**ERMA 7400: Mixed Methods Research1**

Auburn University - College of Education

Department of Educational Foundations, Leadership, & Technology

Summer 2021

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| **1.** | **Class Time:**  **Instructors:**  **Office Hours**: | Wednesdays, 4-7:50 pm  Sean Forbes (334-750-2215, forbesa@auburn.edu)  W 2-4 and by appointment or coincidence |

1. **Date Syllabus Prepared**: May 2021
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 (Canvas) 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.
4. **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.
5. **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 time each week will include small group discussions and activities, class discussions and activities, lectures, and student presentations. The remaining time will be active time for collaboration 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):**

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| Assignment Type | Point Value |
| Reading Quizzes | 0 points |
| Article Critique | 15 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:**

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| Points | Letter Grade |
| 67 to 75 points | A |
| 60 to 66 points | B |
| 52 to 59 points | C |
| 45 to 51 points | D |
| Below 45 points | F |

1. **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) f](http://www.auburn.edu/studentpolicies))or 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.** F. 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.
2. 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.
3. 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.

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| Date/Topic | Readings/Activities/Individual Assignments/Group Assignments |
| Wednesday, May 19    Course Introduction | Mertens, D. M. (2012). What comes first? The paradigm or the approach?  Journal of Mixed Methods Research, 6(4), 255-257.  Review syllabus and assignments  Assign teams |
| Wednesday, May 26  Definitional Issues  Conceptual Frameworks | Creamer (2018) Chapters 1, 3  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  Individual Conceptual Framework (Due at Noon) |
| Wednesday June 2 | Creamer (2018) Chapter 2, Chapter 5 (through page 87), Chapter 8  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  Individual Research Purpose/Question (Due at Noon)  Group Research—Submission for Feedback 1 (Due at 11:59 PM) |
| Wednesday June 9 | Creamer (2018) Chapter 4  Reading quiz  Individual Research Design (Due at Noon)  Critique A (Due at 11:59 PM) |
| Wednesday June 16 | Creamer (2018) Chapter 5 (page 88-end)  Reading quiz  Individual Research Design (Due at Noon) |
| Wednesday June 23 |  |
| Wednesday June 30 | Critique B (Due at 11:59 PM) |
| Wednesday July 7 | Individual Analyzed data and Results/Findings (Due at Noon) |
| Wednesday July 14 | Individual Inferences/Warranted Assumptions (Due at Noon) |
| Wednesday July 21  Validitity/Credibility | Individual Poster Draft (Due at Noon)  Critique C (Due at 11:59 PM) |
| Wednesday July 28 | Critique B (Due at 11:59 PM) |
| Wednesday August 4 | Response to Critique (Due at 11:59 PM)  Teammate Assessments (Due at 11:59 PM) |
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