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**Course Title and Number (Link to Scholar Homepage)**

**EDRE 5774: INTRODUCTION TO MIXED METHODS RESEARCH**

CRN: 72536

Summer 2, 2013

Virginia Tech

\*\*\*NOTE: Address to use for all course related email: [introtomxdmrsrch@vt.edu\*\*](mailto:introtomxdmrsrch@vt.edu**)

https://scholar.vt.edu/portal/site/04b8abc2-ef63-4091-9670-60ff4c474e4f

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## Instructor Information

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| Macintosh HD:Users:elizabethcreamer:Pictures:iPhoto Library:Previews:2013:02:26:20130226-162519:t71zgmdpRnSKAsaULZNwmQ:EC_2011_Foodie_tour.jpg**Dr. Elizabeth G. Creamer**  Professor  Educational Research & Evaluation School of Education 211 E. Eggleston Blacksburg, VA 24061 Postal Code: 0302  [ntrotomxdmrsrch@vt.edu](mailto:ntrotomxdmrsrch@vt.edu)  540-231-8441 (Office)  540-449-9256 (Cell) (never after 9)  *Office Hours:* By appointment by phone or Skype  Weekly office hours in Scholar Chat: Monday, 3-5  **\*\* In the Intro Module, See Narrated “Introduction to Your Instructor”** |

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## Course Introduction

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| This course provides an introduction to the design of mixed methods research and evaluation in applied social and behavioral sciences, including education, human development, and medicine. This course focuses on foundational issues, such as variations in the definition of mixed methods research, the history of mixed methods, how it mixed methods are used in evaluation, mixed methods research designs, and the different paradigmatic foundations of mixed methods research. Students will write a proposal for a mixed method research study and develop the expertise to evaluate mixed methods research publications.  The course is appropriate for masters and doctoral students in fields that use social science methods. It is also appropriate for practitioners working in evaluation jobs and others who use mixed methods in research. It will provide the appropriate background information and references to prepare a grant proposal for a mixed methods research proposal.  The focus of the course is methodological in that it is on the design of mixed methods research and evaluations.  **Prerequisite**: Graduate standing  **Prerequisite:** 5404 or equivalent introduction to research course  This course does NOT duplicate EDRE 6754: Mixed Methods Research Design (an in-person class), nor is it a pre-requisite for it. The advanced course is designed so that students develop and evaluation rubric and apply it to a set of mixed methods publications in their academic field or research area. It gets into the major controversies in mixed methods research; cutting edge uses of mixed methods, and explores ways to mix qualitative and quantitative data through data transformation. |

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## Course Objectives

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| Upon completion of this course, you should be able to   1. Summarize the historical roots of mixed methods research. 2. Explain the purposes for using a mixed methods approach to research and evaluation. 3. Identify the characteristics of major mixed methods research designs. 4. Distinguish qualitative, quantitative, and mixed purpose statements and research questions. 5. Identify different strategies for integrating qualitative and quantitative data. 6. Draw a visual model of the design of a mixed methods study using a standard notation system. 7. Create a rubric to evaluate the quality of mixed methods research publications. 8. Design a proposal for a mixed methods research study or evaluation, with a purpose statement, research questions, sampling plan, and analytical strategy. |

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## Textbooks and Other Required Materials

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| **TEXTBOOKS**  Greene, J. C. (2007). *Mixing methods in social inquiry*. San Francisco: Jossey-Bass.  Teddlie, C. & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Thousand Oaks, CA: SAGE.  **\*\* Be sure to order the textbooks so that they arrive before classes begin.\*\*** |

**EXEMPLARY MM ARTICLES** (read very carefully; referred to often once assigned)

1. Creamer, E. G., & Ghoston, M. (2012). Using a mixed methods content analysis to analyze missions statements from colleges of engineering. *Journal of Mixed Methods Research, 72* (2), 110-120.

2. Ivankova, N. V., & Stick, S. L. (2007). Students’ persistence in a distributed doctoral program in education leadership in higher education. *Research in Higher Education, 48* (1), 93-135.

3. Mazzola, J. J., Walker, E. J., Shockley, K. M., & Spector, P. E. (2011). Examining stress in graduate assistant: Combining qualitative and quantitative survey methods. *Journal of Mixed Methods Research, 5*(3), 198-211.

