



ONLINE Ljubljana Doctoral Summer School 2022

Mixed Methods Research Design and Analysis (ECTS: 4)

18 – 22 July

9.00 – 13.00 (CEST, Ljubljana)

Course leader:

[Pavasovic Trost Tamara](#), University of Ljubljana, Slovenia

Aims of the course:

This course introduces participants to mixed methods research and prepares them for choosing and implementing the appropriate research design for their doctoral dissertations. It is aimed to build on existing knowledge of qualitative and quantitative methods by exploring the possibilities of integrating qualitative and quantitative data analysis into a mixed method research design. While mixed methods research seems daunting to many, it can increase the validity of findings and improve the quality of knowledge gained through qualitative or quantitative methods alone. In addition to introducing the main types of MMR design and distinguishing when they might be most suitable, and providing “how to” practical training on collecting and analysing data, topics covered will help participants to confront the main challenges and obstacles of mixed methods research: how to determine the optimal research design given the research question; how to combine and integrate different kinds of data; the practical tools useful for undergoing data collection analysis in MMR designs; and how to most effectively analyse, evaluate, and interpret data in mixed methods research studies.

1. Provide participants with knowledge of mixed methods research designs and ability to recognize the types of research questions best suited for integrating qualitative and quantitative methods;
2. Familiarize participants with the basic types of MMR designs, data collection, and data analysis strategies;
3. Equip participants with skills needed to develop a MMR dissertation proposal and/or produce a publishable mixed method study.

Course syllabus:

Session 1. Introduction and Overview

- Introduction
- Methodology: What it means and why it matters
- Overview: Qualitative, quantitative, and mixed methods approaches
- Data collection and data analysis
- Why choose mixed methods and when are they appropriate
- Paradigm issues in mixed methods research
- Examples of good mixed methods work
- Challenges and possibilities of mixed methods research
- Research designs, asking good questions, choosing the appropriate method



Readings:

- Plano Clark, V & N. Ivankova. 2016. *Mixed Methods Research: A Guide to the Field*. Sage Publications. Chapters 3 and 4.
- Hurmerinta-Peltomäki, L. & Nummela, N. 2006. »Mixed methods in international business research: A value-added perspective«. *Management International Review* 46(4): 439-459.
- Bryman, A. 2008. "Why do Researchers Integrate/ Combine/ Mesh/ Blend /Mix/ Merge/ Fuse Quantitative and Qualitative Research"? Pp. 87-100 in Manfred Max Bergman (ed.), *Advances in Mixed Methods Research*. Sage Publications.
- Small, M. 2011. "How to conduct a Mixed Methods Study: Recent Trends in a Rapidly Growing Literature". *Annual Review of Sociology* 37:57-86.

Session 2. Mixed Methods Research Design

- Overview of research designs
- Basic mixed method research designs
- Advanced mixed method designs
- Equal vs. unequal priority MM designs
- How to choose a design
- Methodological transparency
- Drawing diagrams
- Mixing prior to analysis
- Mixing during analysis (covered in depth in Day 4)
- Hybrid approaches to MM research designs: MM experiment, MM case study, MM evaluation, MM action research
- Sampling

Readings:

- Creswell, J.W., V. Plano Clark, & Amanda Garrett. 2008. "Methodological Issues in Conducting Mixed Method Research Designs". Pp. 66-84 in Manfred Max Bergman (ed.), *Advances in Mixed Methods Research*. Sage Publications.
- Edmonds, A. and T. D. Kennedy. 2017. *An Applied Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods*, 2nd edition. Sage Publications. Part IV: Chapters 15-20.
- Morse, Janice. M. 2015. "Issues in Qualitatively-Driven Mixed-Methods Designs: Walking Through a Mixed-Method Project." Ch. 12 (pp.206-222)

Session 3. Data collection, Sampling, Ethics, Practicalities

- Gaining access to the field
- Qualitative data collection: Interviews, Focus Groups, Observation/Ethnography
- Quantitative data collection: Experiments, Survey Questionnaires
- Case studies
- Sampling
- Merging data in mixed methods
- Methodological transparency, theoretical saturation



- Ethical Issues, anonymity, confidentiality
- Practicalities in MM research

Readings:

- Creswell, John. 2013. *Qualitative Inquiry & Research Design: 5 Approaches*, 3rd edition. Sage. Chapter 7 (pp. 145-178).
- Saunders, M, P. Lewis & A. Thornhill. 2012. *Research Methods for Business Students*, 6th edition. Pearson. Chapter 9 (pp. 340-370).
- Lamont, M. & Ann Swidler. 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing". *Qualitative Sociology* 37 (2):153-171.
- Marczyk, G., D. DeMatteo, D. Festinger. 2005. *Essential of Research Designs and Methodology*. (Ch. 8, "Ethical Considerations in Research"). John Wiley & Sons.

Session 4. Data Analysis

- Quantitative analysis of qualitative data (computational text analysis)
- Types of qualitative data analysis: content analysis, discourse analysis, coding, grounded theory
- Steps in qualitative data analysis
- Coding
- Approaches to causality in qualitative analysis
- Within-case displays, cross-case displays, matrix displays
- Qualitative data analysis software
- Induction, abduction and deduction
- Validity, reliability and generalizability
- Mixed methods analytical procedures, mixing at analysis, strategies for mixing, meta inferences
- Qualitizing quantitative data, quantifying and quantizing qualitative data

Readings:

- Creamer, E. 2018. *An Introduction to Fully Integrated Mixed Methods Research*. Sage. Chapters 6 ("Mixed Method Analytical Procedures", pp. 99-115) and 7 ("Data Transformation and Other Strategies for Mixing During Analysis", pp.116-140).
- Brannen, J. & R. O'Connell. 2014. "Data Analysis I: Overview of Data Analysis Strategies". Pp. 257-274 in Hesse-Biber and Johnson (eds.), *Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*. Oxford University Press.
- Onwuegbuzie, A. and J. H. Hitchcock. 2015. »Advanced Mixed Analysis Approaches«. Pp. 275-295 in Hesse-Biber and Johnson (eds.), *Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*. Oxford University Press.
- Plano-Clark, V., A. Garrett, and D. Leslie-Pelecky. 2009. "Applying three strategies for integrating quantitative and qualitative databases in a mixed methods study of a nontraditional graduate education program". *Field Methods* 22:154-174.



Session 5. Evaluating, Writing, and Presenting MM research

- Writing, reporting, and presenting mixed methods research
- Where to publish MM research, types of MM publications
- Evaluating quality of mixed methods research
- Best practices
- Brief student presentations & feedback

Readings:

- Bazeley, P. 2005. "Writing up Multimethod and Mixed Method Research for Diverse Audiences." Pp. 257-274 in Hesse-Biber and Johnson (eds.), *Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*. Oxford University Press.
- Strange, K., B. Crabtree & W. Miller. 2006. "Publishing Multimethod Research". *Annals of Family Medicine* 4:292-294.
- Creamer, E. 2018. *An Introduction to Fully Integrated Mixed Methods Research*. Sage. Chapters 8 ("Evaluating Quality in Mixed Method Research Publications", pp. 144-169) and 9 ("Designing and Reporting a Fully Integrated Mixed Methods Research Proposal or Doctoral Dissertation", pp. 170-196).

Teaching and examination methods:

The course grade will be based on successfully passing the following requirements (pass/fail):

- (1) a brief quiz at the end of the course;
- (2) a final research proposal or project, 7-10 pages, which outlines the methods for data collection and analysis to be used in the student's doctoral dissertation or project;
- (3) a brief (5 minute) presentation to fellow students on the final day of the course on the methods to be used in the project.

Prerequisites:

Familiarity with basics of qualitative and quantitative research is recommended.

Course leader's biographical note:

Tamara Pavasovic Trost is an Assistant Professor of Sociology at the Faculty of Economics, University of Ljubljana in Slovenia. She received her Ph.D. in Sociology from Harvard University in 2012, with a mixed-methods dissertation examining ethnic identity among Croatian and Serbian youth. She spent the 2015-16 academic year as a research fellow at Princeton University, working on the relationship between class and ethnic attitudes. In addition to her research focus on qualitative methods, she has published about issues of identity, youth values, populism, nationalism, history education, and collective memory.