Instructor: Joe Maxwell  
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Office hours: By appointment  
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Class meeting: Tuesdays 4:30-7:10, Krug Hall 190

This course is an advanced seminar on what is usually called “mixed method” research—research that combines qualitative and quantitative approaches. The seminar will deal with advanced topics, and will provide students with guidance in integrating qualitative and quantitative methods and perspectives in projects related to their own interests.

Prerequisites: EDRS 811 and 812 or equivalent coursework or experience.

Course Procedures and Requirements

Class meetings will be run as seminars. I expect you to come to class prepared to discuss the reading assignments, and encourage you to share with the class other readings and examples you have found that are relevant.

Before beginning the readings for a particular week I suggest that you ask yourself what your questions and concerns are about this issue and that you list them. After finishing a reading, jot down the author's main points. Then, ask yourself how these relate to your questions or concerns. Did the article answer your questions? Did it give you new ideas or ways of approaching your study? How can you use what you learned from reading it? If an example of a mixed method study is also assigned, analyze it in terms of the methodological readings: How do the ideas apply? How do they not apply? What are the readings’ implications for this study? How can this example inform your own study?

We will often be reading articles or book chapters presenting different perspectives on the same issue. Think about each author's approach to mixed method research as you read his/her work, and how this fits into the different approaches we have discussed.

Grading

Written assignments

There will be three written assignments for the course; each of these will count for 30% of the grade. Alternative assignments to those that I suggest are possible, but you need to
discuss these with me and get my approval prior to doing the assignment. Page lengths for written assignments are suggestions only. Length is to be determined by the needs of the individual assignments.

My criteria for evaluating written assignments are: understanding of the readings (through your discussion of the material and your application of it to your research topic), demonstration of an analytic/critical stance toward the material, appropriate application of the ideas, and clarity in organization and writing. A grading rubric will be presented and discussed in class. This general rubric can be modified by mutual agreement for individual assignments.

Class participation

Class participation will count for 10% of the grade. Class participation grades will be based on informed, relevant, productive, and considerate contributions (questions as well as comments and responses) to class discussions.

Assigned Books


Recommended Books

## Course schedule

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### Module 1

#### Jan 30 What is mixed methods research?

Kidder & Fine, Qualitative and quantitative methods: When stories converge. In Mark & Shotland, *Multiple methods in program evaluation* (e-reserve)
Tashakkori & Creswell, The new era of mixed methods (Blackboard)
Greene, Toward a methodology of mixed method research (Blackboard)
Trend, On the reconciliation of qualitative and quantitative analyses: A case study. In Cook & Reichardt, *Qualitative & quantitative methods in program evaluation*. (e-reserve)

#### Feb 6 Qualitative and quantitative

Brewer & Hunter, Introduction & chapters 1-2
James, Inside-out perspective, in James, *The 1984 Baseball Abstract* (e-reserve)
Hammersley, Deconstructing the qualitative-quantitative divide, in Hammersley, *What’s wrong with ethnography?* (e-reserve).
Lewontin, The analysis of variance and the analysis of causes, in Block (Ed.), *The IQ controversy* (e-reserve)
Maxwell & Mohr, Qualitative & quantitative: A conceptual analysis (Blackboard)

Recommended:
Wieviorka, Case studies: History or sociology? In Ragin and Becker (Eds.), *What is a case?* (e-reserve)
**Feb 13**

**Paradigm issues**

- Guba, The alternative paradigm dialog (e-reserve)
- Greene & Caracelli, Making paradigmatic sense of mixed methods practice. In Tashakkori & Teddlie (Eds.), *Handbook of mixed methods in social & behavioral research*. (e-reserve)
- Maxwell, Realism as a stance for mixed methods research (Blackboard)
- Morgan, Paradigms lost and pragmatism regained (Blackboard)
- Brewer & Hunter, chapter 8