4. Pagano, M. E., Hirsch, B. J., Deutsch, N. L., & Mc Adams, D. P. (2011). The transmission of values to school-age and young adult offspring. *Journal of Feminist Family Therapy,* 14:3-4, 13-36.

5. Thiry, H., Weston, T. J., Laursen, S. L., & Hunter, A. (2012). The benefits of multi-year research experiences: Differences in novice and experienced students’ reported gains from undergraduate research. *Life Sciences Education, 11*, 260-272.

6. Wittink, M. N., Barg, F. K., Gallo, J. J. (2006). Unwritten rules of talking to doctors about depression: Integrating qualitative and quantitative methods. *Annals of Family Medicine, 4* (4), 302-309.

**OTHER ASSIGNED READING**

Caracelli, V. J., & Greene, J. C. (1993). Data analysis strategies for mixed methods evaluation design. *Educational Evaluation and Policy Analysis*, 195-207.

Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Clegg Smith, K. (2011). *Best practices for mixed methods research in health sciences*. Office of Behavioral and Social Science Research. National Institute of Health.

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework of mixed method evaluation designs. *Educational Evaluation and Policy Analysis, 11*, 255-274.

Leech, N. L., Dellinger, A. B., Brannagan, K.B., & Tanaka, H. (2009). Evaluating mixed methods research studies: A mixed methods approach. *Journal of Mixed Methods Research*, 4 (1), 17-31.

McDowell, J. S., Inverarity, K., O'dwyer, L., & Lindsay, G. (2012). An evaluation study using a mixed methods approach: Diabetes service redesign. *International Journal Of Multiple Research Approaches*, *6*(1), 10-22.

National Science Foundation. (1997, August). *User-friendly handbook for mixed methods evaluations*. Retrieved December 30, 2012, from National Science Foundation: http://www.nsf.gov/pubs/1997/nsf97153/start.htm

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O’Cathain, A., Murphy, E., & Nicholl, J. (2008). The quality of mixed method studies in health services research. *Journal of Health Services Research Policy,* 13 (2), 92-98.

Plano Clark, V. L., & Badiee, M. (2010). Chapter 12: Research questions in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *SAGE Handbook of Mixed Methods in Social and Behavioral Research* (pp. 275-304).

Yin, R. K. (2006). Mixed methods research: Are the methods genuinely integrated or merely parallel? *Research in Schools, 13* (1), 41-47.

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## Methods of Communication – With Your Instructor

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|  | Here are different ways to communicate with your instructor: |  |
|  | **THE “QUESTIONS” FORUM.** I will be available to answer your questions through the "Questions" Forums in the Scholar course site. If you have questions about the course material or assignments, you should post them to the Questions and Concerns Forum for the course. You should check the existing forum threads before posting your own question to see if it has already been answered. All posts in the Forum should follow appropriate "[netiquette](http://www.brighthub.com/education/online-learning/articles/26946.aspx)". I will check the forums for new posts every work-day during the week and will usually post responses to all these messages by 5:00 PM that day, except during the weekends.  **WEEKLY OFFICE HOURS.** I will all hold weekly office hours using the Chat feature in Scholar. Please go in Scholar and schedule a time to interact with me in the Chat function of Scholar.  **E-MAIL.** If your question or concern is about your personal situation (extension needed, anticipated inability to participate, etc.) contact me using the course email. There may be a 24-hour response time for email on weekdays. I do not necessarily answer email on the weekend.  **TELEPHONE.** You are unlikely to reach me at my office phone during the summer. The preferred way to talk to me is to make an appointment to arrange a time to talk to me by phone.  **SKYPE.** As an experiment, I will try to set up a mutually convenient time to interact with small pairs or groups using Skype. |  |
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## Methods of Communication – With Other Students

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|  | Here are different ways to communicate with other students enrolled in the class: |  |
|  | **THE “QUESTIONS” FORUM.** If you have a question about an assignment or how to do something, first check the “Questions” Forum, to see if any other student has posted a question and received a reply about the same thing. Posting a question there will mean that other students who have the same question will have a chance to read the answer. The instructor will check the forums for new posts at least one time day every day during the week and will usually post responses to all these messages by 5:00 PM that day, except during the weekends.  **QUESTIONS IN FORUM.** Most modules include a graded assignment to communicate with other students by posting a reply to a question posted in the Forum. Sometimes, these assignments include the expectation that you will reply to another’s post. In a few cases, you will respond to the question posted in the Forum only with members of your group. All posts in the Forum should follow appropriate "netiquette". The instructor will monitor posts to the Forum. |  |
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## Method of Instruction

