

INTRODUCING MIXED METHODS IN COURSES ON RESEARCH DESIGN

PEGGY SHANNON-BAKER, PHD

GEORGIA SOUTHERN UNIVERSITY

IIQM-MMIRA Joint Webinar Series – June 2018

@pshannonbaker
pshannonbaker@georgiasouthern.edu

tinyurl.com/TeachingMMR

SHANNON-BAKER (2018)

1

OBJECTIVES

- Identify the (recent) trends in the scholarship of teaching and learning mixed methods research
- Discuss my specific contexts for teaching mixed methods
- Describe my process for course design and planning
- Distinguish between key introductory topics and those appropriate for future mixed methods coursework
- Identify key considerations when selecting reading materials
- Describe scalable activities and assignments for learning about mixed methods
- List the key references for future learning

SHANNON-BAKER (2018)

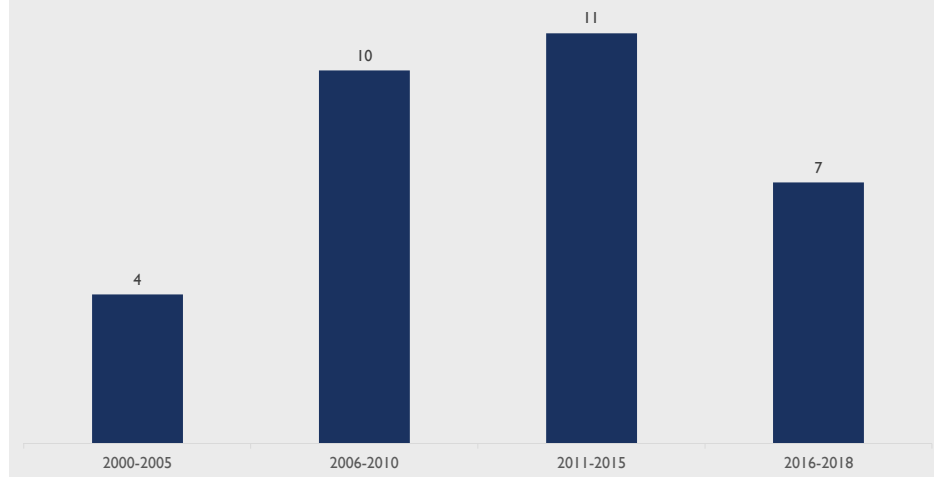
2

Why propose this topic?

SHANNON-BAKER (2018)

3

Number of Publications Addressing the Teaching and Learning of Mixed Methods Research



SHANNON-BAKER (2018)

4

GENERAL AIM OF COURSES ON MIXED METHODS (BAZELEY, 2003; POTH, 2014)

	Methodological literacy	<ul style="list-style-type: none"> • Identify key debates in the field • Describe nuances to various methodological designs
	Methodological reasoning	<ul style="list-style-type: none"> • Able to explain design decisions and issues related to data collection, analysis, and planning and disseminating research
	Methodological thinking	<ul style="list-style-type: none"> • Employ diverse range of methods • Foreseen possible issues and opportunities • Resolve “technical and interpretive complications” <small>(Bazeley, 2003, p. 118)</small>

SHANNON-BAKER (2018)

5

Much of the research on teaching and learning mixed methods research focuses on courses solely devoted to mixed methods (e.g., Earley, 2007).

Additionally, students often share that they wished they had learned more about mixed methods earlier in their careers (e.g., Poth, 2014).

SHANNON-BAKER (2018)

6

TYPICAL TOPICS

- More focus on design than implementing a research study
- Research ethics, research process
- Qualitative / Quantitative research
 - Priority dependent on skills, training of instructor (Onwuegbuzie & Leech, 2005)
- Applied research design skills
 - Identifying research problem
 - Posing research questions/hypotheses
 - Identifying data collection and analysis procedures

SHANNON-BAKER (2018) 7

WHO IS IN THE CLASS

- Graduate/Postgraduate level
- Prerequisite for advanced research courses
- Varying levels of pre-existing knowledge, skills, experience with research methods (Poth, 2014)
- Current or future practitioners (e.g., teachers, counselors, organizational leaders)
- Consider training, experience of instructor (Onwuegbuzie & Leech, 2005)

8

ADDING MIXED METHODS RESEARCH

- Increasing recognition in many social and behavioral sciences fields
- Students identify need for this kind of introduction after solo mixed methods courses (Poth, 2014)
- Aligns well with students' pre-existing understandings of quality research that it uses multiple methodological approaches
- Makes the case for more MMR specific courses

