

George Mason University
College of Education and Human Development
School of Education, PhD Program

EDRS 824 001 – Mixed Methods Research: Integrating Qualitative and Quantitative Approaches
3 Credits, Fall 2019
Tuesdays 4:30 - 7:10 pm | Thompson L018 – Fairfax Campus

Faculty

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Prerequisites/Corequisites

Successful completion (with a grade of B or higher) of EDRS 810, EDRS 811 and EDRS 812

University Catalog Course Description

Advanced research seminar that integrates qualitative and quantitative approaches, methods, and data in a single study. The course covers the paradigms and “mental models” that inform both approaches, and the ways in which qualitative and quantitative goals, questions, methods, and interpretive strategies can be productively combined.

Course Overview

This course is an advanced research seminar dealing with integrating qualitative and quantitative approaches, methods, and data in a single study. Students should have a good basic understanding of both approaches; we will address some fundamental issues for each approach that are particularly relevant for combining these approaches. The course covers the assumptions and “mental models” that inform both approaches, and the ways in which qualitative and quantitative goals, questions, methods, analysis strategies, and presentation styles can be productively integrated.

Course Delivery Method

This course will be delivered using a combination of lecture, in-class activities, and group discussions.

Learner Outcomes or Objectives

1. Understand the most important ways in which mixed methods research differs from single-method research, and the main issues that should be addressed in combining approaches.

2. Understand the most important strengths and limitations of both qualitative and quantitative research, and how to integrate these approaches in a mixed method study.
3. Be able to use these understandings to evaluate published mixed methods research.
4. Be able to plan and communicate the design and process of a mixed methods study

Professional Standards

Upon completion of this course, students will have met the following professional standards:
Not applicable.

Required Texts

Creamer, E.G. (2018). *An introduction to fully integrated mixed methods research*. Thousand Oaks, CA: SAGE Publishing

Other required readings will be posted on the course website (Blackboard). Learning resources and activities for MAXQDA will be posted on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor. Late assignments will not be accepted without my prior permission. Due dates reflect planned grading dates to maximize the time available to students to complete an assignment and facilitate timely grading and feedback. This means that the instructor will begin reviewing the assignments on the date (at the time) listed as the due date.

- **Written Assignments (75%)**

Module 1 (25%): Students will select one of the assignment options based on Module 1 content (detailed guidelines provided on Blackboard), or discuss with the instructor if they want to suggest another option. The suggested length is five double-spaced pages, Times New Roman, 12-point font. Assignments should be submitted on Blackboard. It is due October 2, 2019 at 9 am.

Module 2 (25%): Students will complete a review of literature related to their substantive area of interest. The focus of the literature review is on analyzing methodological features and findings of studies in relation to their philosophical underpinning; Students have the option of analyzing and critiquing mixed methods studies on the topic or present the potential for mixed methods research based on an analysis of empirical studies on a topic. The suggested length is eight double spaced pages, Times New Roman 12-point font. The assignment is due November 6, 2019 at 9 am.

Module 3 (25%): Students will conceptualize and write a short proposal for a mixed methods study related to their substantive area of interest. The proposal will closely adhere to content covered in Module 2 carefully taking into consideration study purpose, questions, sampling, data analysis, and dissemination; content from Module 3 will inform the technical

aspects of writing and presenting a mixed methods research proposal. The assignment is due on December 11, 2019 at 9 am.

- **Class Participation (20%)**

Includes points for attendance, completion of in-class activities, learning modules, and participation in discussions. Attendance is required; please notify the instructor if you have to miss a class.

- **Consultation (5%)**

Students will make an individual 15-20 minute presentation of their own research. This is an opportunity for students to gather feedback from the instructor and peers about their thinking: questions, concerns, and innovative ideas about their substantive topic. The focus of the consultation should be on research design and the potential for integration or using mixed or multiple approaches. Detailed guidelines about the consultation are posted on Blackboard.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Date	Topic	What's Due?
		Pre-course readings: 1. MMIRA Future of Mixed Methods Task Force Report 2. Creamer, Chapter 10
Module 1: What is Mixed Methods Research		
August 27, 2019	Introductions, Syllabus Review, Definition of MM	Creamer, Chapter 1 Maxwell, 2016 Greene, 2008 Pre-course Reflection (due on Blackboard)
September 3, 2019	Purposes of Mixed Methods Research	Maxwell, 2018 Greene, Graham, & Caracelli, 1989 Creamer, Chapter 2
September 10, 2019	Paradigm Issues	Johnson & Onwuegbuzie, 2004 Maxwell & Mittapalli, 2011 Creamer, Chapter 3
September 17, 2019	Qualitative/Quantitative Distinction	Cohen, 1994 Maxwell, 2010 Olsen, 2004 Mertens, 2007 Yanchar & Williams, 2006
September 24, 2019 (NO CLASS MEETING – WEB MODULE)	Qualitative/Quantitative Distinction Mixed Method Designs	Yin, 2006 (JSR Special Issue) White, 2008 Creamer, Chapter 4 Tentative: MAXQDA 1
Module 2: Mixed Methods Research Design		
October 1, 2019	Research Questions & Validity in Mixed Methods Research	Onwuegbuzie & Johnson, 2006 Becker, 1990 Dellinger & Leech, 2007 Creamer, Chapter 5 Maxwell (on Validity) MM Exemplar article -TBD Module 1 Assignment Due on October 2, 2019 at 9am
October 8, 2019	Sampling in Mixed Methods Research	Onwuegbuzie & Collins, 2017 MM Exemplar article -TBD MAXQDA 2
October 15, 2019: Fall Break (No Class Meeting)		
October 22, 2019	MM Research Synthesis Data in Mixed Methods Research	Sandelowski, 2006 (JSR Special Issue) Maxwell, 2006 Creamer, Chapter 6 & 7

		MM Exemplar article -TBD
October 29, 2019	Evaluating Quality in Mixed Methods Research Studies	Creamer, Chapters 8 MAXQDA 3 MM Exemplar article -TBD
Module 3: Writing about Mixed Methods Research		
November 5, 2019	Mixed Methods Research Examples	Onwuegbuzie et al, 2014 Lee & Greene, 2007 Onwuegbuzie & Leech, 2006 Module 2 Assignment Due on November 6 at 9 am MM Exemplar article -TBD
November 12, 2019	Mixed Methods Dissertation	Creamer, Chapter 9 MM Exemplar Dissertations
November 19, 2019	Visualization in Mixed Methods Joint Displays	Gutterman, Fetters, & Creswell, 2015 Additional Readings: TBD
November 26, 2019	Note: Attendance mandatory	Consultations End of course reflection
December 3, 2019	Note: Attendance mandatory	Consultations
December 11, 2019	--	Module 3 Assignment Due December 11 at 9 am

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .