Mixed Methods Research – An Introduction (online version)

Category	Content
Course Code	WNGERII903
Course Title	Mixed Methods research – An Introduction (online version)
ECTS Credits	3 ECTS Credits (80% attendance during lectures and academic paper) 1 ECTS Credits (80% attendance during lectures)
Level of Study	Ph.D.
Full-time/Part-time	Part-time
Language of Instruction	English
Semester	Spring/Fall semester
Place of Instruction	Faculty of Psychology, University of Bergen

Objectives and Content	*Content* The content of this mixed methods research (MMR) course will be: • Purposes of MMR • Defining MMR • Paradigms in MMR • Research design MMR • Sampling methods in MMR • Trustworthiness, validity, and legitimation in MMR • Data analysis in MMR • Writing MMR *Main learning objectives* The main course goal is to introduce PhD students to mixed methods research, and show examples of how to carry out MMR in your doctoral thesis. Throughout the course the PhD students will develop their understanding of how to design MMR, collect quantitative and qualitative data, analyze these multiple data sources, and report it as a coherent whole in their own doctoral thesis. The course aims to develop the PhD students' abilities to understand the ontological, axiological, epistemological and methodological implications of MMR in their own doctoral thesis. After completing the course, the PhD students will <u>have general knowledge</u> about: • The varieties and purposes of MMR • How referees and editors assess MMR articles • The most common research designs in MMR at the PhD level • How to write about MMR in your synopsis in a coherent way • The required transparency of MMR as part of your doctoral thesis • Ways of presenting MMR findings in your articles and synopsis After completing the course, the PhD student will have <u>specific knowledge</u> about: • How to carry out mixed methods research • Philosophy of science underpinnings of MMR (ontological, axiological, epistemological and methodological positioning) • Theoretical frameworks in MMR doctoral studies • Different research designs in MMR • How to present MMR findings in the articles and synopsis

Learning Outcomes	By completing the course the PhD students will have completed the following learning aims, which are here defined as knowledge, skills, and general competence: *Knowledge:* The PhD student will have knowledge about how to conduct MMR as part of an article based PhD thesis, purposes of MMR in an article based PhD thesis research, and what are the most common ground elements a of MMR study at doctoral level. The PhD student will be familiar with relevant research design within MMR, and how to apply these in their own doctoral thesis. The PhD student will be familiar with various ways for assessing MMR studies. *Skills:* The PhD student will be able to design a MMR study in a coherent and transparent way for article based PhD thesis. *General competence:* The PhD student will be able to understand the purpose of mixed methods research, the required skills to design a MMR study and carry out MMR study as part of their doctoral thesis.
Required Previous Knowledge	Master's degree within disciplines relevant to pedagogy, educational research, psychology, medicine and health science.
Recommended previous Knowledge	Should understand basic quantitative and qualitative methods from Bachelor- and Master's level
Credit Reduction due to Course Overlap	None

Is the course open or reserved for students enrolled in particular programmes?	The course is open for students at Ph.D-level within pedagogy and educational sciences.
Teaching Methods and Extent of Organized Teaching	Teaching will be organized as online lectures and cases at the University of Bergen. Also, data bases, assessment tools and design templates will be demonstrated. In addition, the course will have obligatory digital elements integrated in the course design (e.g. “flipped classroom”) and assessment- and evaluation procedures. The PhD students’ preliminary thoughts and drafts concerning their own MMR study will form the basis for further discussion regarding the purposes and the elements of the MMR. The PhD students will become aware of the importance of integrating MMR as part of a coherent whole in their own doctoral thesis.
Compulsory Assignments and Attendance	80 % attendance during lectures

