Advanced methodology course: The Nuts and Bolts of Mixed Methods Research (FORV, GS, IDS, IPAP, PA)

Om kurset

<table>
<thead>
<tr>
<th>Subject</th>
<th>Forvaltning / Global Studies / Internationale udviklingsstudier / Kultur og sprogøvelsestudier / Politik og Administration / International Public Administration and Politics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activitytype</td>
<td>master course</td>
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<tr>
<td>Teaching language</td>
<td>English</td>
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<tr>
<td>Registration</td>
<td>The information about the activity will be continuously updated until 30 May, changes may occur. The final description will be available from 1 June.</td>
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</table>

Registration is happening through stads selvbetjening within the announced registration period, as you can see on the Studyadministration homepage.

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.

Der sker løbende opdatering af informationer omkring aktiviteteren frem til d. 30. maj, hvorfor der kan forekomme ændringer. Fra 1. juni kan du se den samlede og gældende beskrivelse/engelsk version.

Tilmelding sker via stads selvbetjening indenfor annonceret tilmeldingsperiode, som du kan se på Studieadministrationens hjemmeside.

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.

Learning outcomes/assessment criteria

Knowledge
- Knowledge of academic and/or scientifically-based, practice-oriented methods, their use and relevance at advanced level.
- Understanding of and critical reflection on academic and/or scientifically-based, practice-oriented methods of social science research and their application in the future professions of students, such as in teaching, project management, consultancy, business management or research.

Skills
- Skills to carry out surveys and analyses using academic and/or scientifically-based, practice-oriented methods.
- Skills to evaluate and select methods in research and professional practice.
- Skills in communicating and discussing academic and/or scientifically-based, practice-oriented studies in a linguistic form that is correct, clear, technically precise, well-structured and well-argued.

Competencies
- Competency to co-operate with colleagues in applying various academic and/or scientifically-based, practice-oriented methods and forms of analysis to relevant issues in research and professional contexts.
- Competency to reflect on one’s own learning and responsibility for academic development.

Overall content
- Research-related and professional premises for academic and scientifically-based, practice-oriented analyses.
- Procedures for the use of academic and/or scientifically-based, practice-oriented tools in research-related and professional contexts, respectively.

Detailed description of content

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 in practice.

Many societal challenges are best studied by combining methods and by relying on diverse data-sources. This is the raison d'être of mixing methods. Effectively addressing key societal problems such as crime, poverty and health often demands the integration of both quantitative and qualitative data as well as analysis.
statistics in isolation, for instance, does 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.

The key aim of the course is to increase the breadth and depth of understanding and corroboration, while 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 participants with methodological tools to effectively 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, theory building, and the mixing of disciplines.

Knowledge:
- Knowledge of the conditions under which mixed methods research designs are preferable to other designs in addressing an academic and/or practical problem.
- Applied knowledge of key tools and concepts for mixed methods research.
- In-depth knowledge of the main caveats as well as advantages of mixing methods and disciplines in academic research.

Skills:
- Skills in identifying, selecting and articulating the main methodological approaches for mixing methods.
- Skills to evaluate and select mixed methods in research and professional practice.
- Skills in conducting qualitative-driven mixed methods.
- Skills in conducting quantitative-driven mixed methods.
- Skills to carry out state-of-the-art integrative research designs in addressing academic and/or practice-oriented issues.

Competencies:
- Competency to co-operate with colleagues in applying mixed methods to relevant issues in research and professional contexts.
- Competency to independently plan and carry out complex mixed methods designs within specific time frames.
- Competency to reflect on the weaknesses and strengths of the chosen methodological research design.

Teaching and working methods
The course places much emphasis on applied teaching. To the extent possible, participants will be encouraged to apply the tools and methods to concrete cases under the supervision of the lecturers during class.

Expected work effort (ects-declaration)
5 ECTS => 135 hours of expected working effort: Classes: 5*4 hours Readings & preparations for class: 60 hours Exercises & presentations: 20 Exam assignment: 35 hours

Course material and reading list
We will work with a course text-book:
Together with different articles for each session.

