



CED 7012 — FROM DATA TO ACTION: MIXED METHODS METHODOLOGY FOR PROBLEMS OF PRACTICE

COURSE SYLLABUS: Fall 2026

3 Credit Hours | CPED Aligned Research Tools/ College of Education and Human Services

INSTRUCTOR INFORMATION

Instructor: Professor Kriss Y. Kemp-Graham, PhD

Office Hours: Virtual (Online)

University Email Address: kriss.kemp-graham@etamu.edu

Form of Communication: email

Communication Response Time: 24 hours or less

REQUIRED TEXT

Designing and Conducting Mixed Methods Research (2025), Fourth Edition

John W. Creswell & Vicki L. Plano Clark

SAGE Publications, Inc.

REQUIRED SOFTWARE

Intellectus

Intellectus is used in this course for the quantitative strand of each mixed methods design — descriptive summaries, group comparisons, and the correlational and regression output that feeds the integration analysis and joint displays. Students who purchased a 12-month license in CED 7010 do not need to purchase again.

Intellectus Purchase and Login Instructions

1. Go to <https://my.intellectus360.com/signup>
2. Complete and submit the account creation form.
3. Click the Intellectus Statistics tile.
4. On the next page, click the link titled "Activate a Product Key" (below the video and blue box, in purple lettering).
5. Enter product key EastTexas6 (6-mo license) or EastTexas12 (12-mo license) and click the submit button.
6. Login here: <https://my.intellectus360.com/login>

COURSE DATA SETS (provided in D2L at no cost)

- Cypress Hollow ISD Data Suite (fictitious quantitative database): a four-campus district of approximately 3,200 students with linked files for student outcomes, attendance and discipline, program participation, staff climate survey, family survey, and high school-to-college transition. Formatted for direct import into Intellectus.
- Cypress Hollow Qualitative Artifact Bank (fictitious qualitative database): interview and focus group transcripts, open-ended survey responses, coaching and walkthrough notes, PLC and board minutes, advising notes, and district and campus policy memoranda.

All assignments use these two databases so that practitioner-scholars may practice complete mixed methods procedures without incurring IRB obligations. Cypress Hollow ISD, its campuses, the affiliated community college, and every person represented in the artifacts are fictional.

OPTIONAL TEXTS AND/OR MATERIALS

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.).
- Selected articles from the Journal of Mixed Methods Research, posted by module in D2L.

[Carnegie Project on the Education Doctorate \(CPED\) framework and guiding principles](#)

- Public-domain fairytale texts (Grimm, Perrault, Aesop, and traditional folk versions) are supplied in D2L. Students are not required to purchase any collection.

COURSE DESCRIPTION

This doctoral-level course is grounded in the Carnegie Project on the Education Doctorate (CPED) framework and prepares practitioner-scholars to design and conduct mixed methods research in service of the Dissertation in Practice (DiP). Building directly on CED 7010, students learn to frame a Problem of Practice (PoP) that genuinely requires both numbers and narrative, select and justify core and hybrid mixed methods designs, plan ethical sampling and data collection, integrate quantitative and qualitative results through analysis and joint displays, draw metainferences, and translate integrated findings into action.

The course emphasizes design reasoning, integration, and professional judgment rather than procedural perfection. Intellectus performs the quantitative calculations; the central responsibility of the practitioner-scholar is to decide what evidence the problem requires, to bring two forms of evidence into deliberate conversation, and to explain what the combined result means for practice when the two strands agree — and especially when they do not.

Students work in eight two-week modules organized around the CPED Plan–Act–Evaluate cycle, applying methods to authentic Problems of Practice across Educational Leadership (EDL), Curriculum & Instruction (CI), and Higher Education (HE) contexts using a shared fictitious district and community college data environment. Above all, the course foregrounds a commitment to excellence for all learners, equipping practitioner-scholars to use integrated evidence responsibly to identify opportunity gaps, interrogate systems, and design practices that improve outcomes.

