

Trachtenberg School of Public Policy and Public Administration

Summer 2024

PPPA 8023: Mixed Methods in Research Design

CRN: 71225

MPA Building 601Z; Wednesday, 5:10PM-7:45PM

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About the Professor and Mixed Methods Research at GWU:

Professor Pandey has a number of research interests. His methodological interests are in mixed methods research design and the design of survey questionnaires and survey experiments. He directed two phases of the *National Administrative Studies Project* and convenes the *Mixed Methods Research Interest Group* at GWU. For more on the professor, please see his Trachtenberg School website: <http://tspppa.gwu.edu/sanjay-k-pandey> and his profiles at https://www.researchgate.net/profile/Sanjay_Pandey15 or <https://scholar.google.com/citations?user=KjmhYp4AAAAJ&hl=en&oi=ao>

Professor Pandey, along with Professors Barnow and Newcomer, convenes the *Mixed Methods Research Interest Group (MMRIG)* at The George Washington University. MMRIG is an informal group comprised of faculty, recent doctoral alumni, and doctoral students. The goal of the group is to conduct, present, and publish team-based collaborative mixed methods research studies in appropriate scholarly outlets. MMRIG members have presented their research at leading scholarly conferences such as the Annual Meetings of the American Society for Public Administration (ASPA), the International Research Society on Public Management (IRSPM), and at the Public Management Research Conference (PMRC). Recent publications by MMRIG members on mixed methods are (most recent first):

Barnow, B. S., Pandey, S. K., & Luo, Q. E. (2024). How Mixed-Methods Research Can Improve the Policy Relevance of Impact Evaluations. *Evaluation Review*, 48(3): 495-514

George, B., Worth, M. J., Pandey, S., & Pandey, S. K. (2024). Strategic management of social responsibilities: a mixed methods study of US universities. *Public Money & Management*, 44(1): 15-25

Hendren, K., Newcomer, K., Pandey, S.K., Smith, M. and Sumner, N. (2023) How Qualitative Research Methods can be Leveraged to Strengthen Mixed Methods Research in Public Policy and Public Administration. *Public Administration Review* 83(3): 468-485.

Richwine, C., Luo, Q. E., Thorkildsen, Z., Chong, N., Morris, R., Barnow, B., and Pandey, S.K. (2022) Defining and Assessing the Value of Canonical Mixed Methods Research Designs in Public Policy and Public Administration. *Journal of Policy Analysis and Management*. 41(3): 891-920.

Hassan, S., Pandey, S. and Pandey, S.K. (2021) Should Managers Provide General or Specific Ethical Guidelines to Employees: Insights from a Mixed Methods Study. *Journal of Business Ethics*. 172(3): 563-580.

Angers, D. (2021). A Literature Review of using Mixed Methods in Development Impact Evaluations. *Policy Perspectives*. DOI: <https://doi.org/10.4079/pp.v28i0.1>

Hendren, K., Luo, Q. E., and Pandey, S. K. (2018). The state of mixed methods research in public administration and public policy. *Public Administration Review*, 78(6), 904-916.

Raimondo, E., and Newcomer, K.E. (2017). Mixed-methods inquiry in public administration: The interaction of theory, methodology, and praxis. *Review of Public Personnel Administration*, 37(2), 183-201.

COURSE DESCRIPTION & COURSE GOALS

In some ways, the “war of the worlds” between qualitative and quantitative approaches is over. Enlightened opinion in social sciences has moved to exploring the synergies of these two approaches. Whereas there is broad recognition of the value of mixed-methods research designs in public affairs scholarship, published studies using mixed methods research design are still uncommon. The course explores historical and philosophical foundations of mixed method research design, reviews “canonical” designs, and provides opportunities to develop and hone skills to implement mixed methods research designs. The overarching goal of this course is to provide students a foundation that will give them the ability to undertake and implement mixed methods research designs.

Specifically, the course goals are to:

1. Develop an understanding and appreciation of mixed methods research design
2. Provide a historical overview of theoretical and philosophical foundations of mixed methods research
3. Provide working knowledge of major mixed methods research designs
4. Provide opportunities to write and present mixed methods research studies for a scholarly audience

READINGS

There is **no** assigned text for this course. Most readings are drawn from peer-reviewed articles.

Some readings will be provided by the instructor; you will be responsible for obtaining others through the library.

If you would like a textbook account of mixed methods research, I strongly recommend the following book:

Creswell, John W. and Vicki L. Plano Clark. 2018. *Designing and Conducting Mixed Methods Research, Third Edition*. Thousand Oaks, CA: Sage Publications.

