

# Teaching Mixed Methods Research: Meeting Diverse Students' Interests and Needs

Mixed Methods Webinar Series  
IIQM/MMIRA  
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# Webinar Purpose

- Share pedagogical insights and experiences from teaching MMR across disciplines from 12+ years
- Describe three graduate level MMR courses at UAB
- Discuss pedagogical highlights and gains
- Engage participants in sharing their best practices of teaching MMR

# My Engagement with MMR



Instructor  
Researcher  
Consultant  
Reviewer  
Mentor  
Author  
Editor



# My Teaching Philosophy

- Constructivist learning theory
  - individuals learn best when they understand and are able to utilize information in a relevant context
- Teaching research methods along with their application to real life research situations
- Role: facilitator of students' learning
  - shifting the focus from instructor lecturing to students to students' constructing knowledge via non-threatening discussions and applications
- Collaborative learning
- Learning from peers

# The Need

- Developing new research skills among future scholar-practitioners to address complex research situations
- Focusing on translational science and closing the gap between research and practice
- Addressing the issues of social and health disparities
- Responding to evidence-based and data-driven calls for improvement
- Engaging stakeholders with research and its outcomes

# MMR Courses

- MMR I: Introduction to the Field
- MMR II: Designing and Conducting a Mixed Methods Study
- Mixed Methods Applications in Community-Based Action Research
- Differ in the learning objectives and expected outcomes
- Are organized around specific students' interests in MMR:
  - be able to understand and navigate the field of MMR
  - acquire knowledge and skills of designing an MMR study
  - apply MMR in community-based action research projects to enhance translation of research into practice

# MMR Courses

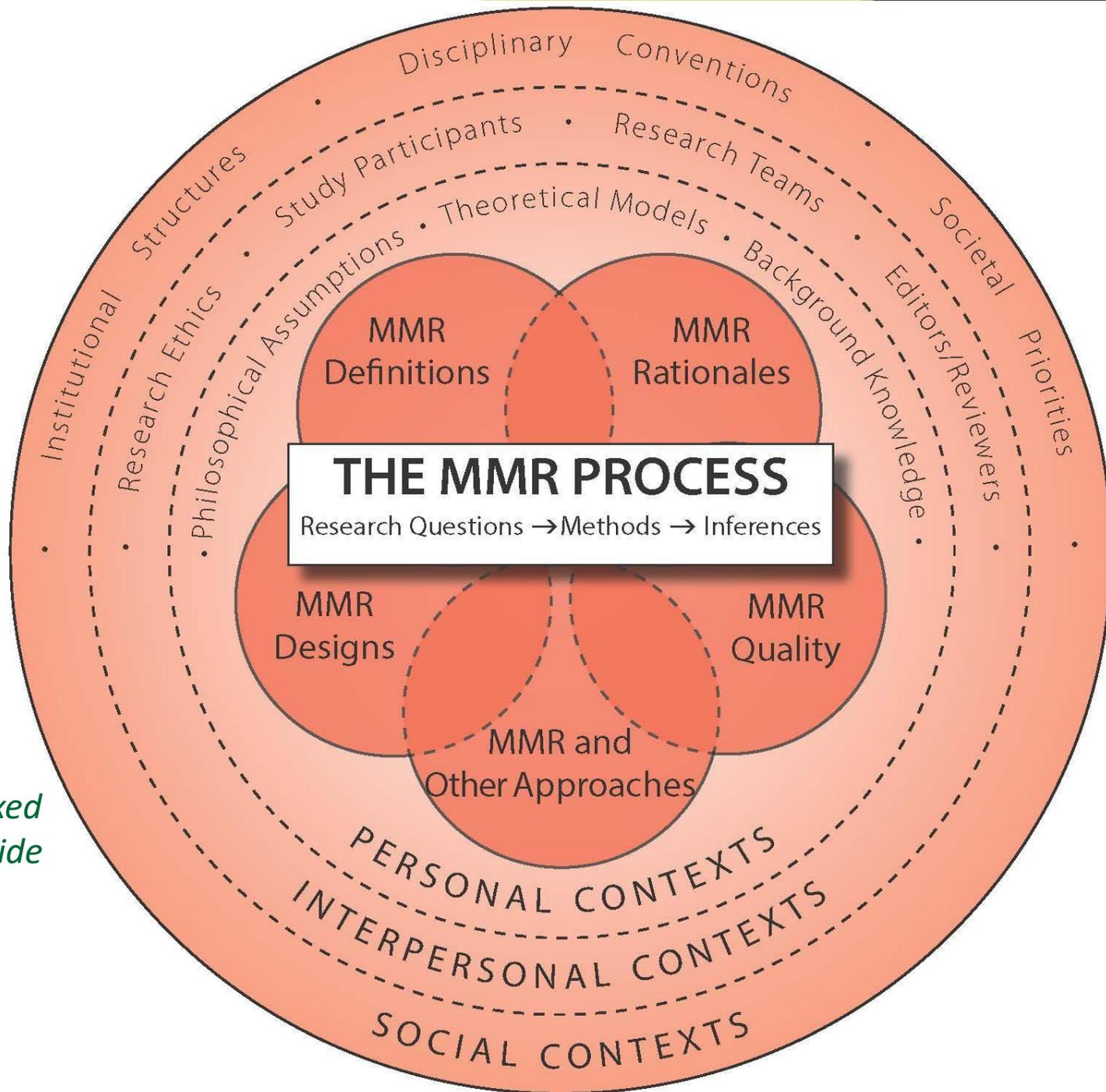
- Offered through the Schools of Nursing and Health Professions as doctoral level elective courses
- Enroll graduate students across UAB campus and beyond
- Taught in the online learning environment via Canvas
- Use regular synchronous GoToMeeting sessions (50-60%)
- Semester based