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| This course is entirely Internet-based and includes no face-to-face contact with the instructor or other students, though there will be opportunities for real-time communication using telephone, chat, and web conferencing software.  Unlike some distance learning classes, the pace of this course will be set by the instructor with specified due dates for completion of assignments.  Online learning such as this requires basic computer and Internet literacy and a high degree of self-motivation and discipline. People who recognize that they are primarily responsible for their academic success and are confident in their abilities tend to do well in distance-delivered courses.   I urge you to complete the self-assessment survey, [Is eLearning Right for You?](http://www.vto.vt.edu/survey.php" \t "_new" \o "Open a new window), to assess your readiness for online learning.  The course is delivered through Scholar. Other than the two required textbooks, all assignments and course materials are accessed through the course web site on Scholar. |

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## Course Outline and Schedule

(**Note:** Reading assignments for each module and other assignments are explained in the Introductory document for each module. They are also summarized in the Detailed Topical Outline that appears with the documents in the Introductory Module)

|  |  |  |
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| **WEEK** | **MODULE** | **TOPIC** |
| **Week 1**  July 9-14 | INTRODUCTION | Overview of the course & instructional methods |
| MODULE 1 | Purposes of mm  Definitions of mm research |
|  | MODULE 2 | History of mm research  Greene’s mixed method way of thinking |
| **Week 2**  July 15-21 | MODULE 3 | Paradigm issues in mm research |
| MODULE 4 | MM research designs by purposes |
| **Week 3**  July 22-28 | MODULE 5 | Design |
| MODULE 6 | MM Purpose Statements |
| **Week 4**  July 29 – Aug 4 | MODULE 7 | MM Research Questions |
| MODULE 8 | Mixing |
| **Week 5**  August 5-11 | MODULE 9 | MM Sampling |
| MODULE 10 | Analysis |
| **Week 6**  August 12-15 | MODULE 11 | Quality in mixed methods research |
| MODULE 12 | Controversies in mixed methods |
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**General Structure of Each Module**

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| This course begins with an introductory module, followed by 15 additional modules.  The general structure of each module is as follows:   * **Introduction.**  The Introduction to each module contains: (1) The objectives for the module, (2) key terms, (3) assigned readings and reading focus questions, and (4) the assignments. The first step in each module is to read the introduction to the module. The next step is to read the assigned chapters and articles with the focus questions in mind, and take notes on important points and new terms. Major headings within the textbook chapters are one signal of important points. * **Narrated Power Points.** The third step for each module is to listen to the narrated Power Points. Study the objectives before you begin to listen to the recording. The purpose of presenting objectives is to inform you of what you should be able to do once you have completed the module. After you’ve completed the narrated Power Points, return to the objectives to determine if you have gotten the key take away points and skills. * **Sample Quiz Questions:** A further way to check that you have picked up on the key points in a module, is to test out your knowledge by trying the sample quiz questions. * **Discussion Forum or Assignment**. The activity for each module ends with either an Assignment or an assignment that is achieved through the Forum. These generally ask you to apply the knowledge you’ve gained through the module. The Forums are intended to provide an opportunity for interaction with the instructor and other students enrolled in the course. |

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## Grading Policies

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| **ASSIGNMENTS** | **RELEVANT**  **OBJECTIVES** | **POINTS**  **(1000 total)** | **PERCENT OF**  **FINAL**  **GRADE** |
| Multiple Choice Quizzes (2) | 1, 2, 3, 4, 5, 6 | 200 | 20% |
|  |  |  |  |
| Forums & Other Weekly Assignments \* | 1, 2, 3, 4, 5, 6 | 400 | 40% |
|  |  |  |  |
| Paper: Mixed Methods Research Proposal with references | 7 | 300 | 30% |
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| \*\***EXTRA CREDIT**. See document on extra credit in the introductory module. |  |  |  |
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| Final cumulative exam with multiple choice  and open ended questions | 1, 2, 3, 4, 5, 6 | 100 | 10% |
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| \*\*Note 2. A full description of the paper assignment appears in a separate Word document that is included with other materials in the introductory module. | | | |

