

20TH INTERNATIONAL CONGRESS OF QUALITATIVE INQUIRY
University of Illinois, at Urbana-Champaign

DAY IN MIXED METHODS SIG

May 17th, 2024

Qualitatively-Driven Mixed Methods Inquiry:
Tackling Complex Realities in an Ever-Changing
World



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WELCOME REMARKS

WELCOME TO THE DAY IN MIXED METHODS

We want to thank all conference presenters from around the globe whose insights and innovative scholarship tackle a range of complex problems we must address.

Our conference has gathered leading and emerging scholars in mixed-methods inquiry who are committed to social change and social justice and whose research scholarship will make a difference in the world.

THE DAY WILL HIGHLIGHT THE THEME:

“Qualitatively-Driven Mixed Methods Inquiry: Tackling Complex Realities in an Ever-Changing World.”

The Day in Mixed Methods SIG aligns with the 20th International Congress of Qualitative Inquiry overarching theme of “Qualitative Inquiry in the Present Tense: Crafting a New History.”

As we find ourselves in a time of rapid social and technological change, the Day in Mixed Methods takes a problem-centered approach to mixed methods research inquiry, highlighting the importance of employing qualitative and quantitative approaches to understand and address complex social problems. These are challenging and multi-faceted problems that are hard to define, don’t have a clear-cut solution, and often require knowledge from different disciplinary perspectives. These problem characteristics make them ideal for conducting mixed methods research inquiry.

We aim to focus on “subjugated knowledges”—those lived experiences of marginalized groups that often go unnoticed—by utilizing mixed-method methodologies and techniques that hold promise for unearthing these insights. We aim to generate research that can effectively inform social policy and interventions that include the voices of the marginalized and are aimed at real-world issues that the pandemic has intensified.

The Day aims to explore innovative mixed methods research approaches. The conference sessions and roundtable discussions we plan for the Day provide a platform for mentoring and engaging with emerging scholars who can offer new perspectives on traditional methodologies and new technologies.

The conference Day in Mixed Methods sessions will feature topics such as global health disparities, climate change and sustainability, migration and displacement, education inequity, technological change, and AI ethics, among others the conference will address.

We will focus on examining the intersection between individual struggles and systemic barriers. We aim to bridge the gap between personal narratives and broader societal-institutional factors through discussions and case studies.

Lastly, our conference Day aims to demonstrate how mixed methods inquiry can be a force for advocating social change and influencing policies that contribute to a transformative historical narrative and working towards “crafting a new history,” especially concerning the enormous potential of applying qualitatively-driven mixed methods inquiry approaches that can provide exploratory “ways forward” toward tackling complex realities in an ever-changing world.

Best wishes,
Sharlene Hesse-Biber
James Salvo
Cesar Cisneros
Co-organizers, Day in Mixed Methods

EVENT CO- ORGANIZERS



Sharlene Hesse-Biber, Ph.D
Chair, Keynote Speaker,
ICQI, Mixed Methods SIG 2024



James Salvo
Chair
ICQI, Mixed Methods SIG 2024



Cesar Cisneros Puebla
Chair
ICQI, Mixed Methods SIG 2024

Registration 8:00-8:30 a.m.

Welcome Remarks 8:30 - 8:40 a.m.

Morning Concurrent Sessions 8:50 - 9:50 a.m.

Mentoring Roundtable Sessions

A: Union Illini Room 217

B: Union Illini Room 217

SESSION 4:

Visual Inquiry in
Qualitative Mixed
Methods

Union Illini Room 215

SESSION 3:

Qualitatively Oriented
Mixed Methods Research
with Youth Populations

Union Illini Room 213

Keynote Address 10:00 - 11:00 a.m.

Forging a Problem-Centered Qualitatively-Driven Renaissance and the New Frontier of Artificial Intelligence (AI)

Union Illini Room 210

Refreshment Break 11:00 - 11:15 a.m.

Morning Symposium 11:15 - 12:30 p.m.