# Mixed Methods Research I: Introduction to the Field

# Mixed Methods Research I

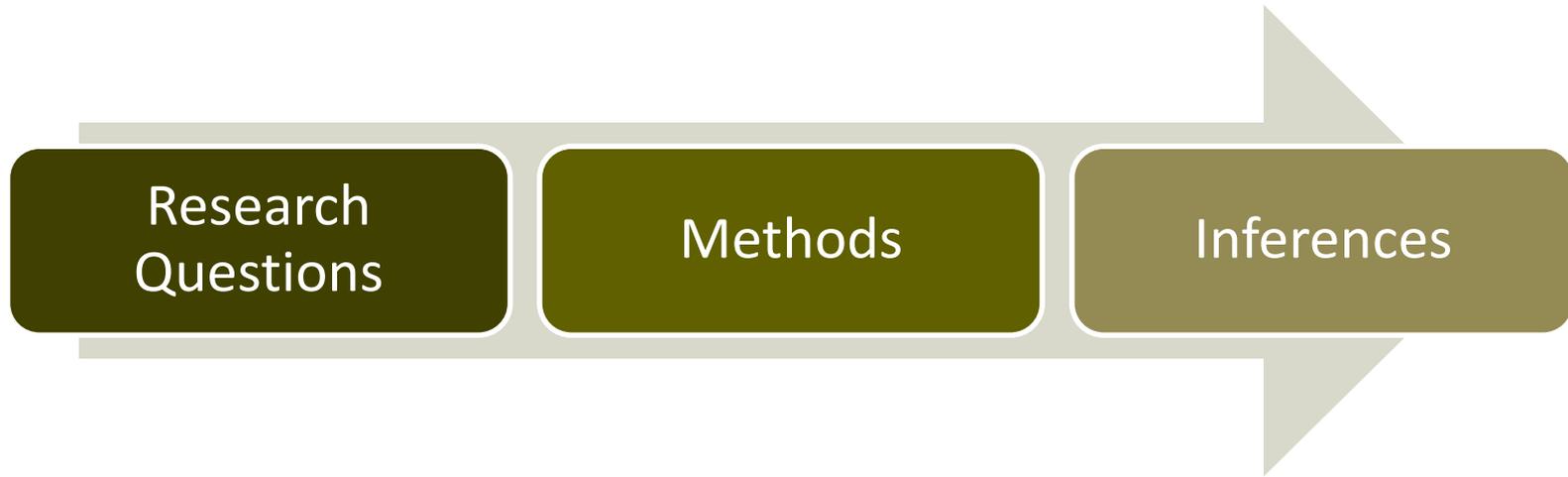
- **Purpose:** provide students with an introduction to the field of MMR using a socio-ecological conceptual framework for the field
- **Focus:** help students understand and navigate the field of MMR and develop into critical consumers of MMR
- **Learning objectives:** understand how the MMR process is influenced by multiple contexts (personal, interpersonal, and social) and be able to apply this knowledge to students' MMR practice

