

## **No.3 May 2015**

### **From the President's desk**

Dear MMIRA members,

It is with a sad feeling that I write this note. My time as President of MMIRA will end on July 1. Pat Bazeley, the President-Elect will assume office. Pat will be a great President and she brings creative ideas and strong leadership to our Association. I will stay in the loop as Past-President and attend all of the meetings of the Executive Committee for this next year, along with the President-Elect who will be announced at the June 19<sup>th</sup> regional MMIRA conference at Drexel University.

The Executive Committee has met almost every month for the last year, and I am indebted to a great set of MMIRA Officers and Board Members on this Committee for their helpful ideas. They have been instrumental in establishing a new award system for MMIRA to give scholarships to students to attend the International Conference and to fund a dissertation award every other year. Future awards are also in the development stage. The Executive Committee also helped to steer our Association toward a solid financial future as well as encourage new participants to join the Association. SAGE Publication, as you probably know, has been instrumental in providing, at a very reasonable rate, an on-line version of the *Journal of Mixed Methods Research* with membership to our Association. We have also commissioned a "Task Force on the Future of Mixed Methods with Implications for our Association" headed by Donna Mertens and a group of 7 international scholars. They will report by October, 2015. It is important that our Association become proactive in steering the direction and dialogue for mixed methods rather than being a passive bystander.

The Executive Committee has also been encouraging regional MMIRA conferences and this year we had one in Jamaica in March, and three are coming this summer, at Drexel University (June 19), at the University of Texas – San Antonio Health System (August 3-4), and in Kyoto, Japan. (September 19-20). Please attend one of these exciting regional conferences. Then in 2016 we will have our International Mixed Methods Conference in England at Durham University. As you may know, we host workshops at these conferences to provide useful training in mixed methods. Both our Marketing and our Membership Committees have been hard at work to help promote these conferences.

Burke Johnson has done an excellent job in this first year of our Association as Executive Director. He has kept me on task and has managed the finances and the Website with ease (so it seems).

So, I leave office as your President, and I leave an Association that is in good hands and doing well to enlarge its scope, its participation, and its involvement in the world mixed methods community. I shall stay in touch.

My best,

*John W. Creswell, PhD*

## **Editor's tips for the mixed methods researcher**

If research is designed to meet a purpose and find data that answers questions in fulfilment of that purpose, then it makes sense for the report from the research to be focused on that purpose and the issues that address that purpose – regardless of whether a single or multiple methodologies are used in generating and analysing that data. When more than one methodology or method is used, then the details of how each was carried out must be explained, as well steps taken to integrate them: this provides the content for the methodology section of the report or paper or thesis. When it comes to the results, however, the reader is interested in seeing what you, the researcher, have discovered regarding the issues canvassed by the study. Hence my comment above: it makes more sense for the results from the research to be organised and presented in an integrated way to address the topical concerns for and purpose of the study, than for them to be organised according to the methodology or methods from which they were generated. When needed, sources for particular aspects of the results can be indicated in the text, in parentheses, or using footnotes or endnotes.

Separation of writing according to methods used belongs in a methodology section, not the results.

 *Pat Bazeley*

# **News & Events**

## **Awards and Scholarships**

MMIRA is now providing awards to its members! Over the coming years, MMIRA will be administering a variety of research awards to acknowledge the training needs, accomplishments and contributions that its members have made to the mixed methods research community internationally. These awards will be rolled out sequentially, beginning with two trainee awards: a dissertation award (including two honorable mentions), and three awards to support travel to the Biennial international conference. The dissertation award winner and travel award recipients will receive free-conference registration, a monetary award of \$1000, an opportunity to present your work in a special session, and will be featured on MMIRA's social media platforms. Applications will open mid-November.

*Mandy Archibald and Cheryl Poth*

## **Report from the first Regional Mixed Methods Conference in the Caribbean**

The School of Education and the Caribbean Institute of Media and Communication (CARIMAC), in collaboration with the Faculty of Social Sciences and the UWI School of Nursing at the University of the West Indies, Mona Campus hosted the first Regional Mixed Methods Conference in the Caribbean on March 12–13. Themed ***Mixed Methods in Multidisciplinary Research***, the objective of the conference was to facilitate discussion and greater understanding of the theoretical and practical applications of mixed methods research to produce high-quality research in a multidisciplinary context. The conference sought to foster collaboration as well as develop a community of Mixed Methods Researchers in the Caribbean region and internationally. The planning committee consisted of persons from across the University of the West Indies, Mona Campus in Kingston: Loraine Cook, Stanford Moore, Livingston White, Rohan McCalla, Karen Thwaites, Tashane Haynes-Brown, Clavia Williams, Lloyd Waller, Steve Weaver and Nicole Satchell.

