



SAINT LOUIS
UNIVERSITY.

Fall 2022

Saint Louis University

School of Education

EDR 6600-01: Designing Mixed Methods Research (3 credits)

Tuesdays 4:15 PM – 7:00 PM

Fitzgerald 230

Instructor: Jonathan Turk, Ph.D.(he/him/his)
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School of Education
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Office Hours: TR: 2:00-4:00; or by appointment

Prerequisites

EDR 5000: General Research Methods for Education or equivalent; and
EDR 5100: Introduction to Inferential Statistics or equivalent; and
EDR 5400: Qualitative Research in Education or equivalent

Catalog Course Description

This course introduces students to the issues and principles of mixed methods research design, based on the collection of qualitative and quantitative data that inform one another and result in valid and credible research. Students will design a mixed methods study appropriate for proposed research questions, including a theoretical framework. Social justice will be emphasized as a framework for mixed methods projects.

Expanded Course Description

This is a graduate course focused on the integration of qualitative and quantitative strategies, methods, and data in a single research study. Students are expected to have a firm grasp of basic quantitative and qualitative methods prior to enrolling in this course. Together, we will review the nature of social science research; consider the epistemological underpinnings of quantitative, qualitative, and mixed methods research; and explore different approaches to mixed methods research design, data collection, and data analysis.

Course Outcomes

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

- Summarize the key philosophical underpinnings of qualitative, quantitative, and mixed methods research.
- Discuss the strengths and limitations of qualitative, quantitative, and mixed methods research approaches.

- Identify and explain the most common approaches to designing mixed methods research.
- Critically evaluate the research design and quality of findings in published mixed methods studies.
- Design a rigorous mixed methods research study.

Required Text

Tashakkori, A., Johnson, R. B., & Teddlie, C. (2021). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences* (2nd ed.). Sage Publications.

A Note from Your Instructor

Over the course of this semester, we are going to explore how to integrate quantitative and qualitative methods into cohesive and rigorous mixed methods studies. In addition to our text, we will read and discuss a number of methodological articles published in the *Journal of Mixed Methods Research* and review mixed methods studies published in a variety of peer-reviewed outlets. Earlier in this syllabus, I outlined several expected learning outcomes for this course. By successfully completing this course, you will be able to evaluate published mixed methods research and design your own rigorous mixed methods studies. However, it is important to remember that mastering mixed methods research—or any topic—in just one semester is not realistic. My hope is that this course will also prepare you to continue studying and advancing your own quantitative, qualitative, and mixed methods research skills. Finally, please know that I am excited to be working with you this semester! One of the best parts of my job is working with students and I am particularly passionate about teaching methods. I am looking forward to engaging discussions, learning more about your research interests, expertise, and goals, and facilitating an environment where we can all learn from one another. Please do not ever hesitate to ask questions in or out of class, or to stop by my office hours to talk about class materials or discuss research ideas.

Assignments & Grades

Article Discussion Lead (10%)

Starting Week 5, we will begin reading examples of mixed methods studies. This is intended to help expose you to the wide range of designs, methods, and quality present in the mixed methods literature. You will each have an opportunity to lead the class in a 30-minute discussion and/or activity related to one of these mixed methods examples. You are encouraged to prepare 4-7 questions that will help facilitate an examination of the study's research questions, design, findings, and implications. Though not required, if you would like, you may design a small in-class activity to help supplement your prepared questions. The in-class activity could take the form of small group discussions, reflective journaling and sharing, case study analysis, or even a role-playing activity. Feel free to be creative! If this kind of activity causes you stress, please do not worry. I will be there to help, as needed, during class. We will select readings/class sessions in-class on Week 2. Please look ahead to what readings/topics would be of most interest to you.

Research Critique (15%)

Together in class on October 25th, we will develop a tool with which to evaluate mixed methods studies. Individually, you will identify one peer-reviewed, empirical research article in your field or area of interest that uses a mixed methods research design. Then, in a 5-8-page paper, you will briefly describe the research questions, methods, and key findings of the study and offer a critique of its mixed methods research design using the evaluation tool and class readings. Please submit a PDF copy of the article you reviewed along with your paper. Be prepared to share out about your article and critique during class. No need to prepare anything formal (e.g., slides, handouts).

Mixed Methods Research Proposal (in Multiple Parts)

The final project for this course is a 15-20 page (excluding references and title page) mixed methods research proposal. Please review pages 337-351 in Tashakkori et al. (2021) for additional details on mixed-methods proposal and manuscript writing. The goal of this project is for you to outline a study that could be submitted to a conference or peer-reviewed journal. The proposal will be prepared in a series of stages throughout the semester with the following components due at the dates listed below.

Research Topic & Annotated Bibliography (10%)

For this assignment, you will produce an annotated bibliography containing eight research articles or reports related to your research topic. At least six of the publications must be from peer-reviewed journals, but can include a mix of empirical, theoretical, and review pieces. The remaining two publications can include published books/book chapters, or reports from think tanks, research centers, or professional associations. You may choose to review only articles from peer-reviewed journals. Readings from class cannot count towards the eight-publication requirement. References must be formatted using APA 7th style. Annotations should be between 125-200 words (max) and include a summary of the article's research questions/objectives, methods, findings, and implications for practice and/or policy. Include a short introductory paragraph (approximately 250 words) explaining the topic you are interested in researching.

Introduction & Research Questions (10%)

In 2-3 pages, introduce your mixed methods research study and clearly state your overarching mixed methods research question and the quantitative and qualitative research questions/strands. Remember, the introduction should clearly communicate the research issue or problem you are investigating, along with some context to help your reader understand the importance of your proposed study.

Literature Review & Theoretical/Conceptual Framework (15%)

In 4-7 pages, compose a brief narrative literature review and description of your study's theoretical or conceptual framework. The goal of a narrative review is to provide an overview of a specific topic by highlighting relevant and significant research. The use of theoretical or conceptual frameworks differs depending on the type of mixed methods design researchers use. We will go over the use of

theoretical/conceptual frameworks in much more detail in class to help guide you here.

Methods (15%)

In 6-9 pages, describe the research design and specific methods you will use in your study. Be sure to cover the following topics: (1) The family of mixed methods design you will use, (2) the population of interest and sampling, (3) data collection procedures and/or sources, (4) data analysis or methodological techniques, and (5) integration plan.

Full Proposal (15%)

The full proposal should be 15-20 pages in length (excluding references). The full proposal must include the following components: Title page, abstract (200 word max), introduction, literature review, theoretical or conceptual framework, research questions, methods, implications, and references.

Final Presentation (10%)

The final component of the mixed methods research proposal project is the presentation. Please prepare a 10-15 minute presentation outlining your proposal. Though not required, I strongly encourage you to create a slide deck to help facilitate your presentation. Rather than live presentations, you will be asked to record your presentation and upload it to the discussion forum on Canvas by Week 15 (Dec. 6th). We will not meet in-person on Dec. 6th. Rather, during class time on the 6th, please watch your classmates' presentations and comment on them in Canvas. To receive full credit for this assignment, you must post your own presentation and make at least two substantive comments/questions on two other presentations.

Due Dates

Assignment	Due Date	% of Grade
Research Topic & Annotated Bibliography	Sept. 20 th (Week 4)	10%
Introduction & Research Questions	Oct. 11 th (Week 7)	10%
Literature Review & Framework	Oct. 25 th (Week 9)	15%
Research Critique	Nov. 1 st (Week 10)	15%
Methods	Nov. 15 th (Week 12)	15%
Full Proposal	Dec. 6 th (Week 15)	15%
Final Presentation	Dec. 6 th (Week 15)	10%
Article Discussion Lead	TBD	10%

Course Policies

Inclusive Learning

One of my chief responsibilities as your instructor is to help create and facilitate a positive, welcoming, and inclusive learning environment. Together, we must work to create a space and culture of mutual respect, one where a variety of ideas and opinions can be expressed, understood, and tested. Remember, both speaking up and listening

are valuable tools for furthering thoughtful, enlightening dialogue. With that, racist, sexist, homophobic, ableist, or any language or actions that degrade, threaten, or attempt to silence others will not be tolerated.

Office Hours

The office hours listed at the beginning of the syllabus (Tuesdays/Thursday 2:00-4:00) are times I specifically set aside to be available for students. This means, unless otherwise announced, you will find me in my office or available via zoom. Office hours are a great time to talk about your progress in the class, ask additional questions about assignments, or discuss research ideas. If you have a conflict with my scheduled office hours, please do not hesitate to let me know. I am more than happy to schedule another time, either in-person or virtually, that works for us both.

Attendance

Students are expected to attend every class session or notify me in advance that they will be absent along with the reason for the absence. In emergency situations where advance notification is not possible, please try to reach out as soon as you are able. I understand that emergencies happen. Students who miss two class sessions without approval from me will have their final grade reduced by a whole letter grade (e.g., A to B, B to C). Missing three class sessions without authorization may result in a grade of FQ.

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any [potential COVID-19 symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the [University Attendance Policy](#), students also are responsible for all material covered in class and must work with the instructor to complete any

required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.

4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences

Canvas

Students will be able to access the course syllabus, articles, resources, and lecture slides and recordings on Canvas. Lecture slides will be posted after class. All assignments must be submitted through Canvas.

Deadlines

Assignments must be submitted through Canvas by the start of class on the day they are due unless otherwise noted or prior arrangements are made with me. Students should email me as quickly as possible about any special circumstances that may prevent them from submitting their assignment on time. I reserve the right to penalize late assignments by 10%. Assignments may be penalized an additional 5% per week past due.

Writing Format & Expectations

Unless otherwise specified, all written assignments should adhere to a uniform style. For students in the School of Education, I expect you to use the 7th edition of APA style. For all other students, you are free to use the style most commonly used in your discipline (e.g., MLA, Chicago, ASA). If you do not have a copy of the latest APA or other style manual, I would strongly encourage you to become familiar with the Purdue University OWL website: https://owl.purdue.edu/owl/purdue_owl.html.

Unless otherwise noted, papers should be double-spaced, utilize in-text citations as appropriate and include a title page, reference list, page numbers, have one-inch margins, and be in a 12-point standard font (e.g., Arial, Times New Roman, Calibri). Please note that all page-length requirements for assignments are reflective of the above formatting requirements and exclude the title page, references, and any tables or figures.

As a graduate-level course, graduate-level writing is expected. Excessive errors in grammar, punctuation, spelling, and clarity of expression will result in a lower grade. Any papers using sexist, racist or otherwise inappropriate language will be returned

without a grade.

Grading

The grading/evaluation policy for this course is consistent with the standard grading system of Saint Louis University.

100-94	A	4.00	76-73	C	2.00
93-90	A-	3.70	72-70	C-	1.70
89-87	B+	3.30	69-65	D	1.00
86-83	B	3.00	65 or below	F	0.00
82-80	B-	2.70		FQ	0.00
79-77	C+	2.30			

<https://catalog.slu.edu/academic-policies/academic-policies-procedures/grading-system/>

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at:

https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Mandatory Syllabus Statement on Face Masks

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors. Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis

University, including but not limited to those outlined in the Student Handbook. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

Student Support

Basic Needs

Balancing work, life, and education can be especially challenging at times. If you find yourself in personal or academic distress and/or experiencing challenges such as securing food or difficulty navigating campus resources, please contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify me if you are comfortable in doing so, as this will enable me to assist you with finding the resources you may need.

University Counseling Center

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center

(Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call the Student Success Center at 314-977-3484 or visit <https://www.slu.edu/life-at-slu/student-success-center/>.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify me that they wish to use their approved accommodations in the course. Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, *that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience*. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

Course Schedule

Week 1 (Aug. 30th): Course Introduction

Week 2 (Sept. 6th): Quantitative, Qualitative, and Mixed Methods Approaches

Tashakkori et al. (2021): Chapters 1 & 2

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112-133.

Week 3 (Sept. 13th): Research Philosophies and Paradigms

Tashakkori et al. (2021): Chapter 3

Ghiara, V. (2020). Disambiguating the role of paradigms in mixed methods research. *Journal of Mixed Methods Research*, 14(1), 11-25.

Week 4 (Sept. 20th): Mixed Methods Research Designs

Tashakkori et al. (2021): Chapter 5

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research, 3rd edition*. Sage. (Read pp. 65-67).

Schoonenboom, J., & Johnson, R. B. (2017). How to construct a mixed methods research design. *KZfSS Kölner Zeitschrift Für Soziologie Und Sozialpsychologie*, 69(2), 107-131.

Due: Research Topic & Annotated Bibliography

Week 5 (Sept. 27th): Mixed Methods Research Examples

Mavrogordato, M., & White, R. S. (2017). Reclassification variation: How policy implementation guides the process of exiting students from English learner status. *Educational Evaluation and Policy Analysis*, 39(2), 281-310.

Torres, V. (2006). A mixed method study testing data-model fit of a retention model for latino/a students at urban universities. *Journal of College Student Development*, 47(3), 299-318.

Farley-Ripple, E. N., Jennings, A. S., & Buttram, J. (2019). Toward a framework for classifying teachers' use of assessment data. *AERA Open*, 5(4), 1-18.

Mixed Methods Example 1

Week 6 (Oct. 4th): Research Questions, Literature, and Theory

Tashakkori et al. (2021): Chapter 4

Onwuegbuzie, A. J., & Leech, N. L. (2006). Linking research questions to mixed methods data analysis procedures. *The Qualitative Report*, 11(3), 474-498.

Mixed Methods Example 2

Week 7 (Oct. 11th): Sampling Strategies

Tashakkori et al. (2021): Chapter 6

Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1(1), 77-100.

Mixed Methods Example 3

Due: Introduction & Research Questions

Week 8 (Oct. 18th): Data Collection

Tashakkori et al. (2021): Chapters 7 & 8

Mixed Methods Example 4

Week 9 (Oct. 25th): Evaluating Mixed Methods Studies

Bergman, M. M. (2011). The good, the bad, and the ugly in mixed methods research and design. *Journal of Mixed Methods Research*, 5(4), 271-275.

O’Cathain, A. (2010). Assessing the quality of mixed methods research: Toward a comprehensive framework. In A. Tashakkori & C. Teddlie (Eds.), *SAGE handbook of mixed methods in social & behavioral research* (pp. 531-556). SAGE Publications, Inc.

Mixed Methods Example 5:

Due: Literature Review & Framework

Week 10 (Nov. 1st): Workshop Class

Attendance is optional. No readings.

Due: Research Critique

Week 11 (Nov. 8th): More on Mixed Methods Research Designs

Garcia, G. A., & Ramirez, J. J. (2021). Proposing a methodological borderland: Combining chicana feminist theory with transformative mixed methods research. *Journal of Mixed Methods Research*, 15(2), 240-260.

Johnson, R. B., McGowan, M. W., & Turner, L. A. (2010). Grounded theory in practice: Is it inherently a Mixed Method? *Research in the Schools*, 17(2), 65-78.

Mayoh, J., & Onwuegbuzie, A. J. (2015). Toward a conceptualization of mixed methods phenomenological research. *Journal of Mixed Methods Research*, 9(1), 91-107.

Spillane, J. P., Pareja, A. S., Dorner, L., Barnes, C., May, H., Huff, J., & Camburn, E. (2010). Mixing methods in randomized controlled trials (RCTs): Validation, contextualization, triangulation, and control. *Educational Assessment, Evaluation and Accountability*, 22(1), 5-28.