# Socio-Ecological Framework for the Field of Mixed Methods Research



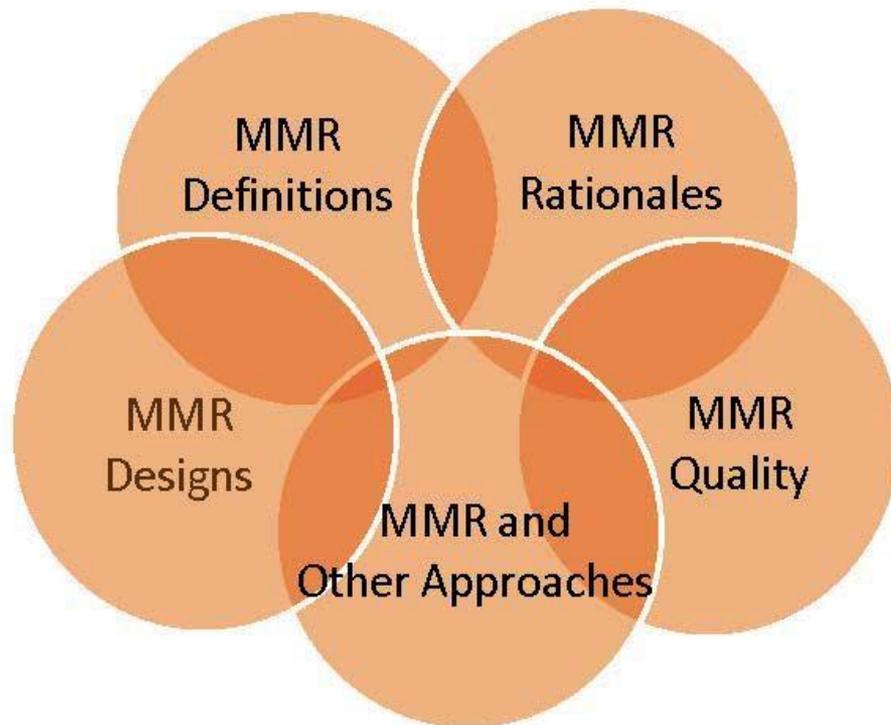
Plano Clark, V., & Ivankova, N. (2016). *Mixed methods research: A guide to the field*. Thousand Oaks, CA: Sage.

# The MMR Process



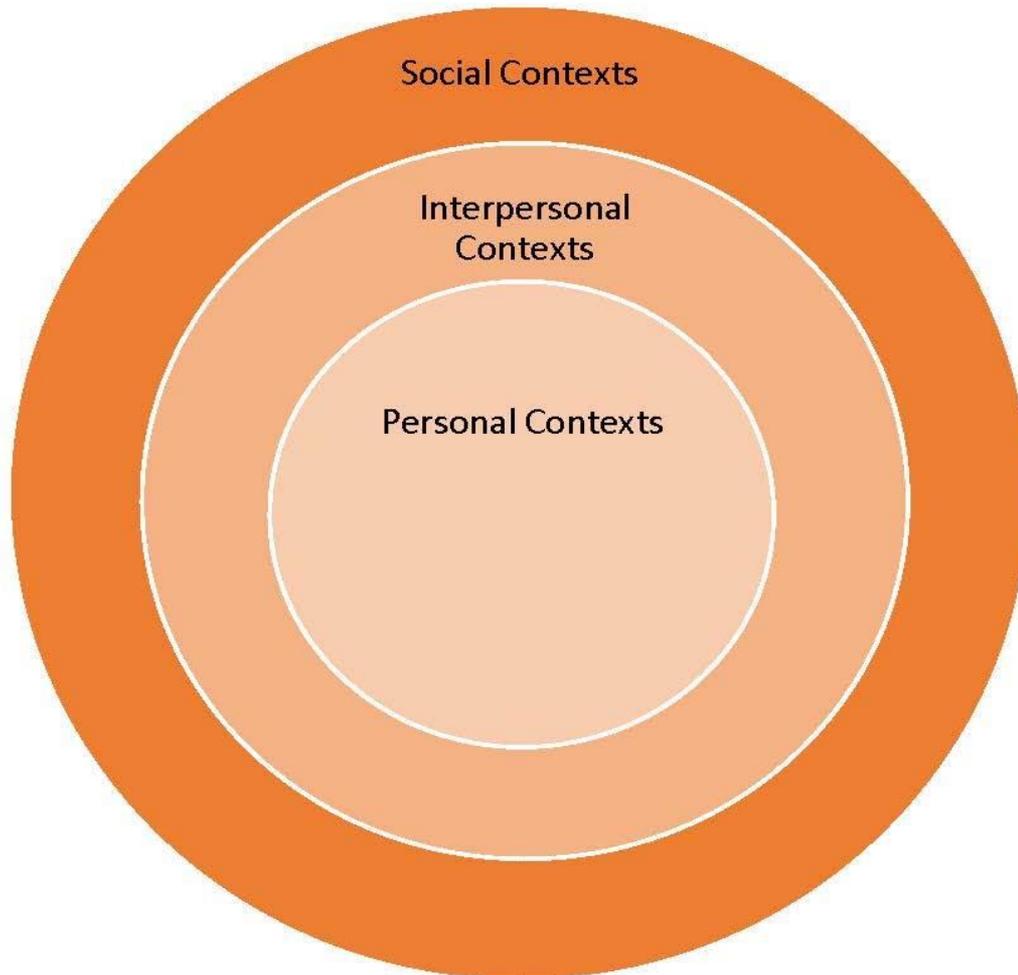
- Is in the center of the framework
- Is informed by MMR methodological content considerations
- Is shaped by internal and external contexts

# MMR Content



- Five methodological content dimensions influence MMR practice
- Directly inform the MMR process decisions
- Are shaped by internal and external contexts

# MMR Contexts



- Multiple layers of socio-cultural contexts shape the different perspectives on MMR practice
- Interact with each other and jointly influence methodological considerations and the MMR process

# Sample Content Outline

WEEK	TOPIC
W1	Introductions; course overview; essence of mixed methods research
W2	Conceptual framework for the field of mixed methods research
W3	The mixed methods research process
W4	Defining mixed methods research
W5	Rationales for mixed methods research
W6	Designing a mixed methods research study: Concurrent Quan + Qual
W7	Designing a mixed methods research study: Sequential Quan → Qual
W8	Designing a mixed methods research study: Sequential Qual → Quan
W9	Intersecting mixed methods research with other methodological approaches and theoretical frameworks
W10	Assessing quality in mixed methods research
W11	Personal contexts that shape mixed methods research
W12	Interpersonal contexts that shape mixed methods research
W13	Social contexts that shape mixed methods research
W14	Future developments in mixed methods research

# Benchmark Assignments

<b>1. Class discussions and short assignments</b>	<b>20%</b>
<b>2. Mixed methods published study structured abstracts</b>	<b>10%</b>
<b>3. Critical review of two mixed methods published studies</b>	<b>20%</b>
<b>4. Mixed methods application to a research topic synthesis paper</b>	<b>40%</b>
<b>5. Paper presentation using PPT and facilitated discussion</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>

# Key Readings

- Plano Clark, V., & Ivankova, N. V. (2016). *Mixed methods research: A guide to the field*. Thousand Oaks, CA: Sage.
- Methodological and empirical articles, editorials, handbook chapters

# Pedagogical Highlights

- Using a socio-ecological framework to help students understand and navigate the field of MMR in a practical way
- Exposing the dynamic relationships in MMR field and the interacting influences of multiple contexts on researchers' use of MMR
- Addressing current issues and debates in the field
- Applying each framework component to students' MMR practice from both consumer and researcher perspectives

# Pedagogical Gains

- Develop practical understanding of the field of MMR
- Understand the relationships and processes occurring between the MMR process, content considerations and contexts
- Synthesize and critique different perspectives found in the literature about key topics relevant to MMR
- Articulate one's own stance to MMR
- Explore applications of MMR in the discipline and topic of interest
- **The course provides a solid foundation for a typical design-focused MMR course**

# Mixed Methods Research II: Designing and Conducting a Mixed Methods Study

# Mixed Methods Research II

- ***Purpose:*** equip students with knowledge and skills necessary to design and conduct an MMR study
- ***Focus:*** being able to develop and defend a proposal for an MMR study
- ***Learning objectives:*** understand and apply the process of MMR study design, implementation, reporting, and visual representation
- Traditional design-focused MMR course

