UNIVERSITY OF ROCHESTER  
Warner Graduate School of Education and Human Development

ED 523: Mixed Research Methods in Education  
Spring 2005  
Department of Education Leadership

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Class Sessions: Wednesdays, 4:45 to 7:25

Course Description and Objectives

ED 523 introduces doctoral students to mixed methods research in education. Students will develop the skills and knowledge needed to formulate mixed methods studies in which quantitative and qualitative data collection and analysis are conducted either simultaneously or sequentially. The course will focus on paradigmatic and methodological issues in mixed methods research. Students will learn about when mixed methods approaches are appropriate, how to design mixed methods studies, and the advantages and disadvantages of using this research methodology in education research.

The course objectives are:

- To increase knowledge about the roots and evolution of mixed methods research and the debate over integrating qualitative and quantitative methods.
- To familiarize students with various strategies for combining qualitative and quantitative data collection and analysis.
- To build skills to support critical analysis of educational research.
- To provide students with the knowledge and skills to conduct mixed method studies.

Format

The course will be conducted in a seminar format, using readings and presentations of individual work to guide discussion.
Student Expectations
1. All assignments are due when indicated. No incompletes will be granted. Please be sure to proofread your writing and use appropriate citations throughout your work.
2. Active discussion and thoughtful disagreement are essential for all of us to learn. Respect for others’ opinions and points of view is a fundamental ground rule for this class. One aspect of respect is meeting on equal terms; thus thoughtful reading and preparation before class discussion is expected.
3. Students must attend each class. Please notify me in advance at the above number should you have to miss a class.
4. I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate.

Course Requirements and Grading Policies (see below)
Attendance/participation: 15 pts.
Discussion leader - chapter: 10 pts.
Discussion leader – empirical example: 25 pts.
Final project: 50 pts.

Required Texts

Additional Readings
Available on WebCT.
Course Schedule

Jan. 12: Introduction to Course

Overview of Course
In-class activity (personal statement).

Jan. 19: Mixed Methods: Major Issues and Paradigm Wars

Readings:
HMM ch. 1 and 3
In C.S. Reichardt and S.F. Rallis (eds.), *The qualitative and quantitative

Assignments: Students select chapters to lead discussion and confirm dates.

Jan. 26: Research Designs – Selecting a Method

Readings:
research. In R.B. Johnson & L.B. Christensen, *Educational research:
Quantitative, qualitative, and mixed approaches* (pp. 408-431. Boston:
Allyn and Bacon.
3-26).

[1st ½ of class at library with Kathy McGowan]
Feb. 2:  
**Frameworks for Mixed Method Studies**

Readings:
HMM ch. 6

Student(s) lead discussion on HMM ch. 5.

In-class – discuss empirical example assignment and confirm dates.

Feb. 9:  
**Mixed Methods Research Designs**

Readings:
HMM ch. 7

Feb. 16:  
**Other Issues in Mixed Method Research**

Readings:

Students lead discussion on HMM ch. 9.

Feb. 23:  
**NO CLASS**

Students work on assignments – locating empirical example and completing final project.
Mar. 2: Sampling and Data Collection Strategies

Readings:
HMM ch. 10 and 11

Mar. 9: Mixed Methods Data Analysis

Readings:
HMM ch. 13

Mar. 16: Mixed Methods Data Analysis (cont.)

Readings:
HMM ch. 16

[Guest speaker – Shira Peterson]

Mar. 23: Writing and Reading Mixed Methods Studies

Readings:
HMM ch. 12

Students lead discussion on empirical examples
Mar. 30: Writing and Reading Mixed Methods Studies (cont.)

Readings:

[Guest speaker – Nancy Ares]

Apr. 6: Mixed Methods in Education

Readings:
HMM ch. 23

Students lead discussion on empirical examples

Apr. 12: NO CLASS - AERA

Apr. 20 Final Thoughts on Mixed Methods Research

Readings:

Student proposal presentations

Apr. 27 Final Thoughts on Mixed Methods Research

Readings:

Student proposal presentations
Assignments

Attendance/participation: 15 pts.
Discussion leader - chapter: 10 pts.
Discussion leader – empirical example: 25 pts.
Final project: 50 pts.

For all assignments, please follow APA guidelines for your references. The following cites provide further APA style guidelines:
http://www.psywww.com/resource/apacrib.htm
http://www.crk.umn.edu/library/links/apa5th.htm
http://www.docstyles.com/apacrib.htm

Attendance and Participation: 15 pts.

