

ADVANCES IN MIXED METHODS DESIGN

Donna M. Mertens

Professor Emeritus, Gallaudet University

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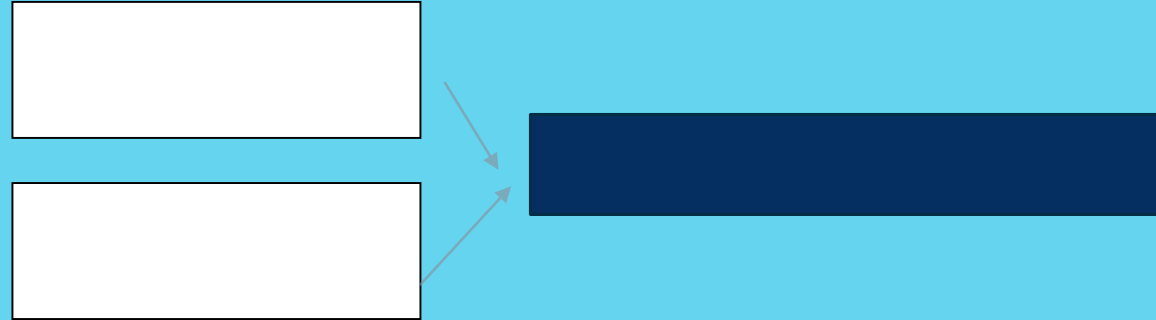
METHODS AND DESIGN OPTIONS

- ▶ Quantitative approaches such as experimental, quasi-experimental, causal-comparative, correlational, survey, and single-case designs
- ▶ Qualitative approaches such as group processes (e.g., focus groups or some indigenous methods), case studies, ethnographic research, phenomenological research, and PAR
- ▶ Mixed methods includes collection and analysis of both quantitative and qualitative data with integration of the processes and data at various levels and stages in a study or a sequence of studies (Mertens, 2009, TRE, p. 165).

MM Design Options in the Early Years of MM Development

Concurrent Design

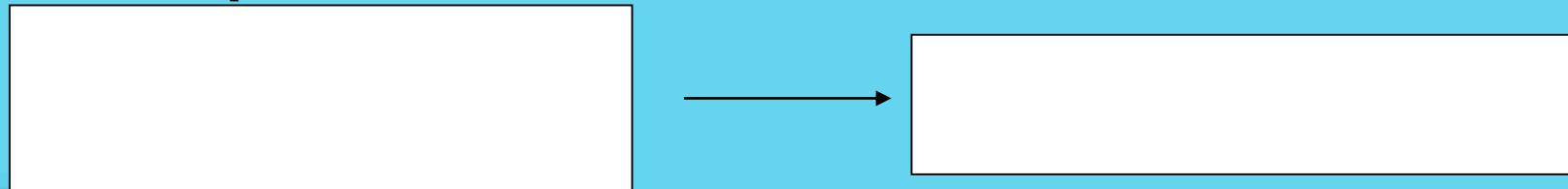
Quantitative and Qualitative occur more or less simultaneously

