SOUTHERN ILLINOIS UNIVERSITY
SIU **DEPARTMENT OF**
CARBONDALE **CURRICULUM AND INSTRUCTION**

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:

Teddlie, C. and Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences.* Thousand Oaks, CA: Sage.

Creswell, J. W. & Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research*. Los Angeles, CA: Sage.

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.

Potential Points	Assignments
20	**MMR Article Critique** – The student will complete the MMR rubric and write a critique of a Mixed Methods Research article from a peer reviewed journal.
30	**MMR Book Review** – 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.
10	**Presentation of a MMR Critique or Book Review** – The student will prepare a 20-minute presentation for the class based on a MMR Article Critique or a MMR Book Review.
20	**QUAN or QUAL Article Critique** – 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.
25	**MMR Data Analysis** – 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.
35	**MMR Proposal** – The student will design a mixed methods research study and will write a paper describing the proposed research study.

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.

Course Objectives	Selected Assignments	Points
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. ***KEY ASSIGNMENT for CI**		
4. The students will analyze data using mixed methods procedures.		
5. The students will design a mixed methods research study.		
6. The students will actively participate in class discussions.		15
	Total	**100**

Grading Scale: A = 90-100   B = 80-89   C = 70-79   D = 60-69   F = below 60

CI 592 Reading Schedule		
Foundations of Mixed Methods Research by Teddlie and Tashakkori	**Designing and Conducting Mixed Methods Research** by Creswell and Plano Clark	
January 30th		
Ch. 1 MMR as Third Research Community		
Ch. 2 Fundamentals of MMR		
Ch. 3 Methodological Thought Before 20th Century		
Ch. 4 Methodological Thought Since 20th Century		
February 6th		
Ch. 5 Paradigm Issues in MMR		
Ch. 6 Generating Questions in MMR		
Ch. 7 MMR Designs		
February 13th		
No class. Use this time to work on your assignments		
February 20th		
	Ch. 3 Choosing a MMR Design	
	Ch. 4 Examples of MMR	
February 27th		
Ch. 8 Sampling Strategies for MMR	Ch. 5 Introducing a MMR Study	Bring in a MMR study that exemplifies one of the sampling schemes noted in Table 15.1 on pp. 358-9.
March 6th		
Ch. 9 Considerations Before Collecting Data		
Ch. 10 Data Collection Strategies for MMR	Ch. 6 Collecting Data in MMR	
March 20th		
Ch. 11 The Analysis of MMR Data	Ch. 7 Analyzing and Interpreting Data in MMR	
March 27th		
Ch. 12 Inference Process in MMR	Ch. 8 Writing & Evaluating MMR	
April 3rd		
April 10th		
April 17th		
April 24th		
May 1st		
May 8th		

Additional Selected Readings

Elbow, P. (2006). The Believing Game and How to Make Conflicting Opinions More Fruitful. Online at http://www.procon.org/sourcefiles/believinggame.pdf .

Yanchar, S. C. & Williams, D. D. (2006). Reconsidering the compatibility thesis and eclecticism: Five proposed guidelines for methods use. *Educational Researcher*, *35*(9), 3-12. DOI: 10.3102/0013189X035009003.

Camic, P. M., Rhodes, J. E., & Yardley, L. (2003). Naming the stars: Integrating qualitative methods into psychological research. In P. M. Camic, J. E. Rhodes, & L. Yardley. (Eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design* (3-15). Washington, DC, US: American Psychological Association. DOI: 10.1037/10595-001.

McGrath, J. E. & Johnson, B. A. (2003). Methodology makes meaning: How both qualitative and quantitative paradigms shape evidence and its interpretations. In P. M. Camic, J. E. Rhodes, J. & L. Yardley (Eds.). *Qualitative research in psychology: Expanding perspectives in methodology and design* (31-48). Washington, DC, US: American Psychological Association. DOI: 10.1037/10595-003.

Phillips, D. C. (1990). Postpositivistic Science: Myths and realities. In Guba, E. (Ed.). *The Paradigm Dialog* (31-45). London: Sage.

Fassinger, R. & Morrow, S. L. (2013). Toward best practices in quantitative, qualitative, and mixed-methods research: A social justice perspective. *Journal for Social Action in Counseling and Psychology*, *5*(2), 69-83.

Sleeter, C. (2014). Toward teacher education research that informs policy. *Educational Researcher*, *43*(3), 146-153. DOI: 10.3102/0013189X14528752.

Sleeter, C. (2000-2001). Epistemological diversity in research on preservice teacher preparation for historically underserved children. *Review of Educational Research*, *25*, 209-250.