# Sample Content Outline

WEEK	TOPIC
W1	Introduction to the course and mixed methods research
W2	Mixed methods as research methodology; Purposes and applications of mixed methods research
W3	Philosophy, history, and epistemology of mixed methods research
W4	The mixed methods research process; Mixed methods purpose statement and research questions
W5	Mixed methods research designs
W6	Mixed methods research designs; Procedural diagrams
W7	Mixed methods sampling and data collection
W8	Mixed methods sampling and data collection: Application to class project
W9	Mixed methods data analysis and integration
W10	Mixed methods data analysis and integration: Application to class project
W11	Assessing quality in mixed methods research
W12	Assessing quality in mixed methods research: Application to class project
W13	Issues in implementing mixed methods research
W14	Reporting mixed methods research

# Benchmark Assignments

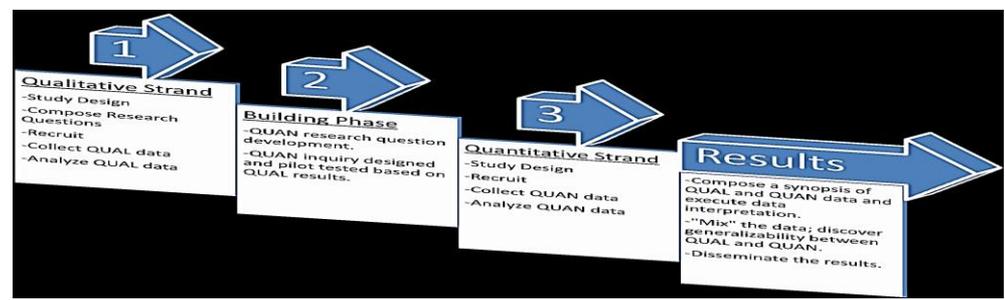
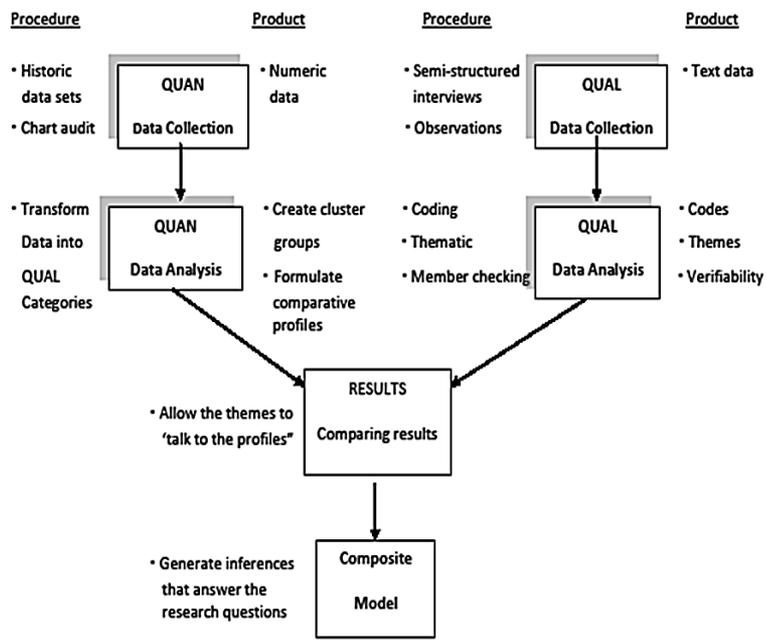
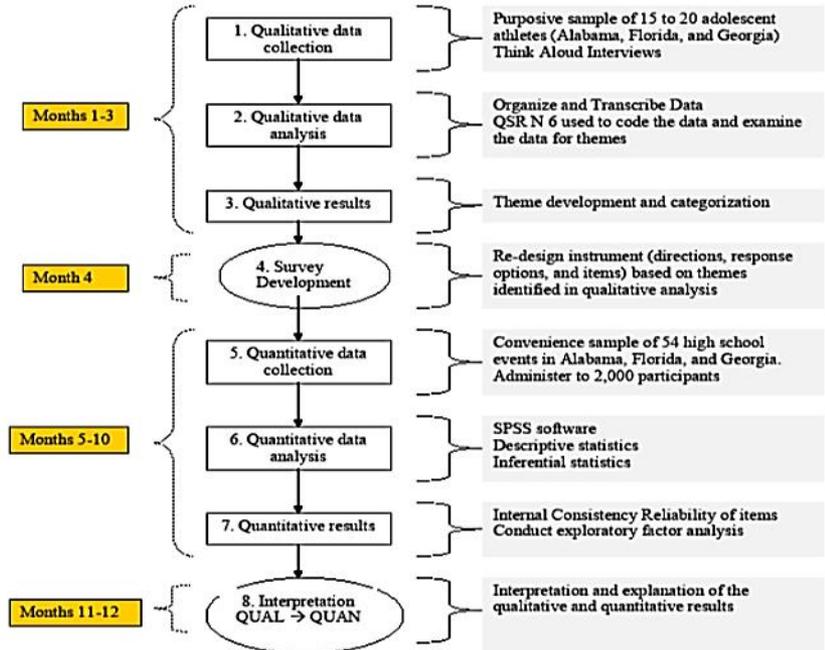
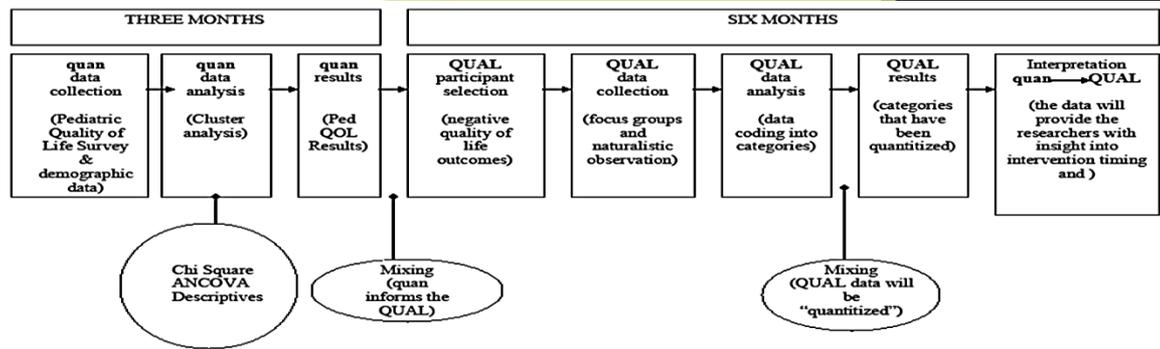
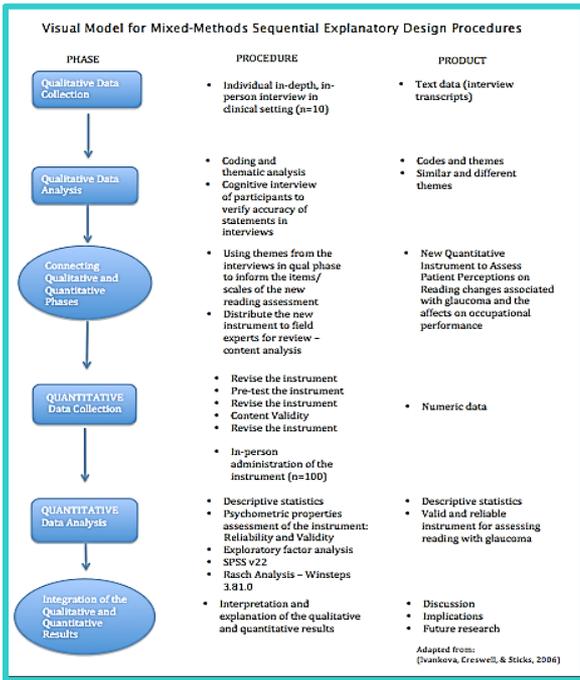
1. Class discussion, participation, and short assignments	20%
2. Mixed methods research book report	10%
3. Statement of intent: Applying mixed methods to a research topic of interest	10%
4. Critical analysis of a published mixed methods study in the chosen design	10%
5. Description of the proposed study design and procedural diagram	10%
6. Mixed methods research study proposal	35%
7. Mixed methods research proposal presentation using PPT	5%
<b>Total</b>	<b>100%</b>

# Key Readings

- Teddlie, C. & 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* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- **Additional Resources:**
  - Creswell, J.W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications.
  - Greene, J.C. (2007). *Mixed methods in social inquiry*. San Francisco: Jossey-Bass.
  - Morgan, D. L. (2014). *Integrating qualitative and quantitative methods: A pragmatic approach*. Thousand Oaks, CA: Sage.
  - Morse, J.M. & Niehaus, L. (2009). *Mixed methods design: Principles and procedures*. Walnut Creek, CA: Left Coast Press.
- Methodological and empirical articles, editorials, and handbook chapters

# Pedagogical Highlights

- A step-by-step approach to conceptualizing and designing an MMR study
- Emphasis on design implementation issues
- Learning from peers
  - Global virtual panels of doctoral graduates
  - Diversity of topics and disciplines
- Regular peer review and instructor feedback to study proposal components
- Visual presentation of study designs and integration procedures



# Pedagogical Gains

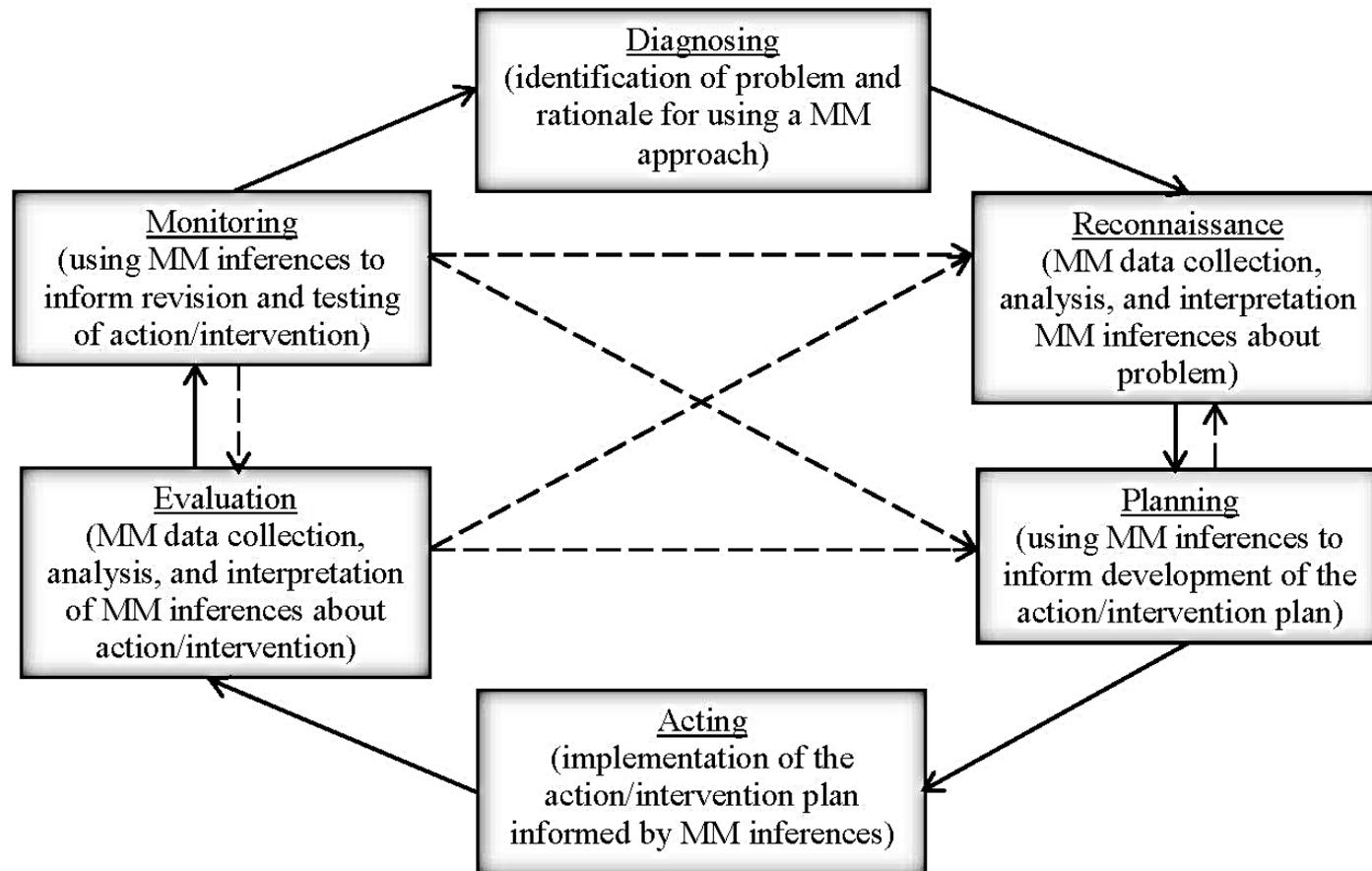
- Acquire knowledge and skills of designing an MMR study
- Understand philosophy and epistemology of MMR
- Learn how MMR can be applied to different research situations across disciplines
- Produce methodologically sound proposals for an MMR study (dissertation and funded research)
- Learn how to report and evaluate MMR studies

