

No.1 November 2014

Greetings, MMIRA members

We welcome you to our first newsletter from the Association that will come out on a quarterly basis. Our MMIRA Website is an important link for you, but this newsletter can provide the continuous contact that is important as we continue to build your Association. In this newsletter you will find tips for the mixed methods researcher, news and events, reviews of recent *Journal of Mixed Methods Research* and other journal publications, the exchange of information, and MMIRA updates. So welcome and enjoy being connected to your new, ever-growing Association.

John W. Creswell, Ph.D., President, MMIRA

Editor's tips for the mixed methods researcher

I have recently been reviewing abstracts and papers submitted in preparation for a social research methods conference in which I am convening a session on integration in mixed methods research. The papers submitted were well written and interesting to read, but in each case, I have had to ask the participant to please revise their paper to address the topic of the session. Although authors described the methods they used, their focus remained on their substantive topic, and none addressed the issue of integration of the methods they used, nor did any place their study in the context of any mixed methods literature.

Similarly, one of the more common of the very few negative comments about presentations at the MMIRA conference in Boston was that presenters focused on the substantive topic of their research (which might be of interest to just a small proportion of the audience) rather than the mix of methods used to carry out the research, which is what participants had come to learn about.

Even if you have prepared a fully developed and more comprehensive paper, in a conference session you have just a brief time to present your work. Determine the one (just one!) critical message you want people to take away, make that 'take-home message' the focus for your presentation – and make sure the message you present *fits with the purpose of the conference and the session in which you are presenting*. Your audience will appreciate it!

 Pat Bazeley

News & Events

Upcoming conferences

February 9-10, Bielefeld, Germany: International Workshop: *Beyond methodological dualism - Combining qualitative and quantitative data.*

Universität Bielefeld, Center for Interdisciplinary Research (ZIF). Further info and registration (by Jan 18): mm.conference.bielefeld@gmail.com

March 12-13, Jamaica: MMIRA Regional Conference at The University of the West Indies, Mona. Keynote: Tony Onwuegbuzie. Conference chair: Loraine Cook. Further info:

<http://mmira.org>; www.mona.uwi.edu/mixedmethods/ or mixed.methods2015@gmail.com

June 19, Philadelphia PA: MMIRA Regional Conference at Drexel University, College of Nursing and Health Professions. *Improbable dialogues: Interprofessional mixed methods research collaborations* Keynote: John Creswell. Conference chair: Nancy Gerber, Co-chair: Joke Bradt. Further info: <http://mmira.org>; ng27@drexel.edu; jbradt@drexel.edu

August 2-3, San Antonio, TX: MMIRA Regional conference hosted by the Lifelong Learning Centre in the University of Texas Health Science Center at San Antonio. *Engaging Patients in Health Care Systems: A Pragmatic, Mixed Methods Approach.*

Contact: alvaradolv@uthscsa.edu

September 19-20, Sendai Japan: MMIRA Regional Conference at Miyagi University of Education, Sendai, in association with Japan Association for Qualitative Psychology

Website: www.jsmmr.org Contact: jsmmr.adm@gmail.com

New books

Mixed Methods in Health Sciences Research: A Practical Primer

Leslie Curry & Marcella Nunez-Smith (Yale U)

LA: SAGE, October 2014. ISBN: 9781483306773 \$US 32.00

Part 1: Mixed methods 101

Chapter 1: Definition and overview of mixed methods designs

Chapter 2: Applications and illustrations of mixed methods health sciences research

Chapter 3: Determining the appropriateness and feasibility of using mixed methods

Part 2: Getting mixed methods research funded

Chapter 4: Writing a scientifically sound and compelling grant proposal for a mixed methods study

Chapter 5: Examples of funded grant applications using mixed methods

Chapter 6: Assessing quality in mixed methods studies

Part 3: Designing and implementing a mixed methods study

Chapter 7: Sampling and data collection in mixed methods studies

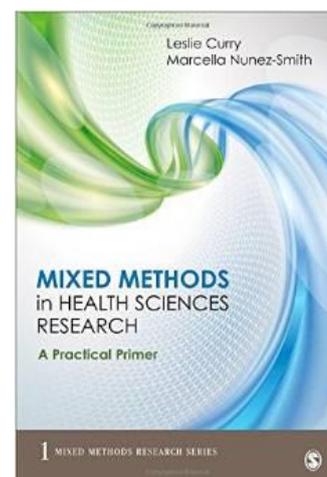
Chapter 8: Data analysis and integration in mixed methods studies

