

# Advanced methodology course: Nuts and Bolts of mixed methods research

## About the course

subject	Forvaltning / Global Studies / Internationale udviklingsstudier / Politik og Administration / International Public Administration and Politics
activitytype	master course
Teaching language	English
Registration	<p>Tilmelding sker via <a href="#">STADS-Selvbetjening</a> indenfor annonceret tilmeldingsperiode, som du kan se på <a href="#">Studieadministrationens hjemmeside</a></p> <p>Når du tilmelder dig kurset, skal du være opmærksom på, om der er sammenfald i tidspunktet for kursusafholdelse og eksamen med andre kurser, du har valgt. Uddannelsesplanlægningen tager udgangspunkt i, at det er muligt at gennemføre et anbefalet studieforløb uden overlap. Men omkring valgfrie elementer og studieplaner som går ud over de anbefalede studieforløb, kan der forekomme overlap, alt efter hvilke kurser du vælger.</p> <p>Registration through <a href="#">STADS-Selvbetjening</a> within the announced registration period, as you can see on the <a href="#">Studyadministration homepage</a>.</p> <p>When registering for courses, please be aware of the potential conflicts between courses or exam dates on courses. The planning of course activities at Roskilde University is based on the recommended study programs which do not overlap. However, if you choose optional courses and/or study plans that goes beyond the recommended study programs, an overlap of lectures or exam dates may occur depending on which courses you choose.</p> <p>Ved for få tilmeldte aflyses kurset.</p> <p>In case of too few registrations, the course will be cancelled.</p>
Detailed description of content	<p>Mixed methods has become increasingly popular both in the social sciences and among practitioners. This course offers students an opportunity to add value to the quality of their research designs and analyses and to their ability to work with multiple methods in a reflexive and versatile manner. Many societal challenges are best studied by combining methods and by relying on diverse data-sources. This is the <i>raison d'être</i> of mixing methods. Studies of key societal problems associated with issues such as crime, poverty, health, climate change often benefit from integrating quantitative and qualitative data and analyses. Crime statistics in isolation, for instance, do not bring us much closer to devising solutions to the problem. By the same token interviews with victims and perpetrators of crime are less valuable if not backed by crime statistics.</p> <p>The key aim of the course is to increase the breadth and depth of understanding of mixing methods by offsetting the weaknesses inherent to using each approach by itself. This is no easy task. Combining different types of data and analytical approaches places demands on the researcher's ability to overcome problems of compatibility and potential incommensurability. The course equips participant with methodological tools to harvest the benefits of mixing methods and disciplines. In the course, we will cover core concepts in mixed method research such as triangulation, sequencing and pacing, nested approach, sampling, qualitative-led integration, quantitative-led integration and theory-building.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>• Knowledge of different mixed methods research designs including the conditions under which they are preferable to single method designs in addressing an academic and/or practical problem</li><li>• Applied knowledge of key tools and concepts for mixed methods research</li><li>• In-depth knowledge of the main caveats as well as advantages of mixing methods and disciplines in academic research</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Skills in identifying, justifying and criticizing different methodological approaches to mixing methods</li><li>• Skills to carry out state-of-the art mixed methods research designs in addressing academic and/or practice-oriented issues including both qualitatively- and quantitatively-driven designs</li><li>• Skills to evaluate and select mixed methods in research and professional practice</li></ul> <p><b>Competencies:</b></p>