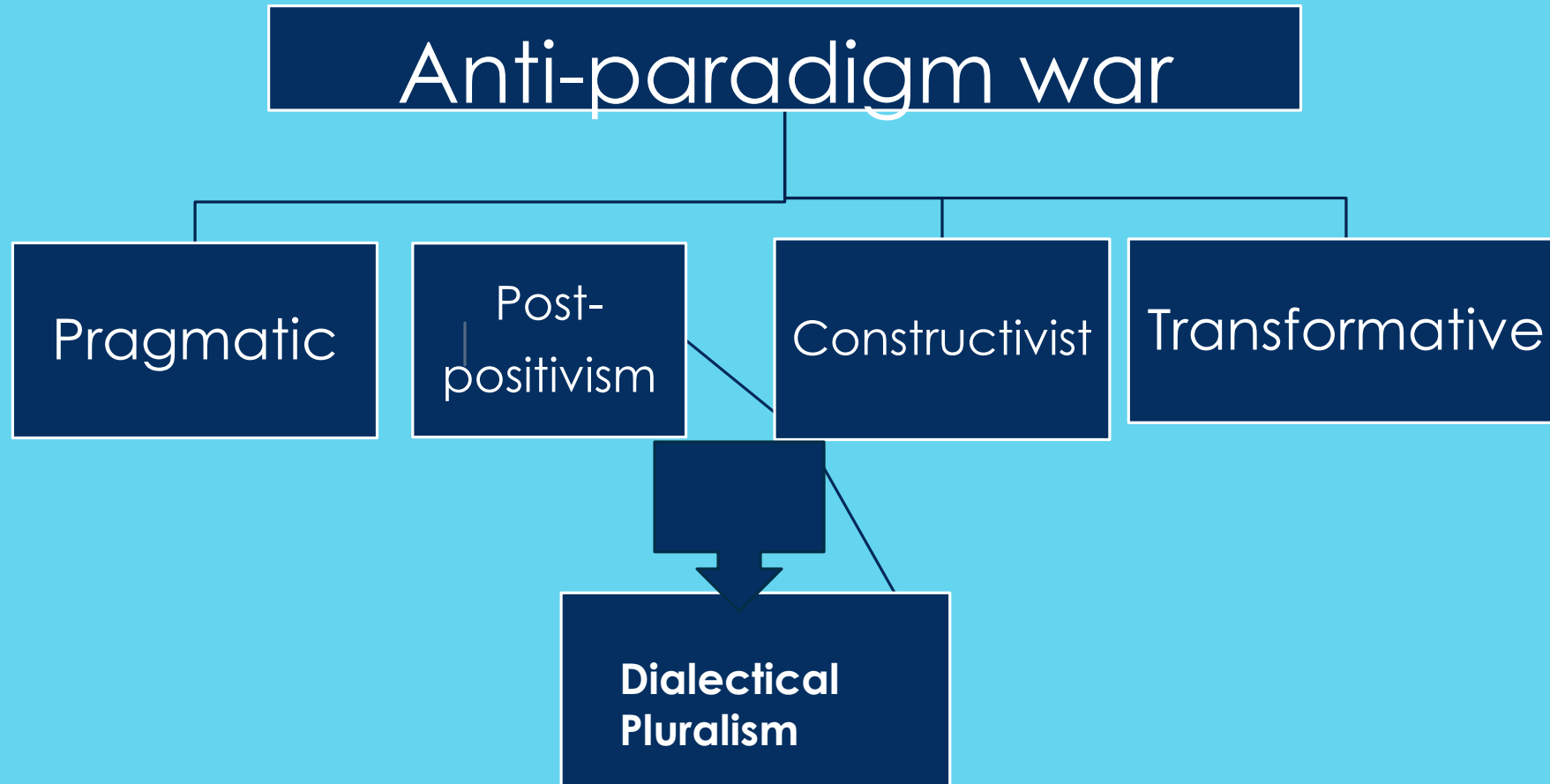


Sequential Design: Quantitative Followed by Qualitative

OR

Sequential Design: Qualitative Followed by Quantitative





MM PARADIGMATIC POSITIONS

PRAGMATIC PARADIGM

Assumptions	Beliefs
Axiology	Gain knowledge in pursuit of desired ends as influenced by the researcher's values and politics
Ontology	Single reality but individually experienced
Epistemology	Appropriate to the study
Methodology	Match methods to questions; mixed methods