How Can We Harness the Power of Qualitatively Driven Mixed Methods to Address Complex Problems?

Union Illini Room 210

Lunch 12:30 - 1:30 p.m.

Afternoon Concurrent Sessions 1:30 - 2:30 p.m.

Mentoring Roundtable Session

C: Union Illini Room 217

SESSION 6:

The Application of Innovative
Perspectives in Mixed Methods
and Multiple Methods to Tackle
Complex Problems in Healthcare
and Education

Union Illini Room 211

SESSION 7:

Qualitative Research in the
Field of Special Education:
Prevalence, Training, and
Gatekeeping

Union Illini Room 213

SESSION 8:

Designing Multiple and
Mixed Methods Studies to
Translate into Systemic
Equity-Change

Union Illini Room 215

SESSION 5:

Barriers to Qualitatively-
Driven Mixed Methods
Inquiry: Costs to Not
Overcoming Them

Union Illini Room 209

Mid-Afternoon Concurrent Sessions 2:30 - 3:30 p.m.

Mentoring Roundtable Sessions:

D: Union Illini Room 217

E: Union Illini Room 210

F: Union Illini Room 210

SESSION 10:

Mixed Methods Research in
Addressing Complex Problems
within Educational Systems

Union Illini Room 211

SESSION 11:

Mixed Methods and
Applied Research:
Methods from the Field

Union Illini Room 213

SESSION 12:

Important Role of Qualitative
Mixed Methods Research in
Addressing Complex Research in
the Social Sciences

Union Illini Room 215

Closing Symposium 3:30 - 4:45 p.m.

Future Directions of Qualitatively Driven Mixed Methods Inquiry

Union Illini Room 210

Closing Remarks 4:45 - 5:00 p.m.

International Congress of Qualitative Inquiry

MORNING CONCURRENT SESSIONS

Date: Friday, May 17, 2024

Time: 8:50 -9:50 A.M.

Location: Union Illini Room 209

Concurrent Session 1: Central Ingredients to Growing Mixed Methods Praxis to Tackle Complex Research Questions

A Mixed Methods Cookbook: Ingredients to Guide Interweaving, *Mandy Archibald, University of Manitoba*

The Quintessential Ingredient: Harnessing the Power of Researcher Standpoint in Mixed Methods Inquiry, *Sharlene Hesse-Biber, Boston College*

Expanding the Concept of Design: An Interrelated Approach to Hybrid Designs, *Kathleen Collins, University of Arkansas*

The Finishing Touch: Using Visual Tools in Mixed Methods Research, *Timothy Guetterman, University of Michigan*

Chair: Mandy Archibald, University of Manitoba

Date: Friday, May 17, 2024

Time: 8:50 -9:50 A.M.

Location: Union Illini Room 211

Concurrent Session 2: Integrative Insights: The Role of Creativity and the Arts in Enhancing Mixed Methods Research and Promoting Social Justice

Imagination and Arts- Based Practices for Integration in Research, *Nancy Gerber, Florida State University*

Yangzhou Block Printing and the Paradox of Authenticity in ICH, *Lingran Zhang, The Ohio State University*

Entering Into Zen Garden with Nature's Queer Performativity, *Siyu Zhang, Florida State University*

Creativity and Community: A Mixed Methods Approach to Research as Advocacy, *Jacelyn Biondo, Thomas Jefferson University*

Chair: Nancy Gerber, Florida State University

International Congress of Qualitative Research

MORNING CONCURRENT SESSIONS

Date: Friday, May 17, 2024

Time: 8:50 -9:50 A.M.

Location: Union Illini Room 213

Concurrent Session 3: Qualitatively Oriented Mixed Methods Research with Youth Populations

Reflections on Supporting Youth Participatory Action Research from an Adult Research Partner, *Peggy Shannon-Baker, Georgia Southern University*

Using Mixed Methods to Examine the Access of Young Children of Immigrants to Education Entitlements, *Cady Landa, University of Illinois, at Urbana- Champaign*

Using Qualitatively-Oriented Mixed Methods to Explore the Use of Trauma-Informed Care in Early Childhood Special Education, *Catherine Corr, University of Illinois at Urbana Champaign, Mia Chudzik, University of Illinois at Urbana-Champaign*

Chair: Peggy Shannon-Baker, Georgia Southern University

Date: Friday, May 17, 2024

Time: 8:50 -9:50 A.M.

Location: Union Illini Room 215

Concurrent Session 4: Visual Inquiry in Qualitative Research

Seeing the Whole Picture: Necessity of the Visual in Mixed Methods Research, *Kerry Freedman and Richard Siegesmund, Northern Illinois University*

Stratified Thoughts: Visual Journaling as a Mixed Method for Research, *Sara Scott Shields, Florida State University*

Visual Inquiry in Counseling and Eating Disorders: Photo Elicitation, Visual Advocacy, and Social Art, *Madeleine Romito, Northern Illinois University*

Chairs: Kerry Freedman and Richard Siegesmund

International Congress of Qualitative Inquiry

MORNING ROUNDTABLES

Date: Friday, May 17, 2024

Time: 8:50 -9:50 A.M.

Location: Union Illini Room 213

Roundtable A: How to Write Your Mixed Methods Research Project

Roundtable Mentor: David Morgan, Portland State University

Date: Friday, May 17, 2024

Time: 8:50 -9:50 A.M.

Location: Union Illini Room 215

Roundtable B: Mentoring: Receive Feedback on Your Mixed Methods Project

Roundtable Mentors: John Hitchcock, Westat

International Congress of Qualitative Inquiry

KEYNOTE

**Forging a Problem-Centered Qualitatively-Driven
Renaissance and the New Frontier of Artificial
Intelligence (AI)**

Date: Friday, May 17, 2024

Time: 10:00 - 11:00 A.M.

Location: Union Illini Room 210

Keynote Address Speaker

Sharlene Hesse-Biber, Boston College

KEYNOTE SPEAKER

Forging a Problem- Centered Qualitatively-Driven Renaissance and the New Frontier of Artificial Intelligence (AI)

Time: 10:00 - 11:00 A.M.

Location: Union Illini Room 210



My keynote address invites you to embark on a journey to redefine the landscape of Mixed Methods Research (MMR) by championing the pivotal role of qualitatively-driven inquiry.

I navigate the historical contours of the MMR terrain, highlighting how a quantitatively-driven paradigm became the dominant mixed methods design and continues to overshadow the exploratory power of qualitative methodologies and methods and their ability to get at subjugated knowledge, especially regarding marginalized populations and discerning complex layers of meaning often ignored by a quantitatively-driven inquiry. We need quantitatively- driven mixed methods, but we also desperately need to harness qualitatively-driven perspectives to address complexity.

Beginning with a compelling case study on ovarian cancer research, I examine the limitations of *traditional quantitative dominance* in mixed methods research that lays the groundwork for a broader discussion on the necessity of embracing complexity through mixed methods qualitatively-driven insights.

Advocating for a *qualitatively driven Renaissance*, I argue for a *problem-centered approach* where mixed-methods research design is intricately aligned with the research question, ensuring that methodologies capture the complexity of the phenomena under study. I call for a re-consideration of the practice of “bricolage” elaborated in the works of Levi-Strauss (1966), Denzin and Lincoln (1998), Kincheloe (2001) and others. Bricolage pre-dates the formalized practice of mixed methods and envisions the role of the researcher as “bricoleur” who utilizes their skill and creativity, not feeling bound to follow formalized template research designs. Instead, they were comfortable exploring a *range of methodologies, methods, and theories from a range of disciplines*. They used what they had “on hand” to create a research design that *focused on the complexity of the research problem. Bricolage might be considered a “state of mind” approach that holds promise for promoting a qualitatively-driven MM renaissance.*

At the heart of my keynote is the potential of *Artificial Intelligence (AI)* to further support a *MM renaissance in qualitative inquiry*. Rather than replacing the human element, I envision AI as a powerful ally, enhancing the depth and breadth of qualitative analysis and fostering innovative research practices with great potential to address complex research problems.