Chapter 9: Managing mixed methods teams

Chapter 10: Implementation issues in mixed methods research

Part 4: Disseminating findings

Chapter 11: Publishing mixed methods studies in the health sciences



Report from the Boston Conference



MMIRA's first international conference, attended by 350 people, was held at Boston College at the end of June, 2014. Response from those attending (as indicated in both closed and open questions on an evaluation form) was generally very positive, with attendees reporting that their expectations were met and their knowledge of mixed methods was increased.



Those who filled out the evaluation commented on the international orientation of the conference as a whole and that many were enthusiastic about meeting mixed methods colleagues from around the world and from across a wide range of disciplines. Attendees also expressed how much they appreciated the open availability of experts during the conference and their willingness to spend time providing them with much needed feedback on their mixed methods projects.

Many who filled out the evaluation found the workshops extremely important, describing them as "excellent", "valuable" and "beneficial". Roundtable discussions were found to generate valuable feedback to those who participated, but with a need for more time for feedback. Some attendees wanted longer workshop sessions that spanned a whole day, and for some, a second day of workshops to allow attendance at more of them. More time for general networking opportunities was needed as well, with the suggestion that the conference should span three days rather than two.





Our thanks to Sharlene Hesse-Biber, her organizing committee, and her tireless assistant Darcey Lewis for their work in making our first conference so enjoyable and beneficial for those attending.



From the journals

Grant, A. M., Berg, J. M., & Cable, D. M. (2014). Job titles as identity badges: how self-reflective titles can reduce emotional exhaustion. *Academy of Management Journal*, 57(4), 1201-1225. doi: [org/10.5465/amj.2012.0338](https://doi.org/10.5465/amj.2012.0338)

This recent paper is pure pleasure to read and instructive at the same time. Grant *et al.* explored organizational change initiatives established to reduce burnout for employees at the Make a Wish Foundation (MAW), where people are always interacting with terminally ill children. One of several initiatives taken at MAW was for people to create fun titles for themselves. For example, the CEO designated herself as “fairly godmother of wishes”; others chose “minister of dollars and sense”, “goddess of greetings”, “magic messenger”, etc. These titles were added to formal titles on business cards, to email signatures, and to the website. This benefits of this initiative came into all conversations the staff had with the researchers.

The researchers therefore conducted a two-phase study to identify and test the mechanisms by which self-reflective job titles impacted burnout. Phase 1 involved an inductive study drawing on interviews, field observations and archival documents. Through this they built a conceptual model and theoretical propositions to explain the patterns they observed. Because MAW was an extreme environment, in Phase 2, they tested their model in a more regular health service setting using a quasi-experiment with one experimental and two control groups, with confirmatory results overall and support for two of the three theorised mechanisms.

The exemplary thoroughness of the study, including the detail with which the methods used are recorded, means that this paper is of particular value to a mixed methods audience. A recommended read!

And for readers of French: In the current (#124, October) and next (#125) special issues of *Bulletin de Methodologie Sociologique*, six articles (three in each issue) report mixed methods studies on life course and social trajectories, with the first three focusing on decision points and

changes of direction (“bifurcations”) in employment for recently graduated young people. Their authors challenge the arbitrary distinction between qualitative and quantitative methods, playing with the boundaries by working iteratively between methods, by drawing on both together, or by “crossing over” through transformation of one form of data to another—always with purpose. Typical expectations regarding methods are “transgressed” in the interest of opening up new frontiers. An introduction to the papers, along with abstracts, are provided in English.

Read it in the latest issue of JMMR (October 2014)

As a member of MMIRA, you can access Journal of Mixed Methods Research articles through the MMIRA website. What follows is a summary of articles in the most recent issue.

de Mello (2014) examined 23 theses stored in a Brazilian government directory to explore the extent to which research on women’s land rights in Brazil a) uses mixed methods, b) includes the voices of the women being studied, and c) effectively articulates the lives of rural women and their struggle to own and remain on land in the countryside. Simple frequencies with which theses met these criteria are reported (e.g., 5/23 used mixed data sources).

