

Syllabus  
Department of Educational Psychology & Higher Education  
Fall 2022

**EPY 731:     Mixed Methods Research**  
**Instructor:   Lisa D. Bendixen, Ph.D.**  
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**Times:        Mon. 7:00-9:45 p.m. (CEB 208 & Zoom)**  
**Office:        Carlson Education Building (CEB) 331**  
**Office Hrs:   After class and by appointment**

**Hello and Welcome!**

**An invitation...**

For a number of good reasons, too many to list here, we will be approaching this course using a Social Justice/AntiRacist/Equity lens. As members of this course, we are all educators and/or researchers in some form or another (e.g., counselors, teachers, educational psychologists, educational researchers, school psychologists, researchers in other fields, etc.) and in our role as researchers and educators, we have a unique and crucial opportunity to be a key part of positive change – change that can take place at the individual, community, and societal levels.

I am by no means an expert in the areas of Social Justice, Equity and Antiracism, but I am hopeful that we can learn together on this journey and allow for sometimes uncomfortable challenges to our beliefs, mistakes that we will ultimately make (and learn from), and the support and celebrations of our possibly small but mighty successes.

I very much look forward to working with you, and I am here to support you in whatever way I can!

-Lisa

**COURSE DESCRIPTION**

This seminar provides an overview and introduction to mixed methods research designs, and the general topics include paradigmatic, pragmatic, epistemological, and methodological issues associated with the use of mixed methods in educational research using a social justice/antiracism lens. As a doctoral level seminar, students will participate actively during class discussions of readings. We will also be participating in a two-part CrtiMM workshop toward the end of the semester.

## **COURSE GOALS AND OBJECTIVES**

### ***Mixed Methods Knowledge and how it relates to social justice/antiracism/equity:***

Students should be able to:

1. discuss the key philosophical assumptions underlying the use of mixed methods research
2. describe the purposes and uses for mixed methods studies in the social sciences
3. discuss paradigmatic, pragmatic, epistemological issues and concerns associated with mixed methods research
4. understand and explain the major types of mixed methods research designs and evaluate their strengths and weaknesses

### ***Mixed Methods Skills that support social justice/antiracism/equity:***

Students should be able to:

1. identify and select design and sampling approaches appropriate to research goals
2. critique the quality of published mixed methods studies construct transcriptions
3. develop a research proposal that utilizes a mixed methods design

### ***Mixed Methods Dispositions that support social justice/antiracism/equity:***

Students should be able to:

1. demonstrate respect for different perspectives on research methods
2. articulate a personal epistemology in which the potential strengths and weaknesses of mixed-methods research are contrasted with other paradigms

### ***Evidence that includes components of social justice/antiracism/equity:***

Participants will demonstrate their knowledge, skills, and dispositions by:

1. participating in class discussions and activities
2. leading the seminar
3. submitting a mixed methods research proposal

## **Required Texts and Materials**

Creswell, J. & Plano Clark, V. (2018). *Designing and Conducting Mixed Methods Research (3rd Ed.)*. Los Angeles: Sage.

Additional readings will be required and posted on WebCampus.

## Course Requirements

Consistent attendance is required, and participation in class readings, discussions, and activities is expected.

Grades will be determined with the following points on assignments:

ASSIGNMENT	Points
Participation	30
Student-Led Discussion	50
13 Learning Logs (6 points each)	78
Special Issue	75
Research Proposal	100
<b>Total</b>	<b>333</b>

**Grades:** Grades will be assigned on the standard university percentage scale (90-100=A, 85-89=B+, 80-84=B, 75-79=C+, 70-74=C, 65-69=D+, 60-64=D, 59 and below=F). Excessive absences and/or behavior not conducive to a positive seminar atmosphere may result in a grade reduction.

### Assignments:

#### 1. Participation

“Participation” includes both in-class activities and activities that you will complete outside of class. Successfully completing this class will mean carefully working through and engaging with the readings through written work and classroom discussion. Also expected are reaction, feedback, and suggestions to your peers and instructor. Given the importance of our discussions, I am requesting that we all have our cameras on unless there is a reasonable explanation for not doing so.

#### 2. Student-Led Discussion

The class will be conducted as a seminar, with all members of the group taking responsibility for organizing and facilitating one class discussion focusing on some aspect of the readings for their particular week. This will happen in groups of approximately 1-2 leaders. The day of the discussion, the leader(s) should provide a written outline that includes the major points in the reading and to set up an activity to *involve* the class. **The activity should include some aspect of Social justice/Antiracism.** Obviously, for this format to work, everyone must come prepared to participate in class discussions. The discussion leaders will provide the framework for the discussion, but everyone is responsible for the content of the discussion.

### 3. Learning Logs

Students are expected to complete assigned readings for each class meeting and be ready to participate in class discussions. As you study each assigned reading, keep a learning log, separate from your class notes. Each weekly entry should include:

- a. Three or more pertinent questions for **discussion**.
- b. At least three criticisms of the research/theory you read about.
- c. A brief description of at least one idea for future research (an actual research study – including Research Q(s), Method – Participants, MM Design, Measures, Procedure, & Anticipated Results).