Douglas, K. (2009). Sharpening our focus in measuring classroom instruction. Educational Researcher, 38(7), 518-521. DOI: 10.3102/0013189X09350881.

Nastasi, B. K., Hitchcock, J. H., & Brown, L. M. (2010). An inclusive framework for conceptualizing mixed methods design typologies: Moving toward fully integrated synergistic research models. In A. Tashakkori & C. Teddlie (Eds.). *Handbook of Mixed Methods in Social and Behavioral Research* (305-338). Thousand Oaks, CA: Sage.

Bergman, M. (2010). Hermeneutic content analysis: Textual and audiovisual analyses within a mixed methods framework. In A. Tashakkori & C. Teddlie (Eds.). *Handbook of Mixed Methods in Social and Behavioral Research* (379-396). Thousand Oaks, CA: Sage.

Onwuegbuzie, A. J. & Combs, J. P. (2010). Emergent data analysis techniques in mixed methods research: A synthesis. In A. Tashakkori & C. Teddlie (Eds.). *Handbook of Mixed Methods in Social and Behavioral Research* (397-430). Thousand Oaks, CA: Sage.

Dickinson, W. B. (2010). Visual displays for mixed methods findings. In A. Tashakkori & C. Teddlie (Eds.). *Handbook of Mixed Methods in Social and Behavioral Research* (469-504). Thousand Oaks, CA: Sage.

Maxwell, J. (2004). Causal explanation, qualitative research, and scientific inquiry in education. *Educational Researcher, 33*(2), 3-11.

Miles, M. B. & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook (151-165, 225-244, 127-142). Thousand Oaks, CA: Sage.

O' Cathain, A. (2010). Assessing the quality of mixed methods research: Toward a comprehensive framework. In A. Tashakkori & C. Teddlie (Eds.). *Handbook of Mixed Methods in Social and Behavioral Research* (531-555). Thousand Oaks, CA: Sage.

Sammons, P. (2010). The contribution of mixed methods to recent research on educational effectiveness. In A. Tashakkori & C. Teddlie (Eds.). *Handbook of Mixed Methods in Social and Behavioral Research* (697-723). Thousand Oaks, CA: Sage.

Day, C., Sammons, P., & Gu, Q. (2008). Combining qualitative methodologies in research on teacher's lives, work, and effectiveness: From integration to synergy. Educational Researcher, 37(6), 330-342. DOI: 10.3102/0013189X08324091.

Grissom, J. A., Loeb, S., & Master, B. (2010). Effective instructional time use for school leaders: Longitudinal evidence from observations of principals. Educational Researcher, 42(8), 433-444. DOI: 10.3102/0013189X13510020.

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 though 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

Amatea, E. S., Daniels, H., Bringman, N., & Vandiver, F. M. (2004). Strengthening counselor-teacher-family connections: The family-school collaborative consultation project. *Professional School Counseling, 8*(1), 47-55.

Bemak, F., & Chi-Ying Chung, R. (2008). New professional roles and advocacy strategies for school counselors: A multicultural/social justice perspective to move beyond the nice counselor syndrome. *Journal of Counseling & Development, 86*(3), 372-382.

Brown, B. (2005). The politics of public discourse, identity, and African-Americans in science education. *The Negro Educational Review*, 56(2&3), 205-220.

Chessin, D. B., & Moore, V. J. (2004). The 6-E learning model. *Science & Children*, 47-49.

Cramer, K. (2006). Change the Way You See Everything through Asset-Based Thinking. Running Press.

Crowe, E. C., Connor, C. M., & Petscher, Y. (2009). Examining the core: Relations among reading curricula, poverty, and first through third grade reading achievement. *Journal of School Psychology*, 47, 187-214.

Cunningham, A. E., & Stanovich, K. E. (2001). What reading does for the mind. *Journal of Direct Instruction*, 1(2), 137-149.

Delpit, L. (1995). *Other people's children. Cultural conflict in the classroom.* New York: The New Press.

Epstein, T. (2009). *Interpreting national history: Race, identity, and pedagogy in classrooms and communities*. New York: Routledge.

Hiebert, J., Morris, A., Berk, D., & Jansen, A. (2007). Preparing teachers to learn from teaching. *Journal of Teacher Education, 58*(1), 47-61.

Irvine, J. (1997). *Critical knowledge for diverse teachers and learners.* Washington, DC: American Association of Colleges for Teacher Education.