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| **Grade Scale** | | |
| **Letter Grade** | **Points** | **Percent** |
| **A** | 970 or higher | 97-100% |
| **A-** | 900-969 | 90-96% |
| **B+** | 870-899 | 87-89% |
| **B** | 840-869 | 84-86% |
| **B-** | 800-839 | 80-83% |
| **C+** | 777-799 | 77-79% |
| **C** | 740-776 | 74-76% |
| **C-** | 700-739 | 70-73% |
| **D+** | 670-699 | 67-69% |
| **D** | 640-669 | 64-66% |
| **D-** | 600-630 | 60-63% |
| **F** | 599 | 59% or lower |

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## Course Policies

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| **Policy about Late Assignments**    It is imperative that you keep up with the reading and assignments in this course. There is no break in the schedule to “catch up.”  All assignments are due by midnight of the due date.  There is a 24-hour grace period but 10% penalty for a late submission of an Assignment or a Forum post. By grace period, I mean that an assignment will be accepted up to 24 hours, but there is a penalty. See the extra credit section of the syllabus for ways to make up points missed due to the late submission or failure to submit assignments.  Any exceptions to the due date must be negotiated with the instructor PRIOR TO THE DUE DATE. Exceptions only pertain to unscheduled or unexpected circumstances beyond the student’s control, such as an injury or illness to the student or member of his/her family. Prior commitments for family vacations, conferences, weddings, etc, while an important part of life, are not grounds for negotiating an alternative due date. Rules of Conduct You are expected to be polite and courteous in your interactions with me and your peers and all discussion board posts should follow appropriate "[netiquette](http://www.iddl.vt.edu/%7Erfentres/id/implementation/netiquette.html" \t "_new" \o "Open a new window)". Honor System The Honor System will be strictly enforced in this course. All assignments submitted shall be considered graded work, unless otherwise noted. All aspects of your coursework are covered by the Honor System (http://ghs.graduateschool.vt.edu). Any suspected violations of the Honor System will be promptly reported to the Honor System. According to the Constitution of the Virginia Tech Honor System.  The fundamental beliefs underlying and reflected in the Honor System are:   1. that trust in a person is a positive force in making that person worthy of trust, 2. that every student has the right to live in an academic environment that is free from the injustices caused by any form of intellectual dishonesty, and 3. that the honesty and integrity of all members of the university community contribute to its quest for Truth.   [Return to Top](#TableofContents)  The following is the Honor System written verbatim from the [VT Honor System Constitution](http://www.honorsystem.vt.edu/constitution.html" \l "Anchor-ARTICLE-44867" \t "_new" \o "Open a new window):  The Honor System is the University policy that expressly forbids the following academic violations:   1. **Cheating** -- Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work, or attempts thereof. 2. **Plagiarism** -- Plagiarism includes the copying of the language, structure, ideas and/or thoughts of another and passing off same as one's own, original work, or attempts thereof. 3. **Falsification** -- Falsification includes the statement of any untruth, either verbally or in writing, with respect to any circumstances relevant to one's academic work, or attempts thereof. Such acts include, but are not limited to, the forgery of official signatures, tampering with official records, fraudulently adding or deleting information on academic documents such as add/drop requests, or fraudulently changing an examination or other academic work after the testing period or due date of the assignment. |

**Academic and Student Support**

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| You can learn about the wealth of academic and support services available to our students by visiting the pages on the [VTOnline](http://www.vto.vt.edu" \t "_new" \o "Open a new window) site that deal with [services for students](http://www.vto.vt.edu/studentserv.php" \t "_new" \o "Open a new window).  You’ll find an [academic guide](http://www.vto.vt.edu/orientation/guide.php?page=2" \t "_new" \o "Open a new window), information about [Scholar](http://www.vto.vt.edu/orientation/guide.php?page=3" \t "_new" \o "Open a new window), [student conduct](http://www.vto.vt.edu/orientation/guide.php?page=4" \t "_new" \o "Open a new window), [time management](http://www.vto.vt.edu/orientation/guide.php?page=5" \t "_new" \o "Open a new window) for e-learners, [communication](http://www.vto.vt.edu/orientation/guide.php?page=6" \t "_new" \o "Open a new window)  and [writing](http://www.vto.vt.edu/orientation/guide.php?page=7" \t "_new" \o "Open a new window) in an online environment, [study skills](http://www.vto.vt.edu/orientation/guide.php?page=8" \t "_new" \o "Open a new window), [academic](http://www.vto.vt.edu/orientation/guide.php?page=9" \t "_new" \o "Open a new window) and [student life](http://www.vto.vt.edu/orientation/guide.php?page=10" \t "_new" \o "Open a new window) resources and links to [technical help](http://www.vto.vt.edu/orientation/guide.php?page=11" \t "_new" \o "Open a new window).  Please take some time to browse the site and become familiar with these resources. |