	<ul style="list-style-type: none"> <li>Competency to independently plan and carry out complex mixed methods designs within specific time frames</li> <li>Competency to co-operate with colleagues in applying mixed methods to relevant issues in research and professional contexts</li> <li>Competency to reflect on the weaknesses and strengths of the chosen methodological research design</li> </ul>
Expected work effort (ECTS-declaration)	5 ECTS => 135 hours of expected working effort: Classes: 5*4 hours = 20 hours Readings & preparations for class: 60 hours Exercises & presentations: 20 hours Exam assignment: 35 hours
Course material and Reading list	<p>We will work with the course text books:</p> <ul style="list-style-type: none"> <li>Flick, U. (2018): Doing Triangulation and Mixed Methods. The SAGE Qualitative Research Kit. London: SAGE.</li> <li>Morse, J. M. &amp; Niehaus, L. (2009): Mixed Method Design: Principles and Procedures. London and New York: Routledge. Available via RuB: <a href="https://www-taylorfrancis-com.ep.fjernadgang.kb.dk/books/9781315424521">https://www-taylorfrancis-com.ep.fjernadgang.kb.dk/books/9781315424521</a></li> </ul> <p>The books will be supplemented by different articles and exercises in each session.</p>
Evaluation- and feedback forms	<p>There will be an opportunity to get oral feedback on the exercises and discussions in class.</p> <p>Participants can expect to have collective feedback on the written exams (as a whole), as well as the opportunity for oral feedback in person for the individual written exams.</p>
Administration of exams	ISE Studyadministration ( <a href="mailto:ise-studyadministration@ruc.dk">ise-studyadministration@ruc.dk</a> )
Responsible for the activity	Jesper Dahl Kelstrup ( <a href="mailto:kelstrup@ruc.dk">kelstrup@ruc.dk</a> )
Type of examination	<p>Individual written take-home assignment on a research question of the student's own choice.</p> <p>The take-home assignment must be at most 26,400 characters in length, including spaces.</p> <p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>Work on the take-home assignment is begun during the course. The deadline for delivery will appear on the university's homepage.</p> <p>Assessment: 7-point grading scale.</p>
ECTS	5
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>Knowledge and understanding: <ul style="list-style-type: none"> <li>Knowledge and understanding of academic and/or scientifically based practice-oriented methods and their application and relevance on an advanced level</li> </ul> </li> <li>Being able to understand and critically reflect upon academic and/or scientifically based practice-oriented methods in the field of social science research and how they are used in the students' future careers as, for example, lecturers, project managers, consultants, managers or researchers</li> <li>Skills: <ul style="list-style-type: none"> <li>Carrying out studies and analyses with the aid of academic and/or scientifically based practice-oriented methods</li> <li>Evaluating and selecting methods from research-related and professional practices</li> <li>Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued</li> </ul> </li> <li>Competences: <ul style="list-style-type: none"> <li>Working with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research and professional contexts</li> <li>Reflection on one's own learning and taking responsibility for one's own professional development</li> </ul> </li> </ul>
Overall content	<ul style="list-style-type: none"> <li>Research and professional premises for academic and scientifically based practice-oriented analyses</li> <li>Approaches to the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively</li> </ul>

Teaching and working methods	Lectures, exercises, student presentations, peer feedback and discussions.
Type of course	Optional course
Exam code(s)	Exam code(s) : U41136

Course days:

Hold: 1

## The Nuts and Bolts of Mixed Methods Research

time	11-09-2019 08:15 til 11-09-2019 12:00
forberedelsesnorm	ikke valgt
forberedelsesnorm D-VIP	ikke valgt
location	19.2-011 - teorirum (56)
Teacher	Jesper Dahl Kelstrup ( kelstrup@ruc.dk )
Content	<p><b>#1: Mixed methods: A happy marriage of quantitative and qualitative approaches?</b></p> <p>This first session presents key rationales for mixing methods. We discuss whether “mixed methods” constitutes a new research methodological paradigm or whether it is better seen as a combination of qualitative and quantitative methods. We present and discuss the benefits and challenges of using mixing methods and use exercises to allow participants to discuss the advantages and disadvantages of distinct approaches to mixed methods.</p>
Reading list	<p><b>Literature (in recommended order of reading):</b></p> <p>Morse, J. M. &amp; Niehaus, L. (2009): Mixed Method Design: Principles and Procedures. Chapter 1: Mixed Method Design: Who Needs It? pp. 13-22 (10 pages). Available via RuB: <a href="https://www-taylorfrancis-com.ep.fjernadgang.kb.dk/books/9781315424521">https://www-taylorfrancis-com.ep.fjernadgang.kb.dk/books/9781315424521</a></p> <p>Flick, U. (2018): Doing Triangulation and Mixed Methods. Chapter 1-3, pp. 1-47 and chapter 5, pp. 71-78 (56 pages).</p> <p>Johnson, R. B. &amp; Onwuegbuzie, A. J. (2004): Mixed Methods Research: A Research Paradigm Whose Time Has Come. Educational Researcher, 33 (7), pp. 14-26 (13 pages).</p> <p>Mahoney, J., &amp; Goertz, G. (2006). A tale of two cultures: Contrasting quantitative and qualitative research. Political analysis, 14 (3), pp. 227-249 (23 pages).</p> <p>Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. Journal of Mixed Methods Research, 1 (1), pp. 48-76 (29 pages).</p> <p>In total: 131 pages.</p> <p><b>Supplementary readings:</b></p> <p>Ahmed, A., &amp; Sil, R. (2012). When multi-method research subverts methodological pluralism - or, why we still need single-method research. Perspectives on Politics, 10 (4), pp. 935-953 (19 pages).</p> <p>Bryman, A. (2016). Chapter 27 - Mixed Methods Research: Combining Quantitative and Qualitative Research. In: Social Research Methods. Oxford University Press, pp. 634-660 (27 pages).</p>

Chambers, R. (2001). Qualitative Approaches: Self-criticism and What Can Be Gained From Quantitative Approaches. In: Q-squared - Qualitative and Quantitative Methods for Poverty Appraisal. R. Kanbur (ed). Delhi, Permanent Black: pp. 22-28 (7 pages).

Ravallion, M. (2001). Can Qualitative Methods Help Quantitative Poverty Measurement? In: Q-squared - Qualitative and Quantitative Methods for Poverty Appraisal. R. Kanbur (ed). Delhi, Permanent Black, pp. 58-68 (11 pages).

Salehi, K., & Golafshani, N. (2010). Commentary: Using Mixed Methods in Research Studies-an Opportunity with Its Challenges. International Journal of Multiple Research Approaches, 4 (3), pp. 186-191 (6 pages).

Timans, R., Wouters, P. & Heilbron, J. (2019): Mixed methods research: what it is and what it could be. Theory and Society, 48 (2), pp. 193-216 (24 pages).

## The Nuts and Bolts of Mixed Methods Research

time 18-09-2019 08:15 til  
18-09-2019 12:00

forberedelsesnorm ikke valgt

forberedelsesnorm D-VIP ikke valgt

location 19.2-011 - teorirum (56)

Teacher Jesper Dahl Kelstrup ( kelstrup@ruc.dk )

Content **#2: Designing and conducting mixed-methods studies**

In this session, we focus on how to design robust mixed methods studies. We discuss whether it is useful to see mixed methods as an exercise in synthesizing research styles. The course literature is combined with student exercises in order to explore how to combine and integrate multiple methods and how to deal with interdisciplinarity in mixed methods. We also discuss how to develop good research questions, model, give theoretical drive and make use of triangulation.

Reading list

**Literature (in recommended order of reading):**

Flick, U. (2018): Doing Triangulation and Mixed Methods. Chapters 6 and 7, pp. 79-111 (33 pages). Morse & Niehaus (2009) Mixed Method Design: Principles and Procedures. Chapters 2-5, pp. 23-62 (40 pages).

Brewer, J. & Hunter, A. (2006). Foundations of Multimethod Research: Synthesizing Styles. Chapter 1: The Multimethod Approach and Its Promise, pp. 1-14 (15 pages). Available via RuB: <http://methods.sagepub.com.ep.fjernadgang.kb.dk/book/foundations-of-multimethod-research>

Creswell, J. W. (2011). Controversies in mixed methods research. In: The Sage handbook of qualitative research, 4, pp. 269-284 (16 pages).

In total: 104 pages.

