Subject Description Form

<table>
<tr><td>Subject Code</td><td>APSS 5044</td></tr>
<tr><td>Subject Title</td><td>Advanced Research Methods: Mixed Methods in Research</td></tr>
<tr><td>Credit Value</td><td>3</td></tr>
<tr><td>Level</td><td>5</td></tr>
<tr><td>Pre-requisite / Co-requisite/ Exclusion</td><td>NIL</td></tr>
<tr><td>Assessment Methods</td><td>
<table>
<tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr>
<tr><td>1. Classroom participation</td><td>20%</td><td>--</td></tr>
<tr><td>2. Oral presentation</td><td>30%</td><td>--</td></tr>
<tr><td>3. Research proposal</td><td>--</td><td>20%</td></tr>
<tr><td>4. Quiz</td><td>30%</td><td>--</td></tr>
</table>

The grade is calculated according to the percentage assigned;
The completion and submission of all component assignments are required for passing the subject;
Student must pass the specific components if he/she is to pass the subject.

</td></tr>
<tr><td>Objectives</td><td>The subject aims to enable students:

1. To familiarize with the basic elements of mixed methods research

2. To design a mixed methods study that includes the elements of the steps in the research process (e.g., research problem, conceptual model, research questions, data collection and analysis)</td></tr>
<tr><td>Intended Learning Outcomes</td><td>Upon completion of the subject, students will be able to:
a. Differentiate qualitative, quantitative and mixed research methods, and their pros and cons in conducting research in applied settings;

b. Read and evaluate reports of qualitative, quantitative and mixed research methods studies;</td></tr>
</table>

	c. Prepare a mixed methods study, including writing up a research proposal, designing research methods, evaluating and selecting of different tools for mixed methods data collection and analysis.
Subject Synopsis/ Indicative Syllabus	To handle increasingly complex research questions in applied psychology research, the mixed methods research design responds to researchers' need by flexibly integrating qualitative & quantitative data in a single study. This subject is designed to address the theoretical underpinning and technical know-how of using mixed methods in applied psychology research. Types of mixed methods designs, techniques in planning & blending qualitative & quantitative inquiry, using software for data collection in mixed methods research, and consolidation of mixed methods results will comprise the major areas of interest in this course. Selected mixed methods concepts and techniques will be examined: 1 Defining mixed methods, its major characteristics, and its expansion and differentiation 2 Design mixed methods research; 3 Methodological issues in conducting mixed methods research, mixed data collection methods, troubles with triangulation and communication of findings 4 Writing a mixed methods proposal 5 Impact of mixed methods research **PART I: INTRODUCTION, AIMS & CONCEPTUAL MODEL** • **What is mixed methods research?** ◦ The reason to use mixed methods design. ◦ Tell similarities, differences, strengths, and weakness of different designs: Qualitative; Quantitative; Mixed Methods. ◦ Brief history of mixed methods research ◦ Core mixed methods design & drawing diagrams ◦ Grouping ◦ Identify sources for research project ◦ Compiling literature review table as a group Readings: • Creswell, J. W., Klassen, A. C., Clark, V. L. P., & Smith, K. C. (2011). Best Practices for Mixed Methods Research in the Health Sciences. Journal, 39. Retrieved from http://obssr.od.nih.gov/mixed_methods_research/ • Creswell & Plano-Clark (Chapter 1, 2 & 3)

- **Mixed methods design: Scope of Problem, conceptual model and research questions**
  - Example of a mixed methods research among ethnic minority youths in rural China
  - Group discussion: Meet with your teammates and come up with a research topic
  - Drafting project outline (Essential elements)
  - Identity scope of problem - What is the topic that you want to tackle? (Group discussion based on your literature review)
  - Formulating conceptual model and research question to provide a solution to the problem (Group discussion)

Readings:
- Drake, B. & Johnson-Reid, M. (Chapter 3)
- Creswell & Plano-Clark (Chapter 5)