Form of examination
The examination consists of an individual, written methodology assignment that discusses and problematises various possible methodological approaches. The assignment is set by the course teacher no later than the fifth course session. The assignment must be submitted no later than one week after the end of the course. The maximum length of the assignment is 26,400 characters, including spaces. The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices. Assignments that fail to meet the size specifications will be refused assessment, and one examination attempt will be deemed to have been used up.

Form of re-examination
Re-examination: Re-examination follows the same rules as the ordinary examination. The student is given fourteen days to complete the assignment

Examination type
Individual examination

Assessment
7-point grading scale

Moderation
None (i.e. course lecturer assesses)

Evaluation and feedback forms
There will be an opportunity to get oral feedback on the exercises and discussions in class. 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.
### Advanced methodology course: The Nuts and Bolts of Mixed Methods Research - Lecture 1 and 2 (FORV, GS, IDS, IPAP, PA)

<table>
<thead>
<tr>
<th>Tidspunkt</th>
<th>11-09-2018 13:15 til 11-09-2018 17:00</th>
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<tbody>
<tr>
<td>Forberedelsesnorm d-vip</td>
<td>Ikke valgt</td>
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<tr>
<td>Sted</td>
<td>23.1-009 - teori (65)</td>
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<tr>
<td>Underviser</td>
<td>Olivier Rubin (<a href="mailto:rubin@ruc.dk">rubin@ruc.dk</a>) Jesper Dahl Kelstrup (<a href="mailto:kelstrup@ruc.dk">kelstrup@ruc.dk</a>)</td>
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<tr>
<td>Indhold</td>
<td>Mixed methods: A happy marriage of quantitative and qualitative approaches?</td>
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**Advanced methodology course: The Nuts and Bolts of Mixed Methods Research - Lecture 3 and 4 (FORV, GS, IDS, IPAP, PA)**

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<th>Tidspunkt</th>
<th>18-09-2018 13:15 til 18-09-2018 17:00</th>
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<tr>
<td>Indhold</td>
<td>Designing and conducting mixed-methods studies</td>
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**Advanced methodology course: The Nuts and Bolts of Mixed Methods Research - Lecture 5 and 6 (FORV, GS, IDS, IPAP, PA)**

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<th>Tidspunkt</th>
<th>25-09-2018 13:15 til 25-09-2018 17:00</th>
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<tr>
<td>Indhold</td>
<td>Designing and conducting mixed-methods studies</td>
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### Indhold

**Qualitative-driven mixed methods**

The task of a qualitatively minded research can be compared to that of a 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.

### Pensum


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**Advanced methodology course: The Nuts and Bolts of Mixed Methods Research - Lecture 7 and 8 (FORV, GS, IDS, IPAP, PA)**

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<th>Tidspunkt</th>
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<td>Olivier Rubin (<a href="mailto:rubin@ruc.dk">rubin@ruc.dk</a>)</td>
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</table>

**Indhold**

Quantitative-driven mixed methods

The theoretical drive for quantitatively-driven mixed method design is deductive. The session will address the question of why researchers should prioritize the adding of 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). Further, we will explore the ‘quantification’ of qualitative studies in the form of fuzzy sets. We will work with exercises that exemplify the quantitative-driven mixed method.

### Pensum


Advanced methodology course: The Nuts and Bolts of Mixed Methods Research - Lecture 9 and 10 (FORV, GS, IDS, IPAP, PA)

**Tidspunkt**
09-10-2018 13:15 til 09-10-2018 17:00

**Underviser**
Olivier Rubin (rubin@ruc.dk)
Jesper Dahl Kelstrup (kelstrup@ruc.dk)

**Indhold**

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 have been applied and we will rely on exercises that allow students to interact with these approaches in practice. On this basis, we revisit core concepts, and discuss promises and challenges for using mixed methods research in practice.

**Pensum**


Exam: Submission

**Tidspunkt**
25-09-2018 13:15 til 16-10-2018 10:00

Re-exam: Submission

**Tidspunkt**
04-02-2019 10:00 til 18-02-2019 10:00

**STADS stamdata**

Kandidatkursus Belastning: 5 ECTS
Preveform: Intern (ut) Aktivitetskode: U41136
Bedømmelse: 7-trinsskala Censur: ingen censur