Papers presented at the conference in 35 concurrent sessions offered scholarly, theoretical, practical and empirical perspectives highlighting the mixing of methodologies. Four workshops covered incorporating culture and context in the literature review, conducting rigorous mixed methods dissertations, dialectical pluralism in equal status mixed methods research and evaluation, and use of MAXQDA for data integration and mixed methods analysis.

Professor Tony Onwuegbuzie, our Keynote speaker, delivered an engaging and animated address. His presentation was very motivating for Caribbean researchers when he encouraged us to document and share the various mixed methods research studies that were conducted in the Caribbean. Both Professor Onwuegbuzie and Dr Cindy Bengé were impressed with the research design and quality of four local doctoral students' (from the University of the West Indies) studies; presented in a pre-conference event.

A total of 116 participants included representatives from Kenya, Ghana, Israel, Mexico, the United States, Trinidad and Tobago, Barbados, and other countries who joined those from Jamaica. Representatives of the Mixed Methods International community included Burke Johnson (Executive Director of MMIRA), Nataliya Ivankova (MMIRA Communications / Marketing), and Antigoni Papadimitriou (MMIRA Treasurer).

It was an honour for this conference to have been recognized by MMIRA as one of its four regional conferences for 2015. We would like to express our gratitude to Professors Tony Onwuegbuzie and Burke Johnson who from the start of the conference were extremely supportive and encouraging. We appreciated the support of Pat Bazeley, John Creswell and Sharlene Hesse-Biber in gaining recognition from MMIRA. Finally, we would also like to express our appreciation to our colleagues for support from Trinidad for this regional conference: Laila Boisselle, *Debra Ferdinand, Madgerie Jameson-Charles, and Vimala Kamalodeen.*

*Loraine Cook*



At the end of the two-day conference in Kingston, Jamaica, participants posed for a group photo.

## Upcoming regional conferences for 2015

**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. Further information:

<http://drexel.edu/cnhp/academics/continuing-education/Health-Professions-CE-Programs/MMIRA-conference/>

**August 3-4, San Antonio, TX:** MMIRA Regional conference hosted by the University of Texas Health Science Center at San Antonio, *Patient Engagement in Biomedical and Health Services Research: a pragmatic, mixed methods approach*. Invited speakers include Margarete Sandelowski, David Morgan, Tony Onwuegbuzie, Michael Fetters, and Sharlene Hesse-Biber. Bonus registration is available for up to 25 community/patient co-presenters. Further

information: [http://www.nursing.uthscsa.edu/ce/mixed\\_methods.aspx](http://www.nursing.uthscsa.edu/ce/mixed_methods.aspx)

**September 19-20, Ibaraki, Osaka, Japan:** MMIRA Regional Conference at Ritsumeikan University's Ibaraki campus (note change of location). *Introducing mixed methods across multiple disciplines*. Keynotes include Ben Crabtree, Hisako Kakai, Tomoko Kamei, Burke Johnson, Pat Bazeley, and John Creswell Website: [www.jsmmr.org](http://www.jsmmr.org)

Contact: [jsmmr.adm@gmail.com](mailto:jsmmr.adm@gmail.com)

## And our international event for 2016 – start planning to participate now!

Our international conference will be in Durham, England, 3rd-6th August, 2016.

# New books and resources

Check out the publications, working papers, and podcasts section of the UK ESRC's **National Centre for Research Methods** website - <http://www.ncrm.ac.uk/> for some wonderful resources for those interested in or with questions about methods.

## Recently published books on, or using, mixed methods



### ***The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry***, Edited by Sharlene Nagy Hesse-Biber and R. Burke Johnson

New York: Oxford University Press. Available June 2015.

ISBN: 9780199933624 (Hardcover or Ebook only).

