

Sp17 EDUC-6800-002 Syllabus

EDUC 6800—Design and Analysis of Mixed Methods Research[1]

Course Information

Monday, 12:30 p.m.- 3:15 p.m.

EBLS 243

Instructor: David F. Feldon, Ph.D.

Office: EBLS 242

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Instructor Information

Office Hrs: By appointment

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Goals

The goals of this course are (1) to introduce philosophical and practical issues in mixed methods/mixed methodologies/mixed models research and (2) to train students to design mixed methods studies and analyze the data they generate. Of particular emphasis will be the practical application of analytic principles using existing data sets. The course will review methodological literature and published applications from education, psychology, and other social sciences.

Students in this course will learn to:

1. Identify, accurately characterize, and evaluate major research issues related to mixed methods research.

Objectives

1. Design and conduct a mixed methods study utilizing an existing data set, including the framing of appropriate research questions, consideration of necessary epistemological and methodological issues, analysis, and presentation of findings.

1. Critique and reanalyze existing mixed methods studies published in the scholarly literature.

Expectations of Students

- Actively engage with the course material and find ways to make it relevant to your professional and academic needs and goals
- Challenge statements that are confusing or with which you disagree
- Engage in class dialogue with thoughtfulness, openness, and respect
- Attend class having read and taken notes on the readings due
- Work to develop your writing and speaking skills throughout the course

Expectations of Instructor

- Available during and outside of class time to address questions and concerns
- Will respond to messages and emails within 48 hours
- Provide clear explanations of salient principles and theories
- Conduct an intellectually challenging and rigorous course

The following book is required for this course. Additional readings in the form of journal articles will be available in CANVAS.

Required Readings

Tashakkori, A., & Teddlie, C. (Eds.) (2010). *SAGE handbook of mixed methods in social & behavioral research*. 2nd ed. Los Angeles: SAGE Publications.

Absences

If you find it necessary to be absent from class because of illness or an emergency, you are responsible to master all information presented during your absence. It is your responsibility to contact a classmate who will help you.

It is important to understand that the purpose of the lectures is not to explain the readings. While time will be spent on clarification, most of the material presented in class will serve as an extension of relevant ideas and issues. As such, attendance and participation in class will be necessary aspects of the learning process, in addition to the readings. Consequently, absences should be avoided to prevent you from falling behind and missing information for which you will be responsible.

Administrative Issues

All administrative issues will be handled according to established USU and CEHS policies.

Please note that I only give incomplete grades in rare and exceptional cases.

Special Needs

Any student requiring accommodation based on a disability is required to register with the Disability Resource Center each semester. A letter of verification for approved recommendations can be obtained through DRC.

Grading

Papers more than one week late will not be accepted unless a student has experienced an extreme emergency (contact the instructor). A paper received from one day to seven days late will receive a one full letter grade reduction.

Presentations cannot be made up. Only in the most extreme individual circumstances will the instructor modify this policy.

Any case involving academic dishonesty or any other violation of the Honor Code will be referred to the University for further action.

		<u>Credit</u>
Course Requirements	Class Participation	5%
	Methodological Journal	30%
	Critique	20%
	Poster and Responses of Final Paper	15%
	Final Paper	30%

Methodological Journal. You must maintain a journal describing your thoughts about the mixed methods issues discussed in class as they relate to your scholarship generally and to the analysis of your data set specifically. Weekly entries are expected. Journals will be submitted and reviewed by the instructor every week. Credit/no credit by week.

Critique. Select a published mixed method study in your area of interest and critique it and/or reanalyze the data applying concepts from the course. The critique/reanalysis will be presented to the class during the discussion of the paper, which will be an assigned reading. A printed handout highlighting key aspects and questions is required on the day of the presentation. Graded.

Assignments

Final Paper. A written report of your mixed methods research project will be required in this course. The emphasis of the writing should be on the articulation of the methodological considerations and research methods used (esp. analytic strategies) and the interpretation of the findings. You can base the paper on a data set to which you have access already, or a data set can be provided for you. See the course schedule for approval timeline. Graded.

