COURSE OVERVIEW

EPSY 575

Mixed Methods in Social Science Research

WELCOME TO OUR COURSE

This course will introduce students to the theory and practice of mixing inquiry methodologies in program evaluation and other forms of applied educational and social science research. The course will cover selected roots of the contemporary interest in mixing methods, various conceptualizations of mixed methods design and analysis, as well as the challenges and critiques of mixed methods practice.

Towards the goal of making learning as impactful as possible this semester, and at the same time acknowledging the worry, stress, and anxiety you may be feeling about potential uncertainties in your daily routines and educational experiences, we will strive to abide by two overarching principles in this class:

1. engage in clear and frequent two-way **communication** regarding my expectations of you, the class workflow, and unexpected challenges arising that may impede your participation in required class sessions, including exams, or timely completion of assignments;
2. build an **inclusive learning community** in which we all abide by the same ground rules and ethical code of conduct.

WHAT YOU WILL LEARN IN THIS COURSE

Course Goals and Student Learning Objectives

1. Students will develop contextual understanding of the roots of the contemporary interest in mixing methods.
2. Students will develop an understanding of various conceptual or theoretical frameworks for mixing methods, and the key differences among them.
3. Students will generate a unique contribution – theoretical, practical or both – to the mixed methods conversation and literature.

PRE-REQUISITES FOR THIS CLASS

There are no pre-requisite courses. However, students enrolling in this course should have basic familiarity with the conceptual logic and core constructs of experimental or survey (quantitative) social science and of constructivist or interpretivist (qualitative) social science. Familiarity with other frameworks for social science (e.g., critical theory, postmodern perspectives, feminism, action science) is also highly desirable.

Learners in this course should be able to:

- Browse and search the Internet and send/receive email.
- Access and use E-learning tools including Zoom.
- Access and use document and presentation creation software (Microsoft Office, Powerpoint, Google Docs)
- Maintain basic computer security including keeping computer updated.
- Access to internet connection. If you do not have access to this, this class is not suited to your needs. If you are not sure how to navigate any elements of the asynchronous learning system, Zoom, please let me know as soon as possible.
- Please note a resource called the Online Learning Readiness module. This resource was designed to help you self-assess your readiness to engage in a fully online course as well as access information such as the definitions of the various online course modalities available at UIC, guidance on time management skills, tips and best practices for online communication, and requirements and skills for using technology. Link to Online Learning Readiness module for UIC students: https://rise.articulate.com/share/zESvDf7lVaBomBr6-dTjVVhceud3CQfX

INSTRUCTOR INFORMATION)

Instructor Name: Jori N. Hall
E-mail address: jorihall@uiuc.edu
CRN/Course Number: 37183
Office location: College of Education, Educational Psychology, Room 1220

How to Contact the Instructor

The best way to contact me this semester is via email (jorihall@uic.edu). You should expect a prompt response during the weekday. Student emails sent during weekend or holiday will be addressed the following weekday.

Office Hours

Office hours are opportunities for you to ask for clarification or help understanding material presented in class. You are NOT required to schedule office hours with me. However, you are strongly encouraged to schedule a meeting to support your learning.

If you would like to schedule office hours with me, please email me (jorihall@uic.edu) so that we can schedule a mutually convenient time to meet virtually via Zoom.

Methods of Instruction

Our class will take place asynchronously, meaning our course **does not** have required synchronous (live) class sessions for you to attend. You will, however, be expected to devote an amount of time similar to what you would have spent in a lecture {2 hours per week} viewing videos, reading assigned materials, and completing class assignments for this course. In addition, you will be expected to devote time {1 hour per week } on class activities: studying the material; researching and writing drafts for papers and other assignments; and active participation in online discussion boards.

Our class has *optional* synchronous sessions in which I will be available for real-time discussions using Zoom for about 1.5 hours. These synchronous sessions will be recorded via Zoom recording feature. Please email me if you have concerns about being recorded and we will work together to find ways to accommodate or assist you so you can still participate in these live sessions without your video on. The dates of these sessions will be forthcoming.