Have your learning log handy for use in our course discussions. Learning Log entries will be turned in approximately each week. Each Learning Log entry will be assessed using the following rubric:

#### Levels of Achievement

Criteria	Exemplary	Acceptable	Needs Work
Three pertinent discussion questions	Your entry contains 3 relevant, thought-provoking <u>discussion</u> questions	Your entry includes 3 relevant discussion questions	Your entry includes 3 definition questions
Three criticisms of Research	Your entry contains 3 detailed and thoughtful critiques of research/theory	Your entry contains 3 general criticisms of the research/theory	Your entry contains 3 vague criticisms of the research/theory
Brief discussion of an idea for future research	Your entry contains a detailed description of an actual research study	Your entry contains a general idea for a research study	Your entry contains a vague idea for a research study

#### 4. Special Issue Editor

Put yourself in the role of a journal editor who has been asked to create a special issue devoted to a topic of particular interest to you and research that utilizes MMR. Compile 5-6 articles related to your topic that will be included in the issue and write a 1-2 page Introduction that introduces your topic and the articles AND a 5-7 page Commentary that will come at the end of the issue. The commentary should address themes contained within the articles, theoretical and/or methodological issues, implications for future research, and instructional implications. Pages should be double-spaced and in APA format.

#### 5. Research Proposal

As a culminating activity, you will write a research *proposal* (20 pages) utilizing a mixed methods design. Your paper needs to include the following components:

- Title: As Creswell and Plano Clark note, it is important to write a title specifically indicating the use of mixed methods.
- Introduction
  - Research problem, and past research on the problem
  - Purpose statement
  - Research questions and hypotheses
- Review of Literature/Theoretical Framework
- Methodology
  - Research design
    - Identify, define, and justify the type of design
    - Describe challenges associated with the design and how they will be addressed
    - Examples and use of the type of design
    - Procedural diagram
  - Data collection procedures (identify potential instruments and qualitative sources of data). Order quantitative and qualitative collection methods according to design.
  - Analyses and interpretation of data (with justification, including integration)
  - Plans for reporting results (merging or separate results)
- References

## **Additional UNLV Policies:**

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### Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

### Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

### Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

### Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

## Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

## Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

## Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

## Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

## Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

## Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

## Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

## Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

## UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority

assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

#### Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

## Topics and Readings:

**\*\*Please check WebCampus to download additional articles and pre-class activities.**

<b>Topic/Date</b>	<b>Reading</b>
<b>Aug. 29</b> Introductions & review of syllabus	
<b>Sept. 5</b>	Labor Day – No Class Meeting
<b>Sept. 12</b>  <b>LL#1 Due</b>	<b>Jacobson &amp; Mustafa (2019)</b>  <b>Bourke (2014)</b>
<b>Sept. 19</b> The Nature & Foundations of Mixed Methods Research  <b>LL#2 Due</b>	Creswell & Plano Clark, Ch. 1 & 2  <b>Mertens (2007)</b>
<b>Sept. 26</b> Core Mixed Methods Designs  <b>LL#3 Due</b>	Creswell & Plano Clark, Ch. 3  <b>Gillborn, Warmington &amp; Demack (2018)</b>  <b>DeCuir-Gunby (2020)</b>
<b>Oct. 3</b> Complex Applications of Core MM Designs  <b>LL#4 Due</b>  <b>Student-Led Discussion #1</b>	Creswell & Plano Clark, Ch. 4  <b>Reagan, Chen &amp; Vernikoff (2016)</b>  <b>Zumbrunn (2014)</b>
<b>Oct. 10</b> Introducing a MM Study  <b>LL#5 Due</b>  <b>Student-Led Discussion #2</b>	Creswell & Plano Clark, Ch. 5  <b>Collins (2015)</b>

<p><b>Oct. 17 – ZOOM</b></p> <p>Collecting Data in MMR</p> <p><b>LL#6 Due</b></p> <p><b>Student-Led Discussion #3</b></p>	<p>Creswell &amp; Plano Clark, Ch. 6</p> <p><b>Salmons (2015)</b></p>
<p><b>Oct. 24</b></p> <p>Analyzing and Interpreting Data in MMR</p> <p><b>LL # 7 Due</b></p> <p><b>Student-Led Discussion #4</b></p>	<p>Creswell &amp; Plano Clark, Ch. 7</p> <p><b>*Explore the MAXQDA website!!</b></p> <p><b>Guetterman, Creswell &amp; Kukartz (2015)</b></p>
<p><b>Oct. 31</b></p> <p>Writing &amp; Evaluating MMR</p> <p><b>LL#8 Due</b></p> <p><b>**Special Issue Due</b></p>	<p>Creswell &amp; Plano Clark, Ch. 8</p> <p><b>Plano Clark &amp; Sanders (2015)</b></p>
<p><b>Nov. 7</b></p> <p>Advances in MMR</p> <p><b>LL#9 Due</b></p> <p><b>Student-Led Discussion #5</b></p>	<p>Creswell &amp; Plano Clark, Ch. 9</p> <p><b>White, DeCuir-Gunby &amp; Kim (2019)</b></p> <p><b>Yin (2015)</b></p>

<p><b>Nov. 14</b></p> <p>Integration</p> <p><b>LL#10 Due</b></p> <p><b>Student-Led Discussion #6</b></p>	<p><b>Johnson, Grove &amp; Clarke (2019)</b></p> <p><b>Freshwater &amp; Fisher (2015)</b></p>
<p><b>Nov. 21</b></p> <p>CritMM example studies</p> <p><b>LL#11 Due</b></p>	<p><b>Garcia &amp; Mayorga (2018)</b></p> <p><b>Souto-Manning (2019)</b></p>
<p><b>Nov. 28 - ZOOM</b></p> <p><b>LL#12 Due</b></p>	<p><b>CritMM Workshop – Part 1</b></p> <p><b>Readings TBA</b></p>
<p><b>Dec. 5 - ZOOM</b></p> <p><b>LL#13 Due</b></p>	<p><b>CritMM Workshop – Part 2</b></p> <p><b>Readings TBA</b></p>
<p><b>Dec. 12</b></p>	<p>Work on proposals</p>
<p><b>Dec. 15</b></p>	<p><b>**Research Proposal Due</b></p>