◊ Due: ongoing

Given the nature of ED 523, it is important that all students participate fully in the course. My expectation is that students will attend each class and be prepared by reading all required readings. (Please notify me in advance at the above number should you have to miss a class.) In addition, I expect that students will participate fully in classes, particularly during sessions with guest speakers and in-class group activities.

Posing questions: As part of your ongoing participation in this course, you are required to come to class with 1-3 questions that emerged from the readings that we can use for class discussion (for whole class or in smaller groups). These will be turned in at the beginning of each class meeting.

Discussion Leader of Chapter: 10 points (10 pts. notes; leading discussion is ungraded)

◊ Due: 2/6 and 2/16 – presentation and notes

During class on 2/6 and 2/16 students will be responsible for leading the discussion for one chapter from HMM (chapters 5 or 9). (Note: more than one student will sign up for each chapter.) For this assignment, students must read the chapter and prepare notes for discussion (approx. 3-5 pages). The notes should include a summary and analysis of the chapter, as well as discussion questions for the class time. Students should include in their notes/discussion the extent to which this chapter links to other course readings to date. The students will lead the discussion of the chapter, providing hand-outs or other visuals as appropriate. The discussion leaders will jointly prepare for the discussion in class. However, the notes will be written individually. These will be turned in on the day that students lead the discussion.
Presentation and Written Critique of Empirical Example: 25 points (20 pts. paper; 5 pts. presentation)

◊ Due: 3/23 and 4/6 – presentation. All written critiques due 4/6. Each student will be responsible for locating an empirical example of mixed method work and presenting this example to the class (during class on 3/23 and 4/6). For this assignment, students must read the example, prepare a written critique, and present the example in class. The student should summarize the major themes, points, and findings of the example and link the example to other course readings in their presentations and written critique. You may find it helpful to provide handouts to the other students, as part of your presentation, since they will not have read the example. The presentation should focus on illustrating and challenging the ideas discussed in readings and in class about mixed methods research. [Note: if you have difficulty finding a mixed methods example, please see me. Students should provide a copy of the example they have selected to me at least one week before they present.]

For this assignment you should locate journals that publish in your area of interest and browse these for an article to focus on for this assignment. Select one article and read it carefully. Then read Krathwohl, Chapter 4, and re-read your article, using the following questions to organize your critique:

- How well do the authors describe their rationale, theory, or point of view?
- How well do they present their hypotheses, questions, models, or claims?
- How clearly is the methodology described, including data collection and analysis strategies (e.g., participants, setting, data sources, measures, etc.)?
- What is the argument made by the authors for using mixed methods (if any)? Are their arguments convincing?
- What are the limitations of using mixed methods in this example (i.e., would the study have been stronger if only quantitative or qualitative had been used?)
- What (if any) issues relating to mixed methods do you or the authors identify (e.g., particular problems with response rates, etc. or contradictory findings)?
- Do the conclusions follow logically from the analysis and results?
- Are implications for future research/practice tied to the results/conclusions?

The write-up should include APA-style citation; a summary of the article (including the issue being studied, the conceptual/theoretical framework, the research design and study methods, and the study findings); and a critical analysis of the article based on the questions above and Krathwohl chapter, paying particular attention to the authors’ use of mixed methods. The more thoughtful and analytical your paper is the better grade you will receive. The paper is expected to demonstrate coherent organization and reasoning. The purpose of this activity is to enable you to develop the skills necessary to
analyze a written example of a mixed methods study. This paper involves both a summary and a critique of the example you have selected.

**Final Project – Research Proposal**  
50 pts. (40 pts. written proposal; 10 pts. presentation)

For your final project you will individually prepare a research proposal for a mixed methods study. It is recommended that the study proposed is in your area of interest and represents a potential dissertation topic. Your proposed study will include one or two research questions. The formal, written proposal should be written in APA style and include the following sections:

- An introduction (including background information, rationale, statement of purpose, research questions, and educational significance)
- Theoretical/conceptual framework (including literature review)
- Methods (including participants, instruments, procedures and analysis)
- References (at least 15 sources)

(Note: if you have already defended your dissertation proposal please see me and I will assign a more appropriate final project.)

You will present this proposal to the class on April 20 or 27. The presentation should last approximately 20 minutes.
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| Session #12 – Apr. 6 | Mixed Methods in Education | Students lead discussion on empirical examples
Written critiques due |
| Apr. 12 | NO CLASS - AERA | |
| Session #13 – Apr. 20 | Final Thoughts on Mixed Methods Research | Student proposal presentations |
| Session #14 – Apr. 27 | Final Thoughts on Mixed Methods Research | Student proposal presentations |
| May 4 | Final Project (Research Proposal) Due – 5 pm | |