Our Blackboard Course Site

Our Blackboard course site has been organized to facilitate both access to course materials and to a broad array of UIC campus resources and community information such as advising support, online events, health and wellness tools, etc. The information is provided at the university, college, and department/course levels to help you more efficiently navigate to the resources and tools you need to be successful in your courses this semester. For all technical questions about Blackboard, email the CATE Learning Technology Solutions team at LTS@uic.edu.

COURSE MATERIALS

Required Text

> DeCuir-Gunby, J., & Schutz, P. A. (2017). *Developing a mixed methods proposal: A practical guide for beginning researchers* (mixed methods research series). Thousand Oaks, CA: Sage.

Other Course Materials and Readings

All other readings and materials for the course will be provided via the Blackboard course site.

Respect for Copyright

Please protect the integrity of all course materials and content. By enrolling in this course, you agree to honor this request. Be mindful of the hard work and time that instructors put into creating course materials such as exam and quiz questions, worksheets, lecture videos, and reading materials. Please do not upload course materials not created by you onto third-party websites or share content with anyone who is not enrolled in our course. I am grateful for your cooperation in honoring this important request.

OUR INCLUSIVE LEARNING ENVIRONMENT

UIC values diversity and inclusion. Regardless of age, disability, ethnicity, race, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, political ideology, language, or culture, we expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, please notify me as soon as possible.

I know well how exhausting balancing school, childcare, and work can be. I would like to help support you and accommodate your family's needs, so please don't keep me in the dark. I hope you will feel safe disclosing your student-parent status to me so that I can help you anticipate and solve problems in a way that makes you feel supported and facilitates your ability to participate effectively in our course.

Disability Accommodation Procedures

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DRC) at drc.uic.edu, via email at drc@uic.edu, or call (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me with a Letter of Accommodation (LOA). Upon receipt of a LOA, I will gladly work with you and the DRC to implement approved accommodations.

Online Course Communication Guidelines (Netiquette)

As a student at UIC, the free discourse of ideas should be expected. I believe the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views and theoretical frameworks. I expect openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you.

I have opinions, and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean that I may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please arrange to discuss the issue with me.

Please be sensitive in your participation in online and asynchronous discussions. My goal is that we, as a class, will create a psychologically safe space in which everyone feels that they can participate in and contribute to discussions in a collaborative community of inquiry. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree. To do this online, be aware of "netiquette". Netiquette refers to how you participate in online exchanges. Here are some examples of good netiquette:

- Check the discussion frequently and respond appropriately and on topic.
- "Tend your thread" – this means that you should revisit any discussion threads that you contribute to in order to read and respond to what others have said.
- Focus on one subject per message and use meaningful subject lines when beginning new topics.
- Use appropriate sentence case and capitalize additional words only to highlight a point. Capitalizing otherwise is equivalent to shouting.
- Cite all quotes, references, and sources (include complete references especially if you are quoting from an article, chapter or book that is not one of the course readings).
- Class members routinely save resources shared in online courses, and resource sharing in the class is encouraged and appreciated.

- Ask permission before forwarding a class message to someone outside of the class.
- Be mindful of different cultural and linguistic backgrounds, as well as different political ideologies and religious beliefs.
- Use good judgment when composing your written responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.
- Be careful using all capital letters when composing your written responses. This can be considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling in written communications.
- In emails, always identify yourself and what class and section you are in. It is a good practice to put your course and section in the subject line. This helps your instructor identify course related emails.

Academic Integrity - Student Community Standards

UIC is an academic community committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. In this community, all members including faculty, administrators, staff, and students alike share the responsibility to uphold the highest standards of academic honesty and quality of academic work so that such a collegial and productive environment exists.

As a student and member of the UIC community, you are expected to adhere to the Community Standards of integrity, accountability, and respect in all of your academic endeavors. When accusations of academic dishonesty occur, the Office of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, unauthorized collaboration, fabrication or falsification, plagiarism, multiple submissions without instructor permission, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. Please review the UIC Student Disciplinary Policy for additional information about the process by which instances of academic misconduct are handled towards the goal of developing responsible student behavior.