Sequential data collection

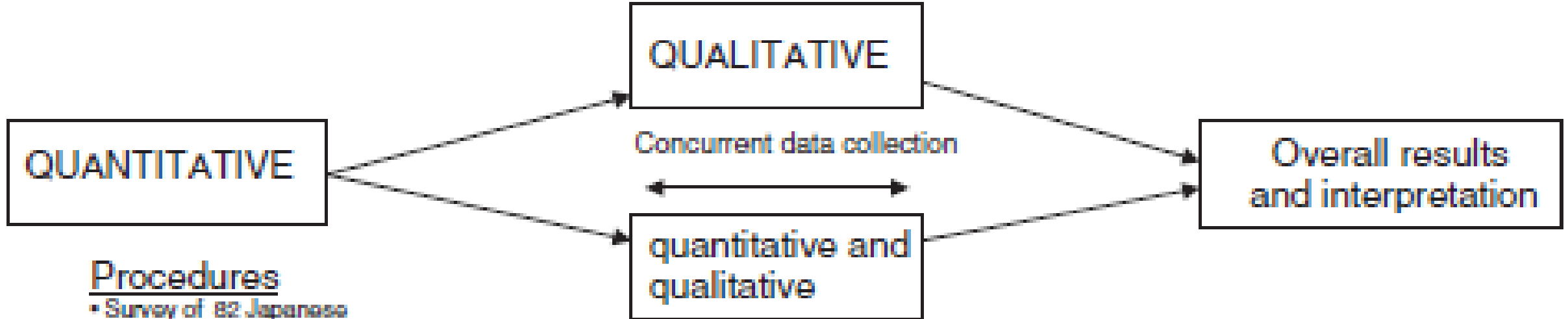


Procedures

- Qualitative phone interviews with 18 Japanese women who had advance consent procedure

Products

- Experiences with advance consent process



Procedures

- Survey of 82 Japanese women who had advance consent for epidural

Products

- Attitudes about advance consent procedure

Procedures

- Email survey of 78 health professionals

Products

- Quantitative data on attitudes
- Qualitative data on experiences

Fetters, Yoshioka, Greenberg, Gorenflo, & Yeo, 2007

POSTPOSITIVIST PARADIGM

Assumption	Beliefs
Axiology	Respect/privacy Beneficence/min harm; Justice
Ontology	One reality
Epistemology	Objective
Methodology	Quantitative; Randomized controlled trials (RCTs); Black box MM

Phase 1 Qualitative

Recruit participants; collect demographic data

Conduct qualitative interviews



Phase 2. Concurrent Mixed Methods

Pilot test using control and experimental conditions

Administer baseline questionnaires

Conduct follow-up interviews with pilot participants (quant and qual)

Weekly team meetings to review participant and interviewer feedback

Developed study protocols



Phase 3. RCT

Assign participants to experimental and control groups

Collect baseline data (e.g., stress scale, depression scale, exercise scale)