COURSE REQUIREMENTS

The course will be conducted in a seminar and workshop format.

There are 4 key requirements for completing the course. These are listed below and will be clarified further in class. One of my goals is to make these assignments meaningful and useful to you and so we will discuss how your learning needs can be met best and make appropriate adjustments.

For all written material you submit or share in this course, be sure to use quotation marks to denote exact quotations and provide the page number(s). Failure to attribute sources correctly may constitute plagiarism and result in a grade of F for the course.

1) Readings and Participation (30% of the grade)

You are expected to come prepared for class, having read and reflected over the readings carefully. To the extent possible, in doing the readings you should consider how you might apply what you are learning. In addition to constructive, thoughtful, and informed participation, you will be preparing numerous reports (both written and oral) that will typically be assigned one week in advance. The syllabus lays out an ambitious and demanding schedule – every effort will be made to keep to this schedule but if necessary the instructor may make adjustments that will be communicated in class.

*2) Understanding and Appreciating the Mixed Methods Research Context Exercise #1 (UA1)-- research and review of **qualitative** studies (15% of the grade).*

*3) Understanding and Appreciating the Mixed Methods Research Context Exercise #2 (UA2)--- research and review of **mixed methods** studies (15% of the grade).*

4) Final Project (40% of the grade)

Choosing one of the following options, you will prepare a brief proposal for the final project. I will provide you feedback on this proposal. You will develop this proposal into a paper for the final project. Depending on student interest, guidelines for an alternative question and answer format may be provided for meeting this course requirement.

1. Proposing and conducting a literature review on the latest developments in mixed methods research (You may begin by reviewing the latest articles in the *Journal of Mixed Methods Research***, proposing a coherent theme, and then compiling and reviewing articles from different journals that are related to the theme you have proposed). *Journal of Mixed Methods Research* is available from the GWU Library.
** You can also consider beginning your review project by exploring qualitative or mixed methods research published in other select journals such as *Quality and Quantity*, *Field Methods*, *Qualitative Research*, *International Journal of Social Research Methods*.
2. A review of “gray literature” using mixed method approaches, with gray literature defined as non-peer reviewed research available from large governmental, non-governmental, and multilateral organizations that employ mixed methods.
3. You may also propose an alternative project proposal for instructor approval. I am receptive to different ideas and will work with you to help you realize a meaningful learning experience in mixed methods research design.

The expectation is that you will develop a proposal for final project early in the semester in consultation with the instructor. Your proposal may be a 1 to 3 pages long and should clearly address how you plan to implement the project with as much detail and specificity as possible.

COURSE CALENDAR*

**Subject to change. Select readings from the readings list (provided after the course calendar) will be discussed in class meetings. These selections will be communicated a week in advance and may include readings currently not on the reading list. Schedule permitting, we may have guest speakers in the class.*

Week 1 (05/22) Introduction & Overview

Week 2 (05/29) Key Issues in Qualitative Research

- In-class workshop on U&A Exercise #1

Week 3 (06/05) Emergence of the Mixed Methods Paradigm

Week 4 (06/12) Understanding “Mixing” / Integration

- In-class workshop on U&A Exercise #2
- **DUE – U&A Exercise #1**

*****No class on 06/19 – Juneteenth National Independence Day Holiday****

Week 5 (06/26) “Canonical” Mixed Methods Designs

- **DUE – Brief proposal on the final project**

Week 6 (07/03) Convergent (or Concurrent) Parallel Design

- **DUE – U&A Exercise #2**

Week 7 (07/10) Explanatory & Exploratory Sequential Design

Week 8 (07/17) Beyond the three “Canonical” Designs

Week 9 (07/24) Disciplinary/Field-wide Assessments of Impact of Mixed Methods Research

Week 10 (*) Final Project Presentations**

- **DUE** - Final Project Report on 07/31

READINGS LIST*

*A large selection of readings is listed that you may draw upon as a resource during and after the course. Only a subset will be discussed during class meetings; the ones we discuss will be made available through Blackboard.

Introduction and Overview

*Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative health research*, 17(10), 1316-1328.

*Hammersley, M. (2012). Context and Contextuality. In *The SAGE Encyclopedia of Qualitative Research Methods*, Edited by Lisa M. Given, pp. 123-124

*Hammersley, M. (2011). Reflexivity. In *The SAGE Encyclopedia of Social Science Research Methods*, Edited by Michael S. Lewis-Beck, Alan Bryman & Tim Futing Liao, pp. 934-935

*Sofaer, S. (1999). Qualitative methods: what are they and why use them? *Health services research*, 34(5.2), 1101-1117 (******focus on pp. 1109-1116******)

Key Issues in Qualitative Research

*Agee, J. (2009). Developing qualitative research questions: a reflective process. *International journal of qualitative studies in education*, 22(4), 431-447.