By submitting your assignments for grading you acknowledge these terms, you declare that your work is solely your own, and you promise that, unless authorized by the instructor or proctor, you have not communicated with anyone in any way during an exam or other online assessment. Let's embrace what it means to be a UIC community member and together be committed to the values of integrity.

HOW TO BE SUCCESSFUL IN THIS COURSE

Tips for Success

There are many ways for you to show us what you know or can do and how you are learning, through your effort, interaction and class participation through the discussion board, application of critical thinking skills to solve real world problems, and performance on assignments and exams. This class has been structured to help all students get the support and guidance needed to succeed in your learning. The following tips will help you be successful in this class and in other asynchronous online classes throughout your career at UIC.

- Have practically unlimited access to computer and internet services
- Commit to the specified amount of time {average 2-3 hrs/week} to the course
- Be self-motivated and self-disciplined, keeping up with assignments and completing coursework on time
- Communicate through writing as well as use video and audio methods as needed for oral communication
- Think through ideas before responding
- Accept critical thinking and decision making as part of the learning process
- Be open minded about sharing life, work, and educational experiences as part of the learning process
- Speak up if problems arise because non-verbal communication is not possible in an asynchronous online setting
- Embrace a mindset in which you believe high quality learning can take place without going to a traditional classroom

As the instructor, I am committed to your success in this course. As such, the following statements describe my commitment to create a supportive online learning environment.

- Be accessible through frequent, written communications.
- Treat you politely and with respect.
- Be concerned about your success.
- Provide you reasonable accommodations to overcome barriers to your class engagement.
- Create a learning environment that utilizes life, work, and educational experiences as key elements in the learning process in order to make it meaningful.
- Present the curriculum that allows you to easily translate theories into applications.
- Provide you opportunities to demonstrate your improvements throughout the term.
- Not subject you to tests requiring memorization and instead focus on application and analysis or creating new knowledge.
- Solicit feedback from you and listen throughout the entire process.

Privacy Notification and Policy for Video Recording of Synchronous Class Sessions

We will be recording the <u>OPTIONAL</u> live (synchronous) online sessions for students who are unable to attend. The recording feature for others is disabled so that no one else will be able to record this session through Zoom. Recording by other means is not permitted. The recorded class sessions will be posted on our Blackboard class website unless otherwise notified.

If you have privacy concerns and do not wish to appear in the recording, turn OFF your video and notify me in writing (via email) prior to the next class session. If you prefer to use a pseudonym instead of your name, please let me know what pseudonym you will be using, so that I can identify you during the class session. If you would like to ask a question, you may do so privately through the chat feature by addressing your question to me or your TA only (and not to "everyone"), or you may contact me or your TA by another private method, which we will agree upon in advance of class. If you have questions or concerns about this video recording policy, please contact me before the end of the first week of class.

HOW YOUR LEARNING WILL BE ASSESSED

Grading is based on individual student "mastery" of the content rather than "on the curve." Consequently, it is possible for all students to get an A in the course.

I am committed to making sure the assessment of your learning in this course is comprehensive, fair, and equitable. Your grade in this class will be based on the number of points you earn out of the total number of points possible and is not based on your rank relative to other students. Furthermore, grades are assigned without strict limits on the proportion of each letter grade given in the course.

You should keep track of your own points so that at any time during the semester you may calculate your minimum grade based on the total number of points possible at that particular time. If and when, for any reason, you have concerns about your grade in the course, please email me to schedule a time for you to speak with me or your TA so that we can discuss <u>study techniques</u> or alternative strategies to help you.

Assignments

See assignment guidelines on the Blackboard course site.

Assignments should be submitted electronically via the Blackboard course site.

I will grade these electronically, and upload your work via course site so you can read comments inserted into the document at your convenience.

Student Accountability for Coursework

Students are expected to log into the course site regularly to learn about any developments related to the course as well as to upload assignments and communicate with classmates.

When submitting assignments:

Please name your assignments consistently using the following format:

Surname_ProjectName.doc

Accepted document formats include .doc, .docx and .rtf files. **Do not submit documents in pdf format**.

