

Syllabus  
Department of Educational Psychology & Higher Education  
Fall 2016

**EPY 731: Mixed Methods Research**  
**Instructor: Lisa D. Bendixen, Ph.D.**  
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**Phone: Office # 895-4632**  
**Times: Wed. 7:00-9:45 p.m. CEB ???**  
**Office: Carlson Education Building (CEB) 331**  
**Office Hrs: After class, and by appointment**

### **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. As a doctoral level seminar, students will participate actively during class discussions of readings. The seminar is also intended to be learner-focused – much of the content will arise from the specific needs and interests of the participants.

### **COURSE GOALS AND OBJECTIVES**

The purpose of the course is to acquaint students with multiple approaches to mixed methods research that are becoming more accepted in educational and social science research. As a doctoral level seminar, participants are expected to engage in close readings of the assigned text and other readings.

#### ***Knowledge: (COE CORE PRINCIPLES 1,2,3,6,7,& 8)***

Participants 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

#### ***Skills: (COE CORE PRINCIPLES 4,5,6,&7)***

Participants 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

**Dispositions: (COE CORE PRINCIPLES 9&10)**

Participants 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

**Outcomes:**

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. (2011). *Designing and conducting mixed methods research (2<sup>nd</sup> 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
10 Learning Logs (5 points each)	50
Special Issue	75
1- page prospectus and powerpoint presentation	50
Research Proposal	100
<b>Total</b>	355

**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 instructors.

## 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 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. 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).

Bring your log entry with you to class for use in discussion. 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 some that utilize 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. Presentation**

The last two classes will be devoted to student presentations of your final papers. You will construct a 10-min. power point presentation of 8-10 slides summarizing your proposal for conducting a mixed methods study.

#### **6. 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 (p. 144-146), 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
- Methodology (Creswell & Plano Clark, p. 255)
  - 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)
  - Plans for reporting results (merging or separate results)
- References

**Topics and additional readings:**

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

<b>Topic/Date</b>	<b>Reading</b>
<b>Aug. 31</b> Introductions and review of syllabus	
<b>Sept. 7</b> Introduction to Mixed Methods Research  <b>LL#1 Due</b>	Creswell & Plano Clark, ch. 1
<b>Sept. 14</b>  Historical, Philosophical, and Theoretical Foundations  <b>LL#2 Due</b>  <b>Student-Led Discussion #1</b>	Creswell & Plano Clark, ch. 2  Fetters, M.D. (2016). "Haven't we Always Been Doing Mixed Methods Research?": Lessons Learned from the Development of the Horseless Carriage.
<b>Sept. 21</b> Choosing a Mixed Methods Design  <b>LL#3 Due</b>  <b>Student-Led Discussion #2</b>	Creswell & Plano Clark, ch. 3 Readings TBA
<b>Sept. 28</b> Mixed Methods Designs, cont.  <b>LL#4 Due</b>  <b>Student-Led Discussion #3</b>	Creswell & Plano Clark, ch. 4 Reading TBA
<b>Oct. 5</b> Introducing a Mixed Methods Study  <b>LL#5 Due</b>	Creswell & Plano Clark, ch. 5 Reading TBA

<b>Student-Led Discussion #4</b>	
<b>Oct. 12</b> Data Collection <b>LL#6 Due</b> <b>Student-Led Discussion #5</b> <b>**Special Issue Due</b>	Creswell & Plano Clark, ch. 6 Reading TBA
<b>Oct. 19</b>	<b>No Class – Work on Prospectus</b>
<b>Oct. 26</b> Analyzing and Interpreting Data <b>LL#7 Due</b> <b>Student-Led Discussion #6</b>	Creswell & Plano Clark, ch. 7 MAXQDA Readings TBA
<b>Nov. 2</b> Writing and Evaluating Mixed Methods Research <b>LL#8 Due</b> <b>Student-Led Discussion #7</b>	Creswell & Plano Clark, ch. 8 Readings TBA
<b>Nov. 9</b> Publishing Mixed Methods Research <b>LL#9 Due</b> <b>Student-Led Discussion #8</b>	Readings TBA
<b>Nov. 16</b> <b>LL#10 Due</b> <b>Student-Led Discussion #9</b>	Readings TBA

<b>**Prospectus Due</b>	
<b>Nov. 23</b>	Thanksgiving recess
<b>Nov. 30</b>	Work on papers
<b>Dec. 7</b>	Student presentations
<b>Dec. 14</b>	Student presentations??
<b>Dec. 18</b>	<b>**Research Proposal Due (turn in on WebCampus)</b>

## UNLV POLICIES

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**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 employee or student 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 information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Library Resources**—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: [https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:  
<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Tutoring and Coaching**—The Academic Success Center (ASC) 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, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

information see: <https://www.unlv.edu/provost/teachingandlearning> and/or:  
<https://www.unlv.edu/provost/transparency>

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**Tutoring and Coaching**—visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177).

**UNLV Writing Center**—please see: <http://writingcenter.unlv.edu/>.

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