

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

EDRS 824 001 – Mixed Methods Research: Integrating Qualitative and Quantitative Approaches  
3 Credits, Fall 2021  
Tuesday 7:20 pm to 10:00 pm | Fairfax L018

**Faculty**

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**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 using a combination of lecture, in-class activities, and group discussions. 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, 2021. This is a seminar class where we will engage in teaching, learning, and interactions as a learning community.

## **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 (10%):* 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 reviewing mixed methods studies on the topic or presenting the potential for mixed methods research based on an analysis of empirical studies on a topic. The suggested length is ten double spaced pages, Times New Roman 12-point font.

*Module 3 (35%):* Students will conceptualize and write a 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.

- **Consultation (5%)**

Students will make an individual 10-5 minute presentation (video recording) of their research proposal. 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 available on Blackboard.

- **Collaborative Group Project (15%)**

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, optionally, may be submitted to a national or international conference focused on mixed methods research.

- **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.

## **Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

Week	Date	Topic	Readings	Assignments
	Pre-course readings: 1. MMIRA Future of Mixed Methods Task Force Report 2. Creamer, Chapter 10			
<b>Module 1: What is Mixed Methods Research</b>				
<b>1</b>	<b>Aug. 24</b>	Introductions, Syllabus Review, Definition of MM	<ul style="list-style-type: none"> <li>• Creamer, Chapter 1</li> <li>• Maxwell, 2016</li> <li>• Greene, 2008</li> <li>• MM article*</li> </ul>	Pre-course Reflection (in-class)
<b>2</b>	<b>Aug 31</b>	Purposes of Mixed Methods Research	<ul style="list-style-type: none"> <li>• Creamer Chapter 2</li> <li>• Maxwell, 2018</li> <li>• Greene, Graham, &amp; Caracelli, 1989</li> <li>• MM article*</li> </ul>	
<b>3</b>	<b>Sep 7</b>	Paradigm Issues	<ul style="list-style-type: none"> <li>• Creamer Chapter 3</li> <li>• Johnson &amp; Onwuegbuzie, 2004</li> <li>• Maxwell &amp; Mittapalli, 2011</li> <li>• Shannon-Baker, 2016</li> </ul>	
<b>4</b>	<b>Sep 14</b>	Qualitative-Quantitative Distinction	<ul style="list-style-type: none"> <li>• Maxwell, 2010</li> <li>• Olsen, 2004</li> <li>• Mertens, 2007</li> <li>• Yanchar &amp; Williams, 2006</li> <li>• MM article*</li> </ul>	
<b>Module 2: Mixed Methods Research Design</b>				
<b>5</b>	<b>Sep 21</b>	Mixed Method Designs	<ul style="list-style-type: none"> <li>• Creamer Chapter 4</li> </ul>	<b>Module 1 Assignment Due</b>

			<ul style="list-style-type: none"> <li>• Yin, 2006 (JSR Special Issue)</li> <li>• White, 2008</li> <li>• Garcia &amp; Mayorga, 2018</li> </ul>	
6	Sep 28	Validity in Mixed Methods Research	<ul style="list-style-type: none"> <li>• Creamer Chapter 5</li> <li>• Dellinger &amp; Leech, 2007</li> </ul>	
7	Oct 5	Review of Literature and Research Synthesis	<ul style="list-style-type: none"> <li>• Maxwell, 2006</li> <li>• Sandelowski et al. 2012</li> </ul>	
8	<b>October 12: Fall break- No class Oct 11-12</b>			
9	Oct 19	Research Questions & Sampling in Mixed Methods Research	<ul style="list-style-type: none"> <li>• Onwuegbuzie &amp; Collins, 2017</li> <li>• Plano Clark &amp; Badiee, 2010</li> <li>• MM article</li> </ul>	
10	Oct 26	Data Analysis in Mixed Methods Research	<ul style="list-style-type: none"> <li>• Creamer Chapters 6 &amp; 7</li> <li>• Bazeley 2012 MM article</li> </ul>	
11	Nov 2 (no class meeting – asynchronous)	Evaluating Quality in Mixed Methods Research Studies	<ul style="list-style-type: none"> <li>• Creamer Chapter 8</li> </ul>	
<b>Module 3: Communicating Mixed Methods Research</b>				
12	Nov 9	Mixed Methods Dissertation	<ul style="list-style-type: none"> <li>• Creamer, Chapter 9</li> <li>• Maxwell, 2006</li> <li>• MM Exemplar Dissertation/s</li> </ul>	<b>Module 2 Assignment Due</b>
13	Nov 16	Visualization in Mixed Methods Joint Displays	<ul style="list-style-type: none"> <li>• Guetterman, Fetters, &amp; Creswell, 2015</li> <li>• Dickenson, 2010</li> </ul>	
14	Nov 23 No class meeting - asynchronous	Consultations: Presentation and Peer Review		Upload presentation video (Nov. 23) and submit peer

				feedback form (Nov. 29)
<b>15</b>	<b>Nov 30</b>	Large group project workshop	Proposal/Abstract	End of course reflection
<b>16</b>	<b>Dec 7</b> No class meeting	Reading Day –	Optional individual meeting with Dr. Varier	<b>Module 3 Assignment Due Dec 14</b>

\*empirical articles will be made available a week prior to class on Blackboard

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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments> . 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](mailto:titleix@gmu.edu).

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