

**University of Texas at El Paso
College of Education
Department of Teacher Education**

Summer 2022 – 8 weeks

Course TED6319
Topic Mixed Methods Research in Education
Credits 3-0

Course Description

The course develops competencies necessary to understand and effectively design education research using mixed methodology. The course includes topics on the nature and foundations of mixed methods research (MMR), core mixed methods designs, collecting, analyzing, and interpreting data in mixed methods studies, writing and evaluating mixed methods research.

Contact Information

Professor: *Dr. Mourat A. Tchoshanov* Office Hours: T&R 4:00 - 5:00PM
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Required Text

- Creswell, J., Plano Clark, V. (2018). Designing and Conducting Mixed Methods Research. 3rd Edition. Los Angeles: SAGE.
- Selected Readings from the Journal of Mixed Methods Research: <https://journals.sagepub.com/home/mmr>.

Additional Bibliography could be found in the bibliography sections of the required texts.

Learning Outcomes

Upon completion of this course, students should be able:

- To understand and effectively design education research using mixed methodology
- To discuss the nature and foundations of mixed methods research
- To understand and use core mixed methods designs
- To examine data collection and analysis in mixed methods studies
- To critique and evaluate empirical studies based on mixed methods design.

Course Schedule

| Week | Activities | Assignments/ Submissions* |
|------|--|---|
| 1. | <p>Introduction and Syllabus Review</p> <p>Discussion on the nature, advantages, and challenges of MMR (DC-MMR, Ch. 1)</p> <p>The Foundations of Mixed Methods Research (DC-MMR, Ch. 2)</p> <p>Additional reading: Shannon-Baker (JMMR, 2016)</p> <p>Critique #1: Johnson, Onwuegbuzie, & Turner (JMMR, 2007)</p> <p>Open Forum by Demand</p> | <p>Introduction Card</p> <p>Critique-1</p> |
| 2. | <p>Core Mixed Methods Designs (DC-MMR, Ch. 3)</p> <p>Applications of Core Mixed Methods Designs (DC-MMR, Ch. 4)</p> <p>Introducing a Mixed Methods Study (DC-MMR, Ch. 5)</p> <p>Additional reading: Headley & Plano Clark (JMMR, 2019)</p> <p>Critique #2: Wesley (Sage, 2014)</p> <p>Open Forum by Demand</p> <p>Individual Conferencing by Demand</p> | <p>Critique-2</p> |
| 3. | <p>Collecting Data in Mixed Methods Research (DC-MMR, Ch. 6)</p> <p>Analyzing and Interpreting Data in Mixed Methods Research (DC-MMR, Ch. 7)</p> <p>Additional reading: DeCuir-Gunby et. al (JMMR, 2012)</p> <p>Critique #3: O'Halloran et. al (JMMR, 2018)</p> <p>Open Forum by Demand</p> <p>Individual Conferencing by Demand</p> | <p>Critique-3</p> |
| 4. | <p>Writing and Evaluating Mixed Methods Research (DC-MMR, Ch. 8)</p> <p>Advances in Mixed methods research (DC-MMR, Ch. 9)</p> <p>Additional reading: Kington et. al (JMMR, 2011)</p> <p>Critique #4: Archibald (JMMR, 2016)</p> <p>Open Forum by Demand</p> <p>Individual Conferencing by Demand</p> | <p>Critique-4</p> |
| 5-7. | <p>Mixed Methods Research Design of the Pilot Study in Specialization Area</p> <p>Individual Conferencing</p> | |
| 8. | <p>Final project: Presentation of the Mixed Methods Research Design</p> | <p>Final project: PP Presentation Final Paper</p> |

* Critiques are due every week by Sundays at 11:59PM

Course Assignment

The course assignment consists of two major parts: a) critiques built on the required text chapters, and 2) final project on mixed methods research design.

Critique (10-12 pages, double spaced, APA style, Word): each student will write critiques addressing selected chapters (from DC-MMR)/Selected Readings. There will be four critiques assigned during the class.

Final Presentation: each student will present the mixed methods research design of a pilot project in the specialization area.

Final Paper (15-18 pages, double spaced, APA style, Word): each student will write mixed methods research design of their individual pilot study/project in the area of specialization.

Grade Distribution

| | |
|-----------------------|---|
| Critiques | 4 critiques x 9 points each = 36 points |
| Participation | 8 points |
| Final PP presentation | 20 points |
| Final paper | 36 points |
| Total | 100 points |

Grading Scale

You are encouraged to demonstrate **knowledge of content/ issue you intend to critique, critical thinking, and communication accuracy** while completing major course assignments.

91 – 100 = **A** 81 – 90 = **B** 71 - 80 = **C** 61 - 70 = **D** 00 - 60 = **F**

Assessment of Learning Outcomes

| Learning Outcome | Achieved by | Measured by |
|--|---|---|
| To understand and effectively conduct education research using mixed methodology | Reading and reflection Participation in discussions | Written Critique Participation Checklist |
| To discuss the nature and foundations of MMR | Reading and reflection Individual conferencing Participation in discussions | Written Critique Formative Assessment Participation Checklist |
| To understand and use core mixed methods designs | Reading and reflection Participation in discussions | Written Critique Participation Checklist |
| To analyze, and interpret data in mixed methods studies | Reading and reflection Individual conferencing Participation in discussions | Written Critique Formative Assessment Participation Checklist |
| To critique and evaluate empirical studies based on mixed methods design | Reading and reflection Participation in discussions | Written Critique Participation Checklist |

How to Write a Critique

To write a critique of a text is to analyze and evaluate it, not just summarize or synthesize. A summary merely reports what the text said, that is, it answers only the question, "What did the author say?" A critique, on the other hand, analyzes, interprets, and evaluates the text, answering the questions *How? Why? and How Well?* A critique does not necessarily have to criticize the piece in a negative sense. Your reaction to the text may be largely positive, negative, or a combination of the two. It is important to explain why you respond to the text in a certain way.

