**ERMA 7400.001: Mixed Methods Research[[1]](#footnote-1)**

Auburn University - College of Education

Department of Educational Foundations, Leadership, & Technology

Summer 2017

**1.** **Class Time:** Mondays and Wednesdays, 12:30-2:20pm

**Location:** Haley Center, Room 1454

**Instructors:** Carey E. Andrzejewski (4-3012, [dr.a@auburn.edu](mailto:dr.a@auburn.edu))

**Office Hours**: Mondays 10am-12noon, Tuesdays 9am-10am, Wednesdays

2:30pm-4:30pm and by appointment or coincidence

1. **Date Syllabus Prepared**: May 2017
2. **Special Accommodations**. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with our office hours, an alternate time can be arranged. To set up this meeting, please contact me by email. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
3. **Required Materials**: 1.) Creamer, E. G. (2018). *An introduction to fully integrated mixed methods research*. Los Angeles, Sage. 2.) Web access. You must have access to a web browser, and you must check your email account (Tiger Mail) several times a week. 3.) Supplementary resources will be provided by the instructors via Canvas, Dropbox, or in class*.* 4.) Patience, time management, and a sense of humor.

Recommended: Morgan, D. L. (2014). *Integrating qualitative and quantitative methods: A*

*pragmatic approach*. Los Angeles: Sage.

Tashakkori, A., & Teddlie , C. (Eds.). (2010). *Sage handbook of mixed methods in social and*

*behavioral research* (2nd ed.). Thousand Oaks, CA: Sage.

1. **Course Description**: This course is designed to give you an overview and introduction to the use of mixed methods research in the social and behavioral sciences. The primary purposes of the course are to 1.) introduce the founding and prevailing principles and philosophies of mixed methods inquiry; 2.) critique the limits and possibilities of mixed methods research; 3.) help you become ‘good consumers’ of mixed methods research; 4.) provide an opportunity to hone your mixed methods research design skills—conceptualizing research, selecting methods, analyzing and interpreting data, and reporting findings; and 5.) challenge you to conduct mixed methods research—fieldwork and deskwork—in collaboration with classmates.
2. **Course Objectives:** Upon completion of this course, you will be able to:

* Make informed decisions about the use and conduct of mixed methods research;
* Discuss the philosophical underpinnings of mixed methods research;
* Recognize—and *know*—the various designs that exist, their distinguishing features and characteristics, and the basic steps in using them;
* Identify, locate, and critique published mixed methods studies;
* Develop a proposal/research project using an appropriate mixed methods design; and
* Collaborate with colleagues on mixed methods research.

1. **Course Format:** Approximately half of our class meetings will include small group discussions and activities, class discussions and activities, lectures, and student presentations. The remaining class meetings will be workdays during which teams will brainstorm, develop and conduct their mixed methods research project, and seek feedback. It is important to the collective enterprise that students keep current with the assigned readings, attend class meetings, and participate in the discussions as informed members. Your participation will ensure that our time together will be productive and worthwhile.
2. **Course Requirements and Evaluation (see weekly schedule for due dates):**

|  |  |
| --- | --- |
| Assignment Type | Point Value |
| Reading Quizzes | 0 points |
| Article Critique | 15 points |
| Midterm Exam | 25 points |
| Mixed Methods Design and Poster Presentation—Individual Contributions | 15 points |
| Mixed Methods Design and Poster Presentation—Group Project | 20 points |
| Critique of Peers’ Poster Presentations | 5 points |
| Response to Critiques | 10 points |
| Teammate Assessment | 10 points |

1. **Final Grade:**

|  |  |
| --- | --- |
| Points | Letter Grade |
| 90 to 100 points | A |
| 80 to 89.99 points | B |
| 70 to 79.99 points | C |
| 60 to 69.95 points | D |
| Below 60 points | F |

**10. Course Axioms**:

1. Professionals show up on time and prepared every day for work. Yes, professionals occasionally have to take sick days or personal days, but the best are nearly always there. If you have to miss a class, you will be responsible for the content of that class. You will also be accountable to your team for the work that you missed. Beware: absent team members are often assigned the least desirable tasks.
2. Professionals complete assignments on time. Assignments are due in class or on Canvas as indicated in the syllabus and the course calendar. Assignments handed in after the indicated times will be considered late. Late assignments will receive a one-letter grade deduction for each day they are late. Individual contributions to the template and/or poster cannot be submitted late; late individual assignments will earn no credit.
3. Professionals use appropriate means for discussing disagreements. If you don’t understand something, ask during class. If you still don’t understand, email, phone, or catch me in the building. If you think you deserve a different grade, please contact me within 48 hours. Please don’t be so unprofessional as to take class time to discuss grades or other points of contention.
4. Professionals take responsibility for their own learning. That said, my purpose is to help class members become the very best they can possibly become at this point in their professional development. Please allow me to assist in any way possible including, but certainly not limited to: listening, providing feedback, answering questions, sharing and addressing concerns, brainstorming, clarifying course content or expectations, and mediating or facilitating work with collaborating peers. Always feel free to come by during office hours (or request a chat via Canvas), contact me by email, or call my office.
5. Professionals give credit where credit is due. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. See also Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for rules on academic honesty. Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Author, year, page). If the material is paraphrased, (Author, year) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class (past or present) is also a violation of the Code. Violations of the Auburn University Academic Honesty Code will be treated according to university policy. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else or work that you have submitted for another class to satisfy a requirement of ERMA 7400.**
6. Professionals understand that teaching and learning are ongoing processes for everyone. There are things I haven’t thought of here. Understand that I am learning along with you and your classmates. Please help me take a collaborative approach to solving any problems that may arise.
7. Professionals make others aware of what they need to be successful. Please inform me within the first week of class if you require adaptations or modifications to any assignment because of special needs (disabilities, religious observances, and so on). Please also inform me as soon as feasible if you have needs that arise during the course of the semester.
8. This is a tentative syllabus. To the greatest extent feasible, we will adhere to it. Necessary changes will, however, be announced in a timely manner.