Mixed Methods Example 6:

Week 12 (Nov. 15th): Data Analysis I: Quant & Qual

Tashakkori et al. (2021): Chapter 9, pp. 246-264

Abulela, M. A. A., & Harwell, M. M. (2020). Data analysis: Strengthening inferences in quantitative education studies conducted by novice researchers. *Educational Sciences: Theory and Practice*, 20(1), 59-78.

Gopalan, M., Rosinger, K., & Ahn, J. B. (2020). Use of quasi-experimental research designs in education research: Growth, promise, and challenges. *Review of Research in Education*, 44(1), 218-243.

Maxwell, J. A., & Miller, B. A. (2008). Categorizing and connecting strategies in qualitative data analysis. In P. Leavy & S. Hesse-Biber (Eds.), *Handbook of emergent methods* (pp. 461-477). Guilford Press.

Mixed Methods Example 7:

Due: Methods

Week 13 (Nov. 22nd): Data Analysis II: Integrating Quant & Qual

Tashakkori et al. (2021): Chapter 9: pp. 264-291

Caracelli, V. J., & Greene, J. C. (1993). Data analysis strategies for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 15(2), 195-207.

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

Mixed Methods Example 8:

Week 14 (Nov. 29th): Quality

Tashakkori et al. (2021): Chapter 10

Dellinger, A. B., & Leech, N. L. (2007). Toward a unified validation framework in mixed methods research. *Journal of Mixed Methods Research*, 1(4), 309-332.

Fàbregues, S., & Molina-Azorín, J. (2017). Addressing quality in mixed methods research: A review and recommendations for a future agenda. *Quality and Quantity*, 51, 2847-2863.

Week 15 (Dec. 6th): Final Presentations

Due: Full Proposal

Due: Final Presentation

Mixed Methods Examples

- Bastedo, M. N., Bowman, N. A., Glasener, K. M., & Kelly, J. L. (2018). What are we talking about when we talk about holistic review? Selective college admissions and its effects on low-SES students. *The Journal of Higher Education*, 89(5), 782-805.
- Marsh, J. (2012). The micropolitics of implementing a school-based bonus policy: The case of New York City's compensation committee. *Educational Evaluation and Policy Analysis*, 34(2), 164-184.
- O'Meara, K., Louder, A., & Campbell, C. M. (2014). To heaven or hell: Sensemaking about why faculty leave. *The Journal of Higher Education*, 85(5), 603-632.
- Savitz-Romer, M., Rowan-Kenyon, H. T., Nicola, T. P., Alexander, E., & Carroll, S. (2021). When the kids are not alright: School counseling in the time of COVID-19. *AERA Open*, 7(1), 1-16.
- Spillane, J. P., Shirrell, M., & Adhikari, S. (2018). Constructing "experts" among peers: Educational infrastructure, test data, and teachers' interactions about teaching. *Educational Evaluation and Policy Analysis*, 40(4), 586-612.
- Wang, X., Sun, N., & Wickersham, K. (2017). Turning math remediation into "homeroom:" Contextualization as a motivational environment for community college students in remedial math. *The Review of Higher Education*, 40(3), 427-464.
- Whatley, M., & Stich, A. E. (2021). *From exclusive to inclusive: A mixed-methods investigation of study abroad participation and practices*. *The Journal of Higher Education*, 92(1), 140-167.
- Zumbrunn, S., Marrs, S., Broda, M., Ekholm, E., DeBusk-Lane, M., & Lisa, J. (2019). Toward a more complete understanding of writing enjoyment: A mixed methods study of elementary students. *AERA Open*, 5(2), 1-16.

Dates:

- Week 5 (Sept. 27th)
- Week 6 (Oct. 4th)
- Week 7 (Oct. 11th)
- Week 8 (Oct. 18th)
- Week 9 (Oct. 25th)
- Week 11 (Nov. 8th)
- Week 12 (Nov. 15th)
- Week 13 (Nov. 22nd)