**Supplementary readings:**

Collier, D. & Elman, C. (2008). Qualitative and Multi-Method Research: Organizations, Publication, and Reflections on Integration. In: Oxford Handbook of Political Methodology, pp. 780-795 (16 pages).

Bennett, A. (2007). Symposium: Multi-Method Work, Dispatches from the Front Lines. Qualitative Methods, 5 (1), pp. 9-11 (3 pages).

Howe, K. R. (2012). Mixed Methods, Triangulation, and Causal Explanation. Journal of Mixed Methods Research, 6 (2), pp. 89-96 (8 pages).

## The Nuts and Bolts of Mixed Methods Research

time 25-09-2019 08:15 til  
25-09-2019 12:00

forberedelsesnorm ikke valgt

forberedelsesnorm ikke valgt  
D-VIP

location 19.2-011 - teorirum (56)

Teacher Olivier Rubin ( rubin@ruc.dk )

Content

### #3: Quantitatively-driven mixed methods

The theoretical drive for quantitatively-driven mixed method design is mainly deductive in the sense that the focus is on explanation rather than exploration. The session will address the question of why researchers prioritize adding a qualitative method over adding an additional quantitative one. We will examine quantitatively-driven research in general, and learn about particular methods for integrating quantitative-driven research with qualitative studies such as the Nested Approach, which draws on large-n and small-n simultaneously (through different venues down a theoretical tree). We will work with exercises that exemplify quantitatively-driven mixed methods.

Reading list

#### Literature (in recommended order of reading):

Morse & Niehaus (2009) Mixed Method Design: Principles and Procedures. Chapter 9: Quantitatively-Driven Mixed Method Designs, pp. 117-140 (24 pages).

Morse & Niehaus (2009) Mixed Method Design: Principles and Procedures. Chapter 6: Sampling for Mixed Method, pp. 72-76 (5 pages).

Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field methods*, 18(1), pp. 3-20 (18 pages).

Evertsson, N. (2017). A nested analysis of electoral donations. *Journal of Mixed Methods Research*, 11(1), pp. 77-98 (22 pages).

Lim, M. S., Hellard, M. E., & Aitken, C. K. (2005). The case of the disappearing teaspoons: longitudinal cohort study of the displacement of teaspoons in an Australian research institute. *Bmj*, 331 (7531), pp. 1498-1500 (3 pages).

McCrudden, M. T., & McTigue, E. M. (2019). Implementing integration in an explanatory sequential mixed methods study of belief bias about climate change with high school students. *Journal of Mixed Methods Research*, 13(3), pp. 381-400 (20 pages).

In total: 92 pages.

#### Supplementary readings:

Luetgert, B., & Dannwolf, T. (2009). Mixing methods: a nested analysis of EU member state transposition patterns. *European Union Politics*, 10 (3), pp. 307-334 (28 pages).

Kalu, F. A., Coughlan, B., & Larkin, P. (2018). A mixed methods sequential explanatory study of the psychosocial factors that impact on midwives' confidence to provide bereavement support to parents who have experienced a perinatal loss. *Midwifery*, 64, pp. 69-76. (8 pages).

Lieberman, E. S. (2005). Nested analysis as a mixed-method strategy for comparative research. *American political science review*, 99(3), pp. 435-452 (18 pages).

## The Nuts and Bolts of Mixed Methods Research

time 02-10-2019 08:15 til  
02-10-2019 12:00

forberedelsesnorm ikke valgt

forberedelsesnorm ikke valgt  
D-VIP

location 19.2-011 - teorirum (56)

Teacher Jesper Dahl Kelstrup ( kelstrup@ruc.dk )

Content

### #4: Qualitatively-driven mixed methods

The task of a qualitatively minded research can be compared to that of criminal detective who tries to “solve” a puzzle or inform a research question based on a small number of observations. In this session, we focus on and discuss how to sample, plan and carry out qualitatively informed mixed methods research. Case studies are used to illustrate how qualitative data can be a useful starting point for mixing methods and for paying attention to induction, context, subjectivity, theorization, cross-contextual explanations, reflexivity and creativity.