# Mixed Methods Applications in Community-Based Action Research

# Mixed Methods Applications in Community-Based Action Research

- **Purpose:** provide students with a detailed overview of how MMR can be applied in designing and conducting community-based AR studies
- **Focus:** engage students with mixed methods and participatory approaches to address a meaningful change and enhance translation of research into practice
- **Learning objectives:** apply MMAR framework to diagnose and assess a practical issue, and develop, implement, evaluate, monitor, and disseminate an effective intervention

# MM Methodological Framework for AR



Ivankova, N. V. (2015). *Mixed methods applications in action research: From methods to community action*. Thousand Oaks, CA: Sage.

# Sample Content Outline

WEEK	TOPIC
W1	Introduction to the course and topic
W2	Mixed methods research: purposes, characteristics, designs and procedures
W3	Action research: nature, types, purposes, characteristics and cross-disciplinary utilization
W4	Applying mixed methods in action research; MM methodological framework for AR
W5	Steps in designing and conducting an MMAR study; An MMAR Study Process Model
W6	Conceptualizing an MMAR study; Ethical issues in MMAR
W7	Designing an MMAR study; MMAR study designs
W8	Integrating quantitative and qualitative methods in MMAR study designs; Procedural diagrams
W9	Sampling and collecting data in an MMAR study
W10	Analyzing data in an MMAR study
W11	Assessing quality of an MMAR study
W12	Planning, implementing, and evaluating community intervention using MMAR study inferences
W13	Reporting and evaluating an MMAR study
W14	MMAR study proposal presentation

# Benchmark Assignments

1. Class discussions and short assignments	20%
2. MMAR published studies structured abstracts	5%
3. Critical review of an MMAR published study	10%
4. Action plan/intervention design paper	20%
5. A proposal for an MMAR study	35%
6. MMAR proposal presentation to a target audience	10%
<b>Total</b>	<b>100%</b>

# Key Readings

- Ivankova, N.V. (2015). *Mixed methods applications in action research: From methods to community action*. Thousand Oaks, CA: Sage.
- **Additional Resources:**
  - Creswell, J.W. & Plano Clark, V.L. (2011). *Designing and conducting mixed methods research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
  - Herr, K. & Anderson, G.L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage.
  - Teddlie, C. & Tashakkori, A. (2009). *Foundations of mixed-methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Thousand Oaks, CA: Sage.
- Methodological and empirical articles and book chapters

# Pedagogical Highlights

- Using an MM framework for AR to guide the cyclical research process of addressing a practical issue
- Approaching each step in the MMAR study process from an MM, AR and general research perspectives
  - Quality
  - Ethical considerations
- Engaging students in the process of conceptualizing and designing the reconnaissance and evaluation phases of an MMAR study
- Emphasizing the role of stakeholders and methods of their engagement in every step in the AR cycle

# Pedagogical Gains

- Develop a proposal for an MMAR study and present it to a targeted audience
- Design a plan for an action/intervention to address a practical issue
- Critically read and evaluate published MMAR studies
- Learn how to use MMR for translating evidence-based practice to identify, test, and evaluate effective improvement initiatives
- Engage stakeholders with research and its outcomes

# Conclusions: Learning Outcomes

- Navigating and understanding the field of MMR
- Engaging with MMR from different perspectives
- Becoming critical consumers and users of MMR
- Acquiring an inter-disciplinary stance to MMR
- Applying MMR to address complex research situations
- Applying MMR in funded research
- Developing comprehensive (multi method) research skills
- Enhancing translation of research into practice
- Advocating for MMR



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Knowledge that will change your world

**Questions?  
Thoughts?  
Ideas?**

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