Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Teaching, Learning, and Culture

2. Course prefix, number and complete title of course: EDCI 661 - Mixed Methods Research in Curriculum and Instruction

3. Course description (not to exceed 50 words): Introduction to mixed methods research, including a brief history of approaches to educational research; comparison of scientific research and educational research; specific designs and methods for mixing qualitative and quantitative approaches in data collection, analysis, and synthesis.

4. Prerequisite(s): Graduate classification

5. Cross-listed with: n/a

6. Is this a variable credit course?  ☑ No  ☐ Yes If yes, from ________ to ________

7. Is this a repeatable course?  ☐ Yes  ☑ No

8. Cross-listed courses require the signature of both department heads.

9. If this course is repeated within the same semester?  ☐ Yes  ☑ No

10. Has this course been taught as a 489/689?  ☑ Yes  ☐ No  If yes, how many times? 2

11. Indicate the number of students enrolled for each academic period it was taught. 06A=24; 07C=12

12. This course will be:

   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

      n/a

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

      Ph.D. in EDCI

13. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

14. Prefix  Course #  Title (excluding punctuation)

   EDCI  661  MIXED METHODS R SCH C & I

   Lect. Lab SCH CHP and Fund Code Admin Unit Acad. Year FICE Code

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   Approval recommended by:  

   Head of Department 11/26/08

   Date

   Head of Department (if cross-listed course) Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 10/08
EDCI 661
Mixed Methods Research in Curriculum and Instruction

Instructor of Record
Dr. Carol L. Stuessy
Texas A&M University – 4232 TAMU
Harrington 443
College Station, TX 77843-4232
Voice: 979-845-8256
Email: c-stuessy@tamu.edu

Meeting Place and Times
Spring Semester 2009
Tuesday afternoon, 1:00-4:00
Harrington Tower, Room 301

Office Hours
Thursday afternoons, 1:00-3:00
And by appointment

Course Description
Presents a rationale and methods for adopting a pragmatic orientation in choosing research models using mixed methods, which employ both quantitative and qualitative methods to answer research questions about curriculum and instruction in educational settings.

Prerequisite
Acceptance into a doctoral program.

Course Overview
This course is offered by the Department of Teaching, Learning, and Culture as an elective advanced research class for doctoral level students. The purpose of the course is to familiarize students with the use of mixed methodology in educational research. Mixed methods research is driven by a pragmatic approach that contains both the quantitative and qualitative approaches. In mixed methods, the researcher puts aside the arguments for the incompatibility of QUAL-QUAN approaches. In this course, students will be introduced to mixed methods research, including a brief history of approaches to educational research; a comparison of scientific research and educational research; and specific designs and methods for mixing QUAL and QUAN approaches in data collection, analysis, and synthesis.
Learning Objectives
To understand the value of the scientific research enterprise in science, education, and society;
To position education research within the scientific research enterprise, understanding the differences and similarities between the two types of research and their respective communities.
To understand the modes of qualitative, quantitative, and mixed methods inquiry and the subsequent techniques for collecting, analyzing, and interpreting data;
To understand the historical and philosophical debates surrounding mixed methods research;
To develop the necessary skills and knowledge to analyze a study that adopts mixed approaches in its research design, including the ability to identify and evaluate the strengths and weaknesses the research design.
To produce a research proposal (with a research question that may be in some way related, but not the same as the thesis or dissertation) that integrates qualitative and quantitative methods.

Course Details

1a. Required texts

1b. Other resources


1c. Additional weekly assigned readings as appropriate to topics.

2. Course Expectations

*Attendance* – The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for an absence from class. Class discussions are an extremely important part of learning and on-time class attendance is mandatory. If you must miss class, please notify me in advance if possible (at least one day) to discuss the situation. (That allows me time to adjust my lesson plan to accommodate your absence.) University rules apply for missed class. Dates for completing missed assignments will be negotiated by the student and the instructor. I highly recommend that you appoint a class “buddy” with whom you exchange e-mails and cell phone numbers so that you stay caught up in class in the case of an absence.

*Participation in class*—I expect that each student will prepare for and participate in class discussion and class work. A major goal of this class is for you to be able to articulate your understanding of ideas referring to the objectives of the course. Group work and class discussion are crucial to the development of this skill. By participating in critical discussion of the week’s readings, you and your classmates will improve your ability to speak publicly about issues and ideas and to question (politely) the positions of others.

*Group leadership* – Some class meetings will require different members of the class to “manage a group,” which may be to lead a small-group discussion that includes discussions about a particular topic, or discussions about group members’ independent reading on the topic. Groups are formed to facilitate discussion, questioning, and resolution of new ideas. Each member of the class will perform the role of small-group manager two to three times during the semester.