Your critique should include:

- **Introduction** which introduces the article and its author(s). The introduction should also provide your reader with a little background so that he or she will understand *why this critique is worth reading*. At the end of the introduction, you should clearly state the point(s) you are to critique and the arguments you intend to make about it.
- **Summary**. You include a brief description what this article is about, its' main elements (e.g., purpose, framework, design) and findings, making sure to use adequate transitions so that *the writing flows smoothly*.
- **Analysis** of the author's presentation of the selected point(s). Provide an in-depth analysis of the validity of the author's logic and use of evidence in supporting the selected point(s). Be sure to present your information in a form, which is easy to follow, using *transitional elements* whenever necessary to preserve the *smooth flow of your writing*.
- **Response**. As discussed above, you may agree or disagree with the author's point(s), and this is the part of the critique where you make your own views on the point(s) clear. Remember that your own arguments must be well-supported through the extensive use of *references, evidence and/or logic*. For support using references it is suggested that you bring 3-5 external references from empirical journals (e.g., Journal of Mixed Methods Research). It is also strongly encouraged to use required text chapters to support your response. You must give compelling reasons for your agreement or disagreement with the author. *Avoid deficit perspective and be balanced in your argumentation*. Discuss the limitations, weaknesses, or problems of the text.
- **Conclusion**. Synthesize your critique. Evaluate the author's overall success or failure in achieving his or her point(s). Also, remind your reader of the strengths and weaknesses of the paper.

Once the critique is drafted, revise it, making sure you have emphasized the most salient points in your discussion. Include external references you used to support your response. Check your sentence variety, your organization, and your word choice. Is the critique all it can be? Have you edited the critique to eliminate errors in spelling, sentence structure, and agreement?

How to Write a Research Design

A research design is a framework for answering your research question(s) using empirical data. Creating a research design means making decisions about:

- ◆ Your overall aims and purpose
- ◆ The type of mixed methods research design you'll use
- ◆ How you'll select participants/ subjects for your study
- ◆ Your data sources and data collection methods
- ◆ The procedures you'll follow to collect data
- ◆ Your data analysis strategies

A well-planned research design helps ensure that the data you collect addresses your research question(s) as well as matches the kind of analysis you want to do.

You might have to write up a research design as a standalone assignment, or it might be part of a larger research proposal. In either case, your aim is to show that you've carefully considered which approach and methods are most appropriate for your research aims, and to present a feasible plan for conducting the research.

Rubrics for Course Assignments

| Criteria | Good | Fair | Poor |
|--|---|--|--|
| Knowledge of Content and Summary | Solid knowledge and understanding of the issue to be critiqued is demonstrated. The article is clearly but succinctly summarized - the key points of the article are addressed. | Good knowledge and understanding of the issue to be critiqued is demonstrated. The article is clearly summarized, but it lacks a focus on key points. The summary is not succinct. | Weak knowledge and understanding of the issue to be critiqued is demonstrated. The article summary is unclear or overly detailed. |
| Critical Thinking and Argumentation | Strengths and weaknesses that are central to the key points of the article are addressed. The discussion of strengths and weaknesses take up the majority of the assignment. | Strengths and weaknesses that are peripheral to the article are addressed. The discussion of strengths and weaknesses take up the majority of the assignment. | Strengths and weaknesses are addressed peripherally or not at all. The discussion of strengths and weaknesses take up only a small part of the assignment. |
| Organization and Communication Accuracy | Paper is well organized, has a very clear intro, body and conclusion. The purpose of the paper is clear from the beginning. There are no grammatical errors | Paper is organized, has an intro, body and conclusion. The purpose of the paper becomes clear within the paper. There are few grammatical errors or | Paper is not well organized, has an unclear or non-existent intro, body and conclusion. The purpose of the paper is unclear. There are |

| | | | |
|--|---|--|---|
| | or typos. APA and page length requirements are met. | typos. APA and page length requirements are met. | many grammatical errors and/or typos. APA and page length requirements are not met. |
|--|---|--|---|

Course Schedule Changes

As course instructor, I reserve the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and class schedule are living documents and can be changed!

Professionalism

Along with basic standards of citizenship (e.g., "Student Conduct" and "Disruptive Acts Policy" in the UTEP *Catalog*), students in this course are required to display a positive attitude and professionalism. Be open to using or sharing opportunities for professional growth via open forum option. In terms of written assignments, professionalism includes that all assignments be Word processed, checked for spelling/ grammar, and have any appropriate output/ graphics electronically pasted into the document.

Academic Integrity

The instructor trusts that you understand and especially appreciate that cheating, plagiarism and collusion in dishonest activities are serious acts, which erode the university's purpose and integrity. It is expected that work you submit will represent your own effort, will not involve copying from or accessing unauthorized resources or people (e.g., from a previous year's class), and will appropriately acknowledge (with complete citations) allowable references that you do consult. Also, do not resubmit work completed for other classes without specific acknowledgment and permission from the instructor. Violations are unacceptable and required to be referred to the Dean of Students Office for possible disciplinary action.

Copyright Notice

Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

Disabled Student Statement

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation, then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915.747.5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso.