

Sociology 538/638
INTEGRATING QUALITATIVE AND QUANTITATIVE METHODS
Winter 2023
Wednesdays 2:00-4:50
Cramer 265

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COURSE DESCRIPTION

Examines the integration of quantitative and qualitative research methods, also known as mixed methods research. Covers the logic of mixed methods research design, evaluating different types of mixed methods research, and developing a mixed methods research project. This is a practical, hands-on seminar in which students complete a proposal for a mixed methods research project.

COURSE PROJECT

For this course, you will complete a research proposal for a mixed methods project. The proposal will have two data components: (1) a completed analysis of one type of data (this can be either quantitative or qualitative) and (2) a proposal to collect additional data (survey or interviews) to complete a mixed methods research design.

You will need to use your *prior analysis* of either a quantitative or a qualitative data set for the first component of your mixed methods research design. This can be data you analyzed for a research methods class, a thesis project, or a collaborative research project. If you do not have any prior experience analyzing quantitative or qualitative data, please check in with me before the end of the first week to develop a plan for your course project. The second component will be a proposal only, you will not collect or analyze data.

You will submit a research proposal describing your project prior to our third class. Proposals may require revision before final approval to go forward with the project (no point penalty if a revision is needed).

COVID-19 INFORMATION Updated January 2023

Vaccination: Be vaccinated against COVID-19 and complete the COVID-19 vaccination attestation form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on the “COVID-19 Vaccine Exemption Request Form” to establish those exemptions.

Masks: PSU does not require faculty or students to wear masks in class. Students may choose to wear a mask. I will wear a mask as long as at least one student chooses to wear a mask.

Student and instructor missing class

- If you are feeling sick, have been exposed to COVID, or have tested positive for COVID, do not come to campus.
- If you are uncomfortable with the level of risk in attending class, if you have childcare conflicts, or if you have any other reason not to attend class, do not attend class (no reason required, no questions asked).
- If you need to miss a class for any reason, please email me (24 hours in advance if possible) to let me know you will not be attending and will be completing an alternative assignment instead. I will send you the alternative assignment to make up the missed points, which you will submit with your next self-evaluation of your preparation and participation.
- If I feel sick or if I am exposed to COVID, we will not meet in person for our next class and I will notify you via PSU email about my absence and how course instruction will continue.
- Should it not be possible to continue to meet in person at any point in the term, we will shift to remote meetings via Zoom during the scheduled class times. To be clear, I am *not* providing an option for remote attendance during regularly scheduled class times *unless* in-person classes are no longer possible.

Guidance May Change: Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main [COVID-19 Response](#) webpage and look for emails from the University on these topics.

TECHNOLOGY REQUIREMENTS

Data analysis software: You may have the analysis for the first component of the course project fully complete, in which case you will not need to revisit the data analysis software you previously used. However, you may want to revisit your prior analysis before completing the project.

Device to access course documents in class: You will need a laptop, tablet, or other device to bring to class that you can use to access Google Workspace (e.g. docs, sheets, slides) as well as the PDFs of course readings

Email: I will regularly communicate with students individually and as a class via email. My emails will be sent to your PSU email. It is your responsibility to check your PSU email daily during the school week and respond in a timely manner. In emails to me, use the email address on the first page of the syllabus. I will generally respond to email within 24 hours. Emails sent after 5:00pm on Friday will generally be answered by 5:00pm on Monday.

Canvas: All assignments will be submitted via Canvas unless otherwise noted. Points earned and written feedback for all assignments will be posted on Canvas. The required readings are available on Canvas. If you cannot access a reading through Canvas, you are responsible for navigating to the reading from the PSU library homepage.

POLICY ON ACADEMIC HONESTY

Policy on academic honesty: You are expected to demonstrate complete academic honesty. Please refer to the Student Conduct Code for more detailed information on PSU policies. If you use a direct quote (i.e. someone else's written or spoken words), you must include it in quotation marks. Any time you take a direct quote, as well as when you summarize or paraphrase an idea from another person, you must cite the source and include a references section at the end of the paper. Failure to cite your sources, whether intentional or not, is plagiarism. Cheating and plagiarizing will result in failing the assignment and will be reported.

Citation style: Any citation style is acceptable. When you draw ideas from someone else, you need to cite the source in the text and provide references section. For this course, appropriate citations are essential, but any style of citation is acceptable. Note that readings listed in the syllabus and the examples below use the American Sociological Association (ASA) style. More on ASA style [here](#).

Defining plagiarism: According to the MLA Handbook, plagiarism is "using another person's ideas, information or expressions without acknowledging that person's work."

How to avoid plagiarizing:

- Rule #1: If you use another person's ideas, you must cite your source in the text (author last name and year);
- Rule #2: If you use another person's exact words, you must put those words in quotation marks as well as cite your source in the text (author last name, year, and page number)

Examples of appropriate citations and plagiarism

Text from original source

- *Karen's transgressive campiness is also manifest in her flagrant sexuality.*

Appropriate citations

- *Karen's sexuality is transgressive and campy (Cooper 2003)*
- *The character of Karen shows "transgressive campiness" (Cooper 2003:519).*
- *Cooper stated, "Karen's transgressive campiness is also manifest in her flagrant sexuality" (2003:519).*

Plagiarism

- *Karen's transgressive campiness is also manifest in her flagrant sexuality.* [copy and paste, no quotation marks, no citation]
- *Karen's transgressive campiness is shown in her flagrant sexuality.* [almost identical language, no citation]

GRADING POLICIES

Grading: All assignments are graded on a pass/no pass basis, except for the final presentation and the self-evaluations of class preparation and participation.

Revising Assignments: If assignments do not meet minimum standards (a grade of “B” or higher), you have the opportunity to revise it to receive credit (excluding only weekly discussion questions and presentations). I will indicate inadequate assignments and identify the key areas to improve in my comments on Canvas. You will have two weeks to revise and resubmit your assignment from when you receive comments via Canvas.

Late work: All can be submitted up to one week late with no point penalty assignments (excluding weekly discussion questions and assignments due during finals week). After one week, assignments are deducted 10% for every 24 hours late. No work accepted after Wednesday of finals week.

OTHER COURSE POLICIES

Office hours: Office hours are by appointment in person in Cramer 217R or via Zoom. Make an appointment via calendly.com/maura-kelly

Access and inclusion for students with disabilities: If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <http://www.pdx.edu/drc>. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.

Title IX reporting: As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672.

LAND AND LABOR ACKNOWLEDGEMENT

Portland State is located on the traditional homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya, and many other indigenous nations of the Columbia River. We acknowledge the ancestors of this place and understand that we are here because of the sacrifices forced upon them. We recognize and honor the past, present, and future of these communities.

We also pause to recognize and acknowledge the labor upon which our country, state, and institution are built. We remember that our country is built on the labor of enslaved people who were abducted and brought to the U.S. and we recognize the continued contribution of their descendants. We also acknowledge labor of all immigrants, voluntary and involuntary, that contributed to the building of the country and continues within our labor force. We acknowledge that our institution relies on hourly, student, contingent, and unpaid labor and we recognize those contributions. Finally, we acknowledge the value of unpaid care-giving labor and the challenges that result from conflicts between care-giving, paid labor, school, and other commitments.

COURSE REQUIREMENTS

<i>Assignment</i>	<i>Description</i>	<i>Due Date</i>	<i>Points</i>
<i>Discussion questions (DQs)</i>	Write three discussion questions for five class meetings. You can write discussion questions for the three additional class meetings with DQs for up to six points of extra credit.	Weeks 1-8	10
<i>Method one research design</i>	Complete the research design worksheet for your first method.	Week 2	5
<i>Research proposal</i>	Write a research proposal for your course project. This will include one data component that you have already analyzed and a proposal for a second data component.	Week 3	10
<i>PPT slides: First method</i>	Develop a draft PPT slide deck with a title slide and slides for your first (completed) data component. This will include slides describing both the research design and findings.	Week 4	5
<i>Method two research design</i>	Complete the research design worksheet for your second method (either interviews or survey), including initial interview or survey questions.	Week 5	5
<i>PPT slides: Add second method</i>	Add slides for your second data component. This will include slides describing the research design and the interview or survey questions.	Week 6	5
<i>P&P for weeks 1-5</i>	Provide a self-evaluation of your class preparation and participation during weeks 1-5.	Week 6	10
<i>PPT slides: Add intro</i>	Add slides for the introduction (including lit review, research questions and approach to mixed methods) and references.	Week 7	10
<i>PPT slides: Full deck</i>	Submit a full draft of your slide deck	Week 8	10
<i>Final PowerPoint and presentation</i>	Create and deliver a 12-15 minute PPT presentation on the research project.	Weeks 9 & 10	20
<i>P&P for weeks 6-10</i>	Provide a self-evaluation of your class preparation and participation during weeks 6-10.	Week 10	10

Note: Guidelines for all assignments are available on Canvas. All assignments are due via Canvas by 9am on the day of our class meeting, with the exception of the preparation and participation for weeks 6-10, which is due by end of day Friday of week ten). All assignments have a one-week grace period (no point deduction), except the discussion questions, which cannot be submitted late.

