

MMIRA Objectives, Benefits, and Fees

- × Founded in 2013 as a forum to advance dialogue about MMR among a diverse group of scholars globally.
- × Key benefits include a library of over 30 archived webinars on diverse topics; on-line course modules leading to an acknowledgement of completion, and monthly interactive webinars.
- × Membership Fees: regular \$65; student \$8; developing nation \$5





Launching the MOOC An Online Series of Modules

Drs. Peggy Shannon-Baker and Pamela Musoke
Webinar for the International Institute for Qualitative Methodology
and the Mixed Methods International Research Association

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Today's Plan

- × Introduce MMIRA and myself
- × Share history and development of the MOOC
- × Introduce modules in Seasons 1 and 2
- × Review current use of the MOOC
- × Discuss some FAQs
- × What is in store for the future
- × Open for discussion and questions

MMIRA

- × Founded in 2013
- × Promote a forum for interdisciplinary mixed method research
- × Advance dialogue on among diverse scholars globally
- × Provide mentoring and support teaching of mixed methods research

Who am
I?



Who am I?





Introducing:
The Mixed Methods
International Research
Association's Massive Open
Online Course (MMIRA
MOOC) on mixed methods
research

Purpose of the MOOC

- × Provide free mixed methods-related educational opportunities to MMIRA members
- × Address the lack of access to mixed methods training internationally
- × Offer a range of topics of interest to scholars and teachers of mixed methods

Who is the MOOC for

- × Members of MMIRA
- × Range of level of experience and knowledge in mixed methods research (novice to advanced)
- × Postgraduate/graduate students, faculty, postdoctoral researchers, independent researchers, evaluators, et al.

Development of the MOOC

- × MMIRA initiative in 2017
- × Meet need for educational opportunities that members shared with MMIRA leadership during regional and global conferences
- × Identified list of foundational and advanced topics to solicit modules on



Omolola Alade



Elizabeth Creamer



Elisabeth Kutscher



Anthony Onwuegbuzie



Bephyer Parey



Antigoni Papadimitriou



Cheryl Poth



Sha Shafee



Brocha Stern



Chihiro Tajima



Peggy Shannon-Baker



Pam Musoke

MMIRA MOOC Committee 2019-2020

Organization of the MOOC

- × Five-month “seasons”
- × Five “core” modules
- × Five “specialized” modules

Module Contents

- × List of module objectives
- × Study guide with key terms and questions
- × Series of short video lectures with captions in English
- × List of suggested reading references
- × List of additional materials to Extend Your Learning



Questions?

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Sneak Peak of the MOOC

Objectives

Quantitatively Oriented Mixed Methods Research Dr. Gail Headley

Welcome to the module *Quantitatively Oriented Mixed Methods Research*. In this module, Dr. Headley has created two videos to provide you with more information about this topic. The following pages will provide you with the module objectives, key terms, key questions, lectures videos, and readings.

At the completion of this learning module, you will be able to:

- Describe terminology used in the MMR community to discuss orientation issues
- Use shorthand notation to represent common variations of quantitatively oriented MMR designs
- Recognize a quantitatively oriented MMR study
- Conceptualize a quantitatively oriented MMR design given a research problem

Welcome back!



July, 2018

Where we have been...

- Defined foundational MMR terms
- Defined quantitative orientation
- Introduced debates about orientation

Where we are going...

- Four common quantitatively oriented MMR designs
 - Timing, notation, common uses
- Identifying quantitatively oriented MMR studies

Quantitatively Oriented MMR

10

Readings

The readings below provide additional information about quantitatively oriented MMR.

If you are unable to obtain these readings through your institution, you may wish to contact the author(s) listed below for alternative options for accessing these reading materials.

Albright, K., Gechter, K., & Kempe, A. (2013). Importance of mixed methods in pragmatic research and dissemination research. *Academic Pediatrics, 13*(5), 400-404.
Discusses priority in the context of arguing for the use of MM

Creswell, J. W., Fetters, M. D., & Ivankova, N. V. (2004). Designing a mixed methods study in primary care. *The Annals of Family Medicine, 2*(1), 7-12.
Discusses priority in the context of comparing empirical studies

Here are some additional resources to extend your learning about quantitatively oriented MMR.