Bimonthly follow-up phone calls to assess interval events and health behavior

Participants in the hypertension group use electronic pill monitors

Asthma and cardiac groups use the kilocalorie/week index

Baseline measures repeat after the intervention

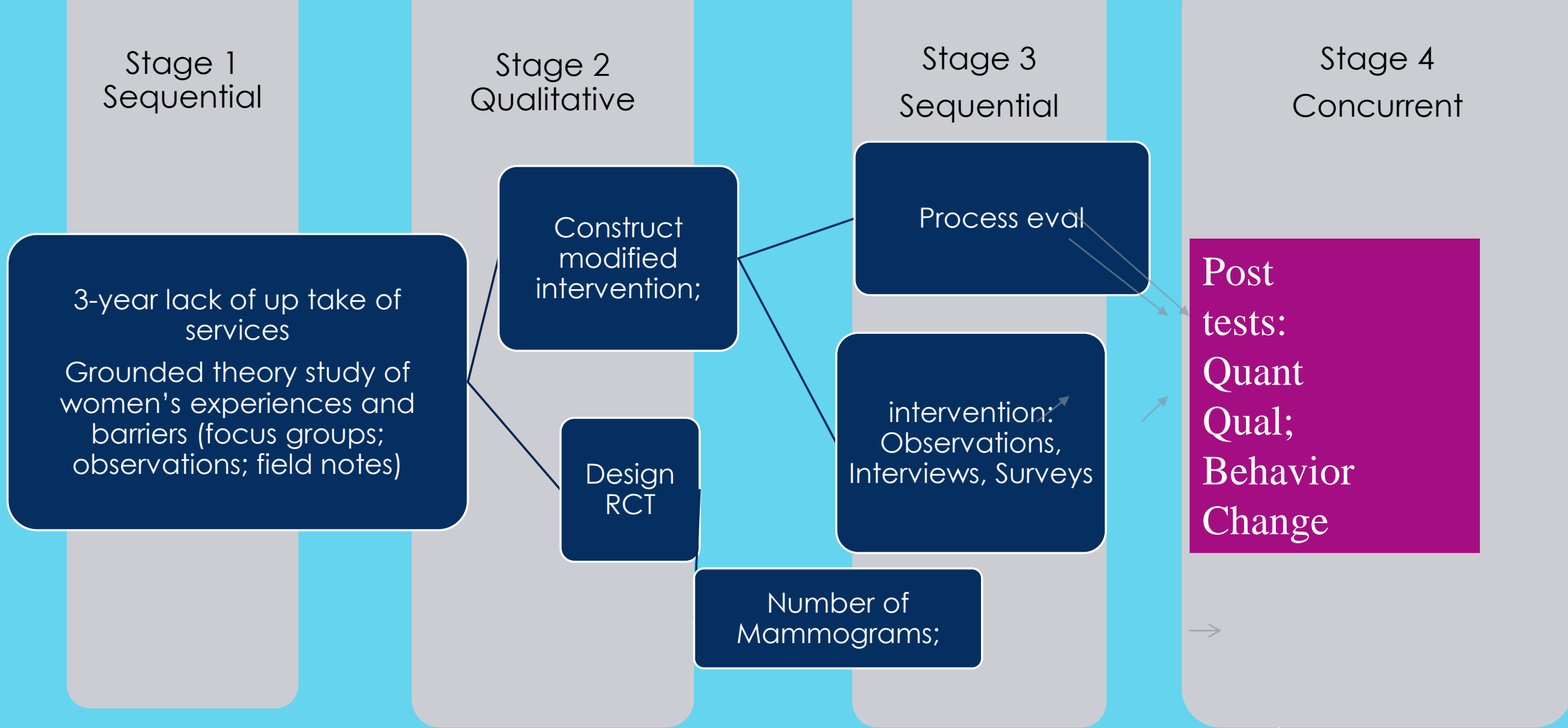
Peterson et al.,
2013

CONSTRUCTIVIST PARADIGM

Assumption	Beliefs
Axiology	Balanced Representation; rapport
Ontology	Multiple socially constructed realities
Epistemology	Interactive
Methodology	Qualitative approaches

- ▶ How well do recruitment procedures work?
- ▶ How well does the intervention respond to the culture and context of the target population?
- ▶ To what extent does the target population reflect the range of diversity with regard to the overall goals of the project? Who is left out? Why?
- ▶ To what extent is ethics praxis built into the recruitment and evaluation process?
- ▶ How well does the target population understand what they are consenting to?
- ▶ To what extent do participants accept the outcome/s of randomization? Are participants willing to be randomized?
 - ▶ Hesse Biber (2013)

SAMPLE CONSTRUCTIVIST QUESTIONS



CONSTRUCTIVIST VALUES DRIVEN MIXED METHODS (PUSCHEL & THOMPSON, 2011 CITED IN HESSE BIBER, 2013)