9

INTEGRATING MIXED METHODS INTO INTRODUCTORY COURSES ON RESEARCH DESIGN

SHANNON-BAKER (2018)

10

CONTEXT AND EXPERIENCE

Fully online introduction to educational research course

- Primarily master's level
- Education, counseling, psychology, engineering management
- Listed as a prerequisite for future doctoral research courses
- Teaching-focused doctoral granting university

First of two-part sequence on mixed methods research

- Face-to-face
- Doctoral level
- Prerequisites: one qualitative course and one quantitative course
- Research intensive university

SHANNON-BAKER (2018)

11

DESIGNING THE CLASS

Understanding by Design (Wiggins & McTighe, 2005)

- Focus on overall goals
- Identify: a) learning goals, b) evidence, and then c) learning activities

Integrated Course Design (Fink, 2003)

- Consider contextual factors
- Develop processes to assess student learning
- Identify mechanisms for student feedback

SHANNON-BAKER (2018)

12

COURSE PLANNING

SHANNON-BAKER (2018)

13

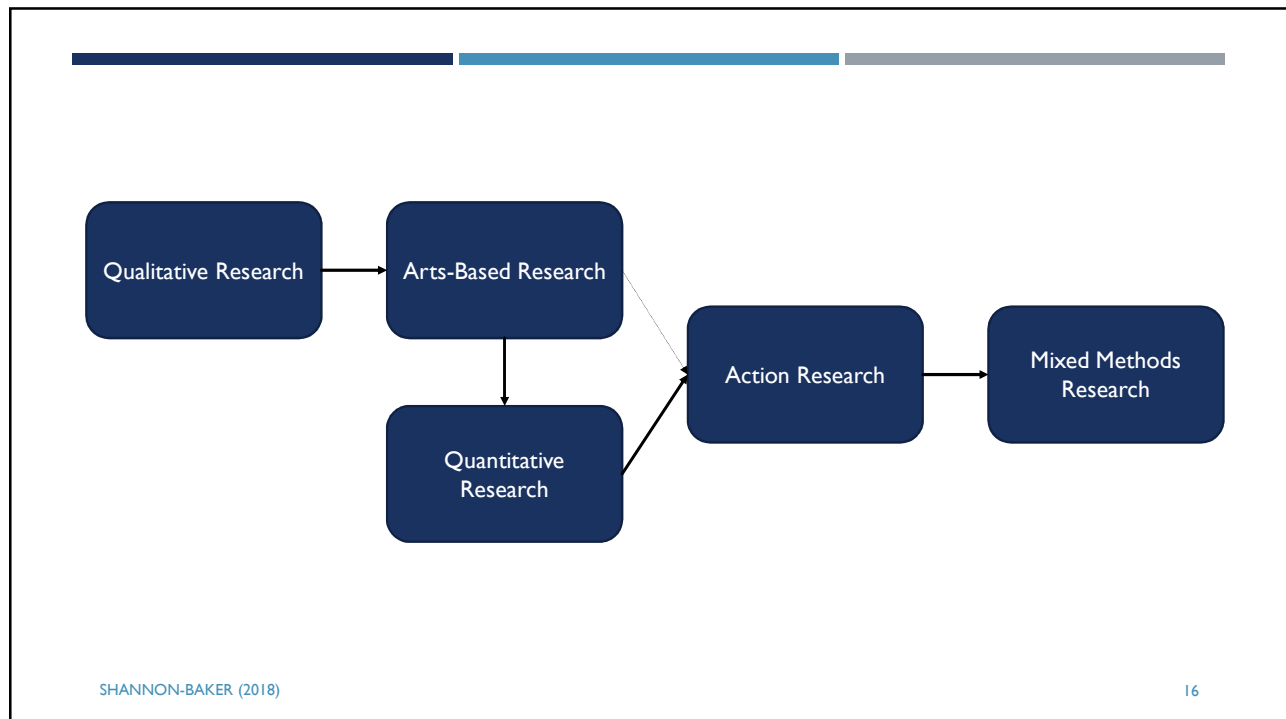
EDUR 7130: EDUCATIONAL RESEARCH

SHANNON-BAKER (2018)