COURSE OUTLINE

Note: All readings and assignments must be completed prior to class on the date indicated.

Week 1: January 11 **Introduction to mixed methods research**

Reading

- Morgan, David L. 2014. "Chapter 1" Pp 3-23 in *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*.
- Maxwell, Joseph , Margaret Chmiel, and Sylvia E. Rogers. 2015. "Designing Integration in Multimethod and Mixed Methods Research" Chapter 13 in *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*.
- Alatinga, Kennedy A., and John J. Williams. 2019. "Mixed Methods Research for Health Policy Development in Africa: The Case of Identifying very Poor Households for Health Insurance Premium Exemptions in Ghana." *Journal of Mixed Methods Research* 13(1):69-84.

Assignments

- Discussion questions (required for five class meetings, additional for extra credit)

Week 2: January 18 **Quant first approaches**

Reading

- Hankivsky, Olena and Daniel Grace. 2015. "Understanding and Emphasizing Difference and Intersectionality in Multimethod and Mixed Methods Research" Chapter 7 in *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*.
- Abrams, Laura S., Matthew L. Mizel and Elizabeth S. Barnert. 2021. "The Criminalization of Young Children and Overrepresentation of Black Youth in the Juvenile Justice System." *Race and Social Problems* 13(1):73-84.

Assignments

- Discussion questions (required for five class meetings, additional for extra credit)
- Method one research design worksheet

Week 3: January 25 **Qual first approaches**

Reading

- Morse, Janice M. 2015. "Issues in Qualitatively-Driven Mixed-Method Designs: Walking Through a Mixed-Method Project" Chapter 12 in *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*.
- Nnawulezi, Nkiru, Cris M. Sullivan and Margaret HacsKaylo. 2019. "Examining the Setting Characteristics that Promote Survivor Empowerment: A Mixed Method Study." *Journal of Family Violence* 34(4):261-274.

Assignments

- Discussion questions (required for five class meetings, additional for extra credit)
- Research proposal

Week 4: February 1 **Writing interview and survey questions**

Reading

- Brannen, Julia and Rebecca O’Connell. 2015. “Data Analysis I: Overview of Data Analysis Strategies” Chapter 15 in *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*.
- [Pew Research Center](#) “Writing Survey Questions”
- Rubin, Herbert J., and Irene S. Rubin. 2012. “Designing Main Questions” Chapter 8 in *Qualitative Interviewing: The Art of Hearing Data*.

Assignments

- Discussion questions (required for five class meetings, additional for extra credit)
- PPT slides: First method and findings

Week 5: February 8 **Convergent approaches**

Reading

- Collins, Kathleen M. T. 2015. “Validity in Multimethod and Mixed Research” Chapter 14 in *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*.
- Mazen, El Ghaziri., Susan Johnson, Purpora Christina, Shellie Simons and Rosemary Taylor. 2022. “Registered Nurses’ Experiences with Incivility during the Early Phase of COVID-19 Pandemic: Results of a Multi-State Survey.” *Workplace Health & Safety* 70(3):148-160

Assignments

- Discussion questions (required for five class meetings, additional for extra credit)
- Method two research design worksheet

Week 6: February 15 **Mixed methods in evaluation research**

Reading

- Mertens Donna M. and Michele Tarsilla. 2015. “Mixed Methods Evaluation” Chapter 24 in *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*.
- Weiner, Lauren S., Stori Nagel, H. Irene Su, Samantha Hurst, Susan S. Levy, Elva M. Arredondo, Eric Hekler and Sheri J. Hartman. 2022. "A Remotely Delivered, Peer-Led

Intervention to Improve Physical Activity and Quality of Life in Younger Breast Cancer Survivors." *Journal of Behavioral Medicine*

Assignments

- Discussion questions (required for five class meetings, additional for extra credit)
- PPT slides: Add second method
- Preparation and participation for weeks 1-5

Week 7: February 22 **Complex mixed methods research designs**

Reading

- Onwuegbuzie, Anthony J. and John H. Hitchcock. 2015. "Advanced Mixed Analysis Approaches" Chapter 16 in *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*.
- Barnhardt, Cassie L, Kimberly Reyes, Angela Vidal Rodriguez, and Marisol Ramos. 2018. "A Transformative Mixed Methods Assessment of Educational Access and Opportunity for Undocumented College Students in the Southeastern United States" *Journal of Mixed Methods Research* 12(4): 413-436.

Assignments Discussion questions (required for five class meetings, additional for extra credit)

- PPT slides: Add intro

Week 8: March 1 **Writing up and mixed methods research**

Reading

- Bazeley, Pat. 2015. "Writing Up Multimethod and Mixed Methods Research for Diverse Audiences" Chapter 17 in *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*.
- Homan, Patricia, Lauren Valentino, and Emi Weed. 2017. "Being and Becoming Poor: How Cultural Schemas Shape Beliefs About Poverty" *Social Forces* 95(3): 1023.

Assignments

- Discussion questions (required for five class meetings, additional for extra credit)
- Full slide deck

Week 9: March 8 **Student presentations**

Assignments

- Group 1 final PowerPoint deck (due before class)
- Group 1 presentations (in class)

Week 10: March 15

Student presentations

Assignments

- Group 2 final PowerPoint deck (due before class)
- Group 2 presentations (in class)
- Preparation and participation for weeks 6-10 (due the end of week 10)

GUIDELINES FOR DISCUSSION QUESTIONS

TASK Write three discussion questions for five class meetings. You can write discussion questions for the three additional class meetings with DQs for up to six points of extra credit.

INSTRUCTIONS

1. Write DQs in the form of a question
2. Be as concise as possible (you do not need to provide significant background information, commentary, or an answer to your question).
3. DQs should focus on methods rather than only on findings or implications of empirical studies.
4. If applicable, provide a page number to direct our attention to a specific part of the reading
5. Each individual question may focus on one reading or may make comparisons across readings for that week.
6. DQs may include questions to clarify points in the readings (e.g. what did the author mean by X? Is Y a best practice? How can we accomplish Z goal?)
7. If you have question you *really* want answered, make a note to me in your assignment.

Note: I will not be able to include a question from each student each week. This is generally not a reflection on the quality of your work! If I have any feedback on the quality of your work, I will provide that via a comment on your assignment in Canvas.

GUIDELINES FOR METHOD ONE RESEARCH DESIGN

TASK: Complete the research design worksheet for your first method.

INSTRUCTIONS

1. Select a quantitative or qualitative data analysis project you have previously completed (or one that is in progress with preliminary results). This first data component can be data you analyzed for a research methods class, a thesis project, or a collaborative research project. If you do not have any prior experience analyzing quantitative or qualitative data, please check in with me before the end of the first week to develop a plan for your course project.
2. Choose the relevant worksheet for the previously completed data component
 - [Surveys](#) (primary and secondary data analysis)

- [Interviews or focus groups](#)
 - [Ethnography or participant observation](#)
 - [Qualitative content analysis](#)
3. Submit the completed worksheet, no additional text required. If you are using a method not described above (e.g. GIS or other quantitative analysis not based on surveys), check with me.

GUIDELINES FOR RESEARCH PROPOSAL

TASK Write a research proposal for your course project. This will include one data component that you have already analyzed and a proposal for a second data component.

INSTRUCTIONS

Include all of the following elements in your proposal:

- Project title
- Introduction and (initial) lit review section:
 - Write a brief introduction to the topic, problem, and/or gap in the research.
 - Review five to ten sources (i.e., peer reviewed articles, academic books, or academic book chapters). Identify what is already known about your topic and what gap your study is filling
- Research questions:
 - Write one overall research question for the project.
 - Optionally, you can include sub questions for each method.
- Approach to mixed methods
 - Describe your approach to mixed methods for this project: convergent/additional/sequential approaches and priority of methods (if any)
 - Describe how the data components relate to each other and what the benefit of mixed methods research is for this project.
- Method one research design
 - Describe the research design for your previously completed project, include all the elements from your research design worksheet
- Method one findings (600-1200 words)
 - Quantitative: Present one table with descriptive statistics and one or two tables or figures presenting multivariate analysis. Include a narrative discussing these findings.
 - Qualitative: Present one theme from your previous analysis, including both data and discussion.
- Method two research design
 - For your second method, you will propose to design and implement either a survey or an interview project. If your first method is quantitative, your second method must be qualitative and vice-versa.
 - For both quantitative and qualitative research designs, include
 - The population
 - Recruitment and sampling

- Describe the anticipated sample
 - Topics to be covered and/or examples of survey or interview questions
- Appendix: Provide the interview guide or the survey questions used in the first data component
- References: List all the references used in the proposal (minimum of five required). Use any standard formatting style for in-text citations and the references section.

Note on proposing survey projects: Small non-random survey samples will not be acceptable for this project. If you are interested in surveying a sample representative of the US, I would advise you propose using [mTurk](#) (you don't need to know all the ins and outs of this and you won't be collecting this data for this course, the main thing is that this will give you a representative sample). Alternative survey research designs should include known populations with available contact information, such as members of an organization.

GUIDELINES FOR PPT SLIDES: FIRST METHOD

TASK: Develop a draft PPT slide deck with a title slide and slides for your first (completed) data component. This will include slides describing both the research design and findings.

INSTRUCTIONS

Revise your research design based on the feedback you have received (if needed) and include the following elements:

- Title slide (1 slide)
 - Title of presentation
 - Author and affiliation
- Research design method one (2-3 slides)
 - Describe the research design for your previously completed project
- Method one interview or survey questions (1 slide)
 - Provide the full text of your interview or survey questions used in the analysis presented
- Method one results (3-5 slides)
 - Quantitative: Present one table with descriptive statistics and one or two tables or figures presenting multivariate analysis
 - Qualitative: Present one theme, using lots of quotes

GUIDELINES FOR METHOD TWO RESEARCH DESIGN

TASK: Complete the research design worksheet for your second method, including initial interview or survey questions.

INSTRUCTIONS

1. Choose the relevant worksheet for the proposed data component and complete it:

- [Surveys](#)
- [Interviews or focus groups](#)

2. Submit the completed worksheet, no additional text required.

GUIDELINES FOR PPT SLIDES: ADD SECOND METHOD

TASK: Add slides for your second (proposed) data component. This will include slides describing the research design (either interviews or survey) and the interview or survey questions.

INSTRUCTIONS

Revise your research design based on the feedback you have received. Add the following elements to your in-progress PPT slide deck:

- Research design method two (2-3 slides)
 - Describe the research design for your proposed project
- Interview or survey questions (1 slide)
 - Provide the full text of your proposed interview or survey questions

GUIDELINES FOR SELF-EVALUATION OF CLASS PREPARATION AND PARTICIPATION WEEKS 1-5

TASK Reflect on your class preparation and participation during weeks 1-5 and evaluate what grade you would give yourself (0-10 points). 100-400 words suggested word count.

INSTRUCTIONS

Components of reflection:

- Preparation: Have you come to class having read and understood the material sufficiently to contribute to class discussions?
- Participation: How would you evaluate your contributions to large and small group discussions?
 - Level of participation: Do you tend to over-contribute or under-contribute?
 - Quality of the content of your participation: Do you provide insights or ask questions that help move forward our collective understanding of the topics discussed?
 - Leading discussions: Have you effectively been able to lead discussions based on the discussion question you submit? Note: If you have not been asked to lead a discussion before the end of week five, skip this.
- Areas of improvement: How might you improve your preparation and/or participation in the second half of the term?
- Grade: What P&P grade do you think you have earned for weeks 1-5?

- Give your assessment of the grade you deserve (0-10 points) for preparation and participation only (this does not include an assessment of other course assignments).
- If you missed a class and completed an alternative assignment, I consider that fully making up the missed participation points for the week. The text of alternative assignments must be submitted with this self-evaluation.
- If you missed a class and did *not* make up the points with an alternative assignment, please take that into account into assessing your preparation and participation grade (e.g. if you missed one of the five class meetings and did not complete an alternative assignment, your self-assessment of your grade should be a maximum of 8 of 10 points)

GUIDELINES FOR PPT SLIDES: ADD INTRO

TASK: Add slides for the introduction (including lit review, research questions and approach to mixed methods) and references.