| Date/Topic | Readings[[2]](#footnote-2) and In-Class Tasks | Individual Assignments Due | Group Assignments Due |
| --- | --- | --- | --- |
| Monday, May 22  Introduction to course; Pragmatism | Chapter 1  Example articles: Come ready to discuss the degree to which the assertions in these articles are warranted.  Abramson, M. (1990). Keeping secrets: Social workers and AIDS. *Social Work, 35*(2), 169-173.  Nuttall, E. V., Chiech, L., & Nuttall, R. L. (1988). Views of the family by Chinese and U.S. children: A comparative study of kinetic family drawings. *Journal of School Psychology, 26*(2), 191-194.  Plopper, B. L., & Ness, M. E. (1993). Death as portrayed to adolescents through top 40 rock and roll music. *Adolescence, 28*(112), 793-807.  Reading quiz | | |
| Wednesday, May 24  Pragmatism; Collaboration | Chapters 3 & 4  Mertens, D. M. (2012). What comes first? The paradigm or the approach? *Journal of Mixed Methods Research, 6*(4), 255-257.  Onwuegbuzie, A. J., & Leech, N. L. (2006). Linking research questions to mixed methods data analysis procedures. *The Qualitative Report, 11*(3), 474-498.  Assign teams  Reading quiz | | |
| Wednesday, May 31  Work Day | Research purpose, research questions, brainstorm data sources | Research purpose and question (2 points) |  |
| Monday, June 5  The role of literature; Quality and critique; Data collection | Chapters 2, 8, & 5  Heyvaert, M., Hannes, K., Maes, B., & Onghena, P. (2013). Critical appraisal of mixed methods studies. *Journal of Mixed Methods Research, 7*, 302-327.  Reading quiz | | |
| Wednesday, June 7  Work Day | Design negotiation; sampling and data collection brainstorming | Data collection plan (2 points),  Critique A (5 points) | Design Template 1 |
| Monday, June 12  Data collection, cont. | Lieber, E., & Weisner, T. S. (2010). Meeting the practical challenges of mixed methods research. In A. Tashakkori & C. Teddlie (Eds.). *Sage Handbook of Mixed Methods in Social and Behavioral Research* (2nd ed., pp. 559-571). Thousand Oaks, CA: Sage. (posted to Canvas)  Morse, J. M. (2010). Procedures and practice of mixed method design: Maintaining control, rigor, and complexity. In A. Tashakkori & C. Teddlie (Eds.). *Sage Handbook of Mixed Methods in Social and Behavioral Research* (2nd ed., pp. 339-352). Thousand Oaks, CA: Sage.(posted to Canvas)  Teddlie, C. & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research, 1*(1), 77-100.  Reading quiz | | |
| Wednesday, June 14  Work Day | Negotiate sampling and data collection plans | Revised data collection and sampling plan (2 points) |  |
| Monday, June 19  Data analysis in mixed methods | Chapter 6  Onwuegbuzie, A. J., & Leech, N. L. (2006). Linking research questions to mixed methods data analysis procedures. *The Qualitative Report, 11*(3), 474-498.  Onwuegbuzie, A. J. (2011). Data analysis in mixed research: A primer. *International Journal of Education, 3*(1), E13. doi: 10.5296/ije.v3i1.618  Reading quiz | | |
| Wednesday, June 21  Work Day | Pool collected data; Negotiate analysis plan | Collected data, data analysis plan (2 points)  Critique B (5 points) | Design Template 2 |
| Monday, June 26  Data analysis in mixed methods, cont. | Chapter 7  Choose one:  Bamberger, M., Rao, V., & Woolcock, M. (2010). Using mixed methods in monitoring and evaluation: Experiences from international development. Policy Research Working Paper, The World Bank Development Research Group.  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, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (n.d.). Best practices for mixed methods research in the health sciences. Office of Behavioral and Social Science Research.  Hanson, W. E., Creswell, J. W., Plano Clark, V. L., Petska, K. S., & Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology, 52*(2), 224-235.  Harden, A., & Thomas, J. (2005). Methodological issues in combining diverse study types in systematic reviews. *International Journal of Social Research Methodology, 8*(3), 257-271.  Rocco, T. S., Bliss, L. A., Gallagher, S., & Perez-Prado, A. (2003). Taking the next step: Mixed methods research in organizational systems. *Information Technology, Learning, and Performance Journal, 21*(1), 19-29.  Reading quiz | | |
| Wednesday, June 28  Work Day | Data analysis | Analyzed data and results/findings (2 points) |  |
| Monday, July 3 | Out of class work day | Midterm Exam (25 points) |  |
| Wednesday, July 5 | Out of class work day | | |
| Monday, July 10  Making Inferences | Borsboom, D., Mellenbergh, G. J., & van Heerden, J. (2004). The concept of validity. *Psychological Review. 111*(4), 1061-1071.  Heyvaert, M., Hannes, K., Maes, B., & Onghena, P. (2013). Critical appraisal of mixed methods studies. *Journal of Mixed Methods Research, 7*, 302-327.  Morse, J. M. (2010). Procedures and practice of mixed method design: Maintaining control, rigor, and complexity. In A. Tashakkori & C. Teddlie (Eds.). *Sage Handbook of Mixed Methods in Social and Behavioral Research* (2nd ed., pp. 339-352). Thousand Oaks, CA: Sage.(posted to Canvas)  Reading quiz | | |
| Wednesday, July 12  Work Day | Negotiate interpretations and warranted assertions | Interpretations and warranted assertions (2 points),  Critique C (5 points) | Design Template 3 |
| Monday, July 17  Judging inferences, pulling it together, and rhetoric | Chapters 9 & 10  Dahlberg, B., Wittink, M. N., & Gall, J. J. (2010). Funding and publishing integrated studies: Writing effective mixed methods manuscripts and grant proposal. In A. Tashakkori & C. Teddlie (Eds.). *Sage Handbook of Mixed Methods in Social and Behavioral Research* (2nd ed., pp. 775-802). Thousand Oaks, CA: Sage.(posted to Canvas)  Mertens, D. M. (2011). Publishing mixed methods research. *Journal of Mixed Methods Research, 5*(3), 3-6.  Onwuegbuzie, A. J., & Dickinson, W. B. (2008). Mixed methods analysis and information visualization: Graphical display for effective communication of research results. *The Qualitative Report, 13*(2), 204-225.  Reading quiz | | |
| Wednesday, July 19  Work Day | Negotiate poster—presentation | Poster draft (2 points + 1 point for completing all individual assignments) |  |
| Monday, July 24 | Presentations and critiques | Peer critiques (in class; 5 points) | Poster presentations (in class; 20 points) |
| Friday, July 26 |  | Response to critiques (10 points),  Teammate assessment (10 points) |  |

1. This syllabus draws significantly on syllabi written by Sean A. Forbes, William E. Hanson, Joe Maxwell, and Sharlene Hesse-Biber. [↑](#footnote-ref-1)
2. The reading for this class is not intended to be casual. To understand it, you will need to devote considerable time. All of the articles are either posted to Canvas, as indicated, or readily available through the Auburn University library or online. [↑](#footnote-ref-2)