*Cho, J., & Trent, A. (2006). Validity in qualitative research revisited. *Qualitative research*, 6(3), 319-340.

Corti, L., (2018). Data collection in secondary analysis. *The SAGE handbook of qualitative data collection*, Edited by Uwe Flick, pp.164-181.

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report* 8(4): 597–606.

*Majid, U., & Vanstone, M. (2018). Appraising qualitative research for evidence syntheses: a compendium of quality appraisal tools. *Qualitative health research*, 28(13), 2115-2131.

*Mays, N., & Pope, C. (2000). Assessing quality in qualitative research. *British Medical Journal*, 320(7226), 50-52.

*Santiago-Delefosse, M., Gavin, A., Bruchez, C., Roux, P., & Stephen, S. L. (2016). Quality of qualitative research in the health sciences: Analysis of the common criteria present in 58 assessment guidelines by expert users. *Social Science & Medicine*, 148, 142-151.

*Maxwell, J. A. (2020). The value of qualitative inquiry for public policy. *Qualitative Inquiry*, 26(2), 177-186.

Maxwell, J. A. (2010). Using numbers in qualitative research. *Qualitative inquiry*, 16(6), 475-482.

Maxwell, J.A. (1992). Understanding and validity in qualitative research. *Harvard educational review*, 62(3), 279-301.

*Newcomer, K. & Hart, N. (2021). Assessing the Quality of Evidence. In *Evidence-building and Evaluation in Government*, Sage Publications.

*Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An oxymoron?. *Quality & quantity*, 41(2), 233-249.

Peshkin, A. (1993). The goodness of qualitative research. *Educational researcher*, 22(2), 23-29.

Reichardt, C. S., & Cook, T. D. (1979). Beyond qualitative versus quantitative methods. In T. D. Cook & C. S. Reichardt (Eds.), *Qualitative and quantitative methods in evaluation research* (pp. 7-32). Beverly Hills, CA: Sage Publications

Schwandt, T. A. (1996). Farewell to criteriology. *Qualitative inquiry*, 2(1), 58-72.

Emergence of the Mixed Methods Paradigm

*Crasnow, Sharon, 'Feminism, Causation, and Mixed Methods Research', in Sharlene Nagy Hesse-Biber, and R. Burke Johnson (eds), *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*, Oxford Library of Psychology (2015; online edn, Oxford Academic, 19 Jan. 2016),

*Denzin, N. K. (2010). Moments, mixed methods, and paradigm dialogs. *Qualitative inquiry*, 16(6), 419-427.

*Fawcett, B., & Hearn, J. (2004). Researching others: Epistemology, experience, standpoints and participation. *International journal of social research methodology*, 7(3), 201-218. (Relevant to emancipatory themes in qualitative and mixed methods research).

Greene, J. C. (2015). Preserving distinctions within the multimethod and mixed methods research merger. In *The Oxford handbook of multimethod and mixed methods research inquiry* Edited by Sharlene Nagy Hesse-Biber and R. Burke Johnson, Oxford University Press.

Hesse-Biber, Sharlene Nagy, and Amy J. Griffin, 'Feminist Approaches to Multimethod and Mixed Methods Research: Theory and Praxis', in Sharlene Nagy Hesse-Biber, and R. Burke Johnson (eds), *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*, Oxford Library of Psychology (2015; online edn, Oxford Academic, 19 Jan. 2016),

*Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26.

Johnson, R. B., Russo, F., & Schoonenboom, J. (2019). Causation in Mixed Methods Research: The Meeting of Philosophy, Science, and Practice. *Journal of Mixed Methods Research*, 13(2): 143-162

Mertens, D. M. (2010). Transformative mixed methods research. *Qualitative inquiry*, 16(6), 469-474.

*Morgan, D. L. (2007). Paradigms lost and pragmatism regained methodological implications of combining qualitative and quantitative methods. *Journal of mixed methods research*, 1(1), 48-76.

Shannon-Baker, P. (2016). Making paradigms meaningful in mixed methods research. *Journal of mixed methods research*, 10(4), 319-334.

Sommer Harrits, G. (2011). More than method?: A discussion of paradigm differences within mixed methods research. *Journal of mixed methods research*, 5(2), 150-166.