14

Course-Level Objectives	Module Level Objectives – Mixed Methods	Activity/Assessment
#2: Define the central concepts, terms, and tools of inquiry in educational research	Identify the basic assumptions of mixed methods research	Questions during video lecture Exam
	Distinguish between “mixed methods” and “multimethods” research	Questions during video lecture Exam
	Describe the types of mixed methods designs based on how they mix	Module Activity Exam
	Identify the components of a mixed methods research cycle	Questions during video lecture Exam
#3: Articulate the rationales for using particular research designs, tools, and techniques	Identify why researchers choose to use a mixed methods methodology	Module Activity MMR Design Statement
	Defend a mixed methods design that you would apply to your mock research topic	Module Activity MMR Design Statement

SHANNON-BAKER (2018) 15



TOPICS AND RESOURCES

SHANNON-BAKER (2018)

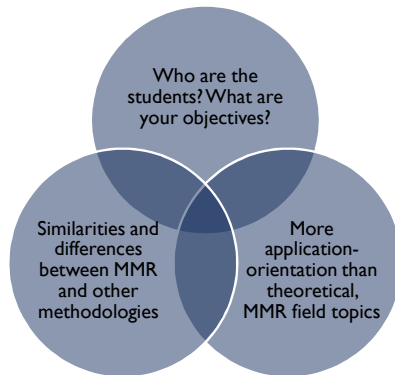
17



SHANNON-BAKER (2018)

18

WHAT TO STRESS



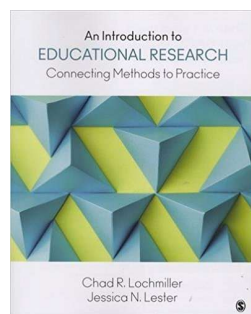
- Distinguish between "mixed methods" and "multimethods" research;
- Identify the basic assumptions of mixed methods research;
- Identify why researchers choose to use a mixed methods methodology;
- Describe the types of mixed methods designs based on how they mix;
- Identify the components of a mixed methods research cycle; and
- Discuss a mixed methods design that you would apply to your mock research topic.

SHANNON-BAKER (2018)

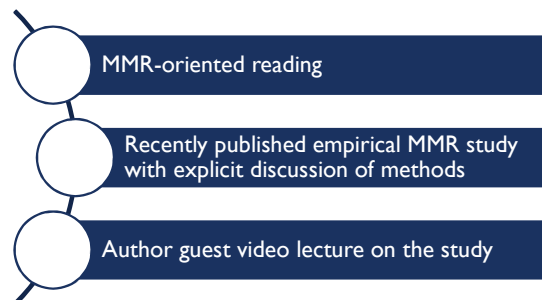
19

SELECTING RESOURCES

Current text



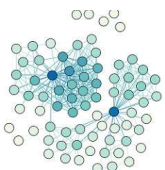
Supplements




SHANNON-BAKER (2018)

20

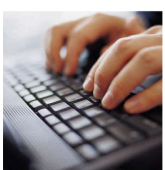
SAVE FOR FUTURE
LEARNING



Various typologies –
definitions and terms,
rationales, designs (c.f.
Early, 2007; Ivankova, 2010)



In-depth mapping of the
field of mixed methods
(Ivankova, 2010)

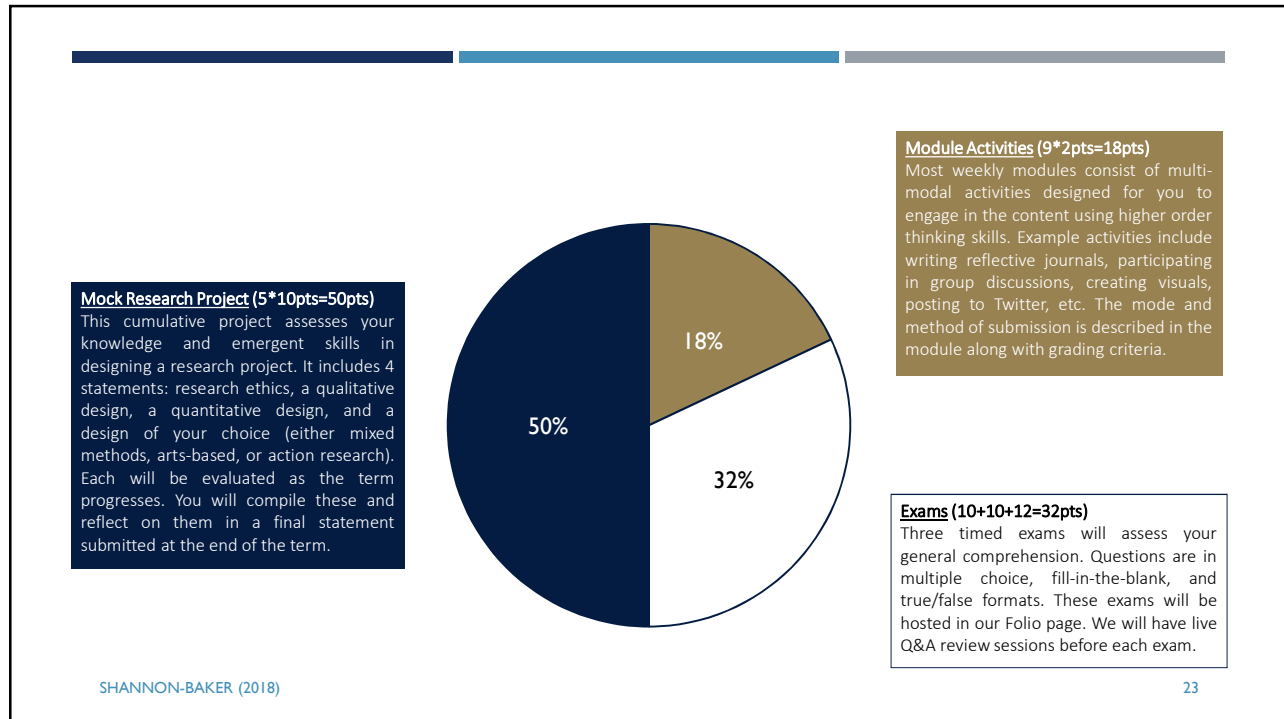


Give students resources
for their own learning

SHANNON-BAKER (2018)
21

ACTIVITIES AND ASSESSMENTS

SHANNON-BAKER (2018)
22



INTERACTIVE VIDEO LECTURE

- Model how to read empirical mixed methods studies
- Demonstrate identifying design components for own research topic
- Self-assess while answering questions posed during the lecture

Criteria to Consider in MMR (Johnson et al., 2007)

1. What is mixed during the process?
2. When does the mixing occur?
3. What is within the realm of "mixed" methods research?
4. Why is the mixing important?
5. How does one's paradigm influence the inquiry (e.g. "bottom-up" versus "top-down")?

SHANNON-BAKER (2018) 24

SMALL GROUP DISCUSSIONS

Applicability to their interests

- Select a design

Intentional grouping

- By topic v. design type

Facilitate peer-to-peer discussion

- Pose questions

SHANNON-BAKER (2018)

25

MOCK RESEARCH PROJECT

Select a topic, and write:

Research problem

Ethics statement

Qualitative design

Quantitative design

Design of choice: ABR, AR or MMR

Final reflection

Course-level objectives:

Articulate the rationales for using particular research designs, tools, and techniques

Practice basic research skills:

- Select and define a problem
- Construct hypotheses or research questions
- Select an appropriate research design
- Determine appropriate sampling technique(s)
- Select/Develop data collection instruments
- Identify appropriate data analysis techniques
- Engage in reflective research practice

SHANNON-BAKER (2018)