SYLLABUS MODIFICATION STATEMENT

The instructor reserves the right to make reasonable modifications to this syllabus as necessary to enhance student learning, respond to instructional needs, or accommodate institutional, programmatic, or professional considerations. Any substantive changes—including adjustments to assignments, schedules, or assessment requirements—will be communicated to students in a timely manner through official course communication channels (e.g., D2L announcements and/or university email).

Students are responsible for monitoring course communications to remain informed of any updates.

LEARNING OBJECTIVES AND OUTCOMES

Course Learning Objectives (CLOs)

By the end of this course, doctoral practitioner-scholars will be able to:

- Determine when a Problem of Practice relevant to EDL, CI, or HE genuinely requires mixed methods rather than a single methodological strand.
- Apply core and hybrid mixed methods designs to authentic educational data in ways that inform practice.
- Integrate quantitative and qualitative evidence deliberately, at identified points of integration, rather than reporting two studies side by side.
- Interpret integrated findings for professional audiences in leadership, curriculum, and higher education, emphasizing actionable meaning over procedure.
- Demonstrate practitioner-scholarship by translating metainferences into recommendations that advance teaching, learning, and organizational effectiveness.

Student Learning Outcomes (SLOs)

Upon successful completion of this course, students will be able to:

- Explain the defining characteristics, historical foundations, and philosophical assumptions of mixed methods research, and judge when a Problem of Practice warrants a mixed methods approach.
- Construct an aligned mixed methods title, problem statement, purpose statement, and set of research questions for a PoP in the student's program strand.
- Select and justify a core or hybrid mixed methods design and diagram its procedures using accepted notation.
- Develop an ethical, feasible sampling and data collection plan appropriate to the selected design.
- Perform an integration analysis — merging, connecting, building, or transforming — and represent integrated results in a joint display from which metainferences are drawn.
- Evaluate the quality of a mixed methods study against established criteria and communicate integrated results as actionable recommendations to a practitioner audience.
- Adopt a practitioner-scholar stance to promote excellence for all learners and improved outcomes for all student populations across EDL, CI, and HE contexts.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

- Navigate D2L (access modules, upload assignments, review feedback).
- Use Intellectus Statistics (import CSV/Excel, run analyses, export APA tables/figures).
- Work with qualitative text files; code by hand or in a qualitative tool. Qualitative software (NVivo, ATLAS.ti, MAXQDA, or the free tool Taguette) is optional; all course tasks can be completed without it.
- Prepare APA-formatted documents in Word; build simple tables and diagrams for procedural diagrams and joint displays.
- Record and upload a short narrated video presentation for the Action Briefing.

Instructional Methods

- Applied, case-based learning aligned to the Creswell and Plano Clark text.
- Inquiry-driven assignments connecting designs to students' own Problems of Practice.
- Technology-enhanced analysis in Intellectus Statistics for the quantitative strand.
- Fairytale anchors that introduce each design before the district data are applied.
- Collaborative peer feedback and workshoping across the three program strands.

Fairytale Anchors: Once Upon a Design

Each module opens with a familiar tale that carries the structure of the design being studied. The tales are pedagogical scaffolding, not the assignment: the anchor tale appears in the recorded mini-lecture and the ungraded warm-up during the first week of the cycle, and the Cypress Hollow data carry the graded work during the second. The reason is straightforward. Every fairytale already contains what mixed methods requires — a narrative account, an implied set of outcomes, characters whose versions of events do not fully agree, and a stated moral that may or may not survive scrutiny. The distance between what the tale reports and what its characters would say is precisely the space in which integration happens.