*Simpson, B. (2019). Pragmatism: A philosophy of practice. In *The SAGE Handbook of Qualitative Business and Management Research Methods: History and Traditions* Edited by, C. Cassell, A.L. Cunliffe, & G. Grandy , pp.54-68.

*Small, M. L. (2011). How to conduct a mixed methods study: Recent trends in a rapidly growing literature. *Annual review of sociology*, 37: 57-96.

Sweetman, D., Badiie, M., & Creswell, J. W. (2010). Use of the transformative framework in mixed methods studies. *Qualitative inquiry*. 16(6): 441-454

Understanding “Mixing” / Integration

*Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative research*, 6(1), 97-113.

Fetters, M. D., & Molina-Azorin, J. F. (2017). The Journal of Mixed Methods Research starts a new decade: Principles for bringing in the new and divesting of the old language of the field. *Journal of Mixed Methods Research*, 11(3): 291-307.

*Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs—principles and practices. *Health services research*, 48(6.2), 2134-2156.

*Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational evaluation and policy analysis*, 11(3), 255-274.

Howe, K. R. (2012). Mixed methods, triangulation, and causal explanation. *Journal of Mixed Methods Research*, 6(2), 89-96.

Maxwell, J. A., Chmiel, M., & Rogers, S. E. (2015). Designing integration in multimethod and mixed methods research. In *The Oxford handbook of multimethod and mixed methods research inquiry*. Edited by Sharlene Nagy Hesse-Biber and R. Burke Johnson, Oxford University Press.

Sandelowski, M. (2014). Unmixing mixed-methods research. *Research in Nursing & Health*, 37(1), 3-8.

“Canonical” Mixed Methods Designs

*Bazeley, P. (2012). Integrative analysis strategies for mixed data sources. *American Behavioral Scientist*, 56(6), 814-828.

***Chapter 3 from:** Creswell, John W. and Vicki L. Plano Clark. 2018. *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage Publications.

*Guest, G. (2013). Describing mixed methods research: An alternative to typologies. *Journal of Mixed Methods Research*, 7(2), 141-151.

Hesse-Biber, S. (2015). Mixed methods research: The “thing-ness” problem. *Qualitative Health Research*, 25(6), 775-788.

Leech, N. L., & Onwuegbuzie, A. J. (2009). A typology of mixed methods research designs. *Quality & quantity*, 43(2), 265-275.

Convergent (or Concurrent) Parallel Design

Brown, G., Strickland-Munro, J., Kobryn, H., & Moore, S. A. (2017). Mixed methods participatory GIS: An evaluation of the validity of qualitative and quantitative mapping methods. *Applied Geography*, 79, 153-166.

*Cooper, J. N., & Hall, J. (2016). Understanding black male student athletes’ experiences at a historically black college/university: A mixed methods approach. *Journal of Mixed Methods Research*, 10(1), 46-63.

*Cross, F. L., Agi, A., Montoro, J. P., Medina, M. A., Miller-Tejada, S., Pinetta, B. J., Mercy, T., & Rivas-Drake, D. (2020). Illuminating ethnic-racial socialization among undocumented Latinx parents and its implications for adolescent psychosocial functioning. *Developmental Psychology*, 56(8), 1458-1474.

*Feldon, D. F., & Kafai, Y. B. (2008). Mixed methods for mixed reality: understanding users’ avatar activities in virtual worlds. *Educational Technology Research and Development*, 56(5-6), 575-593.

*Ferguson, G. M., Eales, L., Gillespie, S., & Leneman, K. (2022). The Whiteness pandemic behind the racism pandemic: Familial Whiteness socialization in Minneapolis following# GeorgeFloyd’s murder. *American Psychologist*, 77(3), 344-361.

*Gilad, S., & Alon-Barkat, S. (2018). Enhancing democracy via bureaucracy: Senior managers' social identities and motivation for policy change. *Governance*, 31(2), 359-380.

* Gwadz, M., Campos, S., Freeman, R., Cleland, C. M., Wilton, L., Sherpa, D., ... & Leonard, N. R. (2021). Black and Latino persons living with HIV evidence risk and resilience in the context of COVID-19: a mixed-methods study of the early phase of the pandemic. *AIDS and Behavior*, 25(5), 1340-1360.

*Hartley, J., & Rashman, L. (2018). Innovation and inter-organizational learning in the context of public service reform. *International Review of Administrative Sciences*, 84(2), 231-248.