TRANSFORMATIVE PARADIGM

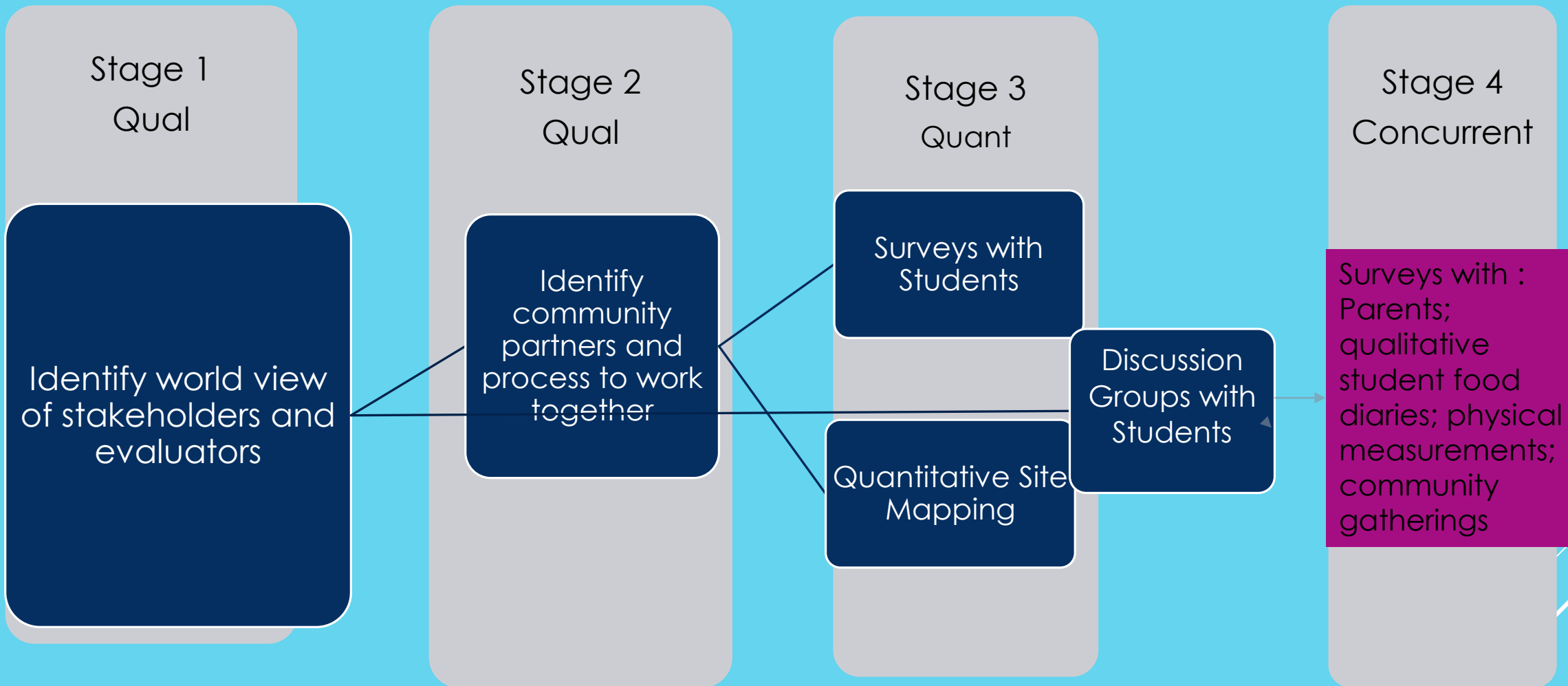
Assumptions	Beliefs
Axiology	Cultural respect; promote social justice & human rights; address inequities; reciprocity
Ontology	Multi-faceted; consequences of privilege
Epistemology	Interactive; trust
Methodology	Transformative, dialogic, mixed methods

TRANSFORMATIVE ETHICS: METHODOLOGICAL IMPLICATIONS

- ▶ Who are the major stakeholders and what do you think you know about the cultural norms and beliefs of these groups?

How could you use mixed methods to:

- ▶ identify the cultural norms and beliefs that might be operating in the community?
- ▶ appropriately engage members of the community?
- ▶ How would you take into account the expertise, knowledge, and strengths of the community in order to provide a platform for authentic engagement between the evaluator and the community?



TRANSFORMATIVE MIXED METHODS DESIGN: TRENTON OBESITY STUDY

- ▶ Preserves assumptions of original paradigms (Post-Positivist, Constructivist, Pragmatic, Transformative)
- ▶ Processes and data from each part of the study are brought into dialogue with each other
- ▶ MM researcher's role is to facilitate the dialogue with differences being respectfully acknowledged and explored
- ▶ Often done with teams of researchers who represent different paradigms.

