

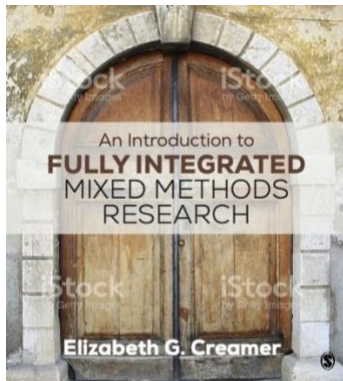
LESSON PLAN

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UNIT FOR RESEARCH METHODS CLASS OR WORKSHOP ON MIXED METHODS RESEARCH

TOPIC: *Recognizing the Role of Paradigms in Mixed Methods Research*

READING: Chapter 3: Recognizing Paradigmatic Assumption. Creamer, E. G. (2018). [An Introduction to Fully Integrated Mixed Methods Research](https://www.researchgate.net/publication/381016321_Chapter_3_Recognizing_Paradigmatic_Assumptions) (pp. 41-58). SAGE
https://www.researchgate.net/publication/381016321_Chapter_3_Recognizing_Paradigmatic_Assumptions



SESSION OBJECTIVES

Conversations about mixed methods research rarely unfold without eventually turning to the expression of reservations about the paradigmatic compatibility of qualitative and quantitative methods. Some maintain that since qualitative research is inherently constructivist and quantitative research is positivist or post-positivist, the two approaches are grounded in fundamentally different and, therefore, incompatible paradigms. Others waive this argument aside, suggesting researchers are by in large preoccupied with more pragmatic concerns.

On completing the session, students will be able to think more complexly about mixed methods research and:

1. Define what is meant by the word 'paradigm.'
2. Explain what is meant by incompatibility thesis.
3. Word a response to the assertion that qualitative and quantitative methods reflect two different paradigms.

ACTIVITY/ASSIGNMENT

Imagine yourself sitting in a team meeting or responding to a question after a presentation that raises one of the most frequent criticisms about mixed methods. That is that qualitative and quantitative research reflect different paradigms and can't be mixed. How might you go about responding to this in a succinct way? What might be your one or two sentence response to this?

You might respond to this criticism in a generic way or in a way that zeroes in on other issues. Which of the following responses is most in sync with your own viewpoint? Are there other responses you would add?

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| Grounding | Possible Response |
|-----------|-------------------|

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|----------------|---|
| Historical | This critique comes out of the 1980s when qualitative research was just emerging and there was considerable concern about it as scientific. |
| Methodological | This is why most mixed methods designs keep data collection and analysis of the qualitative and quantitative data separate. |
| | Most methods are compatible with a diverse range of paradigms. |
| Paradigmatic | This critique emerges from the positivist tradition that dominated social science research through the 1980s. |
| | Most researchers are interested, first and foremost, with what works. |

ADDITIONAL READING

Shannon-Baker, P. (2015). Making paradigms meaningful in mixed methods research. *Journal of Mixed Methods Research*, 10(4), 319-334. <https://doi.org/10.1177/1558689815575861>