*Hassan, S., Pandey, S., & Pandey, S. K. (2020). Should Managers Provide General or Specific Ethical Guidelines to Employees: Insights from a Mixed Methods Study. *Journal of Business Ethics*, 1-18. DOI: 10.1007/s10551-020-04442-3

Hites, L. S., Fifolt, M., Beck, H., Su, W., Kerbawy, S., Wakelee, J., & Nassel, A. (2013). A geospatial mixed methods approach to assessing campus safety. *Evaluation review*, 37(5), 347-369.

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): 341-36

Kulnik, S. T., Pöstges, H., Brimicombe, L., Hammond, J., & Jones, F. (2017). Implementing an interprofessional model of self-management support across a community workforce: A mixed-methods evaluation study. *Journal of interprofessional care*, 31(1), 75-84.

Mulry, C. M., Papetti, C., De Martinis, J., & Ravinsky, M. (2017). Facilitating Wellness in Urban-Dwelling, Low-Income Older Adults Through Community Mobility: A Mixed-Methods Study. *American Journal of Occupational Therapy*, 71(4), 7104190030p1-7104190030p7

Thackray, D., & Roberts, L. (2017). Exploring the clinical decision-making used by experienced cardiorespiratory physiotherapists: A mixed method qualitative design of simulation, video recording and think aloud techniques. *Nurse education today*, 49, 96-105.

*Wittink, M. N., Barg, F. K., & Gallo, J. J. (2006). Unwritten rules of talking to doctors about depression: integrating qualitative and quantitative methods. *The Annals of Family Medicine*, 4(4), 302-309.

Explanatory Sequential Design

*Almanzar, T., Aspinwall, M., & Crow, D. (2018). Freedom of information in times of crisis: The case of Mexico's war on drugs. *Governance*, 31(2), 321-339.

Buck, G., Cook, K., Quigley, C., Eastwood, J., & Lucas, Y. (2009). Profiles of Urban, Low SES, African American Girls' Attitudes Toward Science: A Sequential Explanatory Mixed Methods Study. *Journal of Mixed Methods Research*, 3(4) 386-410.

Burden, B. C., Canon, D. T., Mayer, K. R., & Moynihan, D. P. (2012). The effect of administrative burden on bureaucratic perception of policies: Evidence from election administration. *Public Administration Review*, 72(5), 741-751.

Campbell, R., Patterson, D., & Bybee, D. (2011). Using mixed methods to evaluate a community intervention for sexual assault survivors: a methodological tale. *Violence against women*, 17(3), 376-388.

*Cantarelli, P., Belle, N., & Longo, F. (2019). Exploring the motivational bases of public mission-driven professions using a sequential-explanatory design. *Public Management Review*, DOI: 10.1080/14719037.2019.1642950

Carley, S., Nicholson-Crotty, S., & Fisher, E. J. (2015). Capacity, guidance, and the implementation of the American Recovery and Reinvestment Act. *Public Administration Review*, 75(1), 113-125.

*Challioli, H. & Mignonac, K. (2005). Relocation decision-making and couple relationships: a quantitative and qualitative study of dual-earner couples. *Journal of Organizational Behavior*, 26, 247-74.

Heineke, A. J., Mazza, B. S., & Tichnor-Wagner, A. (2014). After the two-year commitment: A quantitative and qualitative inquiry of Teach For America teacher retention and attrition. *Urban Education*, 49(7), 750-782.

Ivankova, N. V., & Stick, S. L. (2007). Students' persistence in a distributed doctoral program in educational leadership in higher education: A mixed methods study. *Research in Higher Education*, 48(1), 93-135.

*Lilius, J., Worline, M., Maitlis, S., Kanov, J., Dutton, J. & Frost, P. (2008). The contours and consequences of compassion at work. *Journal of Organizational Behavior*, 29, 193-218.

*Millar, R., & Hall, K. (2013). Social return on investment (SROI) and performance measurement: The opportunities and barriers for social enterprises in health and social care. *Public Management Review*, 15(6), 923-941.

Smart, J. B. (2014). A mixed methods study of the relationship between student perceptions of teacher-student interactions and motivation in middle level science. *Research in Middle Level Education Online*, 38(4), 1-19.

Stalker, C. A., Riemer, M., Cait, C. A., Horton, S., Booton, J., Josling, L., ... & Zaczek, M. (2016). A comparison of walk-in counselling and the wait list model for delivering counselling services. *Journal of Mental Health*, 25(5), 403-409.

*Thomann, E., Maxia, J., & Ege, J. (2023). How street-level dilemmas and politics shape divergence: The accountability regimes framework. *Policy Studies Journal*.