## Disability Accommodations

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| Any student that is in need of special accommodations due to a disability, as recognized by the Americans with Disabilities Act, should contact the [Services for Students with Disabilities](http://www.admiss.vt.edu/miscpages/services_disabilities.html" \t "_new" \o "Open a new window) (SSD) in the Dean of Students Office.  You should inform me either prior to the beginning of the term or the first week of the term if you have a request for accommodations.  Students with disabilities are responsible for self-identification.  To be eligible for services, documentation of the disability from a qualified professional must be presented to SSD upon request. Academic adjustments may include, but are not limited to: priority registration, auxiliary aids, program and course adjustment, exam modifications, oral or sign language interpreters, cassette taping of text/materials, note takers/readers, or assistive technology. *(see [http://www.eoaa.vt.edu/)](http://www.eoaa.vt.edu/" \t "_new" \o "Open a new window)*  **For more information, please contact:** 310 Lavery Hall Mail Code (0185) Blacksburg, VA 24061 (540) 231-3788 Voice (540) 231-0853 TTY (540) 231-3232 FAX E-mail: [ssd@vt.edu](mailto:ssd@vt.edu" \t "_new" \o "Open a new window) Website: [http://www.ssd.vt.edu](http://www.ssd.vt.edu/" \t "_new" \o "Open a new window) |

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## Technical Requirements

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| Check the Scholar website for everything you need to know about the technical requirements and for supported Web Browsers.  If they are not already on your system, you will need to install the [Java Runtime Environment](http://www.java.com/getjava/" \t "_new" \o "Open a new window), version 6 or later, and the [Flash Player](http://www.adobe.com/products/flashplayer/" \t "_new" \o "Open a new window), version 7 or later.  You will also need Microsoft Word. |

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## elpTechnical Support

### Need Assistance with Scholar?

* + By phone: (540) 231-HELP (231-4357)
  + By Internet: [http://www.4help.vt.edu/](http://www.4help.vt.edu/" \t "_blank)

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| Student technical support for this course is available through VTOnline (VTO).   If you are experiencing technical difficulty accessing materials that you need for this course or a general technical support question please request assistance by filling out the [help form](https://secure.iddl.vt.edu/icg/support.php" \t "_blank) or sending a message to [support@iddl.vt.edu](mailto:support@iddl.vt.edu" \t "_new" \o "Open a new window). When making a request please be sure that you provide as much detail (name, problematic URL or module, operating system, description of problem) as possible to help solve your problem more efficiently.  I will not answer technical questions, though I will hound VTO if they have not answered your question within a day or two.  Virginia Tech also has a [Customer Support Center](http://4help.vt.edu" \t "_blank) that is available 24/7 to reset passwords, monitor system outages, and answer questions on a wide variety of computer related issues. Moreover, you can find answers to many of your questions by reading [VTOnline Frequently Asked Questions](http://www.vto.vt.edu/help.php" \t "_blank) or [Virginia Tech's Knowledge Base](http://answers.vt.edu/" \t "_blank). |

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## Permitted Use

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| All materials provided in this course are limited to use by students who are enrolled in this course for the current semester.  As a student enrolled in this course, you are expressly prohibited from using these materials outside of the course without the instructor’s specific consent.  "Materials" includes: all lectures, handouts, PowerPoint presentations, quizzes, tests, homework, and any other assignments and assessments as well as all information provided on Scholar for this course.  Using the materials outside of this course includes, but is not limited to, selling the information to any organization that then makes the information available to other students for study guides. |

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