**Recommended:**
- Phillips, Postpositivistic science: Myths and realities. In Guba, *The paradigm dialog*. (e-reserve)
- Hammersley, Ethnography and realism, in Hammersley, *What's wrong with ethnography*?. (e-reserve)
- Maxwell & Lincoln, Methodology and epistemology: A dialogue (e-reserve)
- Maxwell & Pitman, Qualitative approaches to evaluation. In LeCompte, Millroy, & Preissle, *Handbook of qualitative research in education* (e-reserve)
- Kenneth Howe, The quantitative qualitative dogma, in Howe, *Closing methodological divides* (e-reserve)

**Feb 20**

**“Scientific research” and experimental design**

- Platt, Strong inference (e-reserve)
- Cook, Sciencephobia (e-reserve)
- Maxwell, Scientism (Blackboard)
- Maxwell, Explanation (Blackboard)
- Maxwell, Causal explanation, qualitative research, and scientific inquiry in education (Blackboard)
- Raudenbush, Learning from attempts to improve schooling: The contribution of methodological diversity (Blackboard)
- Chatterji, Evidence on “what works”: An argument for extended-term mixed-method (ETMM) evaluation designs (Blackboard)

**Recommended:**
- Conrad (Ed.), *Critically evaluating the role of experiments*.
- Pawson & Tilley, *Realistic evaluation*.
- Maxwell, Re-emergent scientism, postmodernism, and dialogue across differences (Blackboard)
Module 2

Feb 27  Research design, research problems, and research questions

Assignment for Module 1 due

Brewer and Hunter, chapter 3
Johnson & Onwuegbuzie, Mixed method research: A paradigm whose time has come (Blackboard)
Maxwell & Loomis, Mixed method design: An alternative approach (Blackboard)

Mar 6  Strategies for integrating approaches

Brewer & Hunter, chapters 4-5
Shulman, Summary and prognosis, in Shulman, Paradigms and programs (e-reserve)
Maxwell, Diversity & methodology (Blackboard)
Bryman, Barriers to integrating quantitative and qualitative research (Blackboard)
Yanchar & Williams, Reconsidering the compatibility thesis (Blackboard)

Mar 13  Spring break

Mar 20  Examples: Integrating data collection methods

Kaplan and Duchon, Combining qualitative and quantitative methods in information systems research: A case study (Blackboard)
Zentella, Integrating qualitative and quantitative methods in the study of bilingual code switching, in Bendix (Ed.), The uses of linguistics (e-reserve)
Rank, The blending of qualitative and quantitative methods in understanding childbearing among welfare recipients, in Hesse-Biber & Leavy (Eds), Approaches to qualitative research (e-reserve)
Mar 27  Data analysis

Maxwell & Miller, Categorizing and connecting as components of qualitative data analysis (Blackboard)
Nix & Barnette, The data analysis dilemma: Ban or abandon. A review of null hypothesis significance testing (e-reserve)
Thompson, Statistical significance and effect size reporting: Portrait of a possible future (e-reserve)

Recommended:

Module 3

Apr 3  Validity and generalizability

Assignment 2 due

Brewer and Hunter, chapters 6-7
Conrad & Conrad, Reassessing validity threats in experiments: Focus on construct validity," in Conrad, *Critically evaluating the role of experiments*. (e-reserve)
Maxwell, Using qualitative research for causal explanation (Blackboard)
Becker, Generalizing from case studies. In Eisner & Peshkin, *Qualitative inquiry in education*. (e-reserve)

Recommended:
Hammersley, *What's Wrong with Ethnography?*, Chapter 5, 7, and 8.

Apr 10 AERA—no class
Apr 17    Examples: Integrating qualitative and quantitative analyses

Milgram, *Obedience to Authority*. Harper & Row, 1974
Tolman & Szalacha, Dimensions of desire: Bridging qualitative and quantitative methods in a study of female sexuality, in Hesse-Biber & Leavy (Eds), *Approaches to qualitative research* (e-reserve)

Apr 24    Becky Fox presentation


May 1     Integrating approaches in your writing


Recommended:

May 8     Final class: Presentation

Assignment 3 due

References