Offering a variety of innovative methods and tools, *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry* provides a comprehensive and up-to-date presentation on multi- and mixed-methods research. Written by an extensive list of leading scholars in the field, it enhances and disrupts traditional ways of asking and addressing complex research questions. Topics include an overview of theory, paradigms, and scientific inquiry; a guide to conducting a multi- and mixed-methods research study from start to finish; current uses of multi- and mixed-methods research across academic disciplines and research fields; the latest technologies and how they can be incorporated into study design; and a presentation of multiple perspectives on the key remaining debates.

Each of the 40 chapters in the volume is structured to include research examples that cross a range of disciplines and interdisciplinary research settings. Researchers, faculty, graduate students, and policy makers will appreciate the exceptional, timely, and critical coverage in this *Handbook*, which deftly addresses the interdisciplinary and complex questions that a diverse set of research communities are facing today.

Part One: Linking Theory and Method in Multimethod and Mixed Methods Research

Part Two: Conducting Exploratory, Confirmatory, and Interactive Multimethod and Mixed Methods Research

Part Three: Contextualizing Multimethod and Mixed Methods Research Within and Across Disciplines and Applied Settings

Part Four: Incorporating New Technologies into Multimethod and Mixed Methods Research

Part Five: Commentaries: Dialoguing About Future Directions of Multimethod and Mixed Methods Research

# From the journals

**Young, S. D., & Jaganath, D. (2013).** Online social networking for HIV education and prevention: A mixed-methods analysis. *Sexually Transmitted Diseases, 40(2)*, 162-167.

*Reviewed by Prof. Elizabeth Creamer, School of Education, Virginia Tech*

This straightforward mixed methods study about the effectiveness of an intervention creatively used Facebook to deliver an educational intervention. Its purpose was to test if trained peer educators would be effective in spreading HIV prevention knowledge through social media among at-risk individuals. A qualitative approach was used to analyze social networking group conversations for topics and themes. Simple and multiple logistic regressions were used to identify what topics were related to the single measure of behavior change: requesting HIV testing. The statistical procedures compared proportion of posts by topic.

The intervention was delivered through members-only Facebook pages. Participants were randomly assigned to one of two groups. Members assigned to the control group were also at risk, but received general information about health and nutrition. The time stamp associated with each post made it possible to have a longitudinal component. The authors were successful in supporting their hypothesis that engagement in social media could increase HIV prevention awareness. They found that increase in conversation about HIV prevention significantly predicted the likelihood of requesting HIV testing.

The intervention described in this article is highly translatable to an educational context where the goal is to test if attitude change and behavioral change are related. For example, the same approach could be used to evaluate Facebook posts for an increase in knowledge about any topic, like nutrition, mindfulness or some aspect of interest in or knowledge about math or science. The intervention was delivered over a 12-week period. This time frame is realistic for graduate student research. Expenses for conducting the research were minimal as only the peer leaders were compensated.

## **For those designing survey items:**

Maeda, Hotaka (2015). Response option configuration of online administered Likert scales. *International Journal of Social Research Methodology, 18(1)*, 15-26.

Hotaka Maeda compared the quality of responses to Likert scales based on whether they are laid out horizontally or vertically, and with responses offered in ascending or descending order – of interest to anyone designing a web or paper survey with scaled responses.

## **Read it in the latest issue of JMMR (April 2015)**

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 (vol.9, no.2, April, 2015).

In a philosophical style of paper, **José Andrés-Gallego** demonstrates how Gottfried Wilhelm Leibniz (1646-1716), as an early practitioner of mixed methods, developed an epistemology that drew upon his proficiency in and familiarity with a diverse range of disciplines, languages and cultures. Leibniz comes across as an example of what might be meant by intuitive 'mixed

methods thinking' in that he drew on this diversity, using "another mode of [richer and more complex] knowledge", that went beyond juxtaposing components and summing different methods.