Forms of Assessment	The assessment criteria at the Faculty of Psychology will be used. Pass or fail 3 ECTS Credits: Pass included 80 % attendance during lectures and approval of academic paper (2500-3000 words) where the PhD student demonstrates how he or she can carry out a MMR study in his or her doctoral thesis. The paper will be assessed (approved/revise and resubmit) by the course coordinator or instructor. The workload for the paper is estimated to be 2 weeks. The PhD student should set aside enough time for work with the prescribed course texts and the paper before the set submission deadline. 1 ECTS Credits: 80% attendance during lectures.
Examination Support Material	All forms of examination support materials are allowed
Grading Scale	Pass or fail 3 ECTS Credits: Pass included 80 % attendance during lectures and approval of academic paper (2500-3000 words) where the PhD student demonstrates how he or she will carry out a MMR study in his or her own doctoral thesis. The paper will be assessed (approved/revise and resubmit) by the course coordinator or instructor. The workload for the paper is estimated to be 2 weeks. The PhD student should set aside enough time for work with the prescribed course texts and the paper before the set submission deadline. 1 ECTS Credits: 80% attendance during lectures.
Assessment Semester	Spring/Fall

Reading List	**Required Reading** Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs – principles and practices. *Health Services Research, 48*, 2134-2156. Hesse-Biber, S., Rodriguez, D. og Frost, N.A. (2015). Qualitatively Driven Approach to Multimethod and Mixed Methods Research. I S. Hesse-Biber og B. Johnson, The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry (s. 3–20) (Oxford Library of Psychology). Oxford: Oxford University Press Johnson, R. B., & Christensen, L. (2017a). Quantitative, Qualitative, and Mixed Research. In Johnson, R. B., & Christensen, L., *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (Chapter 2, pp. 29-56, 6th ed.). US: SAGE Publications Inc. Johnson, R. B., & Christensen, L. (2017b). Validity of Research Results in Quantitative, Qualitative, and Mixed research. In Johnson, R. B., & Christensen, L., *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (Chapter 11, pp. 281–313, 6th ed.). US: SAGE Publications Inc. Johnson, R. B., & Christensen, L. (2017c). Mixed Research. In Johnson, R. B., & Christensen, L., *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (Chapter 17, pp. 466-494, 6th ed.). US: SAGE Publications Inc. Johnson, R. B., & Christensen, L. (2017d). Mixed data analysis. In Johnson, R. B., & Christensen, L., *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (from Chapter 20, pp. 590-602, 6th ed.). US: SAGE Publications Inc. Johnson, R. B., & Christensen, L. (2017e). Writing MMR Reports. In Johnson, R. B., & Christensen, L., *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (from Chapter 21, pp. 632-634, 6th ed.). US: SAGE Publications Inc. Johnson, R. B., Russo, F., & Schoonenboom, J. (2017). Causation in Mixed Methods Research: The Meeting of Philosophy, Science, and Practice. *Journal of Mixed Methods Research*, 1–20. DOI: 10.1177/155868917719610 (20 pages) Schoonenboom, J., & Johnson, R. B. (2017). How to Construct a Mixed Methods Research Design. *Kölner Zeitschrift für Soziologie und Sozialpsychologie, 69(2)*, 107-131 **Recommended (not required) Reading** Brevik, L. (2015). *How teachers teach and readers read. Developing reading comprehension in English in Norwegian upper secondary school*. Doctoral thesis. Oslo: University of Oslo. Ludvigsen, K**.,** Krumsvik, R. & Furnes, B. (2015). Creating Formative Feedback Spaces in Large Lectures, *Computers and Education*. 88, 48-63 Maxwell, J. (2010). Using Numbers in Qualitative Research. *Qualitative Inquiry*, 16(6), 475-482 Shim, M. (2016). A Model of Dance/Movement Therapy for Resilience Building in People Living with Chronic Pain: A Mixed Methods Grounded Theory Study. Dissertation defense (See attached file and video clip 2)

Course Evaluation	Course evaluation is done in accordance to the Faculty of Psychology's' procedures for study quality
Programme Committee	Professor Rune Johan Krumsvik Professor Burke Johnson
Course Coordinator	Professor Rune Johan Krumsvik
Course Administrator	Digital Learning Communities research group, Department of Education, the Faculty of Psychology
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