Module	Anchor Tale	Methodological Concept It Anchors
1	<i>The Blind Men and the Elephant</i>	Why a single method yields a partial account; the case for mixed methods; worldviews and the problem of the partial truth.
2	<i>The Three Little Pigs; Cinderella; Goldilocks and the Three Bears</i>	The three core designs: convergent (materials data merged with the pigs' reasoning); explanatory sequential (the slipper result, then the explanation of who was never tested); exploratory sequential (no instrument exists for "just right," so build one).
3	<i>Jack and the Beanstalk; Hansel and Gretel; The Bremen Town Musicians; The Emperor's New Clothes</i>	The four hybrid designs: experimental (the bean intervention and the decision to trade the cow); case study (a bounded case in a specific context); participatory-action (four rejected travelers co-design the solution); evaluation (every stakeholder reports success until one disconfirming case collapses the finding).
4	<i>Rumpelstiltskin</i>	Naming with precision. The entire plot turns on asking the one question that matters — the discipline required of a title, purpose statement, and aligned research questions.
5	<i>The Little Red Hen</i>	Sampling and recruitment: who was asked, who declined, who was never approached, and how that shapes what the data can support.

The syllabus/schedule are subject to change.

Module	Anchor Tale	Methodological Concept It Anchors
6	<i>Stone Soup</i>	Integration analysis: separate ingredients contributed by separate parties become one broth. Also anchors data transformation — spinning straw into gold as quantitizing and qualitizing.
7	<i>The Blind Men and the Elephant (reprise)</i>	The joint display is the moment the blind men lay their accounts side by side. Convergence, divergence, and the metainference that none could reach alone.
8	<i>The Boy Who Cried Wolf</i>	Evaluation criteria and credibility: why quality standards exist, what happens to claims that cannot be trusted, and the practitioner's obligation to warrant findings.

All anchor texts are public-domain versions (Grimm, Perrault, Aesop, and traditional folk tellings) and are supplied in D2L. Film adaptations are not used.

Student Responsibilities or Tips for Success in the Course

- Complete readings prior to assignments and connect every design decision to your PoP.
- Choose your Problem of Practice in Module 1 and stay with it. Each Inquiry Brief becomes a section of the Final Project.
- Engage actively with both databases. A design cannot be judged in the abstract; it is judged against the data it must handle.
- Ask questions early about integration and APA rather than after a deadline has passed.
- Participate in peer review across strands. Reading how an EDL, CI, or HE colleague frames a comparable problem sharpens your own design reasoning.
- Submit on-time work unless pre-approved.

Program Strands and Differentiated Assignments

Every graded assignment is completed within the student's program strand. Students select one illustrative Problem of Practice below or propose an alternative from the Cypress Hollow environment with instructor approval.

Program Strand	Illustrative Problem of Practice (Cypress Hollow context)	Primary Data Slice
CI — Curriculum & Instruction	Uneven implementation of the new K–8 structured literacy framework across four campuses, and its relationship to early reading growth.	Benchmark reading scores; instructional coaching logs; PLC minutes; teacher interviews; walkthrough notes.
EDL — Educational Leadership	Chronic absenteeism and disproportionate discipline referrals at Cypress Hollow High School following a bell-schedule change.	Attendance and discipline files; campus climate survey; administrator interviews; family focus groups; board minutes.
HE — Higher Education (HELT)	Dual-credit students who earn college hours in high school but do not persist into the second year at Cypress Hollow Community College.	High school-to-college transition file; first-year persistence data; advising session notes; student focus groups; faculty interviews.

A student may substitute a Problem of Practice from their own workplace, provided that only publicly available or already

The syllabus/schedule are subject to change.

de-identified information is used. No original data collection may be conducted for course credit without IRB approval.

GRADING

Final grades in this course will be based on the following scale:

- A = 90%–100%
- B = 80%–89%
- C = 70%–79%
- D = 60%–69%
- F = 59% or Below

Weights of the assessments in the calculation of the final letter grade

Assessment	Weight	CPED Phase
Mixed Methods Inquiry Briefs (4)	30%	Plan · Act · Evaluate
Sensemaking Reflections (6)	20%	All phases
Midterm Project: Design Memo & Procedural Diagram	15%	Plan
Cumulative Final Examination	15%	All phases
Final Project: Study Plan & Action Briefing	20%	Evaluate · Act
TOTAL	100%	

Doctoral students are expected to maintain a grade of B or higher in core courses. Consult the graduate catalog and your program advisor regarding grades below B.

Assessments

Mixed Methods Inquiry Briefs (4) — 30%

Each brief is a working section of the Final Project, written for a practitioner audience and revised in response to feedback.

- **Brief #1 — Framing a Problem of Practice for Mixed Inquiry (Week 4):** names the PoP, establishes why it matters, and argues why the problem cannot be answered with one strand of evidence alone.
- **Brief #2 — Sampling and Data Collection Plan (Week 10):** samples and sample sizes for each strand, the relationship between them, permissions and recruitment, data sources, and the ethical considerations particular to the chosen design.
- **Brief #3 — Integration Analysis (Week 12):** quantitative results from Intellectus, qualitative themes from the artifact bank, and the identified point(s) of integration with the merging, connecting, building, or transforming procedure applied.
- **Brief #4 — Joint Display and Metainference (Week 14):** one joint display with a narrative stating the metainferences drawn, what each strand contributed, where the results converged or diverged, and which validity threats apply.

Sensemaking Reflections (6) — 20%

A short reflection in Modules 1, 2, 3, 5, 6, and 7 connecting the module's anchor tale and reading to the student's own setting. Reflections ask what the design makes visible, what it leaves out, and who is affected by that omission. Each includes one substantive response to a peer in a different program strand.

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Midterm Project: Mixed Methods Design Memo and Procedural Diagram — 15%

Due at the end of Module 4 (Week 8). A memo that (a) states a working title, purpose statement, and quantitative, qualitative, and mixed methods research questions; (b) names and justifies a core or hybrid design; (c) identifies the intended point(s) of integration; and (d) includes a one-page procedural diagram following the conventions of Chapters 3 and 4. The memo must be approved before the student proceeds into the ACT modules, and it is the basis for an individual midterm conference.

Cumulative Final Examination — 15%

The final examination is cumulative and covers all eight modules and Chapters 1–9. It is an open-book, open-note, take-home examination released in D2L on the Monday of finals week and due Friday. It is applied rather than recall-based and consists of three parts:

- Part I — Foundations and design identification: short-answer items on definitions, worldviews, integration, meta-inferences, and the distinguishing features of the three core and four hybrid designs.
- Part II — Applied scenario: a new Cypress Hollow scenario the student has not previously analyzed. The student diagnoses the design used, critiques the alignment of purpose statement, questions, sampling, and integration, and recommends corrections.
- Part III — Integration critique: a provided joint display and meta-inference statement the student appraises against the mixed methods evaluation criteria in Chapter 9, identifying validity threats and proposing remedies.

The examination is individual work. Consistent with the Course AI Use Policy below, generative AI may not be used on the cumulative final examination.

Final Project: Mixed Methods Study Plan and Action Briefing — 20%

- **Study Plan:** a 12–15 page plan (excluding references and appendices) that revises and integrates the four Inquiry Briefs and the Design Memo into a coherent proposal — Problem of Practice, purpose and questions, design and procedural diagram, sampling and data collection, integration and analysis plan, anticipated joint display, validity considerations, and limitations. Formatted in APA 7 and structured to be portable into a Dissertation in Practice proposal.
- **Action Briefing:** an 8–10 minute recorded presentation to a named practitioner audience — campus leadership team, curriculum council, or college cabinet, depending on strand — reporting the integrated findings and making two or three defensible recommendations for action, plus two substantive responses to peer briefings.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

The syllabus/schedule are subject to change.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, an East Texas A&M University campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction With Instructor Statement

I typically respond to D2L/email messages within 24 hours (Mon–Fri). Assignment feedback is provided within one week. If you are struggling with Intellectus, integration procedures, APA formatting, or interpretation, please reach out early to schedule a meeting.

COURSE SPECIFIC PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Late Work

Sensemaking Reflections may be submitted up to 72 hours late for a 10% reduction; after that they are recorded as zero. Inquiry Briefs and the Midterm Project may be submitted up to five days late for a 10% reduction. Finals week work — the cumulative final examination, study plan, and action briefing — cannot be accepted late without an approved grade of Incomplete. Extensions for documented emergencies are arranged in advance whenever possible.

UNIVERSITY SPECIFIC PROCEDURES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

East Texas A&M University Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and

[Procedures 13.99.99.R0.01](#)

Course-specific application: In this online course, attendance means posting to the module discussion and submitting the module assignment within the two-week cycle.

The syllabus/schedule are subject to change.

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

Students With Disabilities -- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Student Disability Services](#)

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As

part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

[Insert the Telus Health QR code image here.]

<http://telusproduction.com/app/5108.html>

COURSE ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

- 13.99.99.R0.03 Undergraduate Academic Dishonesty
- 13.99.99.R0.10 Graduate Student Academic Dishonesty

Purpose and Guiding Principle

This course prepares practitioner-scholars to use evidence to inform instructional improvement and decision-making. Artificial Intelligence (AI) tools (e.g., ChatGPT, Copilot, Grammarly, Intellectus AI features) may be used in this course as a cognitive support tool, not as a substitute for original thinking, analysis, or professional judgment.

Consistent with CPED principles, students are expected to remain the primary authors and decision-makers for all submitted work.

Permitted Uses of AI

Students may use AI for the following purposes with proper documentation:

- Brainstorming ideas or refining a Problem of Practice
- Clarifying mixed methods concepts in plain language
- Rewriting or revising text for clarity, organization, or practitioner audiences
- Generating alternative ways to explain integrated results to non-technical stakeholders
- Assisting with formatting, grammar, or tone
- Checking understanding of Intellectus output (not generating results)

AI may be used as a thinking partner, editor, or explainer—but not as the author of the work.

Prohibited Uses of AI

The following uses are not permitted in this course:

- Submitting AI-generated text as original work without disclosure
- Using AI to fabricate data, results, interpretations, or references
- Using AI to complete entire assignments or Problem of Practice artifacts
- Using AI to generate the qualitative coding, the joint display, or the metainferences that are the analytic core of this course
- Using AI to generate practitioner recommendations without your own analysis
- Any use whatsoever on the Cumulative Final Examination
- Uploading course datasets or proprietary materials into external AI tools if restricted by the instructor or institution

Students are fully responsible for the accuracy, integrity, and appropriateness of all submitted work, regardless of AI use.

Documentation Requirement (Mandatory)

The syllabus/schedule are subject to change.

Any use of AI must be documented in a brief disclosure statement included at the end of each assignment.

AI Use Disclosure Statement (Required)

Students must include a short statement such as:

"I used ChatGPT to help clarify the distinction between merging and connecting integration and to revise language for a practitioner audience. All analysis, conclusions, and recommendations reflect my own judgment."

If AI was not used, students should state:

"No AI tools were used in the completion of this assignment."

Failure to include an AI Use Disclosure Statement will be treated as undocumented AI use.

Evaluation of AI-Assisted Work

Assignments will be evaluated on:

- Accuracy of interpretation
- Quality of integration and defensibility of metainferences
- Alignment with the Problem of Practice
- Quality of practitioner explanation
- Feasibility and appropriateness of recommendations

Use of AI does not increase or decrease grades; undocumented or inappropriate use may result in:

- Required resubmission
- A zero on the assignment
- Referral under the Graduate Student Academic Dishonesty policy, as applicable

Professional Expectation

As doctoral-level practitioner-scholars, students are expected to use AI ethically, transparently, and responsibly, consistent with professional standards in education, leadership, and research.

The goal of this course is not to avoid AI, but to learn how to use it thoughtfully in service of evidence-informed improvement.

COURSE OUTLINE / CALENDAR

Modules run in two-week cycles. Unless otherwise stated, all work is due at the end of the second week of the module. Insert term-specific dates before posting.

