EDCI 6800.026/030 (3 credit hours): Topics in Education - Mixed Methods in Education Research: Application in the EC-12 Classroom Settings
Summer 2018 5 Week I
Monday 04 June 2018 to Friday 06 July 2018; Final Exam Friday 06 July 2018
Dr. Karthigeyan Subramaniam

COURSE INFORMATION

EDCI 6800.026/030 (3 credit hours): Topics in Education - Mixed Methods in Education Research: Application in the EC-12 Classroom Settings
Summer 5 Week I 2018 – Monday 04 June 2018 to Friday 06 July 2018; Final Exam Friday 06 July 2018

Instructor Contact Information

Dr. Karthigeyan Subramaniam, Associate Professor
Office phone: 940 565 3596/Fax number: 940 565 4952
Office hours – Online and by appointment
Karthigeyan.Subramaniam@unt.edu

About the Instructor
Welcome to my class. My name is Dr. (Mr.) Karthigeyan Subramaniam (Please refer to me as Dr. Karthi in all correspondences). I have taught classes in K-12 Science Methods, and Qualitative Methodology for the past 10 years. Prior to teaching at the university, I was a 9-12 Biology teacher. My research interests include pre-service teachers’ science content knowledge, pedagogical content knowledge, microteaching, qualitative research methods, mixed methods, and concept mapping. My doctoral dissertation was very influential in my decisions to become an instructor for both qualitative methods and mixed methods.

Course Pre-requisites, Co-requisites, Other Restrictions
EDCI 6280/6285 or EPSY 6280/6285 and EPSY 6010/6020 or Instructor permission

Materials – Text, Readings, Supplementary Readings

Textbook information


OR

Supplementary readings

Please refer to online references on BlackBoard

Course Description
The purpose of this course is to provide an overview of mixed methods research to graduate students who are already familiar with quantitative and qualitative research. This introduction consists of defining mixed methods research and describing the history and foundations of this form of research. We will then examine the types of mixed methods designs available and discuss the process of research as it relates to each of these designs. This course will provide students with fundamental knowledge and skills in the theory and practice associated with mixed methods in education research. Specifically, the course will include approaches to integrate various types of qualitative and quantitative research methods and mixed methods approaches to research conducted in K-12 settings. Particular emphasis will be placed on a mixed methods research design. Topics to be covered include the following: (a) the importance of theory in conducting mixed methods research, (b) the conditions for conducting a mixed methods study; (c) the language and notation used in mixed methods research; (d) the procedures involved with choosing a mixed methods design and a mixed methods research question; (e) the various ways the quantitative and qualitative data from mixed methods projects can be interpreted to address a phenomenon; (f) the concept of integration in mixed methods research; (g) the importance of data displays and visual data representations in mixed methods research; and, (h) criteria for evaluating the quality and rigor of mixed methods research.

Instructional Methods
The course is fully 100% Online.

Course Learning Objectives
1. Define mixed methods research.
2. Describe the history of this research approach.
3. Describe and explain the philosophical and theoretical foundations for conducting mixed methods research.
4. Identify and describe the major designs available for mixed methods research.
5. Use the notation system and develop procedural diagrams to convey a study's mixed methods design and procedures.
6. Write an introduction for a mixed methods study, including a purpose statement and research questions.
7. Describe the steps in mixed methods data collection used in the different types of designs.
8. Describe the different procedures available for analyzing, mixing, and validating quantitative and qualitative data within mixed methods designs.
9. Evaluate the quality of a mixed methods study.
10. Develop a proposal for a mixed methods research study.
11. Present information about mixed methods research in a scholarly manner.
NOTE:

At the doctoral level, I believe it is your responsibility to bring forward in our class discussions and activities your thoughts, concerns, and questions about the readings.

****ALL assignments MUST be completed to earn an A in the course. Even if your points total to a number within the “A” range, if an assignment is missing, you will earn a grade of “B”.

How the Course is Organized

The course is laid out in the following format on BlackBoard:

Course information, and daily/weekly directions are located in folders on the home page: content and assessments are structured by week (See Table Below)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Week One Readings:</td>
<td>1. Discussion 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>• Introduction to Course</td>
<td>2. Reflection Paper #1 – What were your prior knowledge and beliefs about mixed methods research?</td>
</tr>
<tr>
<td></td>
<td>• Chapter 1 The Nature of Mixed Methods Research</td>
<td></td>
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<tr>
<td></td>
<td>• Chapter 2 The Foundations of Mixed Methods Research</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Week Two Readings:</td>
<td>1. Discussion 3</td>
</tr>
<tr>
<td></td>
<td>• Chapter 3 Choosing a Mixed Methods Design</td>
<td>2. Reflection Paper #2 – What is your worldview for conducting mixed methods research?</td>
</tr>
<tr>
<td></td>
<td>• Chapter 4 Examples of Mixed Methods Designs</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Week Three Readings:</td>
<td>• Discussion 4</td>
</tr>
<tr>
<td></td>
<td>• Chapter 6 Collecting Data in Mixed Methods Research</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Week Four Readings:</td>
<td>1. Discussion 5</td>
</tr>
<tr>
<td></td>
<td>• Chapter 7 Analyzing and Interpreting Data in Mixed Methods Research</td>
<td>2. Create An Evaluation Rubric to Critique Mixed Methods Studies</td>
</tr>
<tr>
<td></td>
<td>• Chapter 8 Writing and Evaluating Mixed Methods Research</td>
<td>3. Reflection Paper #3– What value do you see added by the use of a mixed methods approach?</td>
</tr>
<tr>
<td>Week 5</td>
<td>Week Five Reading:</td>
<td>• Major project paper</td>
</tr>
<tr>
<td></td>
<td>• Chapter 9 Summary and Recommendations</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Finals</td>
<td>• Finals: Short Answer Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Available Friday 06 July 12.30am to Sunday July 08 11.59am Duration 2 hours</td>
</tr>
</tbody>
</table>

What Should You Do First?

After you first login please read the Start Here section and study the syllabus. Please go to the Discussion Page and post a brief introduction and tell you peers and the course instructor why you chose to study Mixed Methods. Following this please proceed to the Folder Week One and start reading the assigned chapter readings for Week One and complete Discussion 1 & 2.
How You Should Proceed Each Week for Class Activities?

Students must access their course in BlackBoard Learn on a daily basis for announcements, email, and course assignments. Please begin participating in the weekly discussions no later than Wednesday of each week. Complete all assignments by 11.59am on the due date.

### Week One Readings:
- Introduction to Course
- Chapter 1 The Nature of Mixed Methods Research
- Chapter 2 The Foundations of Mixed Methods Research

### Week One Objectives:
1. Define mixed methods research.
2. Describe the history of this research approach.
3. Describe and explain the philosophical and theoretical foundations for conducting mixed methods research.

<table>
<thead>
<tr>
<th>Week One Assignments</th>
<th>Points</th>
<th>Submission Location</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion 1</td>
<td>45</td>
<td>Discussion Forum</td>
<td>1st post—Wednesday 06 June 11:59 pm Responses-- Sunday 10 June 2018 11:59 pm</td>
</tr>
<tr>
<td>Weekly Discussion 2</td>
<td>10</td>
<td>Discussion Forum</td>
<td>1st post—Wednesday 06 June 11:59 pm Responses-- Sunday 10 June 2018 11:59 pm</td>
</tr>
<tr>
<td>Assignment #1: Reflection Paper #1 -- What were your prior knowledge and beliefs about mixed methods research?</td>
<td>30</td>
<td>Assessment Folder</td>
<td>Monday 11 June 2018 11:59 pm</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
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</tbody>
</table>

### Week Two Readings:
- Chapter 3 Choosing a Mixed Methods Design
- Chapter 4 Examples of Mixed Methods Designs

### Week Two Objectives:
4. Identify and describe the major designs available for mixed methods research.
5. Use the notation system and develop procedural diagrams to convey a study's mixed methods design and procedures.

<table>
<thead>
<tr>
<th>Week Two Assignments</th>
<th>Points</th>
<th>Submission Location</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion 3</td>
<td>45</td>
<td>Discussion Forum</td>
<td>1st post—Wednesday 13 June 11:59 pm Responses-- Sunday 17 June 2018 11:59 pm</td>
</tr>
<tr>
<td>Assignment #2: Reflection Paper #2 -- What is your worldview for conducting mixed methods research?</td>
<td>30</td>
<td>Assessment Folder</td>
<td>Monday 18 June 2018 11:59 pm</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Week Three Readings:
- Chapter 6 Collecting Data in Mixed Methods Research

### Week Three Objectives:
6. Describe the steps in mixed methods data collection used in the different types of designs.
7. Describe the different procedures available for analyzing, mixing, and validating quantitative and qualitative data within mixed methods designs.

<table>
<thead>
<tr>
<th>Week Three Assignments</th>
<th>Points</th>
<th>Submission Location</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion 4</td>
<td>45</td>
<td>Discussion Forum</td>
<td>1st post—Wednesday 20 June 2018 11:59 pm Responses-- Sunday 24 June 2018 11:59 pm</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td></td>
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</tr>
</tbody>
</table>
**Week Four Readings:**
- Chapter 7 Analyzing and Interpreting Data in Mixed Methods Research
- Chapter 8 Writing and Evaluating Mixed Methods Research

**Week Three Objectives:**
8. Describe the different procedures available for analyzing, mixing, and validating quantitative and qualitative data within mixed methods designs.
9. Evaluate the quality of a mixed methods study

<table>
<thead>
<tr>
<th>Week Three Assignments</th>
<th>Points</th>
<th>Submission Location</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion 5</td>
<td>30</td>
<td>Discussion Forum</td>
<td>1st post—Wednesday 27 June 11:59 pm Responses—Sunday 01 July 2018 11:59 pm</td>
</tr>
<tr>
<td>Assignment #3: Reflection Paper #3—What value do you see added by the use of a mixed methods approach?</td>
<td>30</td>
<td>Assessment Folder</td>
<td>Friday 06 July 2018 11:59 pm</td>
</tr>
<tr>
<td>Assignment #4: Create An Evaluation Rubric to Critique Mixed Methods Studies</td>
<td>50</td>
<td>Assessment Folder</td>
<td>Friday 06 July 2018 11:59 pm</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
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</tr>
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</table>

**Week Five Reading:**
- Chapter 9 Summary and Recommendations

**Week Three Objectives:**
10. Evaluate the quality of a mixed methods study

<table>
<thead>
<tr>
<th>Week Three Assignments</th>
<th>Points</th>
<th>Submission Location</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #5: Major Project Paper</td>
<td>50</td>
<td>Assessment Folder</td>
<td>Saturday 07 July 2018 11:59 pm</td>
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<tr>
<td>Finals</td>
<td>50</td>
<td>Assessment Folder</td>
<td>Available Friday 06 July 12.30am to Sunday July 08 11.59am Final Exam: Duration <strong>2 hours</strong></td>
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<tr>
<td>Total</td>
<td>100</td>
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</table>

**Tentative Sequence and Planning For Assignments and Discussions**

You may choose to sequence and plan the assignments, and discussions as listed in the table below for each week if you choose to do so. The table is just a planning guide.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday &amp; Tuesday Introduction to Course Read Chapter 1: The Nature of Mixed Methods Research View, Read, &amp; Review PowerPoint Slides on Chapter 1</strong></td>
<td><strong>Wednesday &amp; Thursday Read Chapter 2: The Foundations of Mixed Methods Research View, Read, &amp; Review PowerPoint Slides on Chapter 2</strong></td>
<td><strong>Respond to Discussion Question 1</strong></td>
<td><strong>Peer Response to Discussion Question 1</strong></td>
<td><strong>Respond to Discussion Question 2</strong></td>
<td><strong>Peer Response to Discussion Question 2</strong></td>
<td><strong>Start planning to work on</strong></td>
</tr>
<tr>
<td>1. Reflection Paper #1 -- What were your prior knowledge and beliefs about mixed methods research?</td>
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<tr>
<td>2. Create An Evaluation Rubric to Critique Mixed Methods Studies</td>
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<tr>
<td>3. Major project paper</td>
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</table>
## Week Two
**Monday 11 June to Sunday 17 June 2018**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday to Wednesday</strong></td>
<td><strong>Thursday to Saturday</strong></td>
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<tr>
<td>Read Chapter 3: Choosing a Mixed Methods Design</td>
<td>Read Chapter 4: Examples of Mixed Methods Designs</td>
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<tr>
<td>View, Read, &amp; Review PowerPoint Slides on Chapter 3</td>
<td>View, Read, &amp; Review PowerPoint Slides on Chapter 4</td>
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</tbody>
</table>

**Respond to Discussion Question 3**
**Peer Response to Discussion Question 3**

**Start planning to work on**
1. Reflection Paper #2 – What is your worldview for conducting mixed methods research?

**Continue Working on**
2. Create An Evaluation Rubric to Critique Mixed Methods Studies
3. Major project paper

## Week Three
**Monday 18 June to Sunday 24 June 2018**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 6: Collecting Data in Mixed Methods Research</td>
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<tr>
<td>View, Read, &amp; Review PowerPoint Slides on Chapter 6</td>
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</table>

**Respond to Discussion Question 4**
**Peer Response to Discussion Question 4**

**Continue Working on**
1. Create An Evaluation Rubric to Critique Mixed Methods Studies
2. Major project paper

## Week Four
**Monday 25 June to Sunday 01 July 2018**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 7: Analyzing and Interpreting Data in Mixed Methods Research</td>
<td>Read Chapter 8: Writing and Evaluating Mixed Methods Research</td>
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<tr>
<td>View, Read, &amp; Review PowerPoint Slides on Chapter 7</td>
<td>View, Read, &amp; Review PowerPoint Slides on Chapter 8</td>
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</tbody>
</table>

**Respond to Discussion Question 5**
**Peer Response to Discussion Question 5**

**Continue Working on**
1. Create An Evaluation Rubric to Critique Mixed Methods Studies
2. Major project paper

## Week Five
**Monday 02 July to Friday 06 July 2018**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 9: Summary and Recommendations</td>
<td>Final Exam: Duration 2 hours</td>
<td></td>
<td></td>
<td>Available Friday 06 July 12.30am to Sunday July 08 11.59am</td>
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<tr>
<td>View, Read, &amp; Review PowerPoint Slides on Chapter 9</td>
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</tbody>
</table>

1. Finish and upload Major project paper for grading by Saturday 07 July 2018 11.59pm
2. Finish and upload Create An Evaluation Rubric to Critique Mixed Methods Studies by Saturday 07 July 2018 11.59pm

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University of North Texas
ASSESSMENT AND GRADING

Assessment Activity Types
This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives. Each week, you will work on various combinations of activities, assignments, readings, research, discussions, both individual and collaborative. Each week begins on a Monday and closes on the following Sunday, with all activities due by the end of the weekend/or the following Monday. Certain long-term activities stretch over several weeks with components assigned and due each week. See the detailed descriptions of each week's assessment activities, which are included within each Weekly Folder. They describe the goals, process, steps, details, and due date of each assessment activity for the week.

Assignments:

Discussions
You are expected to attend and actively participate in the class discussions and activities. Participation also includes reading the assigned texts in advance of each class, reviewing related materials, and sharing your ideas during class discussions and/or activities. You may be asked to react to other students' work, or turn in your own work for comments as part of the participation grade. There are a total of 5 Discussions – Week 1 to Week 4. All Discussion responses and peer responses must be completed by the due dates listed in the syllabus/BlackBoard.

Rubrics for Discussions

<table>
<thead>
<tr>
<th>Respond to Discussion Question 1:</th>
<th>Peer Response to Discussion Question 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Locate a mixed methods study in your field/discipline.</td>
<td>Read at least 5 of your peer’s responses and summarize the dominant core characteristics identified and listed in 5 of your peer’s responses. Provide an explanation/explanations for why some core characteristics are dominant, and why some core characteristics, if any, are absent.</td>
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<tr>
<td>ii. Suspend your interest in the content of the articles, and focus instead on the research methods used.</td>
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<tr>
<td>iii. Review the core characteristics of a mixed methods study, and identify and list with evidence how the study you located represents a good mixed methods study.</td>
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<tr>
<td>iv. Post your response to the Discussion Board.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Absent (0)</th>
<th>Unsatisfactory (1)</th>
<th>Developing (2)</th>
<th>Target (3)</th>
<th>Outstanding (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response to Discussion Question 1</strong></td>
<td></td>
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</tr>
<tr>
<td>An appropriate mixed methods study is located and cited (APA format).</td>
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<tr>
<td><strong>Describes the core characteristics:</strong></td>
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<tr>
<td>Clear incisive description that reveals synthesis and critique of core characteristics.</td>
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<tr>
<td>Identifies and lists with evidence how the chosen mixed methods study represents a good mixed methods study.</td>
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</tr>
<tr>
<td><strong>Peer Response to Discussion Question 1</strong></td>
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<tr>
<td>Summarizes the dominant core characteristics identified and listed in 5 peer’s responses.</td>
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<tr>
<td>Provides an explanation/explanations for why some core characteristics are dominant, and why some core characteristics, if any, are absent.</td>
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<tr>
<td><strong>Overall:</strong></td>
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<tr>
<td>Strong writing quality style with clear ability to critique, express thoughts and point of view.</td>
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<tr>
<td>Excellent grammar, syntax, transitions, paragraphing, and spelling.</td>
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<tr>
<td>Coherent, well developed and clear structure.</td>
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<td></td>
</tr>
<tr>
<td>References (APA format) for Mixed Methods Studies are cited.</td>
<td></td>
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</tbody>
</table>

Total 45
Respond to Discussion Question 2:

i. Do a search of the literature using the UNT Library online database e-journals at http://www.library.unt.edu/ to find books and articles on mixed methods research.

ii. Compile a list of authors whose books and articles who you would cite as recent writers about mixed methods as you define mixed methods in your study.

iii. Create a APA reference list of at least 5 to 10 authors and their books and articles.

Peer Response to Discussion Question 2:

Read all your peer’s responses and compile a APA reference list of the most often cited authors and their books and articles.

Performance Rating

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Absent (0)</th>
<th>Unsatisfactory (1)</th>
<th>Developing (2)</th>
<th>Target (3)</th>
<th>Outstanding (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Discussion Question 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>APA reference list has at least 5 to 10 authors and their books and articles.</td>
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</tr>
<tr>
<td>Peer Response to Discussion Question 2</td>
<td></td>
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</tr>
<tr>
<td>Provides compilation of APA references for the most often cited authors and their books and articles.</td>
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<tr>
<td>Total</td>
<td></td>
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<td>10</td>
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</table>

Respond to Discussion Question 3:

i. Which of the major design types will you use in your study? Write a one-paragraph overview that identifies this design; defines its level of interaction, priority, timing, and mixing; and conveys your reason for choosing it for your study.

ii. What challenges are associated with your design choice? Write a paragraph that discusses the challenges that you anticipate occurring with your design and how you might address them.

Peer Response to Discussion Question 3:

i. Read at least 5 of your peer’s responses and summarize the challenges that your peers anticipate occurring with their design.

ii. Provide plausible resolutions that will address the challenges identified. Provide APA citations where appropriate.

Performance Rating

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Absent (0)</th>
<th>Unsatisfactory (1)</th>
<th>Developing (2)</th>
<th>Target (3)</th>
<th>Outstanding (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Discussion Question 3</td>
<td></td>
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</tr>
<tr>
<td>A major design type is identified.</td>
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<tr>
<td>One-paragraph overview that defines the major design type’s level of interaction, priority, timing, and mixing.</td>
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</tr>
<tr>
<td>One-paragraph that discusses the challenges with the identified major design discusses the plausible resolutions to challenges with the identified major design.</td>
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<tr>
<td>Peer Response to Discussion Question 3</td>
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<tr>
<td>Summarizes challenges identified and listed in 5 peer’s responses.</td>
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<tr>
<td>Provides plausible resolutions.</td>
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</tr>
<tr>
<td>Overall: Strong writing quality style with clear ability to critique, express thoughts and point of view.</td>
<td></td>
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<td></td>
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<tr>
<td>Excellent grammar, syntax, transitions, paragraphing, and spelling.</td>
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<tr>
<td>Coherent, well developed and clear structure.</td>
<td></td>
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</tr>
<tr>
<td>References (APA format) for Mixed Methods Studies are cited.</td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
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<td></td>
<td>45</td>
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</tbody>
</table>
Respond to Discussion Question 4:

i. Write a description of the data collection procedures that you will use in a mixed methods study of your choice.

ii. Specify your:
   a. Mixed method typology
   b. Sampling strategy
   c. Sample size
   d. Data collection types and procedure

iii. Draw a diagram of the data collection and indicate in the drawing specifics about the sampling strategies, the sample sizes, the participants, and the different forms of data collection.

Peer Response to Discussion Question 4:

i. Read at least 5 of your peer’s responses and view their diagrams of data collection.

ii. Summarize by listing how your peers used quantitative and/or qualitative data collection methods and procedures.

iii. What was the nature of the mixing and purpose?

Performance Rating

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Absent (0)</th>
<th>Unsatisfactory (1)</th>
<th>Developing (2)</th>
<th>Target (3)</th>
<th>Outstanding (5)</th>
</tr>
</thead>
</table>

Response to Discussion Question 4

Describes the data collection procedures.

Specifies
a. Mixed method typology
b. Sampling strategy
c. Sample size
d. Data collection types and procedure

Diagram of data collection indicates specifics about
a. The sampling strategies,
b. The sample sizes,
c. The participants, and
d. The different forms of data collection.

Peer Response to Discussion Question 4

Summarizes by listing how peers used quantitative and/or qualitative data collection methods and procedures.

Describes and discusses the nature of the mixing and purpose in peers’ diagrams.

Overall:

Strong writing quality style with clear ability to critique, express thoughts and point of view.

Excellent grammar, syntax, transitions, paragraphing, and spelling.

Coherent, well developed and clear structure.

References (APA format) for Mixed Methods Studies are cited.

Total 45

Respond to Discussion Question 5:

Reviewers of mixed methods studies emphasize three brief recommendations to guide authors who are writing mixed method journal articles/monographs/dissertations:

1. Integration is part of results section and should never be left until the conclusion or discussion.
2. Explanation of the meaning of the various components of the results belongs in results section
3. Interpretation of what has been learned from the results as a whole, and the significance of that in light of what was known before, belongs in the discussion section.
4. Briefly discuss each recommendation and its purpose in mixed methods studies.

Peer Response to Discussion Question 5:

i. Read at least 5 of your peer’s responses.

ii. Based on your readings of your peer’s responses, briefly state the importance of Integration in mixed methods studies.

Performance Rating

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Absent (0)</th>
<th>Unsatisfactory (1)</th>
<th>Developing (2)</th>
<th>Target (3)</th>
<th>Outstanding (5)</th>
</tr>
</thead>
</table>

Response to Discussion Question 5
Discussion is focused on the purpose of
1. Integration
2. Explanation, and
3. Interpretation

Peer Response to Discussion Question 5
Discussion states the importance of Integration in mixed methods studies.

Overall:
Strong writing quality style with clear ability to critique, express thoughts and point of view.
Excellent grammar, syntax, transitions, paragraphing, and spelling.
Coherent, well developed and clear structure.
References (APA format) for Mixed Methods Studies are cited.

Total 30

Reflection papers
You will write a one-page, single-spaced reflection paper (EXCLUDES REFERENCES) in response to each of three reflection questions posted during the semester. The reflection papers should draw on content learned in class and apply the concepts to your own research, perspectives, and/or experiences. Include appropriate references.
• Reflection Paper #1 – What were your prior knowledge and beliefs about mixed methods research?
• Reflection Paper #2 – What is your worldview for conducting mixed methods research?
• Reflection Paper #3 – What value do you see added by the use of a mixed methods approach?

Each Reflection Paper will be graded using the Reflection Paper Rubric – see below.

| Criterion                                                      | Absent (0) | Unsatisfactory (1) | Developing (2) | Target (3) | Outstanding (5) |
|                                                               |            |                   |                |            |                |
| Discussions is specific to stated reflection question.         |            |                   |                |            |                |
| The importance of reflections are briefly stated and emphasized. |            |                   |                |            |                |

Overall:
Strong writing quality style with clear ability to critique, express thoughts and point of view.
Excellent grammar, syntax, transitions, paragraphing, and spelling.
Coherent, well developed and clear structure.
References (APA format)

Total 30

Create An Evaluation Rubric to Critique Mixed Methods Studies
This assignment involves creating an evaluation rubric to critique mixed methods studies published in peer-reviewed journals that demonstrates the core characteristics of mixed methods advanced in the textbook. Before attempting this assignment please read Chapter 5 Introducing a Mixed Methods Study and Chapter 8 Writing and Evaluating Mixed Methods Research in the assigned course textbook. Your evaluation rubric to critique mixed methods studies must have at least 10 criteria. You can use the template below to create the evaluation rubric or you can create your own evaluation rubric.

This assignment is due on Saturday 07 July 2018 11:59 pm.
Template: *Sample Evaluation Rubric to Critique Mixed Methods Studies*

<table>
<thead>
<tr>
<th>Mixed Methods Evaluation Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Rationale for Using Mixed Methods</td>
<td>No Rationale</td>
</tr>
</tbody>
</table>

*Complete a Major Project Paper: Develop a proposal for a mixed methods research study*

Develop a *15-page* paper (plus references and appendixes) on this topic that demonstrates your understanding of mixed methods research. Your writing should be double-spaced and follow the standards established in the course, including using the APA manual format for in-text and end-of-text references. The proposal paper should reflect the proposal outline and topics suggested in *Table 8.1 of the textbook* (pg. 255).
### Rubric for Major Project Paper

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Absent</strong> (0)</td>
<td><strong>Unsatisfactory</strong> (1)</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Foreshadows mixed methods study and type of design</td>
</tr>
</tbody>
</table>
| **Introduction** | The research problem  
Past research on the problem  
Deficiencies in the past research and one deficiency related to a need to collect both quantitative and qualitative data  
The audiences that will profit from the study |
| **Purpose** | The purpose of the project (use the scripts in Chapter 5) and reasons for design type  
The research questions and hypotheses (ordered to match the design)  
- Quantitative research questions or hypotheses  
- Qualitative research questions  
- Mixed methods research question(s) |
| **Philosophical and Theoretical Foundations** | Worldview  
Theoretical lens |
| **Literature Review** (include quantitative, qualitative, and mixed methods studies, if they are available) |
| **Methods** | A definition of mixed methods research  
The type of design used and its definition  
Challenges in using this design and how they will be addressed  
Examples of use the type of design (in your field, if possible)  
Reference to and inclusion of a procedural diagram in an appendix  
Quantitative data collection and analysis  
Qualitative data collection and analysis and qualitative data transformation, if used (in exploratory design, place qualitative before quantitative)  
Mixed methods data and analysis procedures  
Validity approaches in quantitative, qualitative, and mixed methods research |
| **Potential Ethical Issues** |
| **Timeline for completing the study** |
| **Overall:** | Strong writing quality style (excellent grammar, syntax, transitions, paragraphing, and spelling.) with clear ability to critique, express thoughts and point of view. |
| **References (APA format)** |
**Assessment Methods**

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Discussion 1</em></td>
<td>Sunday 10 June 2018</td>
<td>45</td>
</tr>
<tr>
<td>2. <em>Discussion 2</em></td>
<td>Sunday 10 June 2018</td>
<td>10</td>
</tr>
<tr>
<td>4. <em>Discussion 3</em></td>
<td>Sunday 17 June 2018</td>
<td>45</td>
</tr>
<tr>
<td>6. <em>Discussion 4</em></td>
<td>Sunday 24 June 2018</td>
<td>45</td>
</tr>
<tr>
<td>7. <em>Discussion 5</em></td>
<td>Sunday 01 July 2018</td>
<td>30</td>
</tr>
<tr>
<td>8. <em>Reflection Paper #3</em></td>
<td>Friday 06 July 2018</td>
<td>30</td>
</tr>
<tr>
<td>9. <em>An Evaluation Rubric to Critique Mixed Methods Studies</em></td>
<td>Friday 06 July 2018</td>
<td>50</td>
</tr>
<tr>
<td>10. <em>Major Project Paper</em></td>
<td>Saturday July 07 2018</td>
<td>50</td>
</tr>
<tr>
<td>11. <em>Finals</em></td>
<td>Available Friday 06 July 12.30am to Sunday July 08 11.59am</td>
<td>50</td>
</tr>
</tbody>
</table>

**Total Points Possible for Semester =** 415

**Final Grades:**

Final grades will be assigned based on the following performance:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>390 to 415</td>
</tr>
<tr>
<td>B</td>
<td>312 to 389</td>
</tr>
<tr>
<td>C</td>
<td>311 to 250</td>
</tr>
<tr>
<td>F</td>
<td>249 &amp; below</td>
</tr>
</tbody>
</table>
How to Access Grades
See the My Grades tool on the course menu for current grades. I’ll notify you when I’ve graded assignments and new grades will appear.

TECHNICAL REQUIREMENTS AND ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk  http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Bb Learn  http://www.unt.edu/helpdesk/bblearn/
Browser requirements  http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy  http://clt.odu.edu/oso/index.php?src=pe_comp_lit
Headset/Microphone (for synchronous chats)
Word Processor

Minimum Technical Skills Needed
  Examples include the following:
  - Navigating and using basic tools of Blackboard Learn
  - Using email and attaching documents
  - Creating and submitting files in commonly-used word processing program formats
  - Copying and pasting text between applications

STUDENT TECHNICAL SUPPORT

The University of North Texas UIT Student Helpdesk provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:
Email  helpdesk@unt.edu
Phone  940.565-2324
In Person  Sage Hall, Room 130
Hours  Monday-Thursday  8am-midnight
       Friday  8am-8pm
       Saturday  9am-5p
       Sunday  8am-midnight

ACCESS AND NAVIGATION

Access and Log In Information
This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. Access the course at https://learn.unt.edu
You will need your EUID and password to log in to the course. If you don’t know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Student Resources
You have access to these resources:
- Locate the “UNT Helpdesk” tab at the top of the Blackboard Learn window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.
- If you’re new to online courses or unfamiliar with the learning management tools, go to the Blackboard Learn Student Orientation. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you for participating in the course.
- See short how-to videos at Blackboard Learn’s On Demand Learning Center for Students.
Student Academic Support Services
Links to all of these services can be found on the Academic Support tab at the top of your course site.

- **Academic Resource Center**
  Buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.

- **Center for Student Rights and Responsibilities**
  Provides Code of Student Conduct along with other useful links.

- **Office of Disability Accommodation**
  ODA exists to prevent discrimination on the basis of disability and to help students reach a higher level of independence.

- **Counseling and Testing Services**
  CTS provides counseling services to the UNT community, as well as testing services such as admissions testing, computer-based testing, and career and other testing.

- **UNT Libraries**
  Online library services.

- **Online Tutoring**
  Chat in real time, mark-up your paper using drawing tools, and edit the text of your paper with the tutor’s help.

- **The Learning Center Support Programs**
  Various program links provided to enhance the student experience.

- **Supplemental Instruction**
  Program for every student, not just for students who are struggling.

- **UNT Writing Lab**
  Offers free writing tutoring to all UNT students, undergraduate and graduate.

- **Math Tutor Lab**
  Located in GAB, room 440.

- **Succeed at UNT**
  How to be a successful student information.

COMMUNICATION PLAN

**Announcements**
This is the way I’ll routinely provide you with newsflashes, weekly updates, and reminders. Watch for them on the first screen each time you enter the course.

**Course email**
Use email to ask private questions about grades or other issues not suitable to share with others. Find the link on the course menu.

**Grades and feedback**
You can expect to receive a response from me to your questions within 24 hours. I typically grade most assignments within a week and will post an announcement when they're available in My Grades on the course menu. I try to provide feedback on your assignments within a week, and for more complex submissions, will post an announcement of when to expect it.

**Participation in Discussions**

Guidelines and Etiquette (Adapted from Dr. Susan Shaw, Oregon State University)

A. Make a personal commitment to learning about, understanding, and supporting your peers.
B. Assume the best of others in the class and expect the best from them.
C. Acknowledge the impact of sexism, racism, ethnocentrism, classism, heterosexism, ageism, and ableism on the lives of class members.
D. Recognize and value the experiences, abilities, and knowledge each person brings to class.
E. Value the diversity of the class.
F. Participate actively in the discussions, having completed the readings and thought about the issues.
G. Pay close attention to what your classmates write in their online comments.
H. Ask clarifying questions, when appropriate.
I. These questions are meant to probe and shed new light, not to minimize or devalue comments.
J. Think through and re-read your comments before you post them.
K. Never make derogatory comments toward another person in the class.
L. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
M. Disagree with ideas, but do not make personal attacks.
N. Be open to be challenged or confronted on your ideas or prejudices.
O. Challenge others with the intent of facilitating growth. Do not demean or embarrass others.
P. Encourage others to develop and share their ideas.

SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Virtual Classroom Citizenship
The same guidelines that apply to traditional classes should be observed in the online classroom environment. Please use proper netiquette when interacting with class members and the professor.

STUDENT RESOURCES

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located on Blackboard Learn on the “Academic Support” tab.

UNT Portal: http://my.unt.edu
UNT Blackboard Learn Student Resources: Technical Support: http://www.unt.edu/helpdesk/
UNT Library Information for Off-Campus Users:
http://www.library.unt.edu/services/facilities-and-systems/campus-access
UNT Computing and Information Technology Center:
http://citc.unt.edu/services-solutions/students
UNT Academic Resources for Students: http://www.unt.edu/academics.htm
Computer Labs: [provide information if departmental labs are available for use to students]. General access computer lab information (including locations and hours of operation) can be located at:
http://www.gacl.unt.edu/

COURSE POLICIES

Assignment Policy
Official due dates for each assignment are listed in the syllabus. All assignments (Reflection Papers Review Paper, and Major Project Paper) must be saved in the following file type assignments .doc /word document – NO .PDF FILE TYPE ASSIGNMENTS WILL BE ACCEPTED. All assignments (Reflection Papers Review Paper, and Major Project Paper) must be submitted in their respective Assignment drop box.

Examination Policy
Instructor: You may choose to state whether your tests are open- or closed-book exams, and your policy on not meeting the exam due date. Explain your policy should a student lose Internet connection during an exam. Include information about make-up exams. Advise students to contact the Student helpdesk and document the remedy ticket number before contacting you.
Late Work
No late work/assignments/discussions will be accepted.

Class Participation
Students are required to log in, make postings, and read classmates' postings as assigned. Daily login is suggested for accelerated courses and at least every other day in semester-length courses. You are required to participate in all assigned activities found in the Weekly Assignments, such as discussion participation, individual projects, group projects, or live, synchronous conversations. I’ll use use the course tracking feature to monitor student activity.

Incompletes
Include your policy for distributing incompletes for the course.

Copyright Notice
Some or all of the materials on this course site may be protected by copyright. You may use the materials for the duration of the course only, and may not re-use them for other purposes when the course completes. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: http://copyright.unt.edu.

Policy on Server Unavailability or Other Technical Difficulties
The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents you from completing a time sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation. You should immediately report any problems to me and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 We will work with you to resolve any issues at the earliest possible time.

UNT POLICIES

Student Conduct and Discipline
See the Student Handbook.

Academic Honesty Policy
Please refer to the UNT Faculty Handbook or your department regarding the Academic Policy. A sample statement may include the following:
You are encouraged to become familiar with the University’s Policy of Academic dishonesty found in the Student Handbook. The content of the Handbook applies to this course. If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course.

ADA Policy
As per the Office of Disability Accommodation, a syllabus for a course SHALL include the following statement:
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to
implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

Add/Drop Policy
Please refer to the UNT Faculty Handbook or your department regarding the Add/Drop Policy.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation
The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student’s physical attendance for classes, examination or other purposes integral to completion of the class. An online or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student’s course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.
Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.