DIALECTICAL PLURALISM

Johnson and
Schoonenboom, 2015

Quant

- Extant data on breast feeding
- Mother's satisfaction

Concurrent

- RCT comparing group vs. routine care
- Case studies

Integration

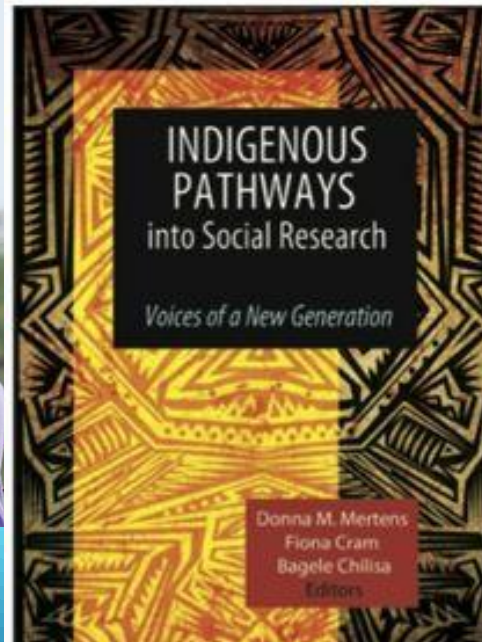
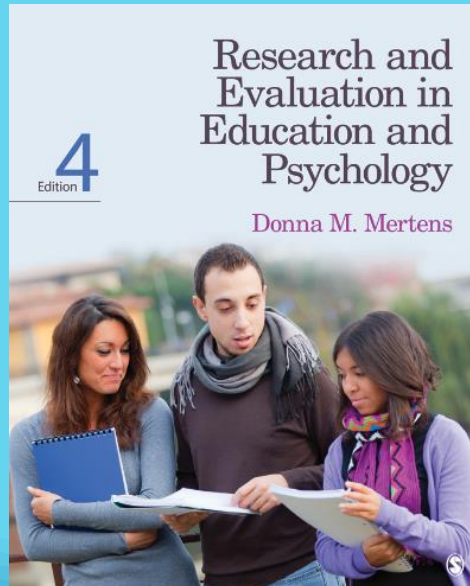
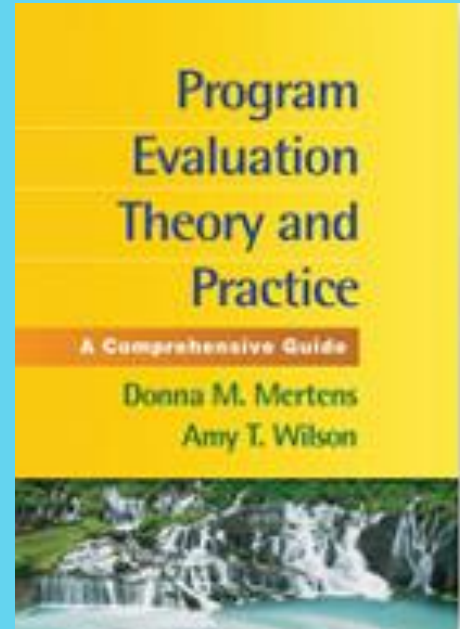
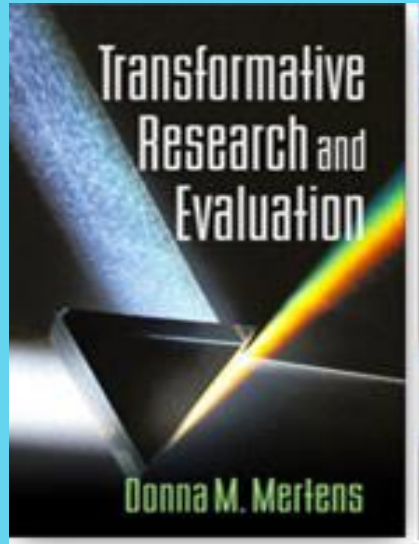
- No difference between groups (RCT)
- Qual: Reasons for low attendance

BREAST FEEDING IN SCOTLAND (HODDINOTT, BRITTEN & PILL 2010)

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- ▶ Hesse-Biber, S. (2013). Thinking outside the randomized controlled trials experimental box: Strategies for enhancing credibility and social justice. In D.M. Mertens & S. Hesse Biber (Eds.), *New Directions for Evaluation*, 138, 49-60.
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REFERENCES FOR STUDIES INCLUDED IN THE PRESENTATION

RESOURCES



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Donna M. Mertens, PhD
Independent Consultant
Donna.Mertens@Gallaudet.edu

CONTACT INFORMATION