This study raises two methodological issues (for this reader): 1) the difficulty of classifying studies, particularly where multiple data types are used in a qualitative study, and 2) What does it mean to effectively represent the voice of participants, e.g., does that necessarily involve including direct quotes, or is it more to do with having the participant group involved in aspects of the design of the study?

de Mello, R. R. (2014). Mixed methods in studies on women’s struggle for land rights in Brazil. *Journal of Mixed Methods Research*, 8(4), 330-340.

Kerrigan (2014) used a convergent parallel design to understand the factors influencing (human and physical) organizational capacity for development-oriented, data-driven decision making (DDDM) in four community colleges. In doing so she carefully justified all her design and methodological choices, paying particular attention to two more innovative features: use of replication (rather than sampling) logic for case studies, and integrative analysis strategies using quantitized data.

Creation of a data table based on merged quantitative and quantitized data produced results at odds with Kerrigan’s theory-based model and related propositions. She therefore returned to the qualitative data, now working inductively rather than using directed content analysis, “to make sense of this” (p.354). From her inductive analysis she identified two new factors that explained use of data for decision making, resulting in a modification to her original model.

Kerrigan’s careful and transparent description of her methods throughout this study provides a useful methodological contribution.

Kerrigan, M. R. (2014). A Framework for Understanding Community Colleges’ Organizational Capacity for Data Use: A Convergent Parallel Mixed Methods Study. *Journal of Mixed Methods Research*, 8(4), 341-362.

Mpofu, Hallfors, Mutepfa, and Dune (2014) use concept analysis to in a straightforward study to compare the perceived relevance of different elements of sex education messages for 125 orphaned girls in varied school contexts in Zimbabwe. Concept analysis, as used here, is an inherently mixed method that involves free listing of statements about a concept which are then clustered and rated for relevance and importance, with all steps directed by participants.

Individual clusters are combined into a distance (similarity) matrix which is then subjected to multidimensional scaling to generate group-defined clusters of items, with each cluster weighted for ranked importance.

The authors report a rank ordering of message types for the participants as a whole and in two groups. Whether the adolescents attended a church or secular school made no difference to the relative importance ascribed to the different types of messages. The (statistical) significance of the rank ordering of message types was less clear.

Mpofu, E., Hallfors, D. D., Mutepfa, M. M., & Dune, T. M. (2014). A mixed methods mapping of church versus secular school messages to influence sexual decision making as perceived by Zimbabwean orphan girl students. *Journal of Mixed Methods Research*, 8(4), 363-376.

Coryn, Schröter, and McCowen (2014) describe the concurrent mixed (multiple case study) design and methods they employed in a comparative study of structural factors and strategies used in schools that were successful (or not) in educating native Hawaiian students.

The sample and data used comprised observations of 34 classrooms/teachers in 4 low growth schools, 39 in 7 high growth schools; surveys of teachers and students; and interviews with 64 principals and teachers. Comparative analyses of survey data and ratings from observations and comparative thematic analyses of interview data provided summary statistics and themes to highlight differences between schools. Results from each method were reported separately. Where inductive interview themes matched survey items, results were concordant. Integration of methods/results was limited to summary statements about high and low performing schools.

The emphasis in this paper is on the substantive results generated from the study, rather than on the methods used, or the contribution to mixed methods per se.

Coryn, C. L. S., Schröter, D. C., & McCowen, R. H. (2014). A mixed methods study of some of the factors associated with successful school strategies for native Hawaiian students in the state of Hawai'i. *Journal of Mixed Methods Research*, 8(4), 377-395.