I advocate for a *human-centered collaborative approach* in which the researcher interacts through *prompt engineering* to actively shape AI processes and results, rather than just using AI tools passively. This collaborative effort expands the researcher’s ability to address complex problems.

The keynote will stress the significance of *feminist research principles of praxis* in maintaining ethical standards in AI usage to ensure that technological advancements in mixed methods research are grounded in ethical praxis that can enrich and expand our understanding of the complexity of human experience.

I hope my keynote will provide some MM insights as you journey across the current terrain of mixed methods inquiry. I will continue my mixed methods journey working toward a vision of Mixed Methods inquiry that advocates for methodological pluralism, an openness to new technologies, one where difference matters and social change and social justice are valued goals. I will need these things in my researcher bricolage kit to tackle complex social problems.

Thank you and best wishes,

Sharlene Hesse-Biber, Ph.D

Keynote Speaker, International Congress of Qualitative Inquiry, Day in Mixed Methods SIG

International Congress of Qualitative Inquiry

MORNING SYMPOSIUM

How Can We Harness The Power of Qualitatively Driven Mixed Methods Research to Address Complex Problems?

Date: Friday, May 17, 2024

Time: 11:15 - 12:30 P.M.

Location: Union Illini Room 210

Morning Symposium Speakers:

Timothy Guetterman, University of Michigan

Kathleen Collins, University of Arkansas

David Morgan, Portland State University

James Salvo, Wayne State University

Chair/Discussant: Kathleen Collins

We envision this symposium as a place of engaging dialogue around the critical question: “How can we harness the power of Qualitatively Driven Mixed Methods Research to address complex problems?” Alternative to a lengthy presentation-format, each symposium will feature a more interactive model where each panelist will provide focused remarks. Crisp ideas will frame perspectives on rich issues for no more than 15 minutes per panelist. We aim to promote a rich circulation of ideas by listening to the range of insightful perspectives from leading mixed methods scholars. The stage will open up to a short Q&A discussion with the speakers and the audience for the concluding 15 minutes of the symposium. This will allow for a back-and-forth collaboration, building upon the initial remarks of the discussants. We encourage you to also continue these discussions outside of the symposium context. This symposium forms “Circles of Conversation,” also part of the Jesuit Tradition of dialoguing. Audience members are encouraged to attend and prepare with questions and thoughts to model collaborative co-construction of knowledge.

MORNING SYMPOSIUM



Leveraging software for integrative analysis

Compiling, managing, organizing, and analyzing data in a qualitatively-driven mixed methods project is often overlooked. For complex problems, even studies with a smaller sample size that entail multiple forms of data collection can generate large amounts of data to manage. Software can help researchers to better address research questions through qualitative and mixed methods analysis features. For studies that intersect approaches such as case study, grounded theory, or narrative research with mixed methods, software can facilitate more sophisticated analysis beyond just coding, where many people stop. Through software, data can be queried, quantitative variables can be integrated, and sophisticated visuals developed.

Timothy Guetterman, University of Michigan



Interrelated Models Appropriate for Designing Hybrid Studies

A hybrid design (HD) comprising two or more designs, specifically mixed methods design (MMD) and a methodological approach comprising a community-based participation design (CBPD) provide opportunities and challenges. The following models are proposed to facilitate co-construction of a MMD and a CBPD: conceptualization model outlining core principles of CBPD, HD and MMD; integration model strategizing the MMD methodological components; and integrity design model outlining quality criteria. Model composition is detailed to promote integration within a study, and to elevate credibility surrounding the researcher's conclusions.

Kathleen Collins, University of Arkansas



Power, Benefits, and Visibility in Qualitatively Driven Mixed Methods Research

This presentation looks at the importance of power, benefits, and visibility in understanding the past, the present, and future of qualitatively driven mixed methods research. For power, I examine the past roles played by both quantitative and qualitative methods. For benefits, I discuss the need for value added in our current studies. And for visibility, I emphasize the future importance of labelling and promoting relevant designs.

