

Subject Description Form

Subject Code	APSS 5044		
Subject Title	Advanced Research Methods: Mixed Methods in Research		
Credit Value	3		
Level	5		
Pre-requisite / Co-requisite/ Exclusion	NIL		
Assessment Methods	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Classroom participation	20%	--
	2. Oral presentation	20%	--
	3. Research proposal	--	30%
	4. Quiz	30%	--
Objectives	<p>The subject aims to enable students:</p> <ol style="list-style-type: none"> 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, purpose statement, research questions, data collection and analysis, and interpretation) 		
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 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; 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	<p>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.</p> <p>This subject is designed to address the theoretical underpinning and technical know-how of using mixed methods in applied psychology research. Types of mixed</p>		

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:

- a. Defining mixed methods, its major characteristics, and its expansion and differentiation
- b. Design mixed methods research;
- c. Methodological issues in conducting mixed methods research, mixed data collection methods, troubles with triangulation and communication of findings
- d. Writing a mixed methods paper
- e. Guidelines for mixed methods research for funding proposals
- f. Use of computer software for mixed methods data analysis

1. Overall pictures of research design

Understand quantitative, qualitative, and mixed methods in terms of philosophy, strategies, and procedures.

Tell similarities, differences, strengths, and weakness of different designs.

2. Identify purpose of the study and Mixed methods design: Overview

Learn to select a research topic, find out a research problem.

The reason to use mixed methods design.

Different types of mixed methods designs: sequential, concurrent, and transformative

3. Literature review, writing an introduction and research ethics

Understand ethics issues during the whole process of a research.

How to write a logical and readable proposal.

Learn to summarize existing studies as background for the proposing study.

Generate specific questions or hypothesis for studying your research problem.

Define the terms used in your study.

4. Literature search APA style

Use APA style to write a research proposal.

Learn to efficiently use database in PolyU library to search for literature.

- 5. Qualitative research design: identify and evaluate different methods**
 Understand the process of qualitative research: forming a research topic, identify the researcher's role, data collection, data recording, data analysis and interpretation.
- Evaluate different examples of quantitative studies.
- 6. Qualitative research design: technical issues**
 Focus group research. QDA for qualitative data analysis.
- Discussion and construction of a mixed method design for your proposal.
- 7. Reliability, validity and sampling**
 Understand concepts of reliability and validity in research design.
- Understand similarities and differences of reliability, validity, and sampling skills in qualitative and quantitative research.
- 8. Quantitative research design: Experimental and quasi-experimental design**
 Understand concepts and types of variables and corresponding method of data analysis.
- Understand concepts and skills for manipulation and random assignment.
- Understand Factorial design, main effect and interaction.
- Evaluate examples of experimental studies.
- 9. Quantitative research design: Non-experimental design**
 Use statistics as controlled methods.
- Understand relationships between variables: simple correlation, partial correlation, regression, mediation, and moderation.
- Evaluate examples of non-experimental studies.
- 10. Quantitative research design: measurement issues**
 Understand different types of reliability in measurement.
- Understand different types of validity in measurement.
- How to develop a questionnaire.
- 11. Mixed methods design: Revisit**
 Different types of mixed methods, data analysis and interpretation
- Examples of mixed method research
- Discussion and construction of a mixed method design for your proposal.

	<p>12. Mixed methods design: Legitimation Validity issues or legitimation of mixed methods design.</p> <p>Evaluate different examples of mixed methods studies.</p> <p>Finalize the topic of your proposal.</p>																																	
<p>Teaching/Learning Methodology</p>	<p>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.</p> <p>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 and the tutor 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.</p>																																	
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="432 1137 1453 1704"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Classroom participation</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Oral presentation</td> <td>20 %</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Research proposal</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Quiz</td> <td>30 %</td> <td>√</td> <td></td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The grade is calculated according to the percentage assigned. The completion and submission of all component assignments are required for passing the subject.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Classroom Participation and Oral Presentation:</p>	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	20 %				3. Research proposal	30 %	√	√	√	4. Quiz	30 %	√		√	Total	100 %			
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	20 %																																	
3. Research proposal	30 %	√	√	√																														
4. Quiz	30 %	√		√																														
Total	100 %																																	

	<p>From time to time you will need to complete mini assignments after classroom participation. The mini assignments will be aligned with classroom discussion themes and will be distributed occasionally without early reminder. Submission time of mini assignment will also be announced in class. Oral presentation will be held in the second half of the semester. Students form into groups, and each group presents their group project within 30 minutes including a 10 minutes Q & A session. Your 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.</p> <p>Research proposal: Students will design a Mixed-Method Study applying knowledge learnt in the course. The proposal 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. Individual effort will also be counted into grading of group performance.</p> <p>Quiz: The students have to sit for quiz of multiple-choice questions and short-answer questions about the knowledge in mixed methods and application in community intervention.</p>	
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.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Textbook</u></p> <p>Creswell, J. W. (2013). Research design: Qualitative, quantitative, and mixed</p>	

methods approaches (4th Ed.). Thousand Oaks, California: Sage Publications.

Creswell, J. W., & Plano-Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd Ed.). Thousand Oaks, CA: SAGE Publications.

References

Bergman, M.M. (2008). *Advances in mixed methods research: Theory and applications*. Los Angeles: Sage Publications.

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://obsr.od.nih.gov/mixed_methods_research/

Creswell, J. W., Plano-Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (2nd ed., pp. 209-240). Thousand Oaks, CA: Sage Publications.

Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. S., & Creswell, J. D. (2005). Mixed Methods Research Designs in Counseling Psychology. *Journal of Counseling Psychology*, 52(2), 224-224-235.

Hesse-Biber, S. N. (2010). *Mixed methods research: Merging theory with practice*. New York: Guilford Press.

Hesse-Biber, S. N., & Johnson, R. B. (2016). *The Oxford handbook of multimethod and mixed methods research inquiry*. London, England: Oxford University Press.