

MMIRA Objectives & Initiatives

- Founded in 2013 to provide a forum that promotes interdisciplinary mixed method research
- Monthly One-Hour, Interactive Webinar Series (Registration Open to Non-Members).
- Webinars in Spring 2019 in Languages other than English
- Archive of 30 plus Webinars – Member Resource (mmira.wildapricot.org)
- On-Line Instructional Modules (10 a season) – Members Only



Mixed Methods Webinar Series

Teaching and Learning Mixed Methods Research

Cheryl Poth, University of Alberta (cpoth@ualberta.ca)

Kathy Collins, University of Arkansas (kxc01@uark.edu)

Elizabeth Creamer, Virginia Tech creamere@vt.edu

Cheryl Poth



Kathy
Collins



Elizabeth
Creamer



Mixed Methods Webinar Series

A Little About the Instructors' Formal MMR Teaching Experience

Cheryl Poth

- Teach doctoral-level MMR course that draws students from across campus and embedded MMR into the master-level introduction to research methods course. Also teach short MMR courses and workshops as part of continuing professional learning.

Kathy Collins

Teach a Ph.D. level MMR course that draws an interdisciplinary audience.

Elizabeth Creamer

- Taught a MMR research design course to mostly doctoral students from a variety of fields (human development, engineering education, all areas of education, psychology, sociology, occasionally architecture). Also taught an Intro level MMR class on-line course.

Mixed Methods Webinar Series

This webinar....

- Offers three perspectives on **mixed methods research teaching and learning** organized by the following questions:
 1. How do we see teaching of mixed methods research as distinctive?
 2. What influences our approaches to teaching and learning about mixed methods research?
 3. How have our approaches to teaching mixed methods research evolved over time?
 4. What topics do we typically teach as part of a mixed methods research course?
 5. What are examples of assignments we use?
 6. What evidence of learning do we emphasize in our teaching?
 7. What challenges have we experienced?
 8. What are our 'top 3' teaching resources?
 9. Where do we go from here?
 10. What questions do you have??

What is Distinctive About Teaching MMR?

Elizabeth

- The audience is cross-disciplinary and doesn't share a common language.
- There is a huge variety in the amount of training in research methods. Often little QUAL.

Cheryl

- The diversity in research backgrounds, experiences and assumptions requires some 'unpacking'
- There is huge interest in MMR but little understanding and recognition of the literature, skills and complexities required to do it well.

What is Distinctive About Teaching MMR Online?

Kathy

- A. **Flexibility** in prompting students to achieve their individualized learning goals
- B. Students can **log in to the course according to their schedules**
- C. **Communication** can be presented in **multiple forums**, such as emails, discussion boards, and interactive software packages
- D. **Presents instructional challenges**

What Influences my Approach To Teaching MMR?

1. Cheryl – My teaching philosophy has evolved to become a facilitator of rich learning environments by providing responsive and supportive mentorship during the learners' individualized journey. I have been influenced by Fink's (2003) book (2003). *Creating significant learning experiences*.
2. Elizabeth - My teaching philosophy is such that I believe strongly in the importance of learning by doing. People do not learn in a vacuum or as an abstraction.

What Influences my Approach To Teaching MMR Online?

Kathy

- Onwuegbuzie et al. (2011) detailed an analysis of my approach to teaching.
- My resulting profile indicated that my approach to teaching is:
- Methodological Focus: *Research questions and topics* drive the methods and detailed examples are presented to students to guide this process
- Application: *Applied* opportunities to use their learning of MR (e.g., critical readings, persuasive writing, analyzing data, critiquing the literature) with instructional feedback
- Structure: *Structured* emphasis on integration of theory and concepts, teaching strategies to meet goals, sequence of teaching (i.e., teaching incorporated specific and sequential activities)

How has my Approach Evolved Over Time?

Elizabeth

1. I place less emphasis on the basic designs or the suggestions that there is a lot of uniformity in MMR research.
2. I place much more emphasis on the diversity of perspectives about MMR.

Cheryl

1. I started out emphasizing MMR planning and I have shifted to being more inclusive of the 'hidden' curriculum – those things that are not apparent to most learners.
2. Now, I have adopted a competency-based approach where students direct their own learning and make explicit what they want to learn, how they plan to learn it and then report on the extent to which they have achieved these goals.

Kathy

1. I place more emphasis on students' philosophical stance guiding their decisions.
2. I place more emphasis on the inter-connections between decisions guiding research, sampling and validity designs as it impacts integration.

Weekly Topics

TOPIC	Collins	Creamer	Poth
Philosophical/Historical Background	X	X	X
Rationales/Mixing Purposes	X	X	X
Research Design	X	X	X
Data Collection/Sampling	X	X	X
Data Analysis/Interpretation	X	X	X
Integration	X	X	X
Technology use	X		X
Quality/Validity	X	X	X
Use of Visuals (joint displays, design diagrams)			X
How to Write a Research Question	X		
Communicating proposals and publications	X		X
Controversies/differing perspectives	X	X	X

Major Assignments

	Collins	Creamer	Poth
Critical Response to Reading or Examples	X	X	For discussion
Discussion Board Posting/ Reflection	X	On Line Class	X
Data Analysis Report	X		
A Critique of the Literature	X		
Integration of Literature/Examples in a Specific Field		X	
Written proposal			X
Appraisals of published works			X

What Evidence of Learning Do I Emphasize?

Cheryl

1. Evidence of ability to engage in the 'behind the scenes' thinking when designing a study
2. *Evidence of having read widely within the MMR literature on particular topics and recognize areas of difference in perspectives
3. Evidence of adapting to contexts in which MMR is being undertaken

Elizabeth

1. *Evidence of familiarity with a diverse body of literature.
2. Ability to recognize features of a well-executed MMR study.
3. Ability to conceptualize a purpose and research questions for a MMR study.

What Evidence of Learning Do I Emphasize?

Across all Phases is Integration and Validity Design (Collins, 2015)

- Conceptual/ Theoretical Phase: At this phase, the researcher presents the logic underpinning the investigation in terms of identifying his or her philosophical stance, the conceptual model identifying the variables and constructs of interest and the theories guiding methodological decisions
- Planning Phase – Rationale and purpose for mixing and the research design and sampling design and research question
- Implementation: Data collection and analysis
- Applied Phase: At this phase, interpretive decisions are made to relative to legitimating data and interpreting data
- Emergent Scholar Phase: At this phase, decisions are made to disseminate conclusions to stakeholders and to form future research questions

What Challenges Have I Experienced in Teaching MMR?

Elizabeth

1. The quest for simple answers and the “right way” to do MMR.
2. Other faculty members who discourage students from doing MMR in their dissertations.

Cheryl

1. Never enough time within a defined course or workshop to address all the questions that come up
2. The focus on planning means that students often report feeling unprepared to take on the integration on their own as supervisory capacity is limited

What Challenges Have I Experienced in Teaching MMR Online?

Course Design Challenges

- Student Participation
- Juxtaposing resources
 - to provide balance
 - of topics
- Technological Curve
- Complexity of teaching students who have a range of research skills and who represent multiple disciplines

Student-Specific Challenges

- Critical Reading Skills
- Persuasive Writing Skills
- Negotiating the Terrain of Mixing
 - Language of Mixing
 - Concepts of Mixing
 - Integration
 - Rationale, purpose and research question
 - Conclusions
 - Designs (sampling, study, validity)
 - Advanced cross-over analyses (Onwuegbuzie & Combs, 2010).

Cheryl's top 3 teaching resources

- Bazeley, P., & Kemp, L. (2012). Mosaics, Triangles, and DNA Metaphors for integrated analysis in mixed methods research. *Journal of Mixed Methods Research*, 6(1), 55-72. doi:10.1177/1558689811419514
- Collins, K. M. T. (2010). Crafting significant learning experiences in the context of teaching mixed methodologies. *International Journal of Multiple Research Approaches*, 4, 6-8. doi:10.5172/mra.2010.4.1.006
- Creamer, E. (2018). *An introduction to fully integrated mixed methods research*. Thousand Oaks, CA: Sage.



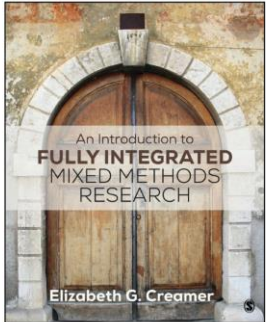
Elizabeth's Top 3 Teaching Resources

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

Greene, J. (2007). *Mixed methods in social inquiry*. San Francisco, CA.: Wiley Publishers.

Poth, C. (2018). The curious case of complexity: Implications for mixed methods practice. *International Journal of Multiple Research Approaches*, 10(1), 1-9.

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An Introduction to Fully Integrated Mixed Methods Research

Elizabeth G. Creamer - Virginia Polytechnic Institute & State University, Blacksburg

Paperback Price: \$69.00
Discount Price: \$48.00*
ISBN: 9781483350936
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Kathy's Top 3 Teaching Resources -2019

- Use of one core textbook
- Poth, C. N. (2018). *Innovation in mixed methods research: A practical guide to integrative thinking with complexity*. Thousand oaks, CA: Sage.
- <http://ijmra.org/inaugural-special-issue/> Articles in this special issue are assigned throughout the semester.
- Collins, K. M. T. Validity in multimethod and mixed research. (2015). In S. N. Hesse-Biber & R. B. Johnson (Eds.), *The Oxford handbook of multimethod and mixed methods research inquiry*. (240-256). New York: NY. Oxford University Press.

Where to go from here?

- Special issue focused on teaching and learning mixed methods research in the works
- If you are interested in being contacted about future opportunities related to teaching and learning – watch the MMIRA listserve!

References



Collins, K. M. T. Validity in multimethod and mixed research. (2015). In S. N. Hesse-Biber & R. B. Johnson (Eds.), *The Oxford handbook of multimethod and mixed methods research inquiry*. (240-256). New York: NY. Oxford University Press.



Onwuegbuzie, A. J., & Combs, J. P. (2010). Emergent data analysis techniques in mixed methods research: A synthesis. In A. Tashakkori & C. Teddlie (Eds.), *Sage handbook of mixed methods in social & behavioral research* (2nd ed., pp. 397-430). Thousand Oaks, CA: Sage.



Onwuegbuzie, A. J., Frels, R. K., Leech, N. L., & Collins, K. M. T. (2011). A mixed research study of pedagogical approaches and student learning in doctoral-level mixed research courses. [Special issue]. *International Journal of Multiple Research Approaches*, 5, 169-202.

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