David Morgan, Portland State University



In order to address complex problems, it seems necessary to have a comprehensive worldview that can sufficiently account for the different kinds of systems within which beings in the world are bound. Namely, there appear to be at least four conceptualizable systems which are not practically discrete, but are instead coterminous inasmuch as they seem to all at once be the collection of binding parameters pertaining to beings in our knowable world. Those four systems can be described as: 1) the deterministic, 2) the stochastic, 3) the constitutive, and 4) the volitional. This presentation will describe in more detail the parameters of these systems, show how these systems interact with one another, and work to show how qualitatively driven mixed methodological approaches can help researchers collect and integrate data from each of these systems.

James Salvo, Wayne State University

AFTERNOON CONCURRENT SESSIONS

Date: Friday, May 17, 2024

Time: 1:30 - 2:30 P.M.

Location: Union Illini Room 209

Concurrent Session 5: Barriers to Qualitatively-Driven Mixed Methods Inquiry: Costs to Not Overcoming Them and Ideas for Moving Forward

Dialectical Pluralism: Opening different ways of knowing the world, *Burke Johnson, University of South Alabama*

Integrating the Research Landscape: Radical Middle, Critical Dialectical Pluralism, and the Emergence of Integrated Mixed Methods Autoethnography, *Anthony Onwuegbuzie, University of Cambridge*

Qualitatively-Driven Mixed Methods Inquiry and Causal Inference, *John Hitchcock, Westat*

Chair: John Hitchcock, Westat

Date: Friday, May 17, 2024

Time: 1:30 - 2:30 P.M.

Location: Union Illini Room 211

Concurrent Session 6: The Application of Innovative Perspectives in Mixed Methods and Multiple Methods to Tackle Complex Problems in Healthcare and Education

Subverting the Rainbow, *Lee Smith, Whitireia & WelTec Community Polytechnic Te Pūkenga*

Integrated Approaches to Healing and Expertise in Anorexia Nervosa: An Embedded Mixed Methods Design, *Emily Barko, Boston College*

Examining the Potential of Timelines in Mixed Methods Research, *Mandy Archibald, University of Manitoba*

Chair: Kathleen Collins, University of Illinois

AFTERNOON CONCURRENT SESSIONS

Date: Friday, May 17, 2024

Time: 8:50 -9:50 A.M.

Location: Union Illini Room 215

Concurrent Session 7: Qualitative Research in the Field of Special Education: Prevalence, Training, and Gatekeeping

The Prevalence of Qualitative Research in Special Education, *Catherine Corr*
University of Urbana- Champaign, Jisun Oh, University of Kansas

Special Education Doctoral Students' Methodological Training Opportunities,
Melinda R. Snodgrass, Illinois State University

Methods Gatekeeping in the Publishing Process, *Mia Chudzik, University of Illinois at Urbana-Champaign*

Chair: Catherine Corr, University of Illinois at Urbana-Champaign

Date: Friday, May 17, 2024

Time: 1:30 - 2:30 P.M.

Location: Union Illini Room 215

Concurrent Session 8: Designing Multiple and Mixed Methods Studies to Translate into Systemic Equity- Change

Illuminating Well-Being for Individuals with Lived Experiences within the Child Welfare System: Using Mixed Qualitative Methods, *Heather Fox, University of Illinois*

Supporting Race and Cultural Identity Development for Youth in Transracial Placements Using Geospatial Analytic Methods to Provide Context for a Phenomenological Interview Study, *Robin LaSota, University of Illinois*

Supporting Race-Equitable Child Welfare Outcomes for Black Children and Youth Using Sequential Methods, *Eunjee Song, University of Illinois*

Chair: Heather Fox, University of Illinois at Urbana-Champaign

International Congress of Qualitative Inquiry

AFTERNOON ROUNDTABLES

Date: Friday, May 17, 2024

Time: 1:30- 2:30 P.M.

