

<b>Course Information</b>	<p><b>EDUC 6800—Design and Analysis of Mixed Methods Research</b><a href="#">[1]</a></p> <p>Wednesday, 4:30 p.m.- 7:15 p.m.</p> <p>EBLS 231 and Broadcast</p>
<b>Instructor Information</b>	<p>Instructor: Colby Tofel-Grehl, Ph.D.</p> <p>Office: EBLS 240</p> <p>Office Hrs: By appointment</p> <p>E-mail: Colby.tg@usu.edu</p>
<b>Goals</b>	<p>The goals of this course are (1) to introduce philosophical and practical issues in mixed methods/mixed methodologies/mixed models research and (2) to train students to design mixed methods studies and analyze the data they generate. Of particular emphasis will be the practical application of analytic principles using existing data sets. The course will review methodological literature and published applications from education, psychology, and other social sciences.</p>
<b>Objectives</b>	<p>Students in this course will learn to:</p> <ol style="list-style-type: none"> <li>1. Identify, accurately characterize, and evaluate major research issues related to mixed methods research.</li> <li>1. Design and conduct a mixed methods study utilizing an existing data set, including the framing of appropriate research questions, consideration of necessary epistemological and methodological issues, analysis, and presentation of findings.</li> <li>1. Critique and reanalyze existing mixed methods studies published in the scholarly literature.</li> </ol>

<p><b>Expectations of Students</b></p>	<ul style="list-style-type: none"> <li>· Actively engage with the course material and find ways to make it relevant to your professional and academic needs and goals</li> <li>· Challenge statements that are confusing or with which you disagree</li> <li>· Engage in class dialogue with thoughtfulness, openness, and respect</li> <li>· Attend class having read and taken notes on the readings due</li> <li>· Work to develop your writing and speaking skills throughout the course <ul style="list-style-type: none"> <li>• Submit all written work in Times New Roman 12 point font, single spaced, 1 inch margins, and use APA</li> </ul> </li> </ul>
<p><b>Expectations of Instructor</b></p>	<ul style="list-style-type: none"> <li>· Available during and outside of class time to address questions and concerns</li> <li>· Will respond to messages and emails within 48 hours</li> <li>· Provide clear explanations of salient principles and theories</li> <li>· Conduct an intellectually challenging and rigorous course</li> </ul>
<p><b>Required Readings</b></p>	<p>The following book is required for this course. Additional readings in the form of journal articles will be available in CANVAS.</p> <p>Tashakkori, A., &amp; Teddlie, C. (Eds.) (2010). <i>SAGE handbook of mixed methods in social &amp; behavioral research</i>. 2nd ed. Los Angeles: SAGE Publications.</p>
<p><b>Absences</b></p>	<p>If you find it necessary to be absent from class because of illness or an emergency, you are responsible to master all information presented during your absence. It is your responsibility to contact a classmate who will help you.</p> <p>It is important to understand that the purpose of the lectures is not to explain the readings. While time will be spent on clarification, most of the material presented in class will serve as an extension of relevant ideas and issues. As such, attendance and participation in class will be necessary aspects of the learning process, in addition to the readings. Consequently, absences should be avoided to prevent you from falling behind and missing information for which you will be responsible.</p>

<b>Administrative Issues</b>	<p>All administrative issues will be handled according to established USU and CEHS policies.</p> <p>Please note that I only give incomplete grades in rare and exceptional cases.</p>
<b>Special Needs</b>	<p>Any student requiring accommodation based on a disability is required to register with the Disability Resource Center each semester. A letter of verification for approved recommendations can be obtained through DRC.</p>
<b>Grading</b>	<p><b>Papers more than one week late will not be accepted</b> unless a student has experienced an extreme emergency (contact the instructor). A paper received from one minute to seven days late will receive a one full letter grade reduction.</p> <p><b>Presentations cannot be made up.</b> Only in the most extreme individual circumstances will the instructor modify this policy.</p> <p>Any case involving academic dishonesty or any other violation of the Honor Code will be referred to the University for further action.</p>
<b>Course Requirements</b>	<p><b><u>Credit</u></b></p> <p><b>Class Participation</b> = 5%</p> <p><b>Methodological Journal</b> = 20%</p> <p><b>Critique</b> = 20%</p> <p><b>Poster and Responses of Final Paper</b> = 15%</p> <p><b>Final Paper</b> = 40%</p>