Annotated Reading List (alphabetical order)

Buck, G., Cook, K., Quigley, C., Eastwood, J., & Lucas, Y. (2009). Profiles of urban, low SES, African American girls' attitudes toward science: A sequential explanatory mixed methods study. *Journal of Mixed Methods Research, 3*(4), 386-410.
QUAN à qual

For methodological discussion of this study, see Plano Clark & Ivankova (2016)

Giddings, L. (2006). Mixed-methods research: Positivism dressed in drag? *Journal of Research in Nursing, 11*(3), 195-203.
A methodological discussion about the distinction between quantitatively oriented mixed methods research and quantitative research

Nutting, P. A., Rost, K., Dickinson, M., Werner, J. J., Dickinson, P., Smith, J. L., & Gallovic, B. (2002). Barriers to initiating depression treatment in primary care practice. *Journal of General Internal Medicine, 17*(2), 103-111.
qual à QUAN

For methodological discussion of this study, see Creswell, Fetters, & Ivankova (2004)

Wittink, M. N., Barg, F. K., & Gallo, J. J. (2006). Unwritten rules of talking to doctors about depression: Integrating qualitative and quantitative methods. *The Annals of Family Medicine, 4*(4), 302-309.
QUAN + qual

For methodological discussion of this study, see Creswell & Plano Clark (2011)

Exercises

Read an empirical MM study related to your research interest. Would you characterize the study as quantitatively oriented? Justify your response in multiple ways:



Current Use of the MOOC

80+ users

from 23
countries

Who is in the MOOC

Assistant,
Associate
Professors

Lecturers,
Senior
Lecturers

Deans

Librarians

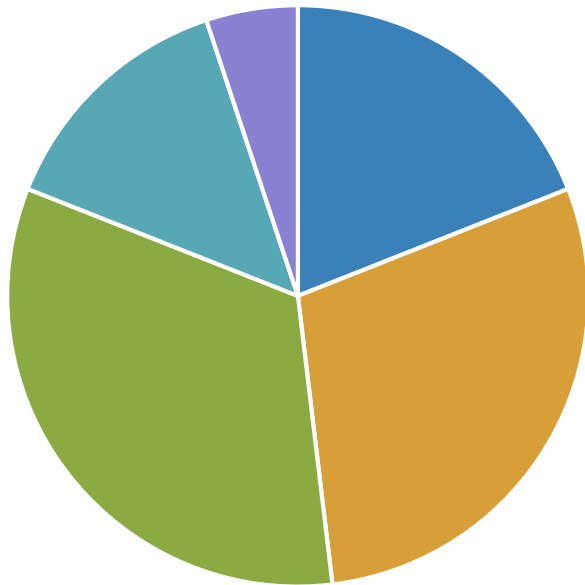
Masters,
doctoral, PhD
students

Therapists

Principals

Researchers,
research
fellows

CEOs



- Fundamental Awareness
- Novice
- Intermediate
- Advanced
- Expert

Self-Identified Proficiency When Enrolling

FAQs

- × No cost to enrollee MMIRA members
- × MOOC Enrollment link available via MMIRA website under Member Resources
- × Enrollment Manager will provide instructions for access to MOOC within two weeks of registration
- × An orientation video provides detailed information about Moodle use and suggested module order to maximize learning for students new to mixed methods
- × MOOC access for each season is 6 months and access to current season will remain even if membership expires
- × A link to submit questions about content or technical issues is provided for enrollees

Future Planning

- × Adding new modules
- × Look for open call for modules
- × Modules in other languages

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Thanks!

Any questions?

You can find us at:



MMIRA_MOOC

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Mixed Method Webinar Series

- × For archives of this video series, including slide presentations, please visit the Mixed Methods archive through IIQM at the University of Alberta found here:
<https://www.ualberta.ca/international-institute-for-qualitative-methodology/webinars/mixed-methods-webinar/archived-webinars.html>