Poster of Final Paper. Final papers will be presented to the class in the form of a conference poster to be uploaded and displayed on the Canvas course site. All students are required to post a question to at least half of the posters and reply to all questions received. Grades will be determined by the quality of the poster and the responses to questions. Graded.

Date	Topic	Assignment Due
	Introduction	
	- course overview	
1/9	- definition	
	- history and trends	
	- purposes and applications	
1/16	MLK Jr. Day	NO CLASS
		Ch.1 (Teddlie & Tashakkori, 2010)

	Philosophical foundations	Ch.3 (Johnson & Gray, 2010)
1/23	- paradigms	Gigerenzer (2004)
	- qualitative-quantitative divide	Ch. 10 (Gorard, 2010)
	- conceptual stances	
		Ch.4 (Biesta, 2010)
		Harrits (2011)
1/30	Mixed methods design – Typologies	Ch.9 (Niglas, 2010)
		DUE: identify one mixed methods research article from your field of interest
		Ch.12 (Plano Clark & Badiie, 2010)
2/6	Group Meetings on Research Questions and Typology	Ch. 13 (Natasi, Hitchcock, & Brown, 2010) Critique: Laura Reina (Spencer et al., 2012)
		Ch. 21 (O’Cathain, 2010)
2/13	Group Presentations and Discussion	Creswell (2008) Ch.17 Critique: Logan Lyons (Yeager et al., 2012)
2/20	Presidents Day	NO CLASS
		Ch. 14 (Morse, 2010)
2/21	Mixed Methods Designs and Analyses	Ch.17 (Onwuegbuzie & Combs, 2010) Critique: Feldon & Kafai (2008)
		Feldon (2010)
2/27	Group Meetings on Research Design and Analysis	Ch. 27 (Sammons, 2010) Critique: Kristy Litster (Lager, 2006)
3/6	Spring Break	NO CLASS
		Feldon et al. (2015)
3/13	Group Presentations and Discussion	Critiques: Soo Jeong (Ivankova et al., 2007) Ch. 16 (Bergman, 2010)
3/20	More Analysis Approaches	Chi (1997) Critique: Stephanie Juth (Trevors et al., 2016)
	Reporting findings	Ch. 19, Dickinson (2010)
3/27	Workshop	Critique: Mike Oliva (Gonzales et al., 2014)
4/3	NO CLASS	NO CLASS

4/10	Workshop	TBD Critique: Andy Harris (Schwartz & Suyemoto, 2012)
4/17	Workshop	TBD
4/24	Poster Session	
5/1	No Class (Finals)	DUE: final paper

Readings will be posted to CANVAS and available in PDF format for download.

Chi, M. T. H. (1997). Quantifying qualitative analyses of verbal data: A practical guide. *Journal of the Learning Sciences*, 6(3), 271-315.

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. 3rd ed. Upper Saddle River, NJ: Pearson. (Chapter 17, Mixed Methods Designs)

Feldon, D. F. (2010). Do expert researchers tell it like it is? A microgenetic analysis of research strategies and self-report accuracy. *Instructional Science*, 38(4), 395-415.

Required References Felton, D. F., Maher, M. A., Hurst, M., & Timmerman, B. (2015). Faculty mentors', graduate students', and performance-based assessments of students' research skill development. *American Educational Research Journal*, 52, 334-370.

Feldon, D. F., & Kafai, Y. B. (2008). Mixed methods for mixed reality: Overcoming methodological challenges to understand user activities in virtual worlds. *Educational Technology Research and Development*, 56(5-6), 575-593.

Gigerenzer, G. (2004). Mindless statistics. *The Journal of Socio-Economics*, 33, 587-606.

Harrits, G. S. (2011). More than method?: A discussion of paradigm differences within mixed methods research. *Journal of Mixed Methods Research*, 5(2), 150-166. doi:10.1177/1558689811402506