Add the following elements to your in-progress PPT slide deck:

- Introduction and literature review (2-4 slides)
 - Introduce the topic, problem, or population.
 - Review five to ten sources (i.e., peer reviewed articles, academic books, or academic book chapters). Identify what is already known about your topic and what gap your study is filling (articulation of the gap may be verbal)
- Research question (1 slide)
 - Write one overall research question for the project.
 - Optionally, you can include sub questions for each method.
- Approach to mixed methods (1 slide)
 - This slide is optional: Instead of this slide, you could cover this on the research question slide or the approach could be stated verbally
 - Describe your approach to mixed methods for this project: convergent/additional/sequential approaches and priority of methods (if any)
 - Describe how the data components relate to each other and what the benefit of mixed methods research is for this project.

GUIDELINES FOR PPT SLIDES: FULL DECK

TASK: Submit a first full draft of your slide deck.

INSTRUCTIONS

Include all of the elements in your PPT slide deck

- Title slide (1 slide)
 - Title of presentation
 - Author and affiliation
- Introduction and literature review (2-4 slides)

- Introduce the topic, problem, or population.
- Review five to ten sources (i.e., peer reviewed articles, academic books, or academic book chapters). Identify what is already known about your topic and what gap your study is filling (articulation of the gap may be verbal)
- Research question (1 slide)
 - Write one overall research question for the project.
 - Optionally, you can include sub questions for each method.
- Approach to mixed methods (1 slide)
 - This slide is optional: Instead of this slide, you could cover this on the research question slide or the approach could be stated verbally
 - Describe your approach to mixed methods for this project: convergent/additional/sequential approaches and priority of methods (if any)
 - Describe how the data components relate to each other and what the benefit of mixed methods research is for this project.
- Research design method one (2-3 slides)
 - Describe the research design for your previously completed project
- Method one interview or survey questions (1 slide)
 - Provide the full text of your interview or survey questions used in the analysis presented
- Method one results (3-5 slides)
 - Quantitative: Present one table with descriptive statistics and one or two tables or figures presenting multivariate analysis
 - Qualitative: Present one theme, using lots of quotes
- Research design method two (2-3 slides)
 - Describe the research design for your proposed project
- Interview or survey questions (1 slide)
 - Provide the full text of your proposed interview or survey questions
- Discussion (1-2 slides)
 - Discussion of the application of mixed methods for this project
 - Implications of findings for policy, theory, and/or future research
- Title slide (1 slide)
 - Repeat title slide from start of presentation (end here for Q&A)
- References (1 slide)
 - List all sources cited in the presentation (not shown in presentation)

Additional instructions

- No more than 20 slides max.
- Font should be at least size 24 (if using Times New Roman); text in tables can be smaller.

GUIDELINES FOR THE FINAL POWERPOINT AND PRESENTATION

TASK: Create and deliver a 12-15 minute PowerPoint presentation on the research project.

INSTRUCTIONS

1. Make any final revisions needed to your full slide deck based on the feedback you have received
2. Practice your presentation multiple times for content, delivery, and time (you have 15 minutes max)
3. Submit your final PPT via Canvas
4. Deliver your presentation in class during week nine or ten

Additional instructions

- For the oral presentation, you will have 12-15 minutes to present. We will keep time and you will be cut off at 15 minutes. Be sure to practice!
- Do not read the full text of each slide aloud; let the audience read the text on the slides.
- You may use presentation notes, but do not read from your notes.

GUIDELINES FOR SELF-EVALUATION OF CLASS PREPARATION AND PARTICIPATION WEEKS 6-10

TASK Reflect on your class preparation and participation during weeks 1-5 and evaluate what grade you would give yourself (0-10 points). 100-400 words suggested word count.

INSTRUCTIONS

Components of reflection:

- Preparation: Have you come to class having read and understood the material sufficiently to contribute to class discussions?
- Participation: How would you evaluate your contributions to large and small group discussions?
 - Level of participation: Do you tend to over-contribute or under-contribute?
 - Quality of the content of your participation: Do you provide insights or ask questions that help move forward our collective understanding of the topics discussed?
 - Leading discussions: Have you effectively been able to lead discussions based on the discussion question you submit?
- Grade: What P&P grade do you think you have earned for weeks 6-10?
 - Give your assessment of the grade you deserve (0-10 points) for preparation and participation only (this does not include an assessment of other course assignments).
 - If you missed a class and completed an alternative assignment, I consider that fully making up the missed participation points for the week. The text of alternative assignments must be submitted with this self-evaluation.
 - If you missed a class and did *not* make up the points with an alternative assignment, please take that into account into assessing your preparation and participation grade (e.g. if you missed one of the five class meetings and did not complete an alternative assignment, your self-assessment of your grade should be a maximum of 8 of 10 points)