

QUAL/ERSH 9800
MIXED METHODS APPROACHES TO RESEARCH
SPRING 2009, MONDAY 4:40-7:40
G64 RIVER'S CROSSING

Jori Hall
542.1801
jorihall@uga.edu

329 River's Crossing
Office Hours: TBA and
by appointment

OVERVIEW

This course will address the theory and practice of mixing inquiry methodologies in program evaluation and other forms of applied educational and social science research. The course will cover 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 samples of empirical work from various disciplines and domains of study.

Students enrolling in this course should have basic familiarity with the conceptual logic and core constructs of experimental or survey (quantitative) social science and of constructivist or interpretivist (qualitative) social science. Familiarity with other frameworks for social science (e.g., critical theory, postmodern perspectives, feminism, action science) is also highly desirable.

Course objectives for students include the following:

1. Students will develop an historical and contextual understanding of the roots of the contemporary interest 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.

READINGS

Text: Greene, J.C. (2007). *Mixed methods in social inquiry*. San Francisco: Jossey-Bass.

ADDITIONAL READINGS

All additional readings have been scanned and are available electronically as PDF files. To access the documents, go to the Course Reserve module in GIL (<http://gil.uga.edu>). The password access is: **jori**

ASSIGNMENTS

Class attendance and participation. Regular attendance is expected, excessive absences (missing more than 6 hours of a 3 credit-hour course) will be taken into account in the final course grade. We will read a number of relevant articles and chapters, have discussions regarding the readings; therefore you are required to come to class prepared to discuss the assigned readings. For a meaningful class discussion, you should share a question, comment, or concern related to the readings, with the particular text that generated it.

Reader leaders. In order to maintain the collaborative nature of this course, students will divide into small groups (of 2-3) to lead a section of the week's readings. Essentially what this involves is for the leaders to bring a brief **written** summary of the key points of the articles or chapters read (no more than one-page for each work), a brief response to present **orally**, and a **question** for the class to consider.

Class presentation of an empirical mixed method example. Students will divide into small groups (of 2-4). Each group will be responsible for locating an empirical example of mixed methods work and presenting this example to the class. The example could be published work, work in progress, your own work, or that of classmates or colleagues – ideally a strong mixed methods study or one that presents interesting illustrations of or challenge to conceptual mixed methods concepts. Your presentation should concentrate on illustrating and critiquing one or more of the conceptual ideas about mixing methods offered in the readings and class discussions.

Course paper, report, or conference presentation, or some other re-presentation of course learning. Students will 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, or a presentation for a conference. Students may work in groups (of 2-3) for this final course product. Planning for the final product will proceed in stages throughout the semester.

Additional information on all assignments will be forthcoming during the semester.

UNIVERSITY OF GEORGIA HONOR CODE AND ACADEMIC HONESTY POLICY

All academic work must meet the standards contained in “A culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. All students should review the guidelines at the website <http://www.uga.edu/honesty/>. If you have questions about what would be considered violations of the standards, please raise them in class or ask me.

ACCOMMODATIONS FOR QUALIFIED INDIVIDUALS WITH DISABILITIES

It is the policy of The University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete your course requirements, please notify the course instructor as soon as possible to discuss your request.

GRADING

Class participation	10 points (10%)
Reader leader	15 points (15%)
Presentation of empirical example	25 points (25%)
Final course project	50 points (50%)

FINAL GRADES WILL BE BASED ON THE TOTAL NUMBER OF POINTS EARNED. Grading follows Qualitative Research Program policy:

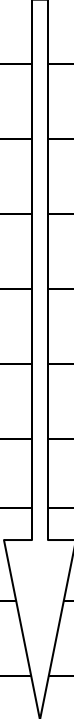
100-93 = A	79-77 = C+
92-90 = A-	76-73 = C
89-87 = B+	72-70 = C-
86-83 = B	69-60% = D
82-80 = B-	below 59 = F

Grading is based on individual student “mastery” of the content rather than “on the curve.” Consequently, it is possible for all students to get an A in the course.

Assignments must be submitted on time. Failure to do so **without prior notification and permission** will result in lost points for that assignment (a - .5 point for everyday it is late). If there are extenuating circumstances for which you require more time to complete an assignment, please arrange an appointment with me to discuss this on an individual basis.