Andrés-Gallego, J. (2015). Are humanism and mixed methods related? Leibniz's universal (Chinese) dream. *Journal of Mixed Methods Research, 9*(2), 118-132. doi: 10.1177/1558689813515332

**Hayden and Chiu** describe a study in which student teachers used structured reflective notes to review their experience of working with the same child over eight weeks in a reading clinic. They found the notes tended to follow a pattern in which a problem or dilemma experienced was identified, descriptions of instructional adaptations followed, with resolutions sometimes indicated. Because the students followed the same child over eight weeks, they were able to study the progress being made by the student longitudinally. The researchers began by coding the type of problems identified, along with the adaptations and resolutions from the students' qualitative data that they found co-occurring with the problems. In order to confirm the patterns they were finding, they quantified the codes, and undertook a series of statistical analyses to a) deal with missing data, b) explore sequences across time, and c) compare differences across teachers and across time. As well as statistical outcomes, the authors provide three case studies of student teachers which clarified the statistical patterns previously presented. The authors make a potentially important contribution in presenting methods for both conducting and confirming conclusions from a longitudinal mixed-methods analysis, although I (Pat) found their presentation of the complex processes involved was sometimes difficult to follow.

Hayden, H. E., & Chiu, M. M. (2015). Reflective teaching via a problem exploration–teaching adaptations–resolution cycle: a mixed methods study of preservice teachers' reflective notes. *Journal of Mixed Methods Research, 9*(2), 133-153. doi: 10.1177/1558689813509027

**Brown Urban, Burgermaster, Archibald, and Byrne** took a rubric designed to assist partners in developing a sound evaluation plan and modified its items to create scales for measuring the quality of an evaluation plan, covering the plan as a whole, and the logic model and/or path models on which the evaluation is based. The scales were extensively tested for interrater reliability over several rounds of development and then for internal consistency. Interviews were then conducted with evaluation planners and coded according to an a priori scheme focusing on the delivery and outcomes of assistance received in developing the evaluation plan. With the aid of computer software, analysts then compared patterns in the qualitative coding in plans that were similarly scored quantitatively. More positive experiences in planning with respect to attitudes, capacity, support and resources were associated with higher scoring plans while lower scores reflected more negative experiences. Disconnects were found between the quantitative scoring of plans and reports of evaluation knowledge gained, use of cyberinfrastructure, references to time, and reported benefits to quality, with benefits in each of these areas reported by participants in the evaluation planning process, irrespective of scoring for their proposals. The authors usefully frame their discussion of these results within a dialectical stance.

The quality scales developed for this study are provided in an appendix. These provide a very useful guide/checklist for anyone preparing an evaluation proposal.

Brown Urban, J., Burgermaster, M., Archibald, T., & Byrne, A. (2015). Relationships between quantitative measures of evaluation plan and program model quality and a qualitative measure of participant perceptions of an evaluation capacity building approach. *Journal of Mixed Methods Research, 9*(2), 154-177. doi: 10.1177/1558689813516388

**Johnny Garner** describes the value added in using mixed methods to study the complexity of dissent within two organisations, working in partnership with non-academic stakeholders through a process of engaged scholarship. Starting from a position of seeing dissent as a necessary feature of creative organisations, he had questions about how dissent is expressed in the two organisations he studied, and the relationship of what was said to the outcomes of that dissent. He worked iteratively with sequentially gathered data, using first a survey, then observations to gain more understanding of context, followed by interviews in one of the organisations to better understand nuances in the relationships he was uncovering between organisational mission, the expression of dissent and responses to that dissent. Managers were involved throughout the study, suggesting and making possible further avenues for investigation as the study progressed. Sequential data collection using different methods proved valuable in allowing questions arising to be followed up with further research.

Garner, J. T. (2015). Different ways to disagree: a study of organizational dissent to explore connections between mixed methods research and engaged scholarship. *Journal of Mixed Methods Research*, 9(2), 178-195. doi: 10.1177/1558689813515333

## Your association

From 1<sup>st</sup> July, Pat Bazeley will take over as President of the Association, John Creswell will remain on the board as Past President, and we will have a new President elect (voting is currently underway – make sure you have recorded yours by 29<sup>th</sup> May). Other officers and board members remain in position for the second year of their term.

President: John Creswell

Board members: Cheryl Poth, Leslie Curry

President Elect: Pat Bazeley

Conference Committee: Sharlene Hesse-Biber

Secretary: Beth Larson

Communications Committee: Nataliya Ivankova

Treasurer: Antigoni Papadimitriou

Membership Committee: Thomas Christ

Student Rep: Mandy Archibald

Executive Director: Burke Johnson