

Introduction to Mixed Methods Research Designs in Education
Syllabus
Spring, 2004

Instructor: Sarah Rzasa

Prerequisite: Students should have taken at least one class in qualitative research, one class in statistics, and one class in Educational Research.

Required texts:

Tashakkori, A. & Teddlie, C. (2003). *Handbook of Mixed Methods in Social & Behavioral Research*. Sage Publications: Thousand Oaks, CA.

Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications..

Course description: For many years, philosophical purists eschewed the idea of mixing qualitative and quantitative methodologies within a research project. Citing paradigmatic differences too great to reconcile, these philosophers believed that mixing these methods would inevitably lead to failure. However, many researchers have been mixing qualitative and quantitative methods, either knowingly or unknowingly, all along with the intention of best answering a particular research question. This pragmatic approach is becoming more accepted within education and other social science disciplines. However, most researchers have been educated in either qualitative OR quantitative methods and rarely have the chance to learn how to integrate the two together in a meaningful way. This course is designed to introduce the students to mixed methods research, including designs for data collection, analysis, and integration.

Course objectives:

1. Students should have an understanding of the historical and philosophical debates surrounding mixed methods research.
2. Student should have an understanding of the advantages and disadvantages of using qualitative, quantitative, and mixed methods designs.
3. Students should be able to identify different types of mixed methods designs.
4. Students should be able to collect, analyze interpret, and report data using a mixed methods design.

Course grade: Your grade in this course will be based on a variety of factors. The breakdown is as follows:

Class participation and attendance: 20%
Response papers and assignments: 30%
Final project (discussed further below): 50% total
 Project idea– 5%
 Draft of proposal – 10%
 Final draft of proposal – 20%
 Presentation – 15%

Timeline:

Week 1 (January 14): Introduction to Mixed Methods Research

Week 2 (January 21): The philosophical purists: Review of qualitative and quantitative research

Assigned readings for today:

Teddlie, C. & Tashakkori (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 1). Thousand Oaks, CA: Sage Publications.

Guba E. G. & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In Denzin, N. K. & Lincoln, Y. S. (Eds.) *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications.

Cresswell, Chapter 1-3

Response paper due today: Discuss the paradigm that guides your research. In other words, how do you go about doing research? What types of methods do you use? How do you personally resolve incompatibilities in methods if they arise? Think about what truly guides your own research without looking at the already established paradigmatic frameworks.

Week 3 (January 28): The paradigm war – resolved?

Assigned readings for today:

Greene, J. C. & Caracelli, V. J. (2003). Making paradigmatic sense of mixed methods practice. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 3). Thousand Oaks, CA: Sage Publications.

Salomon, G. (1991). Transcending the qualitative-quantitative debate: The analytic and systemic approaches to educational research. *Educational Researcher*, 20, 10-18.

Cresswell, Chapter 4-6.

Response paper due today: Discuss your reaction to the following quote: “To the practical pragmatist, all of this philosophical mumbo-jumbo does not get the job done.” How would the pragmatists respond to the ontological, epistemological, and methodological questions?

Week 4 (January 28): Transformative-emancipatory Perspective

Assigned readings for today:

Merten, D. M. (2003). Mixed methods and the politics of human research: The transformative-emancipatory perspective. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 5). Thousand Oaks, CA: Sage Publications.

Cresswell, Chapter 7-8.

Response paper due today: How would researchers of the transformative-emancipatory perspective respond to the ontological, epistemological, and methodological questions? Find one article that uses mixed methods from the transformative-emancipatory perspective.

Week 5 (February 4): When are mixed methods designs most appropriate?

Assigned readings for today:

Newman, I., Ridenour, C. S., Newman, C., & DeMarco, G. M. P. (2003). A typology of research purposes and its relationship to mixed methods. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 6). Thousand Oaks, CA: Sage Publications.

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.

Cresswell, Chapters 9-10.

Response paper and assignment for today: Think about your area of research. How might mixed methods designs be beneficial? Find 2 articles relating to your area of research that use mixed methods. Summarize each article. What did the researcher gain in each article by using these types of designs? Be prepared to present your findings.

Week 6 (February 11): Research designs

Assigned readings for today:

Creswell, J. W., Plano Clark, V. L., Gurmman, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 8). Thousand Oaks, CA: Sage Publications.

Cresswell, Chapter 11.

Assignment: Students will be assigned an article that they will present to the class. Discuss the methodology used in your article. What type of research design was used? What advantages did this design have? Critique the methods used by the authors.

Week 7 (February 18): Triangulation / Dissonant results

Assigned readings for today:

Jick, T. D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly*. 24, 602-611.

Perlesz, A. & Lindsay, J. (2003). Methodological triangulation in researching families: making sense of dissonant data. *International Journal of Social Research Methodology*. 6, 25-40.

Response paper due today: Thinking of your own field, what types of contradictory evidence sometimes emerges in research? How do researchers handle contradictions in their research? What does Jick suggest regarding contradictory evidence?

Week 8 (February 25): Data collection and sampling strategies

Assigned readings for today:

Kemper, E. A., Stringfield, S., & Teddlie, C. (2003). Mixed method sampling strategies in social science research. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 10). Thousand Oaks, CA: Sage Publications.

Johnson, B. & Turner, L. A. (2003). Data collection strategies in mixed-methods research. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 11). Thousand Oaks, CA: Sage Publications.

Assignment: Submit idea for final proposal.

Week 9 (March 3): Analyzing Data: Traditional methods

Assigned readings for today:

Onwuegbuzie, A. J. & Teddlie, C. (2003). A framework for analyzing data in mixed methods research. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 13). Thousand Oaks, CA: Sage Publications.

Assignment due today: Draft of final proposal.

Week 10 (March 10): Spring break!

Week 11 (March 17): Analyzing data continued: Integrating qualitative and quantitative methods / Computer programs for analyzing data

Assigned readings for today:

Bazeley, P. (2003). Computerized data analysis for mixed methods research. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 14). Thousand Oaks, CA: Sage Publications.

Response paper: What are the advantages and disadvantages of qualitizing quantitative data OR quantifying qualitative data? Discuss using examples of each type of data transformation process.

Week 12 (March 24): Data interpretation – Making Inferences

Assigned readings for today:

Miller, S. (2003). Impact of mixed methods and design on inference quality. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 15). Thousand Oaks, CA: Sage Publications.

Erzberger, C. & Kelle, U. (2003). Making inference in mixed methods: The rules of integration. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 16). Thousand Oaks, CA: Sage Publications.

Response paper: Discuss the differences of making inferences in qualitative, quantitative, and mixed methods research.

Week 13 (March 31): Applications – Evaluation context

Assigned readings for today:

Rallis, S. F. & Rossman, G. B. (2003). Mixed methods in evaluation contexts: A Pragmatic framework. In Tashakkori & Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (Chapter 17). Thousand Oaks, CA: Sage Publications.

Greene, J. & McClintock (1985). Triangulation in evaluation: Design and analysis issues. *Evaluation Review*, 9, 523-545.

Week 14 (April 7): AERA – no class

Week 15 (April 14): Applications (continued)

Assigned readings for today:

Patrick, H. & Middleton, M. J. (2002). Turning the kaleidoscope: What we see when self-regulated learning is viewed with a qualitative lens. *Educational Psychologist*, 37, 27-39.

Week 16 (April 21): Student presentations

Assignment: Final draft of proposal due today.

Week 17 (April 28): Student presentations – Course Wrap-up

Response paper due today: How has your personal research paradigm changed as a result of this course?