PRELIMINARY COURSE OUTLINE

The course outline is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Week	Topic	Assignment	
1. Jan 12	Introduction to course		
2. Jan 19	** No class - Martin Luther King Jr. Day**		
3. Jan 26	Defining mixed methods inquiry		
4. Feb 2	The roots of the contemporary mixed methods conversation		
5. Feb 9	Roots, continued	Reader leaders	
6. Feb 16	Current frameworks for mixed methods social inquiry	Reader leaders Class presentations of empirical examples	
7. Feb 23	Frameworks (continued)		
8. Mar 2	Mixed methods purposes		
9. Mar 9	**No class – Spring Break**		
10. Mar 16	Mixed methods designs		
11. Mar 23	Mixed methods data analysis		
12. Mar 30	Data analysis, continued		
13. Apr 6	Mixed methods quality issues		
14. Apr 13	**No face-to-face class**		
15. Apr 20	Mixed methods reporting		
16. Apr 27	Finale		
			Final paper – Initial ideas
			Final paper – Revised ideas
			Final paper – Outline
			Final paper - Due May 4

COURSE READINGS

1. Jan 12 Introduction to a “mixed methods way of thinking”

2. Jan 19 & Defining mixed methods social inquiry

3. Jan 26

Greene – Chapters 1, 2

Teddlie, C., and Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In A. Tashakkori and C. Teddlie (eds.), *Handbook of mixed methods in social and behavioral research* (pp.3-50). Thousand Oaks, CA: Sage.

Smith, M.L. (2006). Multiple methodology in education research. In J.L. Green, G. Camilli, and P.B. Elmore (eds.), *Handbook of complementary methods in education research* (pp. 457-475). Mahwah NJ: Lawrence Erlbaum Associates for AERA

Jacobs, E. (Fall 2003). Mixed methods and Moving to Opportunity. *The Evaluation Exchange, IX* (3), 14-15. (case example)

Also review full article at www.jcpr.org/wp/wpprofile.cfm?id=247

4. Feb 2 The roots of the contemporary mixed methods conversation: Triangulation, quantitative traditions

**On triangulation ...*

Mathison, S. (1988). Why triangulate? *Educational Researcher, 17*(2), 13-17.

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

**From mostly quantitative traditions ...*

Greene – Chapter 3

Cook, T.D., and Reichardt, C.S. (eds.) (1979). *Qualitative and quantitative methods in evaluation research*. Thousand Oaks, CA: Sage.

Chapter 1. C.S. Reichardt and T.D. Cook, Beyond qualitative versus quantitative methods

Cook, T.D. (1985). Postpositivist critical multiplism. In R.L. Shotland and M.M. Mark (eds.), *Social science and social policy* (pp. 21-62). Thousand Oaks, CA: Sage.

5. Feb 9 Roots (continued): Qualitative traditions, roots in evaluation theory and practice

**From mostly qualitative traditions ...*

- Smith, J.K., and Heshusius, L. (1986). Closing down the conversation: The end of the quantitative-qualitative debate among educational inquirers. *Educational Researcher*, 15(1), 4-12.
- Kidder, L.H., and Fine, J. (1987). Qualitative and quantitative methods: When stories converge. In M.M. Mark and R.L. Shotland (eds.), *Multiple methods in program evaluation. New Directions for Program Evaluation no. 35* (pp. 57-75). San Francisco: Jossey-Bass.
- Jick, T.D. (1983). Mixing qualitative and quantitative methods: Triangulation in action. In J. VanMaanen (ed.), *Qualitative methodology* (pp. 135-148). Thousand Oaks, CA: Sage. (case example)

***In evaluation theory and practice ...**

- Greene, J.C., Caracelli, V.J., and Graham, W.F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11, 255-274.
- Madey, D.L. (1982). Some benefits of integrating qualitative and quantitative methods in program evaluation, with illustrations. *Educational Evaluation and Policy Analysis*, 4, 223-236. (case illustrations)

6. Feb 16 Current frameworks for mixed methods social inquiry

- Greene – Chapters 4, 5, Interlude One
- Morgan, D. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1(1), 48-76.
Available at <http://mmr.sagepub.com/content/vol1/issue1/>
- Biesta, G.J.J., and Burbules, N.C. (2003). *Pragmatism and educational research*. NY: Rowman & Littlefield Publishers, Inc.
Chapter 1. What is pragmatism?

7. Feb 23 Current frameworks for mixed methods social inquiry (continued)

- Howe, K.R. (1988). Against the quantitative-qualitative incompatibility thesis, or dogmas die hard. *Educational Researcher*, 17(8), 10-16.
[offers a philosophical pragmatic stance for mixing methods]
- Johnson, R.B., and Onwuegbuzie, A.J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26. [argues practically for a pragmatic framework for mixing methods]
- House, E.R. (1994). Integrating the quantitative and qualitative. In C.S. Reichardt and S.F. Rallis (eds.), *The qualitative-quantitative debate: New perspectives. New Directions for Program Evaluation no. 61* (pp.13-22). San Francisco: Jossey-Bass. [offers a focus on substantive theory or substantive learning, not method, for mixed-method evaluation]

Maxwell, J.A. (2004). Causal explanation, qualitative research, and scientific inquiry in education. *Educational Researcher*, 33(2), 3-11. [offers a realist stance for mixing methods]

8. Mar 2 **Mixed methods purposes**

Greene – Chapter 6

Greene, J.C., Benjamin, L., and Goodyear, L. (2001). The merits of mixing methods in evaluation. *Evaluation*, 7(1), 25-44. (case illustrations)

Lee, Y-J., and Greene, J.C. (2007). The predictive validity of an ESL placement test: A mixed methods approach. *Journal of Mixed Methods Research*, 1(4), 366-389.

