

# *The Use of Mixed Methods in Educational and Social Scientific Research*

## **EDLDR 597 Syllabus for Spring 2007 Penn State University**

<b>Instructor:</b>	Kai A. Schafft 204B Rackley Building 863-2031 <a href="mailto:kas45@psu.edu">kas45@psu.edu</a>
<b>Meeting Place and Time:</b>	2:00-5:00, Tuesdays 409 Rackley Building
<b>Office Hours:</b>	By appointment

### **COURSE OVERVIEW**

Within the social sciences interest in and the use of mixed methods has grown dramatically in the last 10-15 years. Whereas it used to be regarded, at best, as something of an impractical oddity and at worst a paradigmatic contradiction in terms, it has now increasingly begun to enter the mainstream of methodological acceptability. That this class even exists, to some extent is a direct reflection of the emergence of mixed methods research practices into broader use -- as well as the many questions and debates that this has raised.

This course is not intended to be a research methods course per se, but rather an exploration of these philosophical, epistemological, disciplinary, and design-related debates in relation to the rapidly expanding use of mixed methodologies in educational and social scientific research. Designed principally as a graduate seminar in which students will take a major responsibility for guiding the class discussion, we will read and discuss multiple examples of mixed methods studies, in addition to examining broader critiques of and commentaries on mixed methodological approaches. In part using peer review procedures, students will have the opportunity to develop a mixed methods research proposal or a critical review of existing work.

In sum, this course is intended to introduce students to different mixed methods research approaches, consider the epistemological and paradigmatic implications of mixed method designs, and help students think about, design, conduct and/or critique mixed methods research within educational and other social scientific research.

## PREREQUISITES

Students enrolling in this course should have taken *at least 2 of 3* of the following graduate-level courses: 1) a qualitative methods course; 2) a quantitative methods course, and; 3) a research design course.

## COURSE REQUIREMENTS

- A. **Readings:** A rigorous selection of readings will guide our discussion. Successfully completing the course will mean carefully working through and engaging with these selections both inside and outside of class, through written work and classroom discussion. Be aware that we *may* make some adjustments to the reading selections over the course of the semester as necessary.
- B. **Reading Responses:** Students should prepare a *brief* written response (1 page *maximum*, typed, single-spaced) to the week's readings for *six* weeks (of the student's choosing) out of the thirteen weeks in which readings are assigned. The written responses are due at the beginning of the class meeting in which the readings are discussed. I'll return them the following week with brief comments.
- C. **Final Paper:** A final paper will be due at the end of the class. The final paper should reflect work done over the course of the semester, should be 15-20 pages in length (double-spaced, not including tables, figures and bibliography), and may take one of the following forms:
- a. A research proposal incorporating the use of mixed methods. This may be a hypothetical proposal, or the formulation of an actual piece of research you hope to complete;
  - b. A review of the (emerging) use of mixed methods in a particular field of study, around a particular set of research questions, and/or within a discipline;
  - c. An alternative to the two options above, jointly agreed upon by the student and instructor.

Note that I would be open to collaborative papers if there is interest in approaching the assignment in that way. Many mixed methods studies are by necessity collaborative in nature, and so it seems appropriate to offer the same option for the final paper.

One-page paper proposals, along with a working bibliography, will be due in class on **March 6**. At that class, students will have the chance to discuss their proposals and receive reactions, feedback and suggestions. At that time I would also require for authors working collaboratively that they include a proposal on how their individual efforts are to be evaluated.

The last two classes will in large part be devoted to student presentations of final papers. Student presentations will be modeled around the presentation format typically used at professional meetings. Student will be responsible for making a brief presentation of their papers. We'll discuss these assignments in greater depth later in the semester.

Final papers in their written form will be due on **May 1<sup>st</sup>**, one week after the last class meeting. I'd like a hard copy of the paper by 5 PM on the due date. Papers can be dropped off at my office or in my mailbox, 2<sup>nd</sup> floor Rackley.

## GRADING

My complete assumption is that everyone to do very well in this course. However, I will use the following breakdown to determine final grades.

Participation:	25%
Weekly Response Papers ( <i>6 total</i> ):	20%
Final Presentation	15%
Final Paper:	40%

## READINGS

There are two books ordered for this course. One, Creswell & Plano Clark (2007), is required. The other, Tashakkori & Teddlie (2003), is strongly recommended.

**Creswell, J.W., & Plano Clark, V.L.** (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage.

**Tashakkori, A., & Teddlie, C.** (Eds.). (2003). *Handbook of Mixed Methods in Social and Behavioral Research*. Thousand Oaks: Sage.