Way, N., Stauber, H. Y., Nakkula, M. J., & London, P. (1994). Depression and substance use in two divergent high school cultures: A quantitative and qualitative analysis. *Journal of Youth and Adolescence*, 23(3), 331-357.

Williams, B. N., & Stahl, M. (2008). An analysis of police traffic stops and searches in Kentucky: a mixed methods approach offering heuristic and practical implications. *Policy Sciences*, 41(3), 221-243.

Exploratory Sequential Design

Barnes, K. L., Dunivan, G., Sussman, A. L., McGuire, L., & McKee, R. (2020). Behind the mask: An exploratory assessment of female surgeons' experiences of gender bias. *Academic Medicine*, 95(10), 1529-1538.

Bridwell-Mitchell, E. N. (2013). The Rationalizing Logics of Public School Reform How Cultural Institutions Matter for Classroom Instruction. *Journal of Mixed Methods Research*, 7(2), 173-196.

Clark-Gordon, C. V., Workman, K. E., & Linvill, D. L. (2017). College Students and Yik Yak: An Exploratory Mixed-Methods Study. *Social Media+ Society*, 3(2), 2056305117715696.

Dulin, L. (2008). Leadership preferences of a generation Y cohort: A mixed-methods investigation. *Journal of leadership studies*, 2(1), 43-59.

*Grant, A., Dutton, J. & Rosso, B. (2008). Giving commitment: employee support programs and the prosocial sensemaking process. *Academy of Management Journal*, 51, 898–918.

*Grant, A., Berg, J. & Cable, D. (2014). Job titles as identity badges: how self-reflective titles can reduce emotional exhaustion. *Academy of Management Journal*, 4, 1201–25.

Herd, P., DeLeire, T., Harvey, H., & Moynihan, D. P. (2013). Shifting Administrative Burden to the State: The Case of Medicaid Take-Up. *Public Administration Review*, 73(s1): s69-s81.

Mosley, J. E., & Grogan, C. M. (2012). Representation in nonelected participatory processes: How residents understand the role of nonprofit community-based organizations. *Journal of Public Administration Research and Theory*, 23(4), 839-863.

*Myers, K. K., & Oetzel, J. G. (2003). Exploring the dimensions of organizational assimilation: Creating and validating a measure. *Communication Quarterly*, 51(4), 438-457.

*Shiyanbola, O.O., Rao, D., Bolt, D., Brown, C., Zhang, M. & Ward, E. (2021) Using an exploratory sequential mixed methods design to adapt an Illness Perception

Questionnaire for African Americans with diabetes: the mixed data integration process, *Health Psychology and Behavioral Medicine*, 9:1, 796-817, DOI: 10.1080/21642850.2021.1976650

Stoller, E. P., Webster, N. J., Blixen, C. E., McCormick, R. A., Hund, A. J., Perzynski, A. T., ... & Dawson, N. V. (2009). Alcohol consumption decisions among nonabusing drinkers diagnosed with hepatitis C: an exploratory sequential mixed methods study. *Journal of mixed methods research*, 3(1), 65-86.

*Story, J., Lotta, G., Tavares, G.M. 2023. (Mis)Led by an Outsider: Abusive Supervision, Disengagement, and Silence in Politicized Bureaucracies, *Journal of Public Administration Research and Theory*, muad004, <https://doi.org/10.1093/jopart/muad004>

Walker, H., Schotanus, F., Bakker, E., & Harland, C. (2013). Collaborative procurement: a relational view of buyer–buyer relationships. *Public administration review*, 73(4), 588-598.

Beyond the three “Canonical” Designs

Alexander, E., Eppler, M. J., & Bresciani, S. (2019). Visual Replay Methodology: A Mixed Methods Approach for Group Discussion Analysis. *Journal of Mixed Methods Research*, 13(1), 33-51

*Bamberger, M., Rao, V., & Woolcock, M. (2010). Using mixed methods in monitoring and evaluation: experiences from international development. *World Bank Policy Research Working Paper*, (5245).

*Crabtree, B. F., Nutting, P. A., Miller, W. L., McDaniel, R. R., Stange, K. C., Jaen, C. R., & Stewart, E. (2011). Primary care practice transformation is hard work: insights from a 15-year developmental program of research. *Medical care*, 49(Suppl), S28: 568-579

Craciun, C., Gellert, P., & Flick, U. (2017). Aging in precarious circumstances: do positive views on aging make a difference?. *The Gerontologist*, 57(3), 517-528. ****relies on secondary qual and secondary quan data sources****

Craig, A. D., Steinauer, J., Kuppermann, M., Schmittdiel, J. A., & Dehlendorf, C. (2019). Pill, patch or ring? A mixed methods analysis of provider counseling about combined hormonal contraception. *Contraception*, 99(2), 104-110. ****relies on secondary qual and secondary quan data sources****

* Feters, M. D., & Molina-Azorin, J. F. (2020). Utilizing a mixed methods approach for conducting interventional evaluations. *Journal of Mixed Methods Research*. 14(2): 131-144.