<b>Assignments</b>	<p>All assignments are due on the Wednesday listed on the syllabus <b>at noon</b>. This is so that I can review them prior to class and respond to student questions and concerns as quickly as possible.</p> <p><b>Methodological Journal.</b> You must maintain a journal describing your thoughts about the mixed methods issues discussed in class and the readings as they relate to your scholarship generally and to the analysis of your data set specifically. Weekly entries are expected. Journals will be submitted and reviewed by the instructor every week. Credit/no credit by week.</p> <p><b>Critique.</b> You will select a published mixed method study in your area of interest and critique it and/or reanalyze the data applying concepts from the course. The critique/reanalysis will be presented to the class during the discussion of the paper, which will be an assigned reading. A printed handout highlighting key aspects and questions is required on the day of the presentation. Graded.</p> <p><b>Final Paper.</b> You will analyze a mixed methods data set. A written report of your mixed methods research project will be required. The emphasis of the writing should be on the articulation of the methodological considerations and research methods used (esp. analytic strategies) and the interpretation of the findings. You can base the paper on a data set to which you have access already, or a data set can be provided for you. See the course schedule for approval timeline. Graded.</p> <p><b>Poster of Final Paper.</b> Final papers will be presented to the class in the form of a virtual conference poster to be uploaded and displayed on the Canvas course site. All students are required to post a question to at least half of the posters and reply to all questions received. Grades will be determined by the quality of the poster and the responses to questions. Graded.</p>
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Date	Topic	Assignment Due
1/9	Introduction <ul style="list-style-type: none"> <li>- course overview</li> <li>- definition</li> <li>- history and trends</li> <li>- purposes and applications</li> </ul>	
1/16	<b>Sample Critique</b> <b>Philosophical foundations</b> <ul style="list-style-type: none"> <li>- paradigms</li> <li>- qualitative-quantitative divide</li> <li>- conceptual stances</li> </ul>	Ch.1 (Tashakkori & Teddlie )  Week 1 Critique article: Comparative STEM Discourse.  Gigerenzer (2004)  Identify Article for Critique and bring PDF to share.  Journal Response
1/23	<b>Mixed methods design Typologies</b>  Critique 1:Liam Fischback  Critique 2:Doug Ball	Chapters 2,3,&4 (Tashakkori & Teddlie)  Journal Response
1/30	Group Meetings on Research Questions and Typology	Chapter 5 (Tashakkori & Teddlie)  Identify and share with instructor the data set you will be doing your final analysis on.  Journal Response
2/6	<b>TBA</b>  Critique 3:Stan Maeser  Critique 4:JJ Whicker	Ch. 6&7 (Tashakkori & Teddlie) <b>Submit research questions (1-4) for analysis.</b>  Journal Response

2/13	<b>Scaffolding analysis activity</b>  Critique 5: Cory Smith  Critique 6:Michael Leitch	Ch. 8&9 (Tashakkori & Teddlie)  Creswell (2003) Ch.11  Journal Response
2/18	Presidents Day	
2/20	<b>Mixed Methods Designs and Analyses</b>  Critique 7:Jet Warr  Critique 8:Brenda Smith	Journal Response  <b>Submit 2-3 page theoretical/ conceptual framework paper on how you make sense the phenomena that are central to your research questions</b>
2/27	<b>Group Meetings on Research Design and Analysis</b>  Critique 9:Allison Roxburgh  Critique 10: Trent Fawcett  Critique 11: Cesar Galdamez	Ch. 27 (Sammons, 2010)  Journal Response
3/6	Critique 12:Rachel Reeder  Critique 13:Melia Balls	Journal Response  <b>Submit 2-3 page methods description and rationale paper.</b>
3/13	Spring Break	NO CLASS
3/20	<b>More Analysis Approaches</b>  Critique 14:Angie Frabasilio  Critique 15:Brenda Bennett	Ch. 16 (Bergman, 2010)  Chi (1997)  Journal Response  <b>Submit 2-3 page analysis section (this can be either qual or quant or if you are doing concurrent design part of both)</b>
3/27	<b>Workshop findings</b>  Critique 16:Jenny Nehring  Critique 17:_____	Journal Response

4/3	<b>NCTM Conference: NO CLASS</b>	Catch Up on Readings as needed
4/10	No class; partners offer feedback on papers. Critique 18: Thomas Mgonja	<b>By end of class time</b> send professor and partner feedback and notes on paper.
4/17	Virtual Poster Session	Participate in Virtual Poster Session
4/24	Final Papers Due	Final Papers Due

<b>Required References</b>	<p>Readings will be posted to CANVAS and available in PDF format for download.</p> <p>Chi, M. T. H. (1997). Quantifying qualitative analyses of verbal data: A practical guide. <i>Journal of the Learning Sciences</i>, 6(3), 271-315.</p> <p>Creswell, J. W. (2003). <i>Research design: Qualitative, quantitative, and mixed method approaches</i>. 2nd ed. Thousand Oaks, CA: Sage Publications. (Chapter 11, Mixed Methods Procedures)</p> <p>Feldon, D. F. (2010). Do expert researchers tell it like it is? A microgenetic analysis of research strategies and self-report accuracy. <i>Instructional Science</i>, 38(4), 395-415.</p> <p>Feldon, D. F., &amp; Kafai, Y. B. (2008). Mixed methods for mixed reality: Overcoming methodological challenges to understand user activities in virtual worlds. <i>Educational Technology Research and Development</i>, 56(5-6), 575-593.</p> <p>Gigerenzer, G. (2004). Mindless statistics. <i>The Journal of Socio-Economics</i>, 33, 587-606.</p> <p>Harrits, G. S. (2011). More than method?: A discussion of paradigm differences within mixed methods research. <i>Journal of Mixed Methods Research</i>, 5(2), 150-166. doi:10.1177/1558689811402506</p>
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[1] This syllabus may be revised at the discretion of the instructor to best accommodate the needs of the class