CI 592: Mixed Methods in Educational Research

Catalog Description

An examination of how to combine qualitative and quantitative research methods and to defend such studies with reference to the tenets of the underlying constructivist and post-positivistic research paradigms. The objective of the course is for students to design and defend a mixed methods educational research study. Prerequisite: EAHE 587 and EPSY 505 or consent of instructor.

Course Details

Instructor: Dr. Christie McIntyre  
Semester: Spring 2017  
Office: Wham 327  
Email: cherimc@siu.edu  
Location: Wham 308  
Dates: January 23-May 8  
Time: 4:00-6:25  
Day: Monday

Course Objectives

1. The students will identify the strengths and limitations of qualitative and quantitative research methods.

2. The students will apply their understanding of the attributes of mixed methods research by creating a rubric to evaluate mixed methods research studies.

3. The students will apply their understanding of the attributes of mixed methods research by critiquing mixed methods research studies.

4. The students will analyze data using mixed methods procedures.

5. The students will design a mixed methods research study.

Required Textbooks:


Assignment Options

Students will choose from the assignments listed below to create a contract that will meet the course objectives and their personal goals for the course.

<table>
<thead>
<tr>
<th>Potential Points</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>20</td>
<td><strong>MMR Article Critique</strong> – The student will complete the MMR rubric and write a critique of a Mixed Methods Research article from a peer reviewed journal.</td>
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<td>30</td>
<td><strong>MMR Book Review</strong> – The student will write a book review. The book may be selected from the list of recommended books, or the student may request permission from the instructor to review a book not on the recommended list.</td>
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<td>10</td>
<td><strong>Presentation of a MMR Critique or Book Review</strong> – The student will prepare a 20-minute presentation for the class based on a MMR Article Critique or a MMR Book Review.</td>
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<tr>
<td>20</td>
<td><strong>QUAN or QUAL Article Critique</strong> – The student will complete the MMR rubric and write a critique of a QUAN or QUAL Research article from a peer reviewed journal. Since the article is not based on MMR, the student will also add a section to the critique that will describe how the author(s) could develop the study into a MMR study.</td>
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<td>25</td>
<td><strong>MMR Data Analysis</strong> – The student will write a paper describing the MMR procedures used to analyze QUAL and QUAN data sets and will summarize the findings based on the analysis.</td>
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<td>35</td>
<td><strong>MMR Proposal</strong> – The student will design a mixed methods research study and will write a paper describing the proposed research study.</td>
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Class Participation

Class participation will count for 15% of the grade. If students are unable to join the class in person, he/she can submit a one-page reflection or two-column journal entry based on the readings.

Course Evaluations

Use the list of potential assignments within the syllabus as a guide. The total points should add up to 100.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Selected Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. The students will identify the strengths and limitations of qualitative and quantitative research methods.</td>
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<td>3. The students will apply their understanding of the attributes of mixed methods research by critiquing mixed methods research studies. <strong>KEY ASSIGNMENT for CI</strong></td>
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<td>4. The students will analyze data using mixed methods procedures.</td>
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<td>5. The students will design a mixed methods research study.</td>
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<td>6. The students will actively participate in class discussions.</td>
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<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
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</tbody>
</table>

Grading Scale:   A = 90-100  B = 80-89  C = 70-79  D = 60-69  F = below 60
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Notes</th>
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<tbody>
<tr>
<td>January 30th</td>
<td>Ch. 1 MMR as Third Research Community</td>
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<td></td>
<td>Ch. 2 Fundamentals of MMR</td>
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<td></td>
<td>Ch. 3 Methodological Thought Before 20th Century</td>
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<td></td>
<td>Ch. 4 Methodological Thought Since 20th Century</td>
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<tr>
<td>February 6th</td>
<td>Ch. 5 Paradigm Issues in MMR</td>
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<td></td>
<td>Ch. 6 Generating Questions in MMR</td>
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<td>Ch. 7 MMR Designs</td>
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<tr>
<td>February 13th</td>
<td>No class. Use this time to work on your assignments</td>
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<tr>
<td>February 20th</td>
<td>Ch. 3 Choosing a MMR Design</td>
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<td></td>
<td>Ch. 4 Examples of MMR</td>
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<tr>
<td>February 27th</td>
<td>Ch. 8 Sampling Strategies for MMR</td>
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<td></td>
<td>Ch. 5 Introducing a MMR Study</td>
<td>Bring in a MMR study that exemplifies one of the sampling schemes noted in Table 15.1 on pp. 358-9.</td>
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<tr>
<td>March 6th</td>
<td>Ch. 9 Considerations Before Collecting Data</td>
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<td></td>
<td>Ch. 10 Data Collection Strategies for MMR</td>
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<td>March 20th</td>
<td>Ch. 11 The Analysis of MMR Data</td>
<td>Ch. 6 Collecting Data in MMR</td>
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<td></td>
<td>Ch. 7 Analyzing and Interpreting Data in MMR</td>
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<tr>
<td>March 27th</td>
<td>Ch. 12 Inference Process in MMR</td>
<td>Ch. 8 Writing &amp; Evaluating MMR</td>
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<td>April 3rd</td>
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<td>April 10th</td>
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<td>April 24th</td>
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<td>May 1st</td>
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<td>May 8th</td>
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Additional Selected Readings


