



Combining Mixed Methods Designs: Follow-Up and Within Stage Models

**Inaugural Mixed Methods International Research Association
Regional Conference in the Caribbean:
Mixed Methods in Multidisciplinary Research
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by

Debra Ferdinand, PhD

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Problem Statement

➤ Summary:

- Teacher cultural competence deficit
- U.S-centric HE curriculum
- Theory ahead of practice
- Course/program instruments not modified





Significance and Purpose of Study

➤ Summary:

- Relevance to University's diversity thrust
- Fill gap in existing body of knowledge
- Examine students' perceptions on WED curriculum responsiveness:
 - ✓ teaching strategies,
 - ✓ curriculum inclusiveness,
 - ✓ international responsiveness, and
 - ✓ curriculum improvements





Research Questions

- To what extent (descriptive)
 1. are WED teaching strategies (to include delivery) responsive to culturally and internationally diverse graduate students?
 2. does WED graduate curriculum content reflect the cultural plurality of the U.S. society?
 3. does WED graduate curriculum content give international perspectives (to include developing countries) on course topics?





Research Questions Cont'd

4. What improvements, if any, can be made to WED curriculum responsiveness in facilitating culturally and internationally diverse graduate students?
5. In what ways do the qualitative data help to explain the quantitative results?





Philosophical Foundation

➤ Pragmatism:

- Overarching paradigm for mixed methods
- Focus on cultural values and finds practical solutions to problems
- Considers consequences of research
- Views theory as instrumental or tentative
- Pluralism results in a superior product





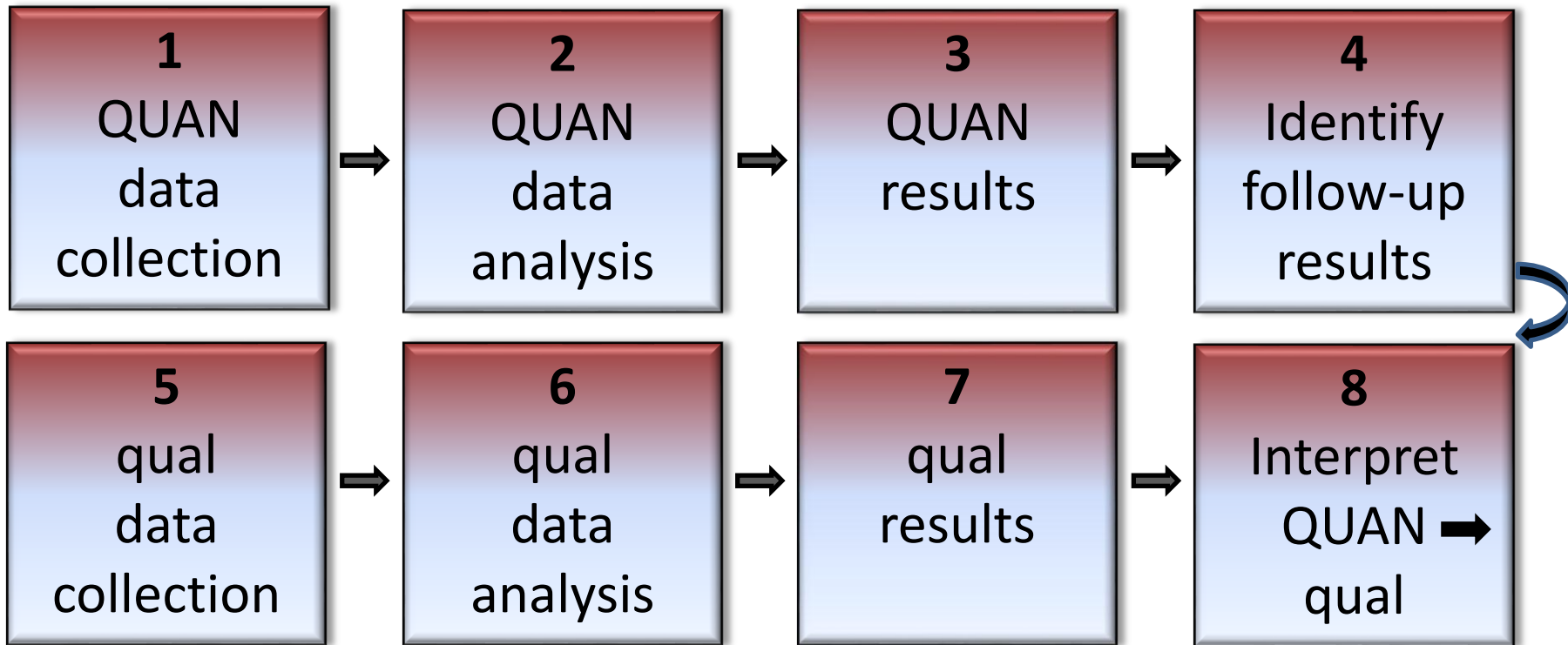
Defending Philosophical Foundation

- Not testing of theories or hypotheses (Post-positivist)
- Not generating theory from data collected (Constructivism)
- Not advocating for a marginalized group (Advocacy/Participatory)
- Pragmatic approach used for understanding research problem





Methods and Procedures: Research Design



Mixed Methods Follow-Up Explanations Model (QUAN emphasized)
by Creswell & Plano Clark (2007)

+ Within-Stage Mixed Model by Johnson & Onwuegbuzie, 2004)





Defending Mixing Designs

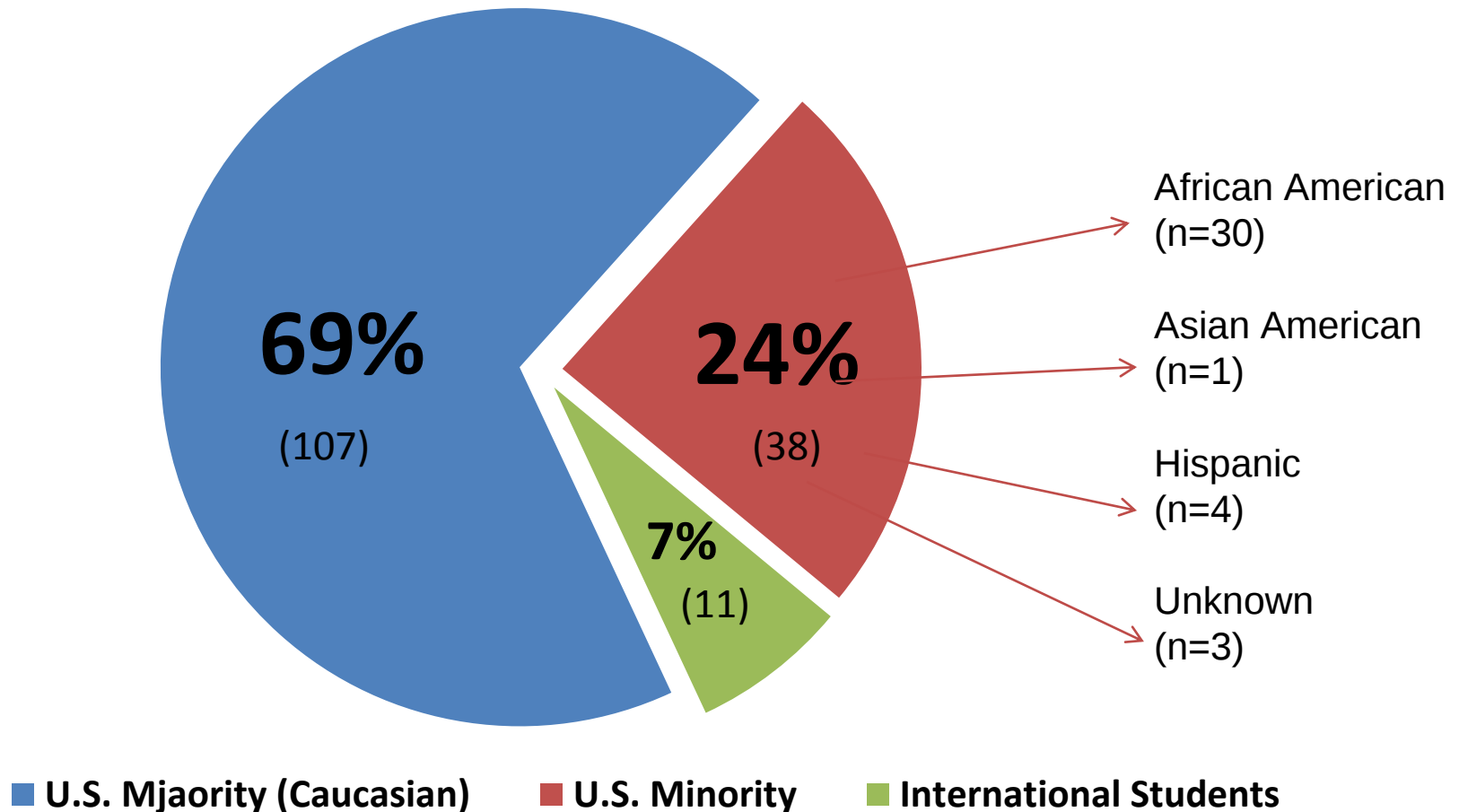
- MM Follow-Up Explanations Model only allows quantitative data collection in Step 1
- Instrument has both Quan and qual data
- Within-Stage allows for both open & closed questions in survey concurrently
- Pragmatism allows for flexibility in mixing MM designs





Methods and Procedures: Population

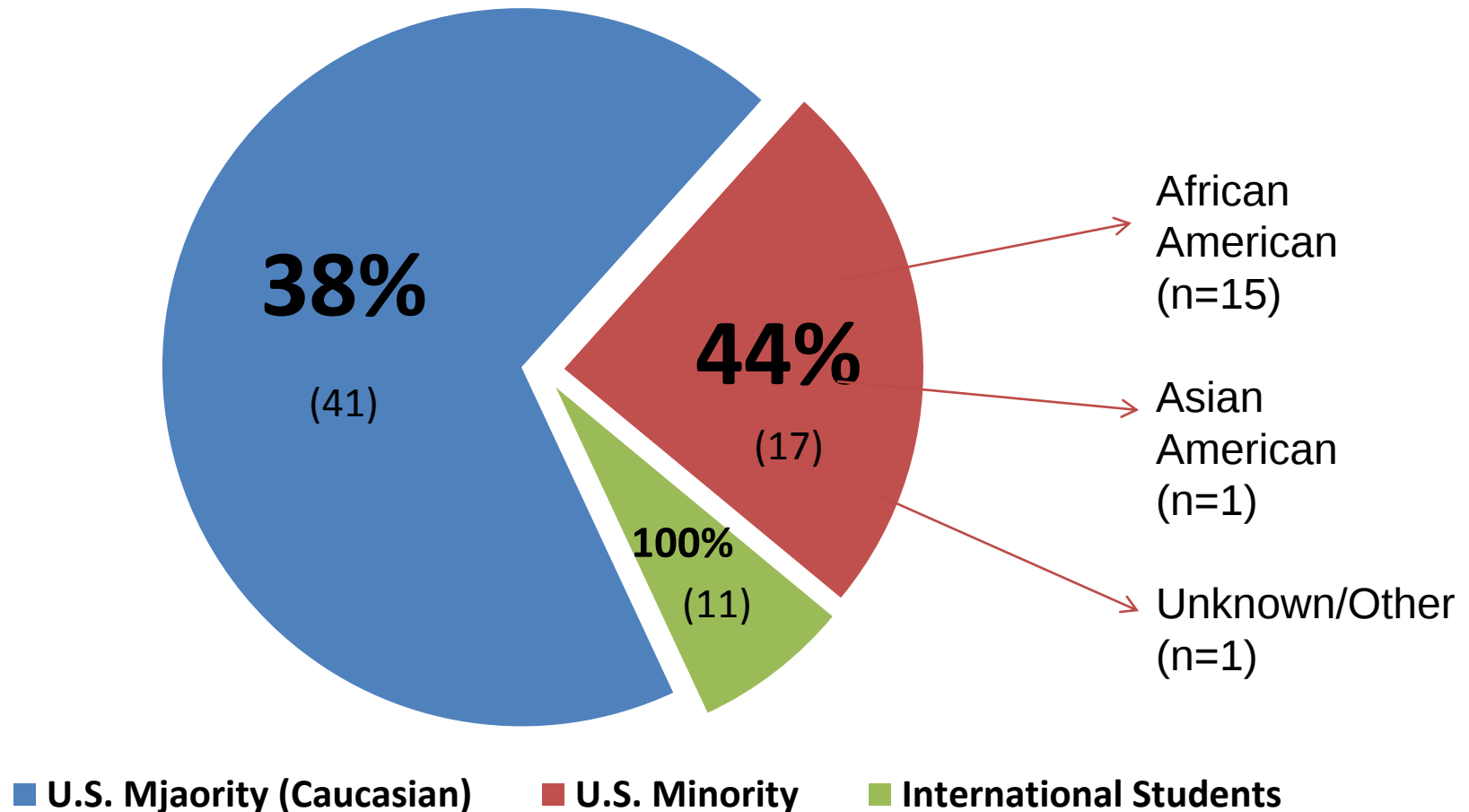
All Population Groups (N=156) Surveyed





Results: Demographics

Population Group Response (N=69 or 44%)



Q1: To what extent are WED teaching strategies (TS) responsive to students?

Most Used TS	Rank by All Groups	Most Responsive TS Rankings		
		Majority	Minority	International
Face-To-Face Instr.	1	1	1	1
MM Prest. & Discus.	2	3	2	2
Group Work/Project	3	6	5	0
Demo. & Practice	4	2	3	3
Comp-Based Learng.	5	4	5	4
Field Trip	6	7	0	0
Individualized Instr.	7	5	4	4

Q1: To what extent are WED teaching strategies (TS) responsive to students?

- **Spearman's Rho correlation for most used and most responsive TS:**
 - U.S. majority group – Weak negative ($r_s = -.088$)
 - U.S. minority group – Weak positive ($r_s = .030$)
 - Majority vs minority group – Weak negative ($r_s = -.122$)
 - International group – Weak negative ($r_s = -.140$)



Q1: To what extent are WED teaching strategies (TS) responsive to students?

WED Teaching Delivery Aspects	Mdn Group Rating		
	Majority <i>n</i> = 40	Minority <i>n</i> = 17	Int'l <i>n</i> = 11
Students' cultural differences considered	4.0	3.0	3.0
Allowances made for ESL students	4.0	3.0	2.0
Ethnic stereotyping of students avoided	5.0	4.0	4.0
Cultural insensitivity occurs (verbal/non-verbal)	2.0	3.0	4.0
Potential for learning transfer to Non-U.S. settings is limited	2.0	2.0	3.0

Choice Ratings: Nearly Always - 5; Quite Often - 4; Sometimes - 3; Almost Never - 2; Don't Know - 1 (approx 1 missing case overall)

Q2: To what extent does WED content reflect the cultural plurality of the U.S. society?

Curriculum Inclusiveness	Mdn Group Rating		
	Majority <i>n</i> = 40	Minority <i>n</i> = 17	Int'l <i>n</i> = 11
Ethnic groups are equitably represented	4.0	4.0	3.0
Scholarly works of people of color are included	3.0	3.0	3.0
Perspectives of minority groups fairly presented	4.0	3.0	3.0
Content diversified, as needed, for learning transfer to Non-U.S. settings.	3.0	4.0	3.0
Content aligned to interests of dominant group	3.0	4.0	4.0

Choice Ratings: Nearly Always - 5; Quite Often - 4; Sometimes - 3; Almost Never - 2;
Don't Know - 1 (approx 1 missing case overall)

Q3: To what extent does WED content provide international perspectives (to include developing countries)?

International Responsiveness	<i>Mdn Group Rating</i>		
	Majority <i>n</i> = 40	Minority <i>n</i> = 17	Int'l <i>n</i> = 11
WED content adequately provide int'l perspectives	3.0	3.0	3.0
Int'l authors used in presenting global views	3.0	3.0	2.0
Global views include developing countries	3.0	3.0	2.0
U.S. research preferred to int'l research by faculty	2.0	3.0	2.0

Choice Ratings: Nearly Always - 5; Quite Often - 4; Sometimes - 3; Almost Never - 2;
Don't Know - 1 (approx 1 missing case overall)

Q4: What improvements, if any, can be made to WED curriculum responsiveness students?

Sample of Suggestion Improvement Themes	Student Groups (n=46)		
	Majority n = 20	Minority n = 17	Int'l n = 9
More diverse guest speakers /diverse content	√	√	√
More diverse/int'l faculty recruitment	√	√	√
More diverse faculty training	√	√	√
More class discussion		√	
Revisit int'l student participation			√

Note. Ticks only represent appearance of suggestion in sample and not total number of student group responding



Survey Results Identified for follow-up in focus groups

- **Survey Quantitative and Qualitative results:**
 - More class discussion + revisit participation for int'l
 - Group work as less responsive TS (ranked 2 & 6)
 - Cultural insensitivity (quite often) + diversity training
 - More diverse/int'l faculty to improve diverse curriculum
 - More int'l perspectives and guest speakers (not MR)



Q5: In what ways do the qual results explain the quan results?

➤ Focus group results:

- Students learn from other students not only instructor
- Few students contribute to group project (resented)
- Cultural insensitivity appears as stereotyping, intimidation, and alienation
- Diverse/int'l faculty TS motivating and maintain interests
- Guest speakers bring diverse perspectives





Conclusions

- Conclusions - Pragmatism
 - Students' vivid descriptions give a realistic picture
 - Results show theory as tentative
 - Multiple perspectives shared by diverse students
 - Mixing methods and models produce superior results
 - Guest speakers bring diverse perspectives





Conclusions

- Conclusions: Teaching Strategies and Content
 - Disconnect in most used and most responsive TS
 - Gap between theory and practice is narrowing
 - Diversity initiatives applied appear to work
 - Suggestions for improving TS and content consistent with literature
 - Limitations to study conclusions





Recommendations

- Recommendations for practice:
 - Make evaluation instruments more diversity sensitive
 - Convene multicultural task force to review WED content
 - Include more Demo + Pract., class discussion, and review group projects for effectiveness
 - Make faculty diversity training mandatory with incentives





Recommendations

- Recommendations for research:
 - Study of TS responsiveness impact on student achievement
 - Trace WED int'l graduates for far learning transfer
 - Cultural/international diversity responsiveness for on-line courses
 - WED international practices to include developing countries
 - Name change from VE to WED on faculty motivation to pursue WED int'l research





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Thank You!