Re-read Greene, Caracelli, and Graham (1989) from February 9th

9. Mar 9 & **Mixed methods designs**

10. Mar 16

Greene – Chapter 7, Interlude Two

Creswell, J.W., Plano Clark, V.L., Gutmann, M.L., and Hanson, W.E. (2003). Advanced mixed methods research design. In A. Tashakkori and C. Teddlie (eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209-240). Thousand Oaks, CA: Sage.

Teddlie, C., and Tashakkori, A. (2006). A general typology of research designs featuring mixed methods. *Research in the Schools*, 13(1), 12-28. Available at http://www.msera.org/rits_131.htm

Sosulski, M.R., and Lawrence, C. (2008). Mixing methods for full-strength results. *Journal of Mixed Methods Research*, 2(2), 121-148. (case example)

Optional:

Chatterji, M. (2005). Evidence on “what works”: An argument for extended-term mixed-method (ETMM) design. *Educational Researcher*, 34(5), 14-24.

11. Mar 23 **Mixed methods data analysis**

(Read in order of presentation)

Greene – Chapter 8

Onwuegbuzie, A.J., and Teddlie, C. (2003). A framework for analyzing data in mixed methods research. In A. Tashakkori and C. Teddlie (eds.), *Handbook of mixed methods in social and behavioral research* (pp. 351-383). Thousand Oaks, CA: Sage.

Smith, M.L. (1997). Mixing and matching: Methods and models. In J.C. Greene and V.J. Caracelli (eds.), *Advances in mixed-method evaluation: The challenges and benefits of integrating diverse paradigms. New Directions for Evaluation no. 74* (pp. 73-85). San Francisco: Jossey-Bass. (case example)

12. Mar 30 Mixed methods data analysis (continued)

- Li, S., Marquart, J.M., and Zercher, C. (2000). Conceptual issues and analytic strategies in mixed-method studies of preschool inclusion. *Journal of Early Intervention, 23*, 116-132. (case example)
- Jang, E.E., McDougall, D.E., Pollon, D., Herbert, M., and Russell, P. (2008). Integrative mixed methods data analytic strategies in research on school success in challenging circumstances. *Journal of Mixed Methods Research, 2*(3), 221-247.
- Bazeley, P. (2006). The contribution of computer software to integrating qualitative and quantitative data and analyses. *Research in the Schools, 13* (1), 64-74. Available at http://www.msra.org/rits_131.htm

13. Apr 6 & Quality issues in mixed methods inquiry

14. Apr 13

- Greene – Chapter 9
- Howe, K., and Eisenhart, M. (1990). Standards for qualitative (and quantitative) research: A prolegomenon. *Educational Researcher, 19*(4),2-9.
- Smith, M.L. (1994). Qualitative plus/versus quantitative: The last word. In C.S. Reichardt and S.F. Rallis (eds.), *The qualitative-quantitative debate: New perspectives. New Directions for Program Evaluation no. 61* (pp.37-44). San Francisco: Jossey-Bass.
- Onwuegbuzie, A.J., and Johnson, R.B. (2006). The validity issues in mixed research. *Research in the Schools, 13*(1), 48-63.
Available at http://www.msra.org/rits_131.htm
- Niglas, K. (2004). The combined use of qualitative and quantitative methods in educational research. Doctoral dissertation, Tallinn Pedagogical University, Tallinn, Estonia.
Chapter 4. Implications and contextualization of results
Conclusion

15. Apr 20 Mixed methods reporting

- Greene – Chapter 10, Interlude Three
- Sandelowski, M. (2003). Tables or tableaux: The challenges of writing and reading mixed methods studies. In A. Tashakkori and C. Teddlie (eds.), *Handbook of mixed methods in social and behavioral research* (pp. 321-350). Thousand Oaks, CA: Sage.
- Freshwater, D. (2007). Reading mixed methods research: Contexts for criticism. *Journal of Mixed Methods Research, 1*(2), 134-146.
- Skinner, D., Matthews, S., and Burton, L. (2005). Combining ethnography and GIS technology to examine constructions of developmental opportunities in contexts of poverty and disability. In T. Weisner (ed.),

Discovering successful pathways in children's development: Mixed methods in the study of childhood and family life (pp. 223-239). Chicago: University of Chicago Press. (case example)

16. Apr 27 Mixed methods finale

Greene – Chapter 11

Greene, J.C. (2006). Toward a methodology of mixed methods social inquiry. *Research in the Schools*, 13(1), 93-99.

Available at http://www.msera.org/rits_131.htm

Greene, J.C. (2008). Is mixed methods social inquiry a distinctive methodology? *Journal of Mixed Methods Research*, 2(1), 7-22.