Teacher Education Program

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Teacher Education Conceptual Framework:
Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program: Literacies, Identities, and Engagement:

**Literacies:**

*Reflective educational leaders* understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

**Identities:**

*Reflective educational leaders* understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).
Engagement:

*Reflective educational leaders* are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

Dispositions

The professional attitudes, values, and beliefs demonstrated through verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:

The candidate demonstrates professionalism:
- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession

The candidate values human diversity:
- shows respect and sensitivity to the learning needs and abilities of all individuals
- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- strives for best practices to address diverse learning needs and abilities of all individuals
- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- collaborates with diverse peers, professional colleagues, staff and families

The candidate develops professionally:
- engages in ongoing acquisition of knowledge
- engages in development of research-based practices
- assesses own performance and reflects on needed improvements

References


Syllabus Attachment Spring 2017

IMPORTANT DATES *
Semester Class Begins ................................................. 01/17/2017
Last day to add full-term course (without Dean’s signature): ....... 01/22/2017
Last day to withdraw from the University with a full refund: ........ 01/27/2017
Last day to drop a full-term course for a credit/refund .......... 01/29/2017
Deadline to apply to graduate at the end of this term: .............. 04/2/2017
Final examinations: ...................................................... 05/8–05/12/2017
Commencement: ................................................................ 05/13/2017

*For more detailed information on the above deadlines, please visit http://register.siu.edu/calendars. For add/drop dates that apply to shorter-than-full-term courses, please look at the Schedule of Classes search results at http://register.siu.edu/sched/class/index.php

SPRING SEMESTER HOLIDAYS
Martin Luther King Jr.’s Birthday Holiday 01/16/2017
Spring Break 03/11—03/19/2017

WITHDRAWAL POLICY - Undergraduate only
Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar’s office. For the proper procedures to follow when dropping courses and when with-drawing from SIU visit: http://register.siu.edu/students/withdrawal.php

INCOMPLETE POLICY - Undergraduate only
An INC grade may be assigned when, for reasons beyond their control, stud-
ents engaged in passing work are unable to complete all class assignments
for the course. An INC must be changed to a completed grade within one
full semester (undergraduates), and one full year (graduate students), from
the close of the term in which the course was taken or graduation, whichever
occurs first. Should the student fail to complete the remaining course
requirements within the time period designat-ed, the incomplete will
be converted to a grade of F and such grade will be computed in the
student’s grade point average. For more information visit:
http://register.siu.edu/grades/incomplete.php

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a
course for credit more than once. For students receiving a letter grade of A,
B, C, D, or F, the course repetition must occur at Southern Illinois
University Carbondale. Effective for courses taken Summer 2013 or later,
only the most recent (last) grade will be calculated in the overall GPA and
count toward hours earned.
This policy will be applied to all transferrable credit in that only the last
grade will be used to calculate grade point average. Only those courses
taken at the same institution are considered repeats under this policy. See
full policy at http://register.siu.edu/students/repeatclasses.php

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the
applicable policies for graduate students, please refer to the graduate catalog
at http://gradschool.siu.edu/about-us/grad-catalog/

DISABILITY POLICY
Disability Support Services provides the required academic and
programmatic sup-port services to students with permanent and temporary
disabilities. DSS provides centralized coordination and referral services. To
utilize DSS services, students must contact DSS to open cases. The process
involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.