Written assignments should show:

- Understanding and use of relevant readings
- A critical engagement with the idea presented
- Clear organization and structure, fluent and accurate writing

Grading

Grading follows the UIC Grading System Policy:

100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
50 – 0 = F

Attendance / Participation Policy

We will read a number of relevant articles and chapters, have online discussions regarding the readings; therefore, you are required to come to class prepared to discuss the assigned readings. For meaningful online participation, you should share a question, comment, or concern related to the readings, with the particular text that generated it.

Policy for Missed or Late Work

There are no "make up" assignments for this course. Assignments must be submitted on time.
Please complete reading and written assignments by the due date. Points will be deducted for written assignments, including discussion posts submitted after the due date (0.5 points per day). Remember that both content and quality of your writing products are very important. If there are extenuating circumstances for which you require an extension, please email to discuss this with me. Extensions will not be granted on the due date of assignments. I understand that people encounter emergencies that interfere with their studies. If this happens, and you need to request an extension, please send me an email to explain your situation and we can work on a solution that will fit your needs.

Incomplete

My policy is not to give a grade of "I" (incomplete), except in the rare case of a medical or family emergency. In the event that you are granted an Incomplete, you are wholly responsible for meeting all deadlines for completion according to the guidelines outlined by the Office of the Registrar.

Religious Holidays
I will make every effort to avoid scheduling exams or requiring student projects be submitted on religious holidays. If you wish to observe your religious holidays, please notify me by the tenth day of the semester of the date when you will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, please notify me at least five days in advance of the date when you will be absent. I will make every reasonable effort to honor your request and not penalize you for missing the class. If an assignment or project is due during your absence, you will be given an exam or assignment equivalent to the one completed by those students in attendance. Students may appeal through campus grievance procedures for religious accommodations.

COURSE WEEKLY SCHEDULE

The course is organized as modules and below is our weekly schedule. If you are going to be away from Internet access for more than a few days this semester, this is probably not a good course to take. It is important to login and participate regularly in the course. Please note the following course procedures:

1. You will self-select a **peer partner** to work with during the semester via the Blackboard course site. Peer partners will read and respond to each other's discussion posts and assignment drafts. This means while you may respond to the posts of others, **you are required to respond to one person's post during the semester—the post of your peer partner.**
2. Each module begins on a **Thursday** (starting on **August 24**, see schedule at end of this document)
3. Your initial discussion post reflections on the assigned readings and viewings are due in the course site by **Monday at midnight** (e.g., **August 28).** This reflection can be **a written post or a link to a video/screen-cast you have created**. Your response to your peer partner is due by **Wednesday at** midnight (**e.g., August 30**). **See schedule below.**
4. **On selected dates, we will meet synchronously from 5:30 pm until about 7:00 pm.** We will discuss the week's topic during this time, addressing your questions, comments, and concerns. **If you are unable to participate, please simply send an email to jorihall@uga.edu. The dates for these synchronous meetings will be forthcoming.**

DISCLAIMER

The course weekly schedule is a **general plan** for the course. Deviations announced to the class by the instructor may be necessary. The weekly schedule is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, as the instructor, I reserve the right to modify, supplement and make changes as the course needs arise. I will communicate such changes in advance and in writing via Blackboard Announcements.

Module opens on:	Module topic	Assignments & due dates (by 11:59 pm)
Week 1, August 24	Introductions Overview of course and a "mixed methods way of thinking"	**Introduce yourself** **Initial discussion post due: August 28** **Respond to peer by August 30**
Week 2, August 31	Defining mixed methods social inquiry	**Initial discussion post due: September 4** **Respond to peer by September 6**
Week 3, September 7	The roots of and challenges in mixed method inquiry	**Initial discussion post due: September 11** **Respond to peer by September 13**
Week 4, September 14	The role of theory (*paradigms*) in mixed methods inquiry	**Initial discussion post due: September 18** **Respond to peer by September 20**