#### Reading list

##### Literature (in recommended order of reading):

Morse & Niehaus (2009). *Mixed Method Design: Principles and Procedures*. Chapters 6-8, pp. 63-116 (49 pages).

Flick, U. (2018): *Doing Triangulation and Mixed Methods*. Chapter 8, pp. 113-128 (16 pages).

Gerring, J. (2017). *Qualitative Methods*. *Annual Review of Political Science*, 20, pp. 15-36 (20 pages).

Hesse-Biber, S. (2010). Qualitative approaches to mixed methods practice. *Qualitative Inquiry*, 16(6), pp. 455-468 (14 pages).

Mason, J. (2006). Mixing methods in a qualitatively driven way. *Qualitative research*, 6(1), pp. 9-25 (17 pages).

In total: 107 pages.

##### Supplementary readings:

Teddlie, C. & Yu, Fen (2007): *Mixed Methods Sampling - A Typology With Examples*. *Journal of Mixed Methods Research*, 1(1), pp. 77-100 (24 pages).

## The Nuts and Bolts of Mixed Methods Research

time 09-10-2019 08:15 til  
09-10-2019 12:00

forberedelsesnorm ikke valgt

forberedelsesnorm ikke valgt  
D-VIP

location 19.2-011 - teorirum (56)

Teacher Jesper Dahl Kelstrup ( kelstrup@ruc.dk )

#### Content

##### #5: Potentials - delivering a sound mixed-methods study

This session will focus on how to apply the methods and strategies laid out in the previous sessions. We examine concrete articles where the different ways of conducting mixed methods are applied and we will rely on exercises that allow students to interact with these approaches. On this basis, we revisit core concepts, and discuss promises and challenges for using mixed methods research in practice.

#### Reading list

##### Literature (in recommended order of reading):

Morse & Niehaus (2009), Chapter 10: *Complex Mixed and Multiple Method Designs and back matter*, pp. 141-194 (54 pages).

Flick, U. (2018): *Doing Triangulation and Mixed Methods*. Chapter 9, pp. 129-139 (11 pages).

Fetters, M. D. (2016). “Haven’t We Always Been Doing Mixed Methods Research?”: Lessons Learned From the Development of the Horseless Carriage. *Journal of Mixed Methods Research*, 10 (1), pp. 3-11 (9 pages).

Baekkeskov, E., & Rubin, O. (2014). Why pandemic response is unique: powerful experts and hands-off political leaders. *Disaster Prevention and Management*, 23(1), pp. 81-93 (13 pages).

Van Dalen, A., De Vreese, C. H., & Albæk, E. (2012). Different roles, different content? A four-country comparison of the role conceptions and reporting style of political journalists. *Journalism*, 13(7), pp. 903-922 (20 pages).

In total: 107 pages.

**Supplementary readings:**

Fetters, M. D. & Molina-Azorin, J. F. (2017). The Journal of Mixed Methods Research Starts a New Decade: Perspectives of Past Editors on the Current State of the Field and Future Directions. *Journal of Mixed Methods Research*, 11 (4), pp. 423-432 (10 pages).

Symonds, J. E., & Gorard, S. (2008). The death of mixed methods: research labels and their casualties. In *British Educational Research Association Annual Conference*, pp. 1-19. (20 pages).

Mele, V. & Belardinelli, P. (2019). Mixed Methods in Public Administration Research: Selecting, Sequencing and Connecting. *Journal of Public Administration Research and Theory*, 29(2), pp. 334-347 (14 pages).

## The Nuts and Bolts of Mixed Methods Research - Exam

time 16-10-2019 10:00 til  
16-10-2019 10:00

forberedelsesnorm ikke valgt

forberedelsesnorm D-VIP ikke valgt

## The Nuts and Bolts of Mixed Methods Research - Reexam

time 31-01-2020 10:00 til  
31-01-2020 10:00

forberedelsesnorm ikke valgt

forberedelsesnorm D-VIP ikke valgt