

## **SPINAKEr Summer School course**

### **Mixed Methods Research: paradigms, continua and practices**

#### **Course description**

This course module is based on the argument that instead of classifying research methodology into small number of clearly separate paradigms or movements, it is more befitting and helpful to look at methodology as a multidimensional continuum. In the first part the short historical overview looks back to the emergence of the concept of methodological paradigms. Next the development of methodological discussion in the field of Mixed Methods (MM) is shortly reviewed in order to show how the idea of incommensurable paradigms prevalent in the end of past century has gradually given place to the conceptualization of research methodology as a multidimensional continuum. In the third part the current developments in MM research are plotted.

#### **Subject's learning outcomes**

<b>Outcomes in terms of</b>	<b>Examination methods</b>
<b>Knowledge - Student knows and understands:</b>	
<ul style="list-style-type: none"> <li>- The development of the methodological thought (including MM movement) since 1970s.</li> <li>- How the conceptualization of research methodology as a multidimensional continuum has developed.</li> <li>- The construct of integrated multidimensional continuum of research methodology.</li> <li>- How to describe and compare three different starting-points: the division of the social research into philosophy-based paradigms, the division of the research into methodology-based paradigms and the non-paradigmatic stance.</li> </ul>	Active participation and short quiz
<b>Skills - Student can:</b>	
<ul style="list-style-type: none"> <li>- Define MM issues (s)he needs to know more deeply for designing her/his MM study;</li> <li>- Find relevant MM literature for further more detailed insight to the practical MM research issues.</li> </ul>	Active participation and short quiz

<b>Social competences - Student is ready to:</b>	
Formulate his/her opinions and relevant questions for discussion; Participate in the open discussion considering that all the participants would have possibility to express their thoughts.	Active participation

### Calculation of ECTS points

Activity form	Activity hours*	
Lecture	12	
preparation for classes	8	
preparation for the exam	6	
Student workload	Hours	ECTS
	14	2
Workload involving teacher	Hours	ECTS
	12	2

\*hour means 45 minutes

### Study content

1. The roots of the debates: quan vs qual approaches and other commonly highlighted methodological dichotomies.
2. The idea of (incommensurable) paradigms vs the idea of methodological continuum. Open and creative but systematic and organized view on methodology.
3. Essential components of research. Classification and main features of research designs: theoretical, empirical and design-based approaches. "Deconstructing" research designs into methodological aspects. General quality criteria for research.
4. Mixed methods purposes and research questions.
5. Mixed methods typologies.
6. Alternative approaches to MM designs.
7. Current trends in MM research.

## Course advanced

Activities	Examination methods
In class lectures, readings, discussions	Active participation and short quiz

## Literature

### Obligatory

- Guba EG and Lincoln YS (1994) Competing Paradigms in Qualitative Research. In Denzin NK and Lincoln YS (eds) Handbook of Qualitative Research. London: Sage, pp. 105-117.
- Johnson, R.B., & Onwuegbuzie, A.J. (2004). Mixed methods research: A research paradigm whose time has come. Educational Researcher, 33(7), 14-26.
- Mertens, D. M., Bazeley, P., Bowleg, L., Fielding, N., Maxwell, J., Molina-Azorin, J. F., & Niglas, K. (2016a). The future of mixed methods: A five year projection to 2020. MMIRA. <https://mmira.wildapricot.org/resources/Documents/MMIRA%20task%20force%20report%20Jan2016%20final.pdf>
- Niglas, K. (2010). The multidimensional model of research methodology: An integrated set of continua. Tashakkori, A., Teddlie, C. (Eds.). Sage Handbook of Mixed Methods Research. 2nd Ed. Sage Publications Ltd.
- Niglas, K. (2009). How the novice researcher can make sense of mixed methods designs. International Journal of Multiple Research Approaches, 3(1), 34-46. <https://doi.org/10.5172/mra.455.3.1.34>
- Niglas, K. (2023 - forthcoming). Developments in Mixed Methods Designs: What have been the dominant pathways and where might they take us in the future? International Journal of Multiple Research Approaches, 3(1), 34-46. <https://doi.org/10.5172/mra.455.3.1.34>

### Optional

- Bazeley, P. (2018). Integrating analyses in mixed methods research. SAGE Publications.
- Creswell, J. W. (2015a). A concise introduction to mixed methods research. SAGE Publications.

- Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research (3rd ed.). SAGE Publications.
- Greene, J.C. (2007). Mixing methods in social inquiry. San Francisco: Jossey-Bass.
- Teddlie, C. & Tashakkori, A. (2009) *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage Publications