Exchanges

We're looking for exchanges of information, questions and/or answers, and any comments or feedback you'd like to share for this section of the newsletter. Please send contributions to Pat Bazeley, pat@researchsupport.com.au

E-media resources of potential interest

Empowered Evaluation Webinar, David Fetterman

<http://connection.sagepub.com/blog/2014/11/24/webinar-recording-now-available-how-to-conduct-an-empowerment-evaluation/>

Top ten developments in qualitative evaluation over the last decade

Michael Quinn Patton (register *now* for Dec 3)

<http://connection.sagepub.com/blog/2014/11/25/free-webinar-top-ten-developments-in-qualitative-evaluation-over-the-last-decade/>

BLOG: Seven strategies for Scholars Publishing Qualitative Research from an Associate Editor
Trish Reay

<http://connection.sagepub.com/blog/2014/05/01/7-strategies-for-scholars-publishing-qualitative-research-from-an-associate-editor/>

MMIRA updates

Membership

As of November 30, 652 people have logged into MMIRA.org and expressed interest in the MMIRA. Of these, 570 are paying members. Of our 570 paying members, 20 (4%) are institutional memberships, 206 (36%) are regular memberships, 150 (26%) are members from developing nations, and 68 (34%) are student members. Our members come from all major continents and are representative of the world—this reflects our international focus. Our members also come from most academic disciplines—this reflects our interdisciplinary focus. In short, we are international and we are interdisciplinary, as emphasized in our bylaws. Having only been in existence for a year-and-a-half we have a sizable membership. We still have a lot of work to do, however. We have two major areas to work on. First, 199 of our paying members currently need to renew their memberships. If you are one of these, *please* renew as soon as possible! Second, we need to continue to grow our membership, adding many more new members from across the world. *Please* tell others about the MMIRA and ask them to join!

Burke Johnson, MMIRA Executive Director

MMIRA on Facebook

Did you know that the MMIRA has a group Facebook page with almost 250 members? Join this community today to find out more about MMIRA events, share your own work, and learn more about what others are accomplishing in mixed methods research! Members also discuss diverse topics and post calls for papers, job opportunities, and conference announcements. Just go to <https://www.facebook.com/groups/mmira/>, ask to join the group, and join the conversation!

MMIRA on Twitter @mmira.2014

MMIRA is now on Twitter, thanks to Mandy Archibald, your student representative on the MMIRA board! Follow us at @MMIRA2014 and be the first to hear about upcoming events, opportunities, and mixed methods resources. Twitter is a great way to network with the MMIRA international community of scholars and create opportunities for collaboration. We hope to connect with you soon!

Social Media 101: Getting Starting on Twitter

Part 1: Establishing your Twitter Account

Social media platforms, such as Twitter, can be effective tools for academics seeking to connect across traditional boundaries, establish a broader sphere of influence, create unique

collaborations and networks, and enhance the scope of research dissemination. Twitter is a microblogging site where information is shared through 140 character messages (i.e., a “tweet”). Over 255 million people use Twitter globally everyday, and this number is growing. A number of reputable professional organizations, such as the World Health Organization, the United Nations, the Canadian Nurses Association, and recently, the Mixed Methods International Research Association, are now using Twitter. In part I of this series, we offer practical tips for getting you started on Twitter.

Beginning: Setting up your account

Go to the Twitter homepage at www.twitter.com and provide your name, email and password to set up your account. Choose a username (i.e., twitter handle). This should be short, easy to use, and represent you. Your username will form your twitter URL, and you can change this at a later time. Click “create my account”, confirm your email address, and consider yourself welcomed to the Twittersphere!

Branding: Establishing your profile

Your profile is key to your networking success on Twitter. People generally read profile descriptions before deciding whether or not to follow a Twitter account, so complete your profile before you start tweeting or establishing followers. To begin, click “edit profile” on your homepage. Add a picture of yourself and a short bio (less than 160 characters)- this is essential to attracting followers. This is your chance to let people know what you are interested in and what they can expect from your tweets.

Following and Tweeting

Only those people who “follow” your Twitter account can view your messages, and you can only read messages from people you follow. You can follow and unfollow accounts at any time, and the best way to learn Twitter is by doing. To get tweeting, click on the “Tweet” icon to compose your message. Twitter will track the length of your message to make sure it is 140 characters or less. Press send and you are on your way!

Stay tuned for “Part II: Establishing your Twitter Strategy” in the next quarterly newsletter. Until then, happy Tweeting!

Your association

President: John Creswell

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President Elect: Pat Bazeley

Conference Committee: Sharlene Hesse-Biber

Secretary: Beth Larson

Communications Committee: Nataliya Ivankova

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