Week 5, September 21	Formulating questions for mixed methods inquiry	**Initial discussion post due: September 25** **Respond to peer by September 27**
Week 6, September 28	Purposes for mixed methods inquiry	**Initial discussion post due: October 2** **Respond to peer by October 4**
Week 7, October 5	Mixed methods proposal introduction	**Initial discussion post due: October 9** **Respond to peer by October 11**
Week 8, October 12	Situating a mixed methods study in the larger context	**Initial discussion post due: October 16** **Respond to peer by October 18**
Week 9, October 19	Mixed methods designs	**Mixed methods design presentation due: October 25**
Week 10, October 26	Visual practices in mixed methods inquiry	**Initial discussion post due: October 30** **Respond to peer by November 1**
Week 11, November 2	Data analysis	**Initial discussion post due: November 6** **Respond to peer by November 8**
Week 12, November 9	Mixed methods quality issues	**Initial discussion post due: November 13** **Respond to peer by November 15**
Week 13, November 16	Mixed methods reporting	
Week 14, November 30	Mixed methods best practices and resources across disciplines	
	Finale	**Final proposal due December 7**

Academic Deadlines

As they apply to 15-week terms or summer sessions, see the UIC Academic Calendar.

UIC RESOURCES SUPPORTING
STUDENT WELLNESS AND ACADEMIC SUCCESS

A comprehensive list of student resources is available through the Provost's Office, the Office of the Vice Provost for Undergraduate Affairs and Academic Program, the UIC Library, the Office of the Dean of Students, and Technology Solutions:

- Current Student Resources (a one-stop shop for links to resources in the following categories: General, Academic, Student Support, Student Life, Technology, Health and Safety, and Getting Around Campus)
- UIC Tutoring Resources
- Offices, Programs, and Initiatives Supporting the UIC Undergraduate Experience and Academic Programs with particular attention to the Student Success Units
- For students who are dealing with personal hardships and need resources and assistance, please direct them to the U&I Care Program supported by UIC's Office of the Dean of Students.
- Student Guide for Information Technology (a comprehensive resource for UIC students describing the most commonly used IT services and tools supporting their success).

Below is a list of student resources you might wish to utilize:

The **Writing Center** offers friendly and supportive tutors who can help you with reading and writing in any of your courses, not just English. Tutors are ready to help other writing as well, such as job applications, personal statements, and resumes. The tutor and you will work together to decide how to improve your writing. If you have not started your assignment, that is OK. A tutor can help you brainstorm or make an outline. Tutors understand that you might be using the Writing Center for the first time. They are ready to guide you through your first session. You can choose to work with a tutor in real time using chat and a white board, or submit up to 5 pages of text and receive written feedback within 48 hours. For more information and to schedule an appointment, visit the Writing Center website: https://writingcenter.uic.edu/.

The **UIC Library** is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at http://library.uic.edu/. To find research materials in specific subject areas view the Research Guides at http://researchguides.uic.edu/. Note that a health check is required before you'll be able to enter the library buildings during the COVID-19 pandemic.

The **Academic Center for Excellence (ACE)** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit https://ace.uic.edu/ for more information.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center at https://counseling.uic.edu/. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9 am - 5 pm). If calling after hours, press 2 to be connected to a crisis counselor. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

The **Campus Advocacy Network** provides information and offers resources to all UIC students, faculty, and staff. Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy, contact UIC's Campus Advocacy Network at 312-413-1025 or visit http://can.uic.edu/. To make a report to UIC's Title IX office, email TitleIX@uic.edu or call (312) 996-5657.

Campus Security

As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are DISCOURAGED from staying in university buildings alone, including lab rooms, after hours and are ENCOURAGED to use the POLICE/STUDENT patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling (312)996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312)996-6800 if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Navigate to Life at UIC (https://www.uic.edu/life-at-uic/) for more information.

Also, you can download the UIC SAFE app, a free personal security tool for students, faculty, and staff. It allows you easy contact with dispatchers and first responders in case of emergency. Navigate to the UIC SAFE Toolkit to download the app: https://ready.uic.edu/digital-materials/uic-safe-app/.

Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, (312)355-5555, on speed-dial on your cell phone.

Emergency Response Systems and Guides

The emergency response guide can be found at the UIC Ready: https://ready.uic.edu/. Please review and acquaint yourself with the guide and recommendations for various emergency situations.