Course: TED6325
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
Phone: 915-747-7668  E-mail: mouratt@utep.edu
Fax: 915-747-7441  Website: http://mourat.utep.edu

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

* Critiques are due by Thursdays 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 and 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

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Critiques</td>
<td>36</td>
</tr>
<tr>
<td>Participation</td>
<td>8</td>
</tr>
<tr>
<td>Final PP presentation</td>
<td>20</td>
</tr>
<tr>
<td>Final paper</td>
<td>36</td>
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<tr>
<td>Total</td>
<td>100</td>
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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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Achieved by</th>
<th>Measured by</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand and effectively conduct education research using mixed methodology</td>
<td>Reading and reflection</td>
<td>Written Critique</td>
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<td>Participation in discussions</td>
<td>Participation Checklist</td>
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<td>Reading and reflection</td>
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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:

◆ Purpose of the study and research questions
◆ Type of mixed methods research design
◆ Participants
◆ Data sources and data collection methods
◆ 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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Content and Summary</td>
<td>Solid knowledge and understanding of the issue is demonstrated. The content is clearly summarized, the key points are addressed.</td>
<td>Good knowledge and understanding of the issue is demonstrated. The content is clearly summarized, but it lacks a focus on key points.</td>
<td>Weak knowledge and understanding of the issue is demonstrated. The content is unclear or vague.</td>
</tr>
<tr>
<td>Critical Thinking and Argumentation</td>
<td>Strengths and weaknesses that are central to the key points are addressed. The balanced discussion of key points supported by external references take up the majority of the assignment.</td>
<td>Strengths and weaknesses that are peripheral to the content are addressed. The discussion of key points supported by external references are partially balanced.</td>
<td>Strengths and weaknesses are addressed peripherally or not at all. The discussion of key points is neither balanced nor supported by external references.</td>
</tr>
<tr>
<td>Organization and Communication Accuracy</td>
<td>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 or typos. APA and page length requirements are met.</td>
<td>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 typos. APA and page length requirements are met.</td>
<td>Paper is not well organized, has no subheadings for intro, body and conclusion. The purpose of the paper is unclear. There are grammatical errors and/or typos. APA and page length requirements are not met.</td>
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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. 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.