Other readings are available online within the PSU electronic reserve system (denoted "ERS" in reading assignments below).

## ADDITIONAL RESOURCES

<http://www.npi.ucla.edu/qualquant/> (recommended annotated bibliography of sources to use when mixing methods)

<http://obssr.od.nih.gov/Documents/Publications/Qualitative.PDF> (a useful guide for proposal writing with a section dedicated to mixed methods projects)

<http://www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/start.htm> (guide for conducting mixed methods in evaluation, with good background information on mixing methods in social science research)

<http://mmr.sagepub.com/> (website for the new *Journal of Mixed Methods Research*)

## **ACADEMIC INTEGRITY**

This course will be conducted in accordance with the principles of the educational and social science research professions and the University's Faculty Senate Policy 49-20 as articulated in the College of Education's Academic Integrity Policy statement. "Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner, serving as a basic guiding principle for all academic activity. Academic integrity requires a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others" (from the College of Education Academic Integrity Policy, available at

[http://www.ed.psu.edu/edservices/certification/academic\\_integrity\\_policy.pdf](http://www.ed.psu.edu/edservices/certification/academic_integrity_policy.pdf)). See also: [http://www.ed.psu.edu/edservices/certification/academic\\_integ.htm](http://www.ed.psu.edu/edservices/certification/academic_integ.htm)

The basic principles of academic integrity require that we give credit where it is due and take no credit for ideas or written passages that are not our own. Incorporating the ideas and work of others into one's own work is a perfectly acceptable and legitimate scholarly practice, provided that recognition is given to the sources of those ideas or passages. Academic integrity problems arise when such reliance on the work of others is not properly acknowledged. In short, we are bound to use references wherever and whenever they are appropriate to acknowledge that an idea or passage has been borrowed from another source.

## CLASS SCHEDULE & ASSIGNMENTS

### PART I. Paradigmatic Debates, and the Emergence of Mixed Methods

**WEEK ONE**      **Jan. 16: Course Introduction: Why Mixed Methods?**

**WEEK TWO**      **Jan. 23: Into the Fray of “The Paradigm Wars”**

Collins, R. (1984). Statistics versus words. *Sociological Theory*, 2, 329-362.

Creswell, J.W., & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage. [Chapter 1: Understanding mixed methods research (pp. 1-19); Chapter 2, Examining preliminary considerations (pp. 20-37)]

Smith, J.K. (1983). Quantitative versus qualitative: An attempt to clarify the issue. *Educational Researcher*, 12(3), 6-13.

Teddlie, C., & Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In A.Tashakkori & C. Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (pp. 3-50). Thousand Oaks: Sage.

*Suggested for further reading:*

Ercikan, K., & Roth, W. (2006). What good is polarizing research into qualitative and quantitative? *Educational Researcher*, 35(5), 14-23.

Garrison, J.W. (1986). Some principals of postpositivistic philosophy of science. *Educational Researcher*, 15(9), 12-18.

Kuhn, T.S. (1970). *The structure of scientific revolutions* (2<sup>nd</sup> ed.) Chicago: University of Chicago Press. [Chapters 1-4, pp. 1-42] (each chapter is a separate entry in the ERS)

**WEEK THREE**      **Jan. 30: Into the Fray Part II, plus Classifying Mixed Method Design Types**

Guest Speaker: Ian Baptiste, Associate Professor, Adult Education Program, Penn State

Baptiste, I. (2005). Mixed and mixed-up methods: Reconceptualizing mixed methods designs.

Creswell, J.W., & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage. [Chapter 4, pp. 58-87]

Morgan, D.L. (2007). Paradigms lost and paradigms regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1, 48-76.

Newman, I., Ridenour, C.S., Newman, C., DeMarco Jr., G.M.P. (2003). A typology of research purposes and its relationship to mixed methods. In A. Tashakkori & C. Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (pp. 167-188). Thousand Oaks: Sage.

*Suggested for further reading:*

Johnson R.B. & A.J. Onwuegbuzie (2004). "Mixed method research: A research paradigm whose time has come." *American Educational Researcher*. 33(7): 14-26.

## **PART II. Prominent Mixed Methods Design Types**

### **WEEK FOUR    Feb. 6: The Triangulation Design**

Creswell, J.W., & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage. [Revisit Chapter 4: "The Triangulation Design," pp. 58-66]

Green, S.E. (2003). "What do you mean 'what's wrong with her?': Stigma and the lives of families of children with disabilities. *Social Science & Medicine*, 57, 1361-1374.

Jenkins, J.E. (2001). Rural adolescent perceptions of alcohol and other drug resistance. *Child Study Journal*, 31, 211-224. [Note: This section appears in Creswell & Plano Clark (2007), pages 194-203]

Schafft, K.A. (2005). The incidence and impacts of student transiency

in upstate New York's rural school districts. *Journal of Research in Rural Education*, 20(15), 1-13.

Yauch, C.A., & Steudel, H.J. (2003). Complementary use of qualitative and quantitative cultural assessment methods. *Organizational Research Methods*, 6, 465-481.

## **WEEK FIVE      Feb. 13: The Embedded Design**

Brown, M., Knopp, L., & Morrill, R. (2005). The culture wars and urban electoral politics: Sexuality, race and class in Tacoma, Washington. *Political Geography*, 24, 267-291.

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

Creswell, J.W., & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage. [Revisit Chapter 4: "The Embedded Design," pp. 67-70]

Hsieh, Y.J., & Cifuentes, L. (2006). Student-generated visualization as a study strategy for science concept learning. *Educational Technology & Society*, 9(3), 137-148.

Rogers, A., Day, J., Randall, F., & Bentall, R.P. (2003). Patients' understanding and participation in a trial designed to improve the management of anti-psychotic medication. *Social Psychiatry and Psychiatric Epidemiology*, 38,720-727. [Note: This section appears in Creswell & Plano Clark (2007), pages 204-215]

*Suggested for further reading:*

Evans, L., & Hardy, L. (2002a). Injury rehabilitation: A goal-setting intervention study. *Research Quarterly for Exercise and Sport*, 73(3), 310-319.

Evans, L., & Hardy, L. (2002b). Injury rehabilitation: A qualitative follow-up study. *Research Quarterly for Exercise and Sport*, 73(3), 320-329.

Raudenbush, S. (2005). Learning from the attempts to improve schooling: The contribution of methodological diversity. *Educational Researcher*, 34(5), 25-31.

**WEEK SIX****Feb. 20: The Explanatory Design**

Aldridge, J.M., Fraser, B.J., & Huang, I.T. (1999). Investigating classroom environments in Taiwan and Australia with multiple research methods. *The Journal of Educational Research*, 93, 48-62. [Note: This section appears in Creswell & Plano Clark (2007), pages 216-238]

Creswell, J.W., & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage. [Revisit Chapter 4: “The Explanatory Design,” pp. 71-74]

May, D.B., & Etkina, E. (2002). College physics students’ epistemological self-reflection and its relationship to conceptual learning. *American Journal of Physics*, 70(12), 1249-1258.

Molnár E., & Schafft, K. A. (2003). Social exclusion, ethnic political mobilization, and Roma minority self governance in Hungary. *East Central Europe/L’Europe Du Centre Est*, 30(1), 53-74.

*Suggested for further reading:*

Igo, B.L., Riccomini, P.J., Bruning, R.H., & Pope, G.G. (2006). How should middle-school students with LD approach online note taking? A mixed methods study. *Learning Disability Quarterly*, 29, 89-100.

**WEEK SEVEN****Feb. 27: The Exploratory Design**

Creswell, J.W., & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage. [Revisit Chapter 4: “The Exploratory Design,” pp. 75-87]

Goldenberg, C., Gallimore, R., & Reese, L. (2005). Using mixed methods to explore Latino children’s literacy development. In T.S. Weisner (Ed.), *Discovering successful pathways in children’s development: Mixed methods in the study of childhood and family life* (pp. 21-46). Chicago: University of Chicago Press.

Lieberman, E.S. (2005). Nested analysis as a mixed-method strategy for comparative research. *American Political Science Review*, 99, 435-452.

Mak, L., & Marshal, S.K. (2004). Perceived mattering in young adults' romantic relationships. *Journal of Social and Personal Relationships*, 24(4), 469-486.

Myers, K.K., & Oetzel, J.G. (2003). Exploring dimensions of organizational assimilation. *Communication Quarterly*. [Note: This section appears in Creswell & Plano Clark (2007), pages 239-255]

**WEEK EIGHT**    **March 6: Introducing and Writing Up Mixed Methods Research**

**In-class presentation of proposals & paper proposals**

Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of Mixed Methods*, 1, 8-22.

Creswell, J.W., & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage. [Chapter 8, Writing and Evaluating Mixed Methods Research (pp. 151-166)]

Hinrichs, C.C., & Schafft, K.A. (2006). *Growing the Links between Farm and School: Best Practices for Farm to School Programs in Pennsylvania*. A proposal submitted to the Center for Rural Pennsylvania for the 2007 grants program (funding limit \$50,000).

Sandelowski, M. (2003). Tables or tableaux? The challenges of writing and reading mixed methods studies. In A. Tashakkori & C. Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (pp. 321-350). Thousand Oaks: Sage.

*Suggested for further reading:*

Creswell, J.W., & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage. [Chapter 5: Introducing a Mixed Methods Study (pp. 89-109)]

**~ March 13: SPRING BREAK ~**

Deadline for **Jason Bedford** to provide any written materials for discussion on 3/20.

**PART III. Analytical Considerations, Methodological Concerns, and Practical Applications in Mixed Methods Research**

**WEEK NINE      March 20: Data, Sampling, and Inferential Quality in Mixed Methods**

**Guest Speaker: Leland Glenna**, Assistant Professor of Rural Sociology, Dept. of Agricultural Economics and Rural Sociology, Penn State

*Focus on Student Work: Jason Bedford* (reading TBA)

Deadline for **Jon Schreiner** to provide any written materials for discussion on 3/27.

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Ervin, D., et al. (2005). Industry Support and Scientist Values: Effects on Biotechnology Research: Appendix A -- Data and Methods. (unpublished report excerpt).

Creswell, J.W., & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage. [Chapter 6: Collecting data in mixed methods research (pp. 110-127)]

Farm Foundation (2006). Issue report: University-industrial relationships in Agricultural Biotechnology Research. Farm Foundation Issue Report #7. Oak Brook, IL: Farm Foundation.

Miller, S. (2003). The impact of mixed methods and design on inference quality. In A. Tashakkori & C. Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (pp. 423-456. Thousand Oaks: Sage.

Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1, 77-100.

*Suggested for further reading:*

Brewer, J., & Hunter, A. (2006). *Foundations of multimethod research: Synthesizing styles*. Thousand Oaks: Sage. [Chapter 6: Measuring Concepts and Assessing Measurement Validity (pp. 105-124)]

- Creswell, J.W., & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage. [Chapter 7: Analyzing Data in Mixed Methods Research (pp. 128-149)]
- Moffatt, S., White, M., Mackintosh, J., & Howel, D. (2006). Using quantitative and qualitative data in health services research: What happens when mixed methods findings conflict? *BMC Health Services Research*, 6. Retrieved October 1, 2006 from <http://www.biomedcentral.com/1472-6963/6/28>.
- Sale, J.E.M., & Brazil, K. (2004). A strategy to identify critical appraisal criteria for primary mixed-method studies. *Quality & Quantity*, 38, 351-365.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks: Sage. [Chapter 4: Sampling, Measurement, and Quality of Inferences (pp. 61-94)]

## WEEK TEN

### **March 27: The Political & Ethical Implications of Mixed Method Inquiry**

*Focus on Student Work:* **Jon Sheider** (reading TBA)

Deadline for **Eric Jensen** to provide any written materials for discussion on 4/3.

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Narayan, D., Patel, R., Schafft, K., Rademacher, A., & Koch-Schulte, S. (2000). *Voices of the poor: Can anyone hear us?* New York: Oxford University Press. [pages 3-28; 294-308]

Rademacher, A., & Patel, R. (2002). Retelling worlds of poverty: Reflections on transforming participatory research for a global narrative. In K. Brock & R. McGee (Eds.) *Knowing poverty: Critical reflections on participatory research and poverty* (pp. 166-188) Sussex: Institute for Development Studies.

[class exercise: using software for collaborative qualitative data coding]

*Suggested for further reading:*

Mertens, D.M. (2003). Mixed methods and the politics of human research: The transformative-emancipatory perspective. In A. Tashakkori & C. Teddlie (Eds.) *Handbook of Mixed Methods in Social and Behavioral Research* (pp. 135-164). Thousand Oaks: Sage.

**WEEK  
ELEVEN**

**April 3: Longitudinal Approaches to Mixed Methods Studies**

*Focus on Student Work: Eric Jensen* (reading TBA)

Deadline for **Ashley Frost** to provide any written materials for discussion on 4/10.

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Axinn, W.G., & Pearce, L.D. (2006). *Mixed method data collection strategies*. New York: Cambridge University Press. [Chapter 6: Life History Calendars (pp. 138-160); Chapter 7: Longitudinal Data Collection (pp. 161-182)]

Dalla, R.L., & Christensen, A. (2005). Latino immigrants describe residence in rural Midwestern meatpacking communities: A longitudinal assessment of social and economic change. *Hispanic Journal of Behavioral Sciences*, 27, 23-42.

