

EDF 804

Mixed Methods Research in Educational Leadership

Course Description and Goals

Catalog Description

Credit 3 hours. Prerequisites: EDF 800, EDF 802, and EDF 803 or permission of Department Head. A course that presents mixed methods research as a unique and separate research methodology integrating both the quantitative and the qualitative approaches. Candidates will be prepared to design, conduct, and critique mixed methods research.

College of Education Conceptual Framework

The COE's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY) are included in the assessment process as themes that are integrated throughout all programs in the educational unit. The following is the link to the conceptual framework on the COEHD website:

http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/index.html

Course Goals

The overall goal of this course is to familiarize the student with planning and conducting quality mixed methods research. The following specific goals will be addressed in this course to meet this overall goal, and the overall objective is for students to demonstrate understanding of and application of each specific goal shown below in the major course artifact.

In addition to this overall goal, students will be improve their proficiency in these areas:

- Clarity of writing, including proper grammar and use of standard English (W)
- Conceptual organization (O)
- Cohesiveness of ideas, concepts, and arguments (I)
- APA format (A)

1. To inform students about the philosophical underpinnings of mixed methods research and how to identify and articulate one's own positionality (e.g., theories, stances, perspectives, points of view, paradigms, methodological contrasts) (KL, CK, W, O, I, A);

2. To inform students of the advantages and disadvantages of using qualitative, quantitative, and mixed methods designs and how to develop a rationale for design selection (CK, SM, W, O, I, A);

3. To inform students of the key characteristics of a mixed methods research study and how to articulate these using appropriate terminology (CK, SM, W, O, I, A);

4. To inform students of how to develop a purpose statement and research questions for a mixed methods research study (CK, SM, W, O, I, A);
5. To inform students of how to collect, analyze, interpret, and report data using a mixed methods design (CK, SM, W, O, I, A);
6. To inform students of how to report and evaluate mixed methods research studies (CK, SM, W, O, I, A).

Course Policies and Procedures

Course Evaluation

Students will be evaluated through a combination of methods that may include written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

University Policies

Student Behavior/Class Decorum

Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of communication devices, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a communication device to class, prior notice and approval of the instructor is required. Classroom behavior which is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct which may be found at http://www.selu.edu/admin/stu_affairs/handbook/.

Academic Honesty

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of class work. Plagiarism, improper acknowledgment of sources in paper, and the use of a single paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

Disabilities and Accommodations

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services at

Southeastern Louisiana University. No accommodations will be granted without documentation from the Office of Disability Services.

Children in Class

Students are not to bring children or other family members to class for daycare or babysitting.

Email Communication

Uses of non-university e-mail addresses for communication with students regarding university business or educational matters are not acceptable as security and confidentiality for off-campus accounts are unknown. Faculty may unintentionally be in violation of the Family Educational Rights and Privacy Act (FERPA) by using such accounts. Faculty may expect that students will read messages sent to their official e-mail addresses, and faculty should use the official e-mail addresses accordingly. All e-mail communication MUST be sent through your official Southeastern Louisiana University e-mail address.

Disaster Recovery Plan

In case of a disaster such as a hurricane, please see Moodle for instructions for the how the course will proceed during the recovery time. Considerations will be made for students who are not able to access e-mail due to disaster impacts.

References

These references contain additional information on mixed methods and were used when developing this course. If you are required to read any of these or others not listed, I will inform you of this:

- Brannen, J (2005). Mixed methods: The entry of qualitative and quantitative approaches into the research process. *International Journal of Social Research Methodology*, 8(3), 173-184.
- Brewer, J., & Hunter, A. (2006). *Foundations of multimethod research: Synthesizing styles*. (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Creswell, J., & Plano-Clark, V. (2010). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- Gorard, S., & Taylor, C. (2004). *Combining methods in educational and social research*. Buckingham, UK: Open University Press.
- Greene, J. C., & Caracelli, V. J. (Eds.). (1997). *Advances in mixed-method evaluation: The challenges and benefits of integrating diverse paradigms* (New Directions for Evaluation, No. 74). San Francisco: Jossey-Bass.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed- method evaluation designs. *Educational Evaluation and Policy Analysis*, 11, 255-274.
- Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.) *Handbook of qualitative research* (3rd Edition) (pp. 191-215). Thousand Oaks, CA: Sage.

- Harrits, G. S. (2011). More than method? A discussion of paradigm differences within mixed methods research. *Journal of Mixed Methods Research, 5*(2), 150-166.
- Howe, K. R. (1988). Against the quantitative-qualitative incompatibility thesis or dogmas die hard. *Educational Researcher, 17*, 10-16.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher, 33*(7), 14-26.
- Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry*. Beverly Hills: Sage.
- Morgan, D. (1998). Practical strategies for combining qualitative and quantitative methods: Applications to health research. *Qualitative Health Research, 8*, 362-376.
- Morse, J. M. (1991). Approaches to qualitative-quantitative methodological triangulation. *Nursing Research, 40*(2), 120-123.
- Onwuegbuzie, A. J., & Leech, N. L. (2006). Linking research questions to mixed methods data analysis procedures. *Qualitative Report, 11*(3), 474-498.
- Onwuegbuzie, A. J., & Collins, K. M. T. (2007). A typology of mixed methods sampling designs in social science research. *Qualitative Report, 12*(2), 281-316.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. (3rd ed.) Thousand Oaks, CA: Sage.
- Punch, K. F. (1999). *Introduction to social research: Quantitative and qualitative approaches*. Thousand Oaks, CA: Sage.
- Reichardt, C. S., & Rallis, S. F. (1994). Qualitative and quantitative inquiries are not incompatible: A call for a new partnership. In C. S. Reichardt & S. F. Rallis (Eds.) *The qualitative-quantitative debate: New perspectives*, pp. 85-92.
- Ridenour, C. S., & Newman, I. (2008). *Mixed methods research: Exploring the interactive continuum*. Carbondale, IL: Southern Illinois University Press.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand, CA: Sage.
- Tashakkori, A., & Teddlie, C. (Eds.) (2003a). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage .
- Tashakkori, A., & Teddlie, C. (2003b). Issues and dilemmas in teaching research methods courses in social and behavioral sciences: US perspective. *International Journal of Social Research Methodology, 6*, 61-77.
- Tashakkori, A., & Teddlie, C. (2010). *Handbook of mixed methods in social and behavioral research*. (2nd ed.). Thousand Oaks, CA: Sage.
- Teddlie, C., & Tashakkori, A. (2006). A general typology of research designs featuring mixed methods. *Research in the Schools, 13*(1), 12-28.
- Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research, 1*(1), 77-100.