Location: Union Illini Room 215

Roundtable C: Designing a Mixed Methods Project

Roundtable Mentor: David Morgan, Portland State University

MID-AFTERNOON CONCURRENT SESSIONS

Date: Friday, May 17, 2024

Time: 2:30 - 3:30 P.M.

Location: Union Illini Room 209

Concurrent Session 9:

Panel Discussant 1: *Mitch Allen, Scholarly Roadside Service*

Panel Discussant 2: *C. Deborah Laughton, Guilford Press*

Panel Discussant 3: *David L. Morgan, Sage Publications, Qualitative Health Records*

Panel Discussant 4: *Helen Salmon, Sage Publications*

Chair: *James Salvo, Wayne State University, David Morgan, Portland State University*

Date: Friday, May 17, 2024

Time: 2:30 - 3:30 P.M.

Location: Union Illini Room 211

Concurrent Session 10: Mixed Methods Research in Addressing Complex Problems within Educational Systems

Exploring mixed methods to address sexual harassment in Chilean Universities, *Vanessa Jara-Labarthe, Universidad de Tarapacá*

Teaching Sustainability sustainably: Perspective-taking, Reciprocity, and Action in a Research Methods Class, *Ulrich Teucher, University of Saskatchewan*

Integrating History into Mathematics, Teaching and Learning: A Mixed Methods Study, *Praveen Chhikara, University of Illinois at Urbana-Champaign*

Navigating the Dilemma: Use of ChatGPT in Social Work Education, *Liat Shklarski, Hunter College*

Chair: *Vanessa Jara-Labarthe, Universidad de Tarapacá*

MID-AFTERNOON CONCURRENT SESSIONS

Date: Friday, May 17, 2024

Time: 2:30 - 3:30 P.M.

Location: Union Illini Room 213

Concurrent Session 11: Mixed Methods and Applied Research: Methods from the Field

Mixed Methods and Applied Research: The Latino Policy Forum, *Noreen Sugrue, Latino Policy Forum*

Internal Review Process for Mixed-Methods Studies, *Chen An, University of Chicago*

Shedding Light on Qualitative Inquiry and Mixed Methods in Large-Scale Education Research Studies, *John Hitchcock Westat*

Chair/Discussant: John Hitchcock, Westat

Date: Friday, May 17, 2024

Time: 1:30 - 2:30 P.M.

Location: Union Illini Room 213

Concurrent Session 12: Important Role of Qualitative Mixed Methods Research in Addressing Complex Research in Social Sciences

Integration and Unification of Science as an Eternal Dream of Old and New Epistemologies of the Social Sciences, *Cesar Cisneros Puebla, Universidad de Tarapacá*

Helping Professionals Bear Witness to the Lived Experiences of Undocumented Central Americans Seeking Asylum in the United States, *Amy Clark, Midwestern State University in Texas*

Mixed Methods for Strengthening Relational and Experiential Validity in Evaluation, *Melissa Goodnight, University of Illinois, at Urbana-Champaign*

Chair: Cesar Cisneros Puebla, Universidad de Tarapacá

International Congress of Qualitative Inquiry

MID-AFTERNOON ROUNDTABLES

Date: Friday, May 17, 2024

Time: 2:30 - 3:30 P.M.

Location: Union Illini Room 213

Roundtable D: Arts- Based Mixed Methods

Roundtable Mentor: Mandy Archibald, University of Manitoba

Date: Friday, May 17, 2024

Time: 2:30 - 3:30 P.M.

Location: Union Illini Room 215

Roundtable E: Mentoring: Receive Feedback on Your Mixed Methods Project

Roundtable Mentor: Peggy Shannon-Baker, Georgia Southern University

Date: Friday, May 17, 2024

Time: 1:30 - 2:30 P.M.

Location: Union Illini Room 213

Roundtable F: Difference Matters in Genomics: Intersectional Dialogues on Testing Inequalities

Roundtable Facilitators: Elizabeth Pozniakova, Boston College, Maeve Geraghty, Boston College

CLOSING SYMPOSIUM

Future Directions of Qualitatively- Driven Mixed Methods Inquiry

Date: Friday, May 17, 2024

Time: 4:30- 4:45 P.M.

Location: Union Illini Room 210

Closing Symposium Speakers:

Burke Johnson, University of South Alabama

Mandy Archibald, University of Manitoba

Peggy Shannon-Baker, Georgia Southern University

Cesar Cisneros, Universidad de Tarapacá

Chair/Discussant: Burke Johnson, University of South Alabama

We envision this symposium as a place of engaging dialogue around the critical prompt “Future Directions of Qualitatively- Driven Mixed Methods Inquiry.” Alternative to a lengthy presentation- format, each symposium will feature a more interactive model where each panelist will provide focused remarks. Crisp ideas will frame perspectives on rich issues for no more than 15 minutes per panelist. We aim to promote a rich circulation of ideas by listening to the range of insightful perspectives from leading mixed methods scholars. The stage will open up to a short Q&A discussion with the speakers and the audience for the concluding 15 minutes of the symposium. This will allow for a back-and-forth collaboration, building upon the initial remarks of the discussants. We encourage you to also continue these discussions outside of the symposium context. This symposium forms “Circles of Conversation,” also part of the Jesuit Tradition of dialoguing. Audience members are encouraged to attend and prepare with questions and thoughts to model collaborative co-construction of knowledge.

CLOSING SYMPOSIUM



Qualitatively-Driven Mixed Methods Research in Science and Society

R. Burke Johnson will briefly discuss the importance of qualitative approaches to research questions, study designs, purposive sampling, methods of data collection, data analysis, and research quality. He will outline how qualitative theoretical frameworks or methodologies, such as phenomenology, ethnography, narrative inquiry, grounded theory, and case study, sometime can be supplemented and extended with mixed methods and quantitative data and strategies. He will address the importance of qualitative data for addressing local or particular causation and complexity in our world that quantitative approaches are failing to capture. He will provide a pluralistic ontology while recognizing the importance of particularistic understandings of people, cultures, times, and places. All of these approaches are important for a more humanistic and inclusive science.

Burke Johnson, University of South Alabama



Current trends towards participatory or collaborative approaches, visual and arts-based modalities, and possibilities for inherently mixed approaches which emphasize integration provide insight into the future of qualitatively driven mixed methods research. I will discuss these three domains and their synergies in this symposium. Specifically, the need for qualitative influence into problem formulation and understanding of team dynamics will be critical as the need for complex trans-disciplinary MMR grows. Non-linear and emergent designs incorporating arts-based research empirical applications and theorizing around the interweaving of arts-based research, will open space for tacit understandings and representations. I will also discuss emerging qualitatively driven, inherently mixed approaches and the possibilities that they offer for contextualized understanding in MMR.

Mandy Archibald, University of Manitoba



If These Studies Could Talk: Storytelling in Mixed Methods Research

Imagine a good story—from a family member, friend, book, show, or movie. How did it pull you in? How did it engage you? Now imagine if we had more of that in mixed methods research. The purpose of this paper is to advocate for more storytelling in mixed methods. I will share some of my own stories drawing from my work as a mixed methods teacher, mentor, and researcher. My goal is to connect the strengths of storytelling as inquiry to the need for reflexivity, messiness, and accessibility in mixed methods research.

Peggy Shannon-Baker, Georgia Southern University



Multivocal Critical Qualitative Inquiry as a Qualitatively Driven Approach

I demonstrate the usefulness of Multivocal Critical Qualitative Inquiry (MCQI) to focus on complex sociological realities that involve social movements of protest and social change, as well as the design of public policies. I show how an MCQI approach is emerging from various disciplinary perspectives. I call for addressing the contributions of this approach. My reflection is based on a brief analysis of three MCQI components: creative subversion, creative activism, and collective theorization. The components are applied in my discussion of future directions for qualitatively-driven mixed methods inquiry by integrating the notions of sympoiesis and pluriverse.

