

LESSON PLAN

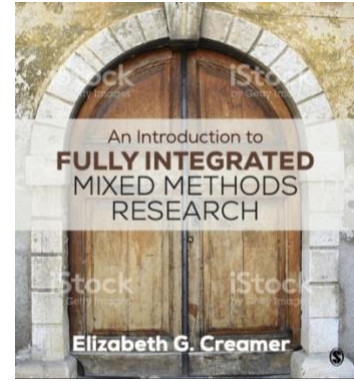
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GRADUATE LEVEL RESEARCH METHODS CLASS ON MIXED METHODS

TOPIC: *Mixed Method Analytical Procedures*

READING: Chapter 6: Mixed method analytical procedures. From Creamer, E. G. (2018). *Introduction to Fully Integrated Mixed Methods Research* (pp. 99-115). SAGE

Jang, E., McDougall, D. E., Herbert, M., & Russell, P. (2008). Integrative data analytic strategies in research in school success in challenging circumstances. *Journal of Mixed Methods Research*, 2 (3), 221-247. <https://doi-org.ezproxy.lib.vt.edu/10.1177%2F1558689808315323>



SESSION OBJECTIVES

Strategies for converting data are common in mixed methods research. This includes quantifying qualitative data and qualifying or adding dimensionality to quantitative data. With the increasing sophistication of qualitative and mixed methods software, not to mention AI, much has changed about the how data transformation is being used in mixed methods research, including in its application to visuals like those produced through social network analysis.

There is probably no other topic that more directly exposes differences in viewpoints about what constitutes mixed methods research and how it is defined. This includes a divide in views about whether a study with a single source of data, like a website, analyzed both qualitatively and quantitatively, qualifies as mixed methods. This also includes examples of what Onwuegbuzie and Johnson (2021) refer to as crossover analysis when a single logic – either a deductive one or an inductive one- is applied to a single data source.

The definitional issue at the heart of this debate is one that requires personal judgment. It asks the question: Does MMR require at least two sources of data – a qualitative one and a quantitative one – and at least two logics – an inductive one and a deductive one?

This unit invites discussion about data transformation and when to call it largely quantitative, largely qualitative, or mixed in that the results are based on their integration. On completing the lesson, students will be able to develop critical thinking skills and:

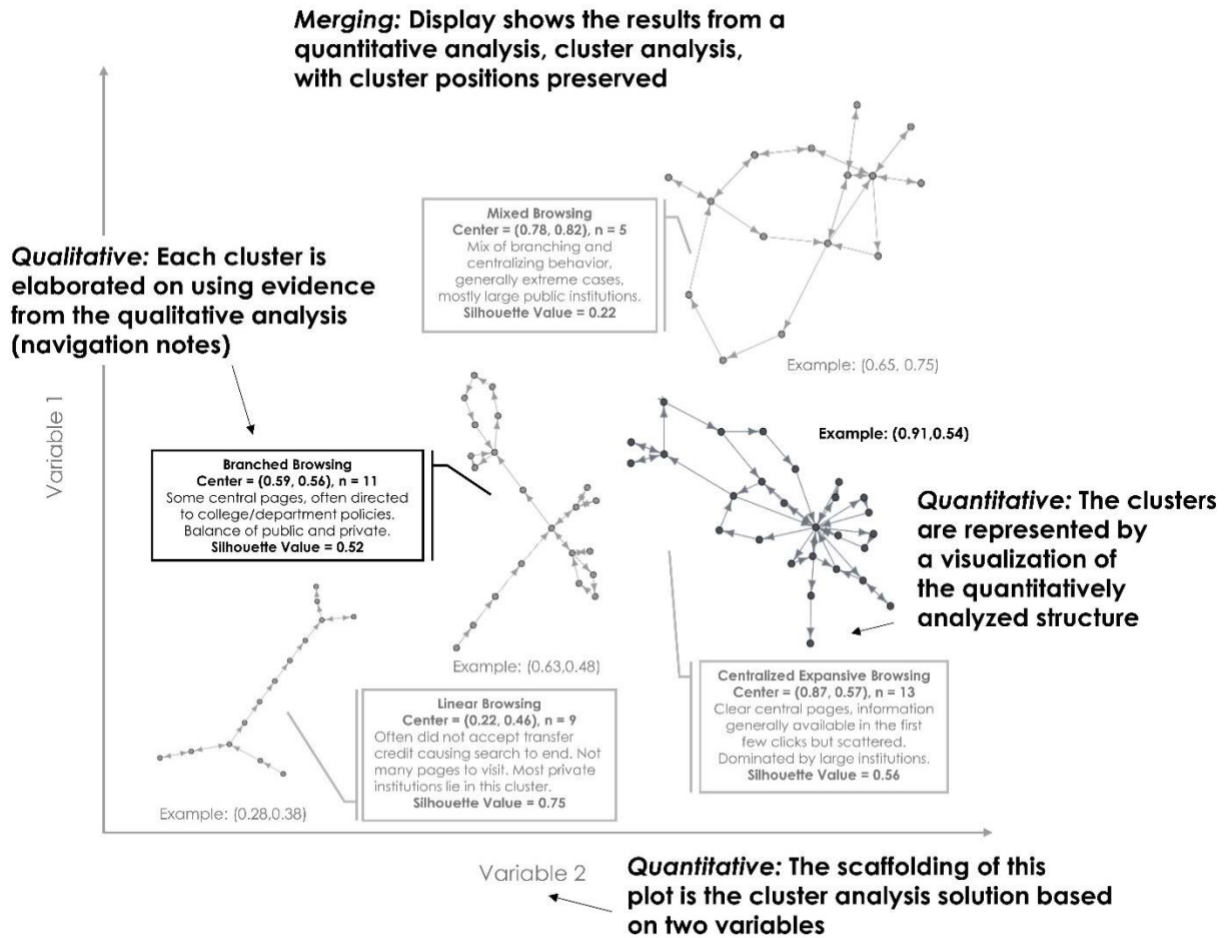
1. Define what is meant by data transformation and to “quantitize” or “qualitize” data.
2. Recognize different perspectives about the compatibility of qualitative and quantitative approaches and the ability to merge them during analysis.

3. Distinguish how the design of a mixed method study might differ when qualitative and quantitative methods are viewed as incompatible and when they are viewed, as Greene (2007) suggests, as sharing many overlapping qualities.

CLASS ACTIVITY AND ASSIGNMENTS

The analysis of visuals created from software, including in their comparison, has increasingly become a core fixture of mixed methods publications (see Creamer, 2024, *Visual Displays in Qualitative and Mixed Methods Research*, Routledge <https://www.routledge.com/Visual-Displays-in-Qualitative-and-Mixed-Method-Research-A-Comprehensive-Guide/Creamer/p/book/9781032301419>). Examine the figure pasted below from Reeping and Edwards (2020) that is unique in its use of a mapping software to depict different patterns of navigating webpages on a university website and the subsequent generation of blended themes to describe differences in the viewing patterns.

Study the figure below from Reeping and Edwards (2020, Figure 4). What names might you generate for the four clusters depicted? In your view, would you categorize it as (1) primarily quantitative, (2) primarily qualitative, or (3) primarily mixed? In your view, what procedure would be necessary to consider this figure as a good example of mixed methods?



ADDITIONAL READING

Reeping, D., & Edwards, C. (2020). Advancing 1+1=1 fully integrated designs using five formative figure approach. *International Journal of Multiple Research Approaches*, 12(3), 1-22.
<https://doi.org/10.29034/ijmra.v12n3a2>