

# EDUC 854: Mixed Methods Research

Ph.D. Program, School of Education, Drexel University



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 Office Hours: By appointment, Office 372, 3401 Market St.  
 Classroom Location: ROOM #340, 3401 Market St.  
 Time: 1:00 pm – 3:50 pm  
 Term: Spring 2018

## 1. Course Description

The purpose of this research methods course is threefold: (a) Study predominant models of mixed methods research (MMR) as described by seminal scholars, (b) Learn about notable features of successful MMR studies through critically analyzing published work and (c) Gain direct data collection and analysis experience by composing and interpreting results of a small mixed methods research project using both quantitative and qualitative data sets. As a result of this course, students will gain core research skills for completing a mixed methods master's thesis or doctoral dissertation as well engaging in future MMR and interdisciplinary research projects. No prerequisites.

## 2. Learning Objectives

Course Learning Objectives (CLO)	PhD Program Learning Objectives (PLO)				
	Subject material mastery	Responsible & ethical scholarly inquiry	Original research production & articulation	Research dissemination	Academic leadership
CLO-1: Distinguish between mixed methods research designs and relate them to the basic pillars of qual and quant designs.	✓				
CLO-2: Understand and evaluate the quality of published mixed methods research.	✓	✓			
CLO-3: Explore MMR designs to research a specific topic.	✓	✓	✓		
CLO-4: Pilot a sequential quantitative-qualitative exploratory MMR design using surveys and focus groups.	✓	✓	✓		✓
CLO-5: Analyze, format, and fully integrate both quanT results and qual findings.	✓		✓	✓	
CLO-6: Learn about characteristics of successful mixed and multi-method, interdisciplinary research teams.	✓	✓	✓		✓

## 3. Essential Questions

1. What are the advantages and drawbacks to using mixed methods, incorporating both qualitative and quantitative data methods, as opposed to mono-method studies?
2. Which MMR designs best match my research topic?
3. How do I collect, analyze, compare and integrate survey data and focus group data?
4. How do I build and lead teams with complimentary expertise to execute mixed methods research (MMR)?

## 4. Texts – Required

Creswell, J. C. & Plano Clark, V. (2018). *Designing and conducting mixed methods research* (3<sup>rd</sup> Ed). Thousand Oaks, CA: Sage.  
 Plano Clark, V. & Creswell, J. C. (2008). *The mixed methods reader*. Thousand Oaks, CA: Sage.

## Recommended

American Psychological Association. *Concise rules of APA Style (6<sup>th</sup> Ed): the official pocket style guide from the American Psychological Association*. Washington, DC: American Psychological Association.

**Posted in Blackboard:**

Council of the American Educational Research Association. (June 2006). Standards for reporting on empirical social science research in AERA publications. *Educational Researcher*, 35(6), 33-40. American Educational Research Association.

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suarez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: the APA publications and communications board task force report. *American Psychologist*, 73(1), 26-46.

**5. Resource List**

Creamer, E. (2017, February). *An introduction to fully integrated mixed methods research*. Thousand Oaks, CA: Sage.

Greene, J. C. (2007). *Mixed methods in social inquiry*. New York: Wiley.

Griffin, K. A. & Museus, S. D. (Editor). (2011). [Using Mixed Methods to Study Intersectionality in Higher Education: New Directions in Institutional Research, Number 151](#) *Journal of Mixed Methods Research* (Sage)

Maruyama, G., & Ryan, C. S. (2014). *Research Methods in Social Relations*, 8th Edition.

Mertens, D. M., Hesse-Biber, S. (2013). [Mixed Methods and Credibility of Evidence in Evaluation: New Directions for Evaluation, Number 138](#)

Tashakkori, A. & Teddlie, C. (1998). *Mixed methodology: combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

**6. Web Resources**

[Mixed Methods International Research Association](#)  
[Mixed Methods Special Interest Group American Educational Research Association](#)  
 Division D: Measurement and Research Methodologies American Educational Research Association

**7. Assignments**

- Assignment #1: Due Week #3: Critical Analysis & Presentation of Article published in *Journal of Mixed Methods Research*; 20 points.
- Assignment #2: Due Week # 6: Mini MMR Project, Part I (Survey); 20 points.
- Assignment #3: Due Week # 8: Mini MMR Project, Part II (Focus Groups); 20 points.
- Assignment #4: Due Week # 11: Mini MMR Project, Integration of Results from Part I (Survey) and Part II (Focus Groups); 20 points.
- Participation: Class participation; 20 pts.

