wrap-up		Presentation
12/14			Final Project

\*Note: You will have one additional article assigned by each discussion leader.

## Assignment Descriptions

### Class participation (30 pt)

Participation is based on the following:

- **Attending** each class (0.5 pt ea) and **contributing** to group and small group activities and discussions. 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. **(7 points)**
- **Analyzing Discussion Leader(s) Case Example**—We will use a checklist to analyze and discuss various qualitative studies. To be prepared for these discussions, it is important that you complete the checklist in preparation for class. Further details provided in Sakai (8 points)
- **Formative Feedback on Final Projects**—In preparation for class there may be elements of your final project that you will draft to share with colleagues and receive feedback and/or times that you may provide colleagues feedback on drafts of their final projects. Further details provided in Sakai (15 points).

### Discussion Leader of a Mixed Methods Study (20 pts)

With a partner (or individually), you will sign up for a week in the semester when you will present and discuss a mixed methods research study. Find an article in the Journal of Mixed Methods Research that is an empirical example of a study that utilizes mixed methodology in your field or area of interest. (Please note: You may also choose an article from another journal, assuming it is a “good” example of a mixed methods research study. 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 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

- Communicates clearly (2 pt)
- Exhibits respect for all colleagues (2 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 and assesses students' learning (1 pt)

#### **Organizers**

- Posts study at least one week in advance (1 pt)
- Provides all resources/materials in Sakai (1 pt)

### **Mixed Methods Research Project (50 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 <https://mmira.wildapricot.org/>)--Submissions and conference to be determined (usually March)
- American Evaluation Association Mixed Methods Evaluation TIG—Submissions in Spring 2022 and conference in fall 2022 (see <http://www.eval.org>)

- American Educational Research Association, such as the Mixed Methods Research SIG (see <https://www.aera.net/> -- conference submissions in Summer 2022 for conference in Spring 2023)
- 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**

**\*School of Education Commitment - COVID-19:** Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [\*Cura Personalis\*](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**\*COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

**\*COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.



Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

### **SOE Vision**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

### **School of Education Mission**

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

### **Conceptual Framework and Conceptual Framework Standards**

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

- Understanding how mixed methods research supports social action
- Equipping students to evaluate mixed methods studies critically
- Practicing culturally responsive approaches to research
- Understanding and practicing ethics necessary to be professional and just mixed methods researchers
- Engaging with local and/or global communities in the process of doing mixed methods 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.

No Conceptual Framework Standards or Dispositions are assessed in this course.

### **Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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.

**This course will be assessed on the following objectives:**

3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
12. Learning to apply knowledge and skills to benefit others or serve the public good

**Online Course Policies**

**\*Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**\*Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

**\*STUDENT SUPPORT*****Special Circumstances--Receiving Assistance***

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

**\*Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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***.

**Syllabus Addendum Link**

<https://www.luc.edu/education/academics/syllabi/>