*Research poster and proposal* – Each student individually will propose a mixed methods research study that will be presented on the assigned day of the final. While the research question can be one related to a chosen thesis or dissertation topic, the research questions should not be the same as the thesis or dissertation question. (Some students may decide to continue by completing the research over the next semester as an EDCI 685 with this class instructor or your major professor.) Guidelines will be developed in detail for the mixed methods research proposal, following Creswell (2003).
4. Weekly Class Agendas

A topic, supported by a number of required book chapters and/or journal articles, forms the basis of each class meeting. (See a listing of topics on p. 6.) Many weeks you will also be assigned to read something on your own that you have found related to that topic. When you are assigned a reading of your own, you will post a structured abstract of your reading on your Sharepoint subweb, with a pdf copy of the article, by Sunday night at midnight before the next Tuesday’s class. Required readings and your independent reading form the basis for your in-class learning in this course. It is essential that you come prepared every week to class.

Reading scholarly work is the primary means for keeping abreast of recent developments in any field. Learning to relate what you are reading to your work is an important part of the lifelong learning required in today’s rapidly changing world. All assignments, including readings, are required.

5. Grading

The grade is based upon (a) participation in class (40%), (b) answers on a mid-term examination (20%), and (c) the quality of the final project (40%). Collaboration is encouraged; you will not be forced into some type of distribution, normal or otherwise.

**Participation and preparation in class is evaluated as follows (60 pts)**
- Attendance and adding to class discussion in a meaningful way (10 pts)
- Evidence of preparation and readings of assigned articles, by class (10 pts)
- Structured abstracts of readings, posted on Sharepoint (20 pts)
- Special papers (10 pts)
- Research agenda presentation (Powerpoint) (10 pts)

**Final Research Proposals are evaluated as follows (40 pts)**
- Poster Presentation (10 pts)
- Written Proposal (30 pts)

**Grade Distributions**

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<tr>
<th>Grade</th>
<th>Distribution</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<td>80-89</td>
<td>B</td>
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<td>70-79</td>
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<td>&lt; 70</td>
<td>D</td>
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6. Class Topics
A detailed agenda for each class will be posted on Sharepoint. The following list summarizes topics and major reading assignments for the semester.

Class 1
Class Objectives
Syllabus
Read NRC – Ch. 1-3; Borg – Ch. 1

Class 2
Scientific Research and Education – Why Research in Education
Sharepoint Pre-Assessment of Your Strengths and Weaknesses in Research Background
Read T&T – Chs. 1-3; Write an impressionist tale for next class

Class 3
Setting Aside Paradigms for the Pragmatic
Orientation (An Example of Mixing Qualitative and Quantitative
Guest Speaker: Dawoon Yoo – Mixing Methods using QUAL and QUAN data
Review Descriptive Statistics of Previous Class Assessment (on Sharepoint)

Class 4
Of Research Wars and Resolution
Qual – Quan – Mixed
Threats to Validity and Reliability in Qual, Quan, and Mixed
The Research Cycle – T&T, p. 25
Read Booth – pp. 35-72
Read Kelly & Lesh on Research Agendas

Class 5
The Importance of Research Agendas
The Research Agenda in Your Field
Help Session: Using the Computer to Help in your Literature Review
Assignment: Bring a Report on the Research Agenda in Your Field

Class 6
From Interests to Topics
Reports: Research Agendas in Your Field
Researching Your Topics
Readings on Your Own – Three Research Papers on Your Topic

Class 7
Conceptual Frameworks: Where The Literature Review Eventually Takes You
Writing Quality Literature Reviews;
Read Stessy’s Paper – Invitation to Inquiry; Booth – pp. 64-82; Boote & Beile

Class 8
From Topics to Research Questions
“Good” Research Questions Qualitative Perspective – Quantitative Perspective Pragmatic (Mixed) Perspectives
Read about Research Questions, Booth – pp. 35-63

Class 9
Framing Research Questions for a Mixed Study
Read Tashakkori & Creswell (2007)

Class 10
From Research Questions to Methods
Considerations of Data Sources and Instruments
Read T&T -- pp. 59-94

Class 11
Research Instruments
Validity and Reliability of Measurement Research: Instrumentation
Read: Collins et al.

Class 12
Sequencing the Study and Representing It Visually
Time Lines, Block Diagrams, Tables
Of Requirements and Rubrics
Posters and Proposals
See Plano-Clark & Creswell (2007)

Class 13
Work Day – No Formal Class

Class 14
Individual Interviews

Final
Poster Session and Mixed Methods Proposal Due at the Scheduled Final Time and Day
Style/Writing Requirements
All papers should be written using APA (American Psychological Association) style. Consult the APA's *Publication Manual*, or go to [http://www.apastyle.org/](http://www.apastyle.org/)

7. University Policies

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from The University. Since such dishonesty harms the individual, all students, and the integrity of The University, policies on scholastic dishonesty will be strictly enforced.

Plagiarism: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic ailments, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Americans With Disabilities Act: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all class members with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disabilities Services, Room B118, Cain Hall. The phone number is (409) 845-1637.

TAMU/TLAC Statement on Diversity (approved by the Department of TLAC): The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.
EDCI 661 – Mixed Methods

**Academic Integrity Statement:** This course supports this statement:

"An Aggie does not lie, cheat or steal, or tolerate those who do."

According to the Dean of Faculties, all syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

It is further recommended that instructors print the following on assignments and examinations: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."