**1. Grading Policy:** Course grades are based on the Drexel University grading policy:

98-100 = A+	77-79 = C+
94-97 = A	74-76 = C
90-93 = A-	70-73 = C-
87-89 = B+	67-69 = D+
84-86 = B	60-66 = D
80-83 = B-	< 60 = F

**2. Weekly Schedule**

**Week#1, Monday, April 2, 2018: OVERVIEW AND HISTORY:**

- Weekly objective CLO-1: Distinguish among mixed methods research designs and relate them to the basic pillars of quantitative and qualitative research designs.
- Project objective: Identify project topic, sample and select appropriate survey.
- Select a JMMR article to review for Assignment #1.
- Bring in a printed version of the survey you selected.
- Readings:
  - Creswell & Plano-Clark, Chapters 1 & 2
  - Tashakkori & Teddlie (1998)\* (denotes from the *Mixed Methods Reader* text)
  - Review selected JMMR Article

**Week #2, Monday, April 9, 2018: COURSE PROJECT DESIGN:**

1. Weekly objective CLO-2: Evaluate published mixed methods research.
2. Project objective: Recruit sample for survey. Gain permission access to sample. Convert paper survey to Qualtrics.
3. Draft part of Assignment #1 in class.
4. Readings:
  - a. Review, again, your selected JMMR Article
  - b. Creswell & Plano-Clark, Chapter 3
  - c. Morgan (2007)\*

**Week #3, Monday, April 16, 2018: CRITICAL ANALYSIS OF MMR RESEARCH:**

1. Weekly objective CLO-2 & 3: Focus on the sequential quant-qual design.
2. Project objective: Disseminate and collect survey data. Use peers to practice taking the survey in class. Download SPSS.
3. **Assignment #1 Due.**
4. Readings:
  - a. Creswell & Plano-Clark, Chapter 4;
  - b. Mertens (2003),\*
  - c. Jick (1979).\*

**Week #4, Monday, April 23, 2018: STRATIFIED SAMPLING FROM SURVEY RESULTS:**

1. Weekly objective CLO-3 & 4: Learn about different sequential designs.
2. Project objective: Analyze survey data.
3. Readings:
  - a. Creswell & Plano-Clark, Chapter 5;
  - b. Greene, Caracelli, & Graham (1989)\*
  - c. Council of the American Educational Research Association (2006) article

**Week #5, Monday, April 30, 2018: FOCUS GROUPS:**

1. Weekly objective CLO-4: Learn about convergent designs and the affordances of focus groups versus individual interviews.
2. Project objective: Develop focus group protocol. Test focus group protocol on peers in class.
3. Mini field trip: Visit to STS focus group room in ODP
4. Readings:
  - a. Creswell & Plano-Clark, Chapter 6;
  - b. Morse (1991)\*
5. Guest speaker: Elaine Perignat

**Week #6, Monday, April 30, 2018: CONDUCT FOCUS GROUPS:**

1. Weekly objective CLO-5: Variations in focus group designs according to fields and coding methods.
2. Project objective: Conduct focus group.
3. **Assignment #2 Due.**
4. Readings:
  - a. Creswell & Plano-Clark, Chapter 7;
  - b. Creswell, Plano Clark, Gutman, & Hanson (2003)\*

**Week #7, Monday, May 14, 2018: CODING FOCUS GROUPS:\*\***

1. Weekly objective CLO-5: Coding.
2. Project objective: Audio-record focus groups. Transcribe selected portion.
3. Read selected chapters.
4. Readings:
  - a. Creswell & Plano-Clark, Chapter 8;
  - b. Teddlie & Yu (2007).\*

**Week #8, Monday, May 21, 2018: RESULTS INTEGRATION (SURVEY AND FOCUS GROUPS):**

1. Weekly objective CLO-5: Integration and convergence in MMR research.
2. Project objective: Produce and compare side by side narratives of quantitative and qualitative results.
3. **Assignment #3 Due.**
4. Readings:
  - a. Creswell & Plano-Clark, Chapter 9;
  - b. Caracelli & Greene (1993)\*
  - c. Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suarez-Orozco, C. (2018).
5. Guest speaker: Elaine Perignat

**Week #9, Monday, May 28, 2018 Holiday: ALTERNATIVE DATA SOURCES: *Memorial Day/Alternative assignment to post***

1. Weekly objective: Learn about research using Maps, Photos, Art, Archival research.
2. Project objective: Continue with interpreting results. Incorporation of other data (visual, archival).
3. Readings:
  - a. Bryman (2006);
  - b. Onwuegbuzie & Johnson (2006);\*
  - c. Sandelowski (2003)\*

**Week #10, Monday, June 04, 2018: INTERDISCIPLINARY RESEARCH TEAMS:**

1. Weekly objective CLO-6: Teaming, collaboration and inter-disciplinarity.
2. Project objective: Produce tables and graphic displays.
3. Readings:
  - a. Howe (2004)\*;
  - b. Sale, Lohfeld, & Brazil (2002)\*;
  - c. APA style guidelines on authorship designations for graduate students.