Module 1 (Weeks 1–2)

Framing Problems of Practice for Mixed Inquiry

Anchor Tale: *The Blind Men and the Elephant* — why one method yields a partial account

Textbook

- Ch. 1, Ch. 2

Assignments (Due end of Week 2)

- Sensemaking Reflection #1: What Does My Single Strand of Evidence Leave Out?
- Problem of Practice topic statement (ungraded check-in)

Module 2 (Weeks 3–4)

The Three Core Mixed Methods Designs

Anchor Tale: *The Three Little Pigs* (convergent); *Cinderella* (explanatory sequential); *Goldilocks and the Three Bears* (exploratory sequential)

Textbook

- Ch. 3

Assignments (Due end of Week 4)

- Mixed Methods Inquiry Brief #1: Framing a Problem of Practice for Mixed Inquiry
- Sensemaking Reflection #2: Which Core Design Does My Problem Actually Require?

Module 3 (Weeks 5–6)

Hybrid Designs for Problems of Practice

Anchor Tale: *Jack and the Beanstalk* (experimental); *Hansel and Gretel* (case study); *The Bremen Town Musicians* (participatory-action); *The Emperor's New Clothes* (evaluation)

Textbook

- Ch. 4

Assignments (Due end of Week 6)

- Sensemaking Reflection #3: When Everyone Reports Success — Evaluation and the Disconfirming Case
- Draft procedural diagram (peer review, ungraded)

Module 4 (Weeks 7–8)

Introducing the Study: Titles, Purpose Statements, and Research Questions

Anchor Tale: *Rumpelstiltskin* — naming with precision; the one question that changes everything

Textbook

- Ch. 5

Assignments (Due end of Week 8)

- MIDTERM PROJECT: Mixed Methods Design Memo and Procedural Diagram
- Individual midterm conference (15 minutes, by appointment)

Module 5 (Weeks 9–10)

Sampling and Collecting Data in a Mixed Methods Study

The syllabus/schedule are subject to change.

Anchor Tale: *The Little Red Hen* — who was asked, who declined, and who was never approached

Textbook

- Ch. 6

Assignments (Due end of Week 10)

- Mixed Methods Inquiry Brief #2: Sampling and Data Collection Plan
- Sensemaking Reflection #4: Whose Voice Is Missing From My Sample?

Module 6 (Weeks 11–12)

Analyzing Data and Identifying Points of Integration

Anchor Tale: *Stone Soup* — separate ingredients become one broth; straw into gold as data transformation

Textbook

- Ch. 7

Assignments (Due end of Week 12)

- Mixed Methods Inquiry Brief #3: Integration Analysis
- Sensemaking Reflection #5: What Did Integration Reveal That Neither Strand Could?

Module 7 (Weeks 13–14)

Creating Joint Displays and Drawing Metainferences

Anchor Tale: *The Blind Men and the Elephant*, reprised — the joint display is where the accounts are laid side by side

Textbook

- Ch. 8

Assignments (Due end of Week 14)

- Mixed Methods Inquiry Brief #4: Joint Display and Metainference
- Sensemaking Reflection #6: Convergence, Divergence, and What I Am Willing to Claim

Module 8 (Weeks 15–16)

Writing, Evaluating, and Moving From Evidence to Action

Anchor Tale: *The Boy Who Cried Wolf* — credibility, quality criteria, and the warranting of claims

Textbook

- Ch. 9
- Review Ch. 1–8 (as applicable)
- Appendices A–C: published exemplars of the three core designs

Assignments (Due end of Week 16)

- Peer review of a classmate's draft study plan (required, ungraded)
- CUMULATIVE FINAL EXAMINATION (released Monday of finals week; due Friday)
- FINAL PROJECT: Mixed Methods Study Plan
- FINAL PROJECT: Action Briefing and two peer responses
- University course evaluation

Mixed Methods Inquiry Briefs and Sensemaking Reflections are designed to support CPED-aligned scholar–practitioner development by emphasizing integration, judgment, and improvement-oriented use of evidence. Mixed methods designs are applied within discipline-specific contexts to inform Problems of Practice rather than to demonstrate procedural mastery.

The syllabus/schedule are subject to change.