Weine, S., Knafl, K., Fettham, S., Kulauzovic, Y., Klebic, A., Sclove, S., Besic, S., Mujagic, A., Muzurovic, J., & Spahovic, D. (2005). A mixed methods study of refugee families engaging in multiple-family groups. *Family Relations*, 54, 558-568.

*Suggested for further reading:*

Bernardi, L., Keim, S., & von der Lippe, H. (2007). Social influences on fertility: A comparative mixed methods study in Eastern and Western Germany. *Journal of Mixed Methods Research*, 1, 23-47.

**WEEK  
TWELVE**

**April 10: Applications Across Disciplines (Part 1) -- Geographic and Demographic Approaches (AERA)**

*Focus on Student Work: Ashley Frost* (reading TBA)

Deadline for **Mary Ann Demi** and **Alisha Coleman** to provide any written materials for discussion on 3/20.

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Skinner, D., Matthews, S., & Burton, L. (2005). Combining ethnography and GIS technology to examine constructions of developmental opportunities in contexts of poverty and disability. In T. S. 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.

Newman, K., & Wyly, E.K. (2006). The right to stay put, revisited: Gentrification and resistance to displacement in New York City. *Urban Studies*, 43, 23-57.

Schafft, K.A., & Killeen, K. (2006). *Assessing student mobility and its consequences: A 3-district case study*. A proposal for research submitted to The Research Foundation of State University of New York Request for Proposals: Student Mobility. November.

*Suggested for further reading:*

Philip, L.J. (1998). Combining quantitative and qualitative approaches to social research in human geography: An impossible mixture? *Environment and Planning*, 30, 261-276.

Williams, L., Archavanitkul, K. & Havanon, N. (1997). Which children will go to secondary school? Factors affecting parents' decisions in rural Thailand. *Rural Sociology*, 62, 231-261.

**WEEK  
THIRTEEN**

**April 17: Applications Across Disciplines (Part 2) -- Mixed Methods in Evaluation Research**

Guest Speaker: **Hobart Harmon**, Ph.D., Educational Researcher and Consultant, and Adjunct Professor of Education, Penn State

*Focus on Student Work:* **Mary Ann Demi, Alisha Coleman** (reading TBA)

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Brown, J.H., D'Emidio-Caston, M., & Pollard, J.A. (1997). Students and substances: Social Power in Drug Education. *Educational Evaluation and Policy Analysis*, 19, 65-82.

McConney, A., Rudd, A., & Ayres, R. (2002). Getting to the bottom line: A method for synthesizing findings within mixed-method program evaluations. *American Journal of Evaluation, 23*, 121-140.

*Suggested for further reading:*

Lawrenz, F., & Huffman, D. (2002). The archipelago approach to mixed method evaluation. *American Journal of Evaluation, 23*, 331-338.

Luo, M., & Dappen, L. (2005). Mixed-methods design for an objective-based evaluation of a magnet school assistance project. *Evaluation and Program Planning, 28*, 109-118.

Miller, S.I., & Fredericks, M. (2006). Mixed-methods and evaluation research: Trends and Issues. *Qualitative Health Research, 16*, 567-579.

Nastasi, B.K., & Schensul, S.L. (2005). Contributions of qualitative research to the validity of intervention research. *Journal of School Psychology, 43*, 177-195.

Waysman, M., & Savaya, R. (1997). Mixed method evaluation: A case study. *Evaluation Practice, 18*, 227-237.

#### **PART IV. Future Directions for Mixed Method Research & Course Wrap-Up**

##### **WEEK FOURTEEN**

##### **April 24: Bringing it All Together & Final Paper Presentations**

Creswell, J.W., & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage. [Chapter 9: Questions often raised about mixed methods research (pp. 16-183)]

Onwuegbuzie, A.J., & Leech, N.L. (2005). Taking the “Q” out of research: Teaching research methodology courses without the divide between quantitative and qualitative paradigms. (2005). *Quality and Quantity, 39*, 267-296.

*Suggested for further reading:*

Creswell, J.W., & Plano Clark, V.L. (2007). *Designing and*

*conducting mixed methods research*. Thousand Oaks: Sage.  
[Chapter 10, Future directions for mixed methods research (pp.  
184-192)]

**WEEK  
FIFTEEN**

**May 1: Final Paper Presentations & Course Wrap-Up**