**Week #11, Monday, June 11, 2018: COURSE & PROJECT CULMINATION:**

1. Weekly objective CLO-6: Identifying limitations in MMR project.
2. Project objective: Develop implications for future research based on project's results, limitations and course knowledge.
3. **Assignment #4 Due.**

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**6. Important Information: DREXEL UNIVERSITY COURSE POLICIES**  
**Drexel University – Academic Policies**

**University Calendar:** Students are able to view Drexel University's Academic Calendars here:  
<http://drexel.edu/provost/calendars/academic-calendars/>

**Course Add/Drop Policy** The course registration adjustment period for adding or dropping courses begins with the opening of a student's time ticket assignment for course registration through Sunday at midnight of the first week of the term. Students are allowed to add/drop courses from their schedule during this scheduled time period.

**Course Withdrawal Policy** Withdrawal from a course after the official course add/drop period affords a student the means to adjust their course load through a significant part of an academic term in accordance to the official course withdrawal deadlines.

Students may withdraw from a course during the withdrawal period beginning at the end of the [Add/Drop Period](#) through the Friday or Week 7. A withdrawal from a course will result in a grade of "W" being reflected on a student's transcript with no impact to the student's term and cumulative grade point average (GPA). \*A course withdrawal is not permitted in situations involving academic dishonesty.

**Process for course withdrawal:** The Withdrawal form is obtained at [DrexelCentral \[PDF\]](#). A student must secure instructor's and advisor's signatures or e-mail correspondence as verification of a discussion regarding his/her performance and progress in the program. The student submits the Withdrawal form to his/her advisor.

Withdrawal from a course may impact a student's ability to progress in the major, as in the case of withdrawal from pre-requisite courses or a student's eligibility for financial aid as described in the [Satisfactory Academic Progress policy](#). Consultation with the student's academic advisor is strongly recommended. It is the responsibility of the student to understand the impact of any change to course registration to his/her enrollment status (full-time vs. part-time) and financial aid eligibility. Course registration adjustments may impact billing and financial aid eligibility. Adding or dropping courses can have serious financial and academic implications, possibly affecting billing, financial aid, VA benefits, eligibility to participate in NCAA athletic events and, for international students, immigration status.

***Students are strongly encouraged to discuss the decision to withdraw with:***

- the course instructor to assess their performance and progress in the course and determine if withdrawal is warranted;
- their academic advisor to explore the impact of withdrawal on reasonable progress in the program given pre-requisite standards and potential course sequencing limitations; and
- Drexel Central representative to review impact of withdrawal on billing and current and future financial aid eligibility.

### **Accessibility & Accommodations:**

The mission of the *Office of Equality and Diversity's Disability Resources* team is to provide equal opportunity and equal access to education, employment, programs and activities for individuals at Drexel University. Disability Resources (DR) empowers individuals who have documented disabilities by working together proactively to provide reasonable accommodations. Disability Resources also provides education and guidance across the broad University community.

***\*Disability Resources serves all Drexel students.*** Students who seek [accommodations](#) for a documented disability will first need to complete an Online Intake Form. For additional information, please visit <http://drexel.edu/oed/disabilityResources/students/>

**Incomplete (INC) Grade Policy:** At the discretion of an instructor, the grade of "INC" or Incomplete may be reported in place of a grade for any course in which the instructor deems that the work has not been completed and that the student can complete the work within an agreed-upon amount of time. **\*Student's may request for an INC grade if they are experiencing extenuating circumstances and have completed at least 70% of the coursework.**

The conditions and terms for the completion of the course are at the discretion of the instructor and are to be mutually agreed upon by the instructor and the student and noted in the [Petition for an Incomplete Grade](#) to be filed with the Student's Advisor. If the grade is not submitted within one year, the "INC" will turn into an "F" on the student's record and will be reflected in the student's GPA. The grade of "F" will be considered a permanent grade unless there are extenuating circumstances.

**Academic Misconduct/Academic Integrity** Drexel University expects all members of its community to uphold the highest values of academic integrity. In upholding these values, the University is committed to investigating any allegation of violations of academic integrity against a student. Violations include, but are not limited to: plagiarism, cheating, fabrication, and academic misconduct.

RELATED POLICIES AND PROCEDURES [Student Code of Conduct](#) [Scientific Misconduct Policy](#)

[Acceptable Use Policy](#)

**Plagiarism:** Plagiarism is the inclusion of someone's previously documented words, ideas, or data in one's own new and original work. When a student submits work for credit that includes the words, ideas or data of others, including one's own previously submitted work, the source of that information must be acknowledged through complete, accurate and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. A student must obtain permission from the current instructor, prior to submission, to use his or her previously submitted work in a new and original work.

*\*The instructor reserves the right to make changes to their syllabus if circumstances warrant such change.*