PART II. MIXED METHODS RESEARCH DESIGNS

- **Exploratory sequential mixed methods design: Measurement generation**
  - Overview of mixed methods research in measurement generation (Methods and content focus research questions, design diagram, sampling method, data collection)
  - Purpose of qualitative methods in measurement generation: Observed vs. latent concept
  - Data connection: Using qualitative methods to guide questionnaire design
  - Purpose of quantitative methods in measurement generation: Testing your measurements

Readings:
- Creswell & Plano-Clark (Chapter 6 & 7; Appendix C)
- Rattray, J., & Jones, M. C. (2007). Essential elements of questionnaire design and development. Journal of Clinical Nursing, 16(2), 234–243. https://doi.org/10.1111/j.1365-2702.2006.01573.x
- Ungar, M., & Liebenberg, L. (2011). Assessing resilience across cultures using mixed methods: Construction of the Child and Youth Resilience Measure. Journal of Mixed Methods Research, 5(2), 126–149. https://doi.org/10.1177/1558689811400607

- **Convergent mixed methods design**
  - Triangulation: Equal weighting of quantitative and qualitative strand in triangulation design
  - Sampling for triangulation design
  - Data connection: Comparing and intereptating qualitative and quantitative data
  - Writing a mixed methods convergent design in a research proposal

Readings:
- Creswell & Plano-Clark (Chapter 6 & 7; Appendix A & F)

	• **<u>Sequential Explanatory mixed methods design</u>**
	  • Overview of mixed methods research in Project Evaluation (Methods and content focus research questions, design diagram, sampling method, data collection)
	  • Purposes of quantitative methods in sequential design
	  • Data connection: Using qualitative information to enrich/explain quantitative findings
	  • Writing a mixed methods research project evaluation design in a research proposal
	
	Readings:
	  • Creswell & Plano-Clark (Chapter 6 & 7; Appendix D)
	
	PART III. DATA COLLECTION & ANALYSIS
	
	• **<u>Introduction to qualitative methods in mixed methods research</u>**
	  • Use of qualitative methods in mixed methods research design
	  • Different sampling strategy for qualitative research (non-randomized, purposive sampling)
	  • Ways to collect qualitative data
	  • Formulating question guide
	  • Use of software in qualitative data analysis
	  • Qualitative data analysis (transcription and coding)
	
	Readings:
	  • Drake & Johnson-Reid (Chapter 6)
	  • Ose, S. O. (2016). Using Excel and word to structure qualitative data. Journal of Applied Social Science, 10(2), 147–162. https://doi.org/10.1177/1936724416664948
	
	• **<u>Introduction to quantitative methods in mixed methods research design (1): Sampling and data collection</u>**
	  • Use of quantitative methods in mixed methods research design
	  • Different sampling strategy for quantitative research (randomized, sampling)
	  • Ways to collect quantitative data (Cross sectional; longtutudinal; self-reported; multiple informant; observation)
	
	Readings:
	  • Drake & Johnson-Reid (2008) Chapter 4.2.3
	
	• **<u>Introduction to quantitative methods in mixed methods research design (2) : Measurement</u>**
	  • Validating in measurement.
	  • Testing reliability in measurement.
	  • Writing a measurement in a proposal

Readings:

- Drake & Johnson-Reid (Chapter 5)

- **Quantitative analysis in mixed methods research design (3): Bivariate Statistics**
  - Chi Square; T-test ; ANOVA ; Correlation

Readings:

- Drake & Johnson-Reid (Chapter 13)

PART IV: MIXED METHODS DESIGN IN INTERVENTION AND KNOWLEDGE TRANFSER

- **Quantitative Experimental Design**
  - Different types of quantitative experimental design (From Case studies to RCT)
  - Assessing an experimental design and use of rating scale
  - Mixed methods experimental design: Case of a career development program

Readings:

- Creswell & Plano-Clark (Appendix D)
- Soydan, H. (2008). Applying Randomized Controlled Trials and Systematic Reviews in Social Work Research. *Research on Social Work Practice, 18*(4), 311-318. doi: 10.1177/1049731507307788
- https://casp-uk.net/wp-content/uploads/2018/01/CASP-Randomised-Controlled-Trial-Checklist-2018.pdf
- Vaughn, M & Howard, M. (2004). Adolescent Substance Abuse Treatment: A Synthesis of Controlled Evaluations. Research on Social Work Practice. 14. 325-335. 10.1177/1049731504265834.

