

Draft Syllabus
EDRS 797: Mixed Research Methods in Education

Joe Maxwell

Spring 2007

Instructor: Joe Maxwell
Office: Northeast Module 122
Office hours: By appointment
Phone: 703-993-2119
Email: jmaxwell@gmu.edu; please use email for questions that do not require a face-to-face meeting.

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

John Brewer and Albert Hunter, *Foundations of Multimethod Research*. Sage Publications, 2006.
Stanley Milgram, *Obedience to Authority*. Harper, 1976. Reprinted with a new foreword by Jerome Bruner, 2004.

Recommended Books

Eric Bredo and Walter Feinberg, *Knowledge and Values in Social and Educational Research*. Temple University Press, 1982.
Kevin Conrad, Ed., *Critically Evaluating the Role of Experiments*. New Directions for Program Evaluation 63 (Fall 1994). Jossey-Bass.
Elliot Eisner and Alan Peshkin, *Qualitative Inquiry in Education: The Continuing Debate*. Teachers College Press, 1990.
Judith L. Green, Gregory Camilli, and Patricia B. Elmore (eds.), *Handbook of Complementary Methods in Education Research* (3rd Edition). Lawrence Erlbaum, 2006.
Richard Light, Judith Singer, and John Willett, *By Design: Planning Research on Higher Education*. Harvard University Press, 1990.
William R. Shadish, Thomas D. Cook and Donald T. Campbell, *Experimental and Quasi-experimental Designs for Generalized Causal Inference*. Houghton Mifflin, 2002.
Abbas Tashakkori & Charles Teddlie (Eds.), *Handbook of mixed methods in social & behavioral research*. Sage Publications, 2003.

Course schedule

<u>Week</u>	<u>Topic and readings</u>
Jan 23	Course orientation and overview

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)
- Maxwell, Sandlow, and Bashook, Combining ethnographic and experimental methods in evaluation research: A case study. In Fetterman & Pitman, *Educational evaluation: Ethnography in theory, practice, and politics*. (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*.
Shadish, Cook, & Campbell, *Experimental & Quasi-experimental Designs for
Generalized Causal Inference*, particularly Chapters 2-3 and 11-12.
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:

Matthew Miles and A. Michael Huberman, *Qualitative data analysis: An expanded sourcebook*. Sage Publications, 1994.

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:

Eliot Mishler, Validation in Inquiry-guided Research. *Harvard Educational Review* 60(4):415-442 (November 1990)

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

Eisner and Peshkin, *Qualitative Inquiry in Education*, Part 2, "Validity."

Joseph Maxwell, "Understanding and Validity in Qualitative Research." *Harvard Educational Review* 62(3):279-300 (Fall 1992).

Shadish, Cook, & Campbell, *Experimental & quasi-experimental designs for generalized causal inference*, particularly Chapters 2-3 and 11-12.

Apr 10AERA—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

Castle, Fox, & Souder, Do professional development schools make a difference? A comparative study of PDS and non-PDS teacher candidates. *Journal of Teacher Education* 57 (1), pp. 65-80 (Jan/Feb 2006).

May 1 Integrating approaches in your writing

Marshall & Barritt, "Choices Made, Worlds Created: The Rhetoric of AERJ." *American Educational Research Journal* 27(4):589-609 (Winter 1990).

Recommended:

John S. Nelson, Allan Megill, and Donald N. McCloskey (Eds.), *The Rhetoric of the Human Sciences*. University of Wisconsin Press, 1987.

May 8 Final class: Presentation

Assignment 3 due

References

Edward H. Bendix (Ed.), *The Uses of Linguistics*. *Annals of the New York Academy of Sciences*, vol 583 (1990).

T. Cook and C. Reichardt, *Qualitative and Quantitative Methods in Evaluation Research*. Sage, 1979

DM Fetterman and MA Pitman (Eds.), *Educational evaluation: Ethnography in theory, practice, and politics*. Sage Publications, 1986.

Egon Guba, Ed., *The Paradigm Dialog*. Sage Publications, 1990.

Martyn Hammersley, *What's Wrong with Ethnography?* Routledge, 1992.

Kenneth Howe, *Closing methodological divides*. Kluwer, 2003.

- Bill James, "Inside-out Perspective", in *The Bill James Baseball Abstract, 1984*, pp. 5-8. Ballantine Books.
- Bonnie Kaplan and Dennis Duchon, "Combining Qualitative and Quantitative Methods in Information Systems Research: A Case Study." *MIS Quarterly* 12, pp. 571-586 (1988).
- Richard Lewontin, "The Analysis of Variance and the Analysis of Causes" *American Journal of Human Genetics* 26:400-411 (1974). Reprinted in Block and Dworkin (Eds.), *The IQ Debate*.
- M. M. Mark and R. L. Shotland (Eds.), *Multiple Methods in Program Evaluation*. San Francisco: Jossey-Bass, 1987.
- Joseph Maxwell, "Causal Explanation, Qualitative Research, and Scientific Inquiry in Education." *Educational Researcher* 33(2), 3-11 (March 2004)
- Joseph Maxwell and Yvonna Lincoln, "Methodology and Epistemology: A Dialogue." *Harvard Educational Review* 60(4): 497-512 (November 1990).
- Stanley Milgram, *Obedience to Authority*. Harper & Row, 1974.
- Thomas W. Nix and J. Jackson Barnette, The data analysis dilemma: Ban or abandon. A review of null hypothesis significance testing. *Research in the Schools* 5(2), pp. 3-14 (1998)
- Ray Pawson & Nick Tilley, *Realistic evaluation*. Sage Publications, 1997.
- John R. Platt, "Strong Inference". *Science*, 146, pp. 347-353 (Oct 16, 1966). Reprinted in H. S. Broudy et al (Eds), *Philosophy of Educational Research*. New York: John Wiley & Sons, 1973.
- Charles Ragin and Howard Becker (Eds.), *What Is A Case?* Cambridge: Cambridge University Press, 1992.
- Andrew Sayer, *Method in social science: A realist approach*, 2nd edition. Sage Publications, 1992
- William R. Shadish, Thomas D. Cook, & Donald T. Campbell, *Experimental & quasi-experimental designs for generalized causal inference*. Boston: Houghton Mifflin, 2002.
- Lee Shulman, *Paradigms and Programs*. In M. C. Wittrock (Ed.), *Handbook of Research on Teaching*, 3rd edition, 1986. Reprinted separately by the American Educational Research Association, 1990.
- Bruce Thompson, Statistical significance and effect size reporting: Portrait of a possible future. *Research in the Schools* 5(2), pp. 33-38 (1998)