Kear, D. J., Coffman, G. A., McKenna, M.C., & Ambrosio, A. L. (2000). Measuring attitude toward writing: A new tool for teachers. *The Reading Teacher, 54*(1), 10-23.

Keys, S. G., Bemak, F., Carpenter, S. L., & King-Sears, M. (1998). Collaborative consultant: A new role for counselors serving at-risk youths. *Journal of Counseling & Development, 76*(2), 123-133.

Lach, M. & Goodwin, D. (2002). Everyone needs a mentor. *The Science Teacher*, 50-52.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

McCann, T., & Johannessen, L. (2008). Mentoring matters. *The English Journal, 98*(2), 86-88.

McKenna, M.C., & Kear, D.J. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher*, 626-639.

Olsen, B. (2010). Teaching for Success: Developing Your Teacher Identity in Today's Classroom. Boulder, CO: Paradigm.

Perry, T., & Delpit, L. (eds.) (1998). *The real Ebonics debate. Power, language, and the education of African-American children.* Boston: Beacon Press.

Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling, 11*(2), 90-97.

Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Leinhardt, G. & Young, K. (1996). Two texts, three readers: Distance and expertise in reading history. *Cognition and Instruction*, 14(4), 441-486.

Moje, Elizabeth. 2008. "Foregrounding the disciplines in secondary literacy teaching and learning: A call for change." *Journal of Adolescent and Adult Literacy* 52, 96-107.

Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-32.

Schwartz, G. (2005). Overview: What is media literacy, who cares and why? In G. Schwartz & P. Brown (Eds.), *Media literacy: Transforming curriculum and teaching*, pp. 5-17. Malden, MA: Blackwell Publishing.

Vygotsky, Lev (1962/1996). *Thought and language*, Rev. Ed. Cambridge, MA: MIT Press.

Washburn, E. K., Joshi, R. M., & Binks-Cantrell, E. S. (2011). Teacher knowledge of basic language concepts and dyslexia. *Dyslexia*, 17, 165-183.

Wilson, M. (2006). My trouble with rubrics. In *Rethinking rubrics in writing assessment*, pp. 1-10. Portsmouth, NH: Heinemann.

Wineburg, Sam. 2001. *Historical Thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia, PA: Temple University Press.

Syllabus Attachment Spring 2017

Office of the Provost: http://pvcaa.siu.edu/

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: …………………………………………0**5/8–05/12/2017**
Commencement:
…………………………………………………0**5/13/2017**

*For more detailed information on the above deadlines, please visit http://registrar.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://registrar.siu.edu/schedclass/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://registrar.siu.edu/students/withdrawal.php

INCOMPLETE POLICY~ *Undergraduate only*

An INC grade may be assigned when, for reasons beyond their control, students 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://registrar.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 institu-tion are considered repeats under this policy. *See full policy at* http://registrar.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.

http://disabilityservices.siu.edu/

PLAGIARISM

Student Conduct Code http://srr.siu.edu/student-conduct-code/
Guidelines for Faculty
http://pvcaa.siu.edu/_common/documents/Plagiarism/Guide%20to%20Preventing%20Plagiarism.pdf

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been har-assed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a univer-sity-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an im-portant part of the community. For Information on Saluki Cares: call(618) 453-1492, email siucares@siu.edu, or http://salukicares.siu.edu/

SIU's EARLY WARNING INTERVENTION PROGRAM (EWIP)

Students enrolled in courses participating in SIU's Early Warning Interven-tion Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum's Overview webpage: http://corecurriculum.siu.edu/program-overview/

EMERGENCY PROCEDURES

We ask that you become familiar with **Emergency Preparedness @ SIU.** Emergency response information is available on posters in buildings on cam-pus, on the Emergency Preparedness @ SIU website, and though text and email alerts. To register for alerts visit: http://emergency.siu.edu/

STUDENT MULTICULTURAL RESOURCE CENTER

The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in Grinnell Commons, to see the resources available and discover ways you can get involved on the campus. *Visit us* at http://inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on cam-pus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring : http://tutoring.siu.edu/
Math Labs http://math.siu.edu/courses/course-help.php

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and facul-ty. To find a Center or Schedule an appointment please visit: http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimi-nation cases. *For more information* visit: http://diversity.siu.edu/#

MILITARY COMMUNITY

There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related develop-ments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at http://veterans.siu.edu/

Additional Resources:
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: https://online.siu.edu/
SALUKI SOLUTION FINDER: http://solutionfinder.siu.edu/
MORRIS LIBRARY HOURS: http://libguides.lib.siu.edu/hours