- **Research ethics in Practice Research and knowledge translation**
  - Ethics and Person-Centred Practice
  - Research Rationale and creating impact from research
  - Infographics as a tool for knowledge translation

Readings:

- Butler, I. (2002). A Code of Ethics for Social Work and Social Care Research. *The British Journal of Social Work, 32*(2), 239-248. doi: https://www.jstor.org/stable/23716761
- Levin, B. (2008). Thinking about knowledge mobilization. Retrieved from:http://www.sshrc-crsh.gc.ca/about-au_sujet/publications/KMb_-_LevinDiscussionPaper_-_E.pdf

PART V: Group presentation

Teaching/Learning Methodology

To achieve Intended Learning Outcome a, knowledge content for the course will be delivered in lectures, in the use of web-assisted platform (Learn@PolyU) and students' active learning will be stimulated through participating in discussion both on and off-line, conducting projects and presentation in seminars. The teaching and learning activities of the subject are further empowered by the web deliverables of this course. The web-assisted features are designed to deepen the understanding of the students to the subject, to encourage self-directed learning, and to reduce the time or place constraint on learning. Active participation of students is promoted through encouraging them to use the communication tools of Learn@PolyU in exchanging their points of views.

To achieve Intended Learning Outcomes b and c, students will be advised to read the recommended textbook and supplementary readings on controversial issues in mixed methods research as well as the implication on applied psychology research in their private study. The subject teacher will be available for students' consultation on problems in the study if such request arises. Feedback to students' progress in the subject will be provided from the results of the continuous assessment and some of them can be instantly accessed through taking the web-based self-assessment quiz. Advices and feedback will be provided to students throughout the entire process of proposal preparation.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
		a	b	c
1. Classroom participation	20 %	✓	✓	✓
2. Oral presentation	30 %	✓	✓	✓
3. Research proposal outline	20 %	✓	✓	✓
4. Quiz	30 %	✓		✓
Total	100 %			

The grade is calculated according to the percentage assigned. The completion and submission of all component assignments are required for passing the subject.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Classroom Participation:
Students are expected to critically evaluate the knowledge and apply it to various selected presentation topics and case discussion with classmates.

Quiz:

	The students have to complete quizzes (in-class) of multiple-choice questions and short-answer questions about the knowledge in mixed methods and application in community intervention. Research proposal outline (Group): Students will design a Mixed-Method Study applying knowledge learnt in the course. The proposal/report should include a qualitative method part and a quantitative method part and integrate the two parts in a logical way. Detailed guideline of writing the proposal will be provided to students in due course. Presentation (Group): Oral presentation will be held in the last two classes. Students form into groups, and each group presents their group project within 30 minutes including a Q & A session. Presentation will be graded basing on precise understanding, clear introduction and explanation, appropriate evaluation of the group project, and clear answers to questions raised by classmates.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	30 Hrs.
	▪ Seminars	9 Hrs.
	Other student study effort:	
	▪ Submission of proposal of community intervention to relevant public funding sources in HK	24 Hrs.
	▪ Classroom participation and oral presentation on mixed methods proposal	27 Hrs.
	▪ Self-directed studies: reading and writing	30 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	<u>Essential</u> Creswell, J. W., & Plano-Clark, V. L. (2018). *Designing and Conducting Mixed Methods Research* (3rd ed.). Thousand Oaks, CA: SAGE Publications. Drake, B., & Johnson-Reid, M. (2008). *Social Work Research Methods* (1st ed.). U.S.: Pearson Education, Inc. <u>Supplementary</u> Tashakkori, A., & Teddlie, C. (2021). *Sage Handbook of Mixed Methods in Social & Behavioral Research.* SAGE Publications.	