*George, B., Worth, M. J., Pandey, S., & Pandey, S. K. (2023). Strategic management of social responsibilities: a mixed methods study of US universities. *Public Money & Management*, 1-11. DOI: 10.1080/09540962.2023.2197253

Hesse-Biber, S., & Griffin, A. J. (2013). Internet-mediated technologies and mixed methods research: Problems and prospects. *Journal of Mixed Methods Research*, 7(1), 43-61.

*Heinrich, C. J., Burch, P., Good, A., Acosta, R., Cheng, H., Dillender, M., ... & Stewart, M. (2014). Improving the implementation and effectiveness of out-of-school-time tutoring. *Journal of Policy Analysis and Management*, 33(2), 471-494.

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*Snelson, C. L. (2016). Qualitative and mixed methods social media research: A review of the literature. *International Journal of Qualitative Methods*, 15(1), DOI: 10.1177/1609406915624574

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Acker, S. (2001). In/out/side: Positioning the researcher in feminist qualitative research. *Resources for Feminist Research*, 28, 153-173.

Bondy, C. (2013). How did I get here? The social process of accessing field sites. *Qualitative Research*, 13, 578-590.

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Cunliffe AL & Alcadipani R. (2016). The politics of access in fieldwork: Immersion, backstage dramas, and deception. *Organizational Research Methods*. 19(4):535-61.

Ergun, A. & Erdemir, A. (2010). Negotiating insider and outsider identities in the field: “Insider” in a foreign land; “outsider” in one’s own land. *Field Methods*, 22, 16-38

Jacobs-Huey, L. (2002). The natives are gazing and talking back: Reviewing the problematics of positionality, voice, and accountability among “native” anthropologists. *American Anthropologist*, 104, 791-804.

Matthiesen, J. K., & Richter, A. W. (2007). Negotiating access: foot in the door... or door in the face. *Psychologist*, 20(3), 144-147.

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Review/Reflection*

**Not covered during this course but recommended for continued learning and use of mixed methods research approaches.*

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Hesse-Biber, S., (2010). Qualitative approaches to mixed methods practice. *Qualitative Inquiry*, 16(6), pp.455-468.

Mason, J. (2006). Mixing methods in a qualitatively driven way. *Qualitative research*, 6(1), 9-25.

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Uprichard, E., & Dawney, L. (2019). Data diffraction: challenging data integration in mixed methods research. *Journal of Mixed Methods Research*, 13(1), 19-32.

Van Ness, P. H., Murphy, T. E., & Ali, A. (2017). Attention to individuals: Mixed methods for n-of-1 health care interventions. *Journal of Mixed Methods Research*, 11(3), 342-354.

Course Policies: Grades

Late Work Policy: Assignments turned in late will be assessed a penalty: a half-letter grade for anything from 1 – 12 hours late, a full-letter grade for 12-24 hours. Students will not receive credit for any assignments turned in after 24 hours.

Professor Pandey's Policy on grading concerns: The professor will not consider any verbal or oral statement of concerns about grading. The student must write a detailed memo to the professor explaining how his/her work met the requirements as outlined in the syllabus (or additional course materials) to reconsider the grade.

Expectations of Written Work: For all written material you submit or share in this course, be sure to use quotation marks to denote exact quotations and provide the page number(s). Failure to attribute sources correctly may constitute plagiarism and result in a grade of F for the course.

Course Policies: Technology and Media

Blackboard: Blackboard may be used as an aid to the course for providing course readings and for sharing course materials and carrying out course-related exchanges.

Computer and cellphone usage: If you use a computer during class to take notes, please only take notes. The class is a cellphone-free zone. In the case of an emergency, please step out of the classroom discreetly and without distracting others. Any use of technology to distract one's self or others in the class may lead to suspension of the privilege to use technology during class.

Course Policies: Student Expectations

Respect for Diversity: It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I strive to create an inclusive classroom and present materials and activities that are respectful of diversity including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and political affiliation. Your suggestions are encouraged and appreciated.

Civility Policy: Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education works best when all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. We value civility because that is the kind of community we want, and we care for it because civility permits intellectual exploration and growth.