Cesar Cisneros, Universidad de Tarapacá

MORNING CONCURRENT SESSION 1

Central Ingredients to Growing Mixed Methods Praxis to Tackle Complex Research Questions

A Mixed Methods Cookbook: Ingredients to Guide Interweaving *Mandy Archibald, University of Manitoba*

What are the key ingredients required to engage with the complexities of interweaving of multiple research methodologies, methods, and techniques across qualitative and quantitative traditions? How can the metaphor of a cookbook advance understanding of mixed methods research, and what should be included as its key ingredients and recipes? In this session, we explore these questions by leveraging the linguistic power of metaphor to create linkages between otherwise dissimilar subjects or experiences in the context of mixed methods research. Metaphors leverage visual thinking and provide a working framework to enhance discussion, comparison, and ultimately understanding. Because they link often abstract concepts to more concrete material, they provide a comprehensible and accessible approach to learning. By exploring the metaphorical integral ingredients such as researcher standpoint, hybrid design and XXX in mixed methods research, we seek to create cognitive bridges connecting new content with more familiar subjects and provide access points for researchers embarking on mixed methods research investigations.

The Quintessential Ingredient: Harnessing the Power of Researcher Standpoint in Mixed Methods Inquiry, *Sharlene Hesse-Biber, Boston College*

A researcher needs to reflect on their research standpoint before embarking on their research journey. This is especially important when researchers are the primary data collection tool, such as when researchers gather intensive interviews. Researchers come to their research project with particular values and ideas regarding the social world and how it can be discovered. This standpoint encompasses the researcher's theoretical and methodological viewpoints as a guiding force throughout the research study. A researcher's standpoint impacts aspects of the research process from how questions are framed and methods are chosen to how data is interpreted and findings are presented. By highlighting the researcher's standpoint there is an emphasis on reflexivity – where researchers examine their biases, viewpoints and reflect on how their positionality can impact all stages of the research process. Such a reflexive process can assist the researcher in bolstering their study's integrity and elevating its credibility, significance, and impact.

Expanding the Concept of Design: An Interrelated Approach to Hybrid Designs, *Kathleen Collins University of Arkansas at Fayetteville*

A hybrid design has the capacity to encompass more than one approach to design, thereby expanding the number of components (ingredients) in a mixed methods research (MMR) design (recipe). My contribution to this symposium is to discuss a hybrid design comprising three components, namely, transformative paradigm, participatory MMR approaches, and contexts aligned to Bronfenbrenner's social ecological framework. In my view, the contribution of these ingredients can lead to a recipe that results in outcomes that are not viable by applying only one ingredient. This is especially relevant to studies focused on complex topics, such as issues related to marginalized populations.

The Finishing Touch: Using Visual Tools in Mixed Methods Research, *Timothy Guetterman, University of Michigan*

Perhaps, you are icing a cake, adding finishing sauce to a dish, or garnishing for final presentation. Finishing touches can transform a dish from average to excellent. Visual tools in mixed methods research can provide that extra assistance to facilitate integration in at least three ways: 1) procedural diagrams that map for a mixed methods design; 2) tables and software features that facilitate integrating qualitative and quantitative data or results; and 3) visual tools like joint displays to present the results of integration. Visual tools can facilitate integration and the linking of other essential ingredients. A diagram of the process of a mixed methods study indicates when, where, and how qualitative and quantitative methods are used and integrated to address research questions. Tables and software features can break down the cognitively complex process of integrating multiple forms of data or results to address research questions by enabling comparison or exploring relationships among qualitative and quantitative results. Joint displays can be used to present integrative results, acting as an organizing device for accompany narrative.

MORNING CONCURRENT SESSION 2

Integrative Insights: The Role of Creativity and the Arts in Enhancing Mixed Methods

Research and Promoting Social Justice

Imagination and Arts-Based Practices for Integration in Research Contact: Nancy Gerber, *Florida Sate University*

This presentation explores the philosophical assumptions, defining concepts