

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

EDRS 824 DL1 – Mixed Methods Research: Integrating Qualitative and Quantitative Approaches
3 Credits, Fall 2020
Online | Aug 25 – Dec. 14, 2020

Faculty

Name: Divya Varier, PhD
Office Hours: By Appointment
Office Location: West 2106, Fairfax
Office Phone: 703-993-5047
Email Address: dvarier@gmu.edu

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 100% online using a combination of lecture, in-class activities, and group discussions via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 25, 2020. Four class sessions will be synchronous, and we will meet on Tuesdays between 4:30 and 7:10 pm. All other class sessions will be asynchronous online which means you will complete course readings and activities in your own time within defined weekly periods. The course

is not self-paced; rather, this is a seminar class where we will engage in teaching, learning, and interactions as a learning community.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday, and finish on Monday, i.e., our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 5 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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.

Module 2 (25%): Students will complete a *methodological* 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.

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.

- **Class Participation (10%)**

Includes points for attendance, timely completion of in-class activities, learning modules, and participation in discussions. Attendance is required; please notify the instructor if you have to miss a deadline or cannot attend a class session.

- **Large Group Project (10%)**

Contribution toward a MM symposium conference proposal to AERA or MMIRA. Students will develop their understanding of a topic/theme in MM with the aim of contributing to the larger mixed methods scholarly community. The product will be a collection of abstracts that will be submitted as a symposium proposal to a national or international conference focused on mixed methods research.

- **Consultation (5%)**

Students will make an individual 15-20 minute presentation (video recording) 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/polices-procedures/>

Class Schedule

Date	Topic	What's Due?	Format
Pre-course readings: 1. MMIRA Future of Mixed Methods Task Force Report 2. Creamer, Chapter 10			Asynchronous online
Module 1: What is Mixed Methods Research			
August 25, 2020 4:30 – 6:30 pm	Introductions, Syllabus Review, Definition of MM	<ul style="list-style-type: none"> • Creamer, Chapter 1 • Maxwell, 2016 • Greene, 2008 • Pre-course Reflection 	Synchronous meeting via Blackboard Collaborate
September 1, 2020	Purposes of Mixed Methods Research	<ul style="list-style-type: none"> • Maxwell, 2018 • Greene, Graham, & Caracelli, 1989 • Creamer, 2 • Discussion Board and Activity • Due: Sep. 7 11:59 pm 	Asynchronous online
September 8, 2020	Paradigm Issues	<ul style="list-style-type: none"> • Johnson & Onwuegbuzie, 2004 • Maxwell & Mittapalli, 2011 • Creamer, Chapter 3 • Discussion Board and Activity • Due: Sep. 14 11:59 pm 	Asynchronous online
September 15, 2020	Qualitative/Quantitative Distinction	<ul style="list-style-type: none"> • Maxwell, 2010 • Olsen, 2004 • Mertens, 2007 • Yanchar & Williams, 2006 • Discussion Board and Activity • Due: Sep. 21 11:59 pm 	Asynchronous online

September 22, 2020 4:30 – 6:30 pm	Qualitative/Quantitative Distinction Mixed Method Designs	<ul style="list-style-type: none"> • Yin, 2006 (JSR Special Issue) • White, 2008 • Creamer, Chapter 4 • Tentative: MAXQDA 1 	Synchronous meeting via Blackboard Collaborate Wrap-Up Module 1
Module 2: Mixed Methods Research Design			
September 29, 2020	Research Questions & Validity in Mixed Methods Research	<ul style="list-style-type: none"> • Onwuegbuzie & Johnson, 2006 • Dellinger & Leech, 2007 • Creamer, Chapter 5 • MM Exemplar article -TBD • Module 1 Assignment • Due: Oct. 5 11:59 pm 	Asynchronous online
October 6, 2020	Sampling in Mixed Methods Research	<ul style="list-style-type: none"> • Onwuegbuzie & Collins, 2017 • MM Exemplar article -TBD • MAXQDA 2 • Due: Oct. 5 11:59 pm 	Asynchronous online
October 13, 2020: Fall Break (No Class Meeting)			
October 20, 2020	MM Research Synthesis Data Analysis in Mixed Methods Research	<ul style="list-style-type: none"> • Sandelowski, 2006 (JSR Special Issue) • Maxwell, 2006 • Creamer, 6 & 7 • MM Exemplar article –TBD • Discussion Board/Activity • Due: Oct. 26 11:59 pm 	Asynchronous online
October 27, 2020 4:30 – 6:30 pm	Data Analysis in Mixed Methods Research Evaluating Quality in Mixed Methods Research Studies	<ul style="list-style-type: none"> • Creamer, Chapters 8 • Bazeley 2012 • MAXQDA 3 • MM Exemplar article -TBD 	Synchronous meeting via Blackboard Collaborate Wrap-Up Module 2

Module 3: Writing about Mixed Methods Research			
November 3, 2020	Mixed Methods Research Examples	<ul style="list-style-type: none"> • TBD • Module 2 Assignment • Due: Nov. 9 11:59 pm 	Asynchronous online
November 10, 2020	Visualization in Mixed Methods Joint Displays	<ul style="list-style-type: none"> • Guetterman, Feters, & Creswell, 2015 • Additional Readings: TBD • Due: Nov.16 11:59 pm 	Asynchronous online
November 17, 2020 4:30 – 7:10 pm	Mixed Methods Dissertation	Cremer, Chapter 9 MM Exemplar Dissertations	Synchronous meeting via Blackboard Collaborate
November 24, 2020	Consultations: Presentation and Peer Review	End of course reflection Due: Nov. 30 11:59 pm	Asynchronous online
December 1, 2020	Large group project workshop	Proposal Abstracts	Asynchronous online
December 8, 2020	--	Module 3 Assignment Due December 14 at 11:59 pm	

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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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