26

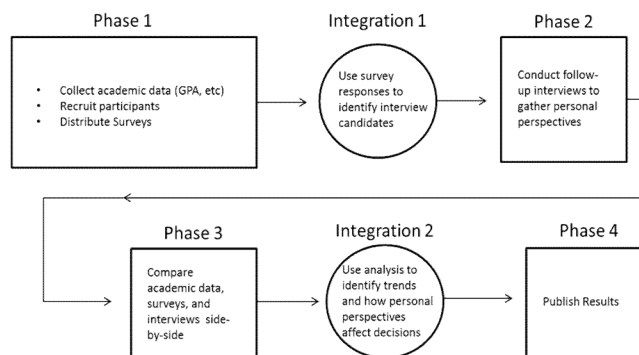
MRP MIXED METHODS DESIGN STATEMENT

	Category	Benchmark Description	Score
Apply a mixed methods design to a topic of interest (c.f. Christ, 2009)		You identify <i>rationale for using mixed methods research</i> as your methodology for the study. You based this elaboration on your research problem/problem of practice.	__ / 2
Demonstrate learning about assumptions, characteristics, and designs for mixed methods		You list research questions that would drive each strand including an overall <i>mixed methods research question</i> .	__ / 1
Low-bar, check-wise rubric	<i>Mixed Methods Research</i>	You identify an overall <i>mixed methods research design</i> you would use in your mock study. You elaborate why you chose this design.	__ / 2
Feedback: strengths, implementing in future, writing		You describe a plan for <i>integration</i> that addresses what strategy/strategies you would use. You elaborate why you chose those strategies.	__ / 2
		BONUS: You include a <i>research diagram</i> as a figure detailing your research design. Your diagram includes details from the above sections.	<i>Bonus</i> __ / 2
	<i>Presentation Quality</i>	Your statement: a) cites course materials (e.g. textbook, lecture references) in APA style, b) has limited or no grammatical or typing errors, and c) is within the word limit.	__ / 3

SHANNON-BAKER (2018)

27

Mixed Methods Research Diagram

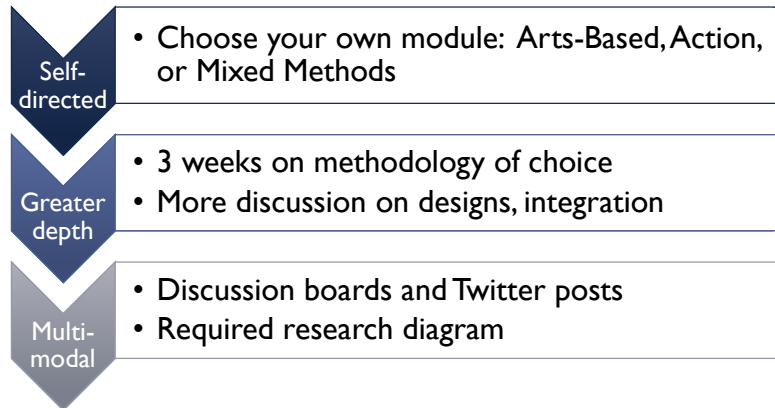


BONUS: RESEARCH DIAGRAM

SHANNON-BAKER (2018)

28

FUTURE ITERATIONS



SHANNON-BAKER (2018)

29

DISCUSSION

- Critique of my approach: replace qualitative/quantitative designators and mono-methods courses with mixed methods courses (c.f. Niglas, 2007; Onwuebuozie & Leech, 2005)
- More MMR courses → more nuances to teaching and learning
- Consider the context – students, program, institution, learning goals, etc.
 - Craft appropriate, scalable activities and assessments
 - Identify what to cut, keep
- Importance of multi-modal learning and assessment

SHANNON-BAKER (2018)

30

REFERENCES

- Bazeley, P. (2003) Teaching mixed methods. *Qualitative Research Journal*, 3 (Special Issue), 117-126.
- Christ, T.W. (2009). Designing, teaching, and evaluating two complementary mixed methods research courses. *Journal of Mixed Methods Research*, 3(4), 292-325.
- Earley, M.A. (2007). Developing a syllabus for a mixed-methods research course. *International Journal of Social Research Methodology*, 10(2), 145-162.
- Fink, L. D. (2003). *Creating significant learning experiences in college classrooms*. San Francisco, CA: Jossey-Bass.
- Ivankova, N.V. (2010). Teaching and learning mixed methods research in computer-mediated environment: Educational gains and challenges. *International Journal of Multiple Research Approaches*, 4(1), 49-65.
- 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. *Quality & Quantity*, 39(3), 267-295.
- Malin, A., Rautopuro, J., & Väisänen, P., (2007). Towards methodological competence in quantitative research methods education. In M. Murtonen, J. Rautopuro, & P.Väisänen (Eds.), *Learning and teaching of research methods at university* (pp. 163-184). PAINOSALAMA OY, Turku: Finnish Educational Research Association.
- Niglas, K. (2007). Introducing the quantitative-qualitative continuum: an alternative view on teaching research methods courses. In M. Murtonen, J. Rautopuro, & P.Väisänen (Eds.), *Learning and teaching of research methods at university* (pp. 185-203). PAINOSALAMA OY, Turku: Finnish Educational Research Association.
- Poth, C. (2014). What constitutes effective learning experiences in a mixed methods research course? An examination from the student perspective. *International Journal of Multiple Research Approaches*, 8(1), 74-86.
- Wiggins, G. P. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

SHANNON-BAKER (2018)

31

THANK YOU! QUESTIONS?

@pshannonbaker
pshannonbaker@georgiasouthern.edu

tinyurl.com/TeachingMMR

SHANNON-BAKER (2018)

32