Attendance and Participation Policy: Attendance and participation is crucial to learning and you are expected to attend all classes except in case of extreme hardship such as an unforeseen medical emergency.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom lectures. Those not heeding this rule will be asked to step outside the

classroom so that the learning environment is not disrupted.

Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned, will result in a letter grade reduction to their final grade.

Policies in The Trachtenberg School Courses:

1. Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit <http://bulletin.gwu.edu/university-regulations/#GIIncomplete> for the policy on incompletes.
2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.
3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.
4. Academic Honesty: Please consult the “policies” section of the GW student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.” All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. See the GW Academic Integrity Code at studentconduct.gwu.edu/code-academic-integrity
5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester. Excused absences will be given for absences due to religious holidays as per the university schedule, but please advise the instructor ahead of time

University policies

Academic Integrity Code

Academic integrity is an essential part of the educational process, and all members of the GW community take these matters very seriously. As the instructor of record for this course, my role is to provide clear expectations and uphold them in all assessments. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and otherwise violate the [Code of Academic Integrity](#). If you have any questions about whether particular academic practices or resources are permitted, you should ask me for clarification. If you are reported for an academic integrity violation, you should contact Student Rights and Responsibilities (SRR) to learn more about your rights and options in the process. Consequences can range from failure of assignment to expulsion from the University and may include a transcript notation. For more information, refer to the SRR website at studentconduct.gwu.edu/academic-integrity, email rights@gwu.edu, or call 202-994-6757.

University policy on observance of religious holidays

Students must notify faculty during the first week of the semester in which they are enrolled in the course, or as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls within the first three weeks of class, the student must inform faculty in the first week of the semester. For details and policy, see provost.gwu.edu/policies-procedures-and-guidelines.

Use of Electronic Course Materials and Class Recordings

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Contact Disability Support Services at disabilitysupport.gwu.edu if you have questions or need assistance in accessing electronic course materials.

Academic support

Academic Commons

[Academic Commons](#) is the central location for academic support resources for GW students. To schedule a peer tutoring session for a variety of courses visit go.gwu.edu/tutoring.

Visit academiccommons.gwu.edu for study skills tips, finding help with research, and connecting with other campus resources. For questions email academiccommons@gwu.edu.

GW Writing Center

GW Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online at gwu.mywconline.

Support for students in and outside the classroom

Disability Support Services (DSS) 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services at disabilitysupport.gwu.edu to establish eligibility and to coordinate reasonable accommodations.

Student Health Center 202-994-5300, 24/7

The Student Health Center (SHC) offers [medical](#), [counseling/psychological](#), and [psychiatric](#) services to GW students. More information about the SHC is available at healthcenter.gwu.edu. Students experiencing a medical or mental health emergency on campus should contact GW Emergency Services at 202-994-6111, or off campus at 911.

GW Campus Emergency Information

GW Emergency Services: 202-994-6111

For situation-specific instructions, refer to [GW's Emergency Procedures guide](#).

GW Alert

GW Alert is an emergency notification system that sends alerts to the GW community. GW requests students, faculty, and staff maintain current contact information by logging on to alert.gwu.edu. Alerts are sent via email, text, social media, and other means, including the Guardian app. The Guardian app is a safety app that allows you to communicate quickly with GW Emergency Services, 911, and other resources. Learn more at safety.gwu.edu.

Protective Actions

GW prescribes four protective actions that can be issued by university officials depending on the type of emergency. All GW community members are expected to follow directions according to the specified

protective action. The protective actions are Shelter, Evacuate, Secure, and Lockdown (details below). Learn more at safety.gwu.edu/gw-standard-emergency-statuses.

Shelter

- Protection from a specific hazard
- The hazard could be a tornado, earthquake, hazardous material spill, or other environmental emergency.
- Specific safety guidance will be shared on a case-by-case basis.

Action:

- Follow safety guidance for the hazard.

Evacuate

- Need to move people from one location to another.
- Students and staff should be prepared to follow specific instructions given by first responders and University officials.

Action:

- Evacuate to a designated location.
- Leave belongings behind.
- Follow additional instructions from first responders.

Secure

- Threat or hazard outside of buildings or around campus.
- Increased security, secured building perimeter, increased situational awareness, and restricted access to entry doors.

Action:

- Go inside and stay inside.
- Activities inside may continue.

Lockdown

- Threat or hazard with the potential to impact individuals inside buildings.
- Room-based protocol that requires locking interior doors, turning off lights, and staying out of sight of corridor window.

Action:

- Locks, lights, out of sight
- Consider Run, Hide, Fight