

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 2024

Tuesday 7:20 pm to 10:00 pm | Thompson 1020 | Fairfax

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 Canvas course site using your Mason credentials. This is a seminar class where we will engage in teaching, learning, and interactions as a learning community.

Learning Outcomes

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.

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. Learning resources and activities for MAXQDA will be posted on Canvas.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor. Assignments are due by 11:59 pm on the listed date. Late assignments will not be accepted without prior permission from the instructor.

- **Written Assignments (80%)**

Module 1 (10%)

Students will select one of the assignment options based on Module 1 content (detailed guidelines provided on Canvas), 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 Canvas.

Module 2 and 3 (70%)

Critical Synthesis of Literature (30%) - Students will complete a focused *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; they will address the potential for mixed methods research based on an analysis of the literature. The suggested length is ten double spaced pages, Times New Roman 12-point font.

Research Proposal (35%) - Informed by the review, students will conceptualize and propose 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 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 Canvas.

- **Collaborative Group Project (10%)**
Students will work with teammates throughout the semester to develop their understanding of a topic/theme in MM with the aim of contributing to the larger mixed methods scholarly community. Teams will present their work to the class and submit a brief abstract (500 words).
- **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.
- **Grading**
The following grading scale will be used for all class assignments:

Percent	Letter Grade
98 – 100	A+
93 – 97	A
90 – 92	A-
88 – 89	B+
83 – 87	B
80 – 82	B-
70 – 79	C
Below 70	F

Use of Generative AI

Generative AI tools should be used following the fundamental principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Date	Topic	Readings	Assignments
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	Pre-course readings: 1. Creamer, Chapter 10			
Module 1: What is Mixed Methods Research				
1	Aug. 27	Introductions, Syllabus Review, Definition of MM	<ul style="list-style-type: none"> • Creamer, Chapter 1 • Maxwell, 2016 • Greene, 2008 • MM article* 	Pre-course Reflection (in-class)
2	Sep 3	Purposes of Mixed Methods Research	<ul style="list-style-type: none"> • Creamer Chapter 2 • Maxwell, 2018 • Greene, Graham, & Caracelli, 1989 • MM article* 	
3	Sep 10	Paradigm Issues	<ul style="list-style-type: none"> • Creamer Chapter 3 • Johnson & Onwuegbuzie, 2004 • Maxwell & Mittapalli, 2011 • Mertens, 2007 • Shannon-Baker, 2016 	
4	Sep 17	Qualitative-Quantitative Distinction	<ul style="list-style-type: none"> • Maxwell, 2010 • Olsen, 2004 • Yanchar & Williams, 2006 • MM article* 	
Module 2: Mixed Methods Research Design				
5	Sep 24	Mixed Method Designs	<ul style="list-style-type: none"> • Creamer Chapter 4 • Yin, 2006 (JSR Special Issue) • White, 2008 	Module 1 Assignment Due (9/24)

			<ul style="list-style-type: none"> Garcia & Mayorga, 2018 	
6	Oct 1	Validity in Mixed Methods Research	<ul style="list-style-type: none"> Creamer Chapter 5 	
7	Oct 8	Review of Literature and Research Synthesis	<ul style="list-style-type: none"> Maxwell, 2006 Sandelowski et al. 2012 	Checkpoint: Mod 2 and 3 Plan
8	Oct 15	Sampling in Mixed Methods Research	<ul style="list-style-type: none"> Onwuegbuzie & Collins, 2017 Plano Clark & Badiee, 2010 Dellinger & Leech (2007) MM article 	
9	Oct 22	Data Analysis in Mixed Methods Research Joint Displays Guest Lecture	<ul style="list-style-type: none"> Creamer Chapters 6 & 7 Bazeley 2012 MM article 	
10	Oct 29	Evaluating Quality in Mixed Methods Research Studies	<ul style="list-style-type: none"> Creamer Chapter 8 	
11	NOV 5 - ELECTION DAY - NO CLASS			
Module 3: Communicating Mixed Methods Research				
12	Nov 12	Mixed Methods Dissertation Group Presentation	<ul style="list-style-type: none"> Creamer, Chapter 9 Maxwell, 2006 MM Exemplar Dissertation/s 	Module 2 Assignment Due (11/12)
13	Nov 19	Group Presentation	<ul style="list-style-type: none"> Guetterman, Feters, & Creswell, 2015 Dickenson, 2010 	
14	Nov 26 (asynchronous online)	Consultations: Presentation and Peer Review		Upload presentation video (Nov. 21) and submit peer feedback form (Nov. 28)

15	Dec 3	Visualization in Mixed Methods Group project workshop	Group Abstract Due	End of course reflection
16	Dec 10 No class meeting		Optional individual meeting with Dr. Varier	Module 3 Assignment Due (12/8-10)

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

- TimelyCare: <https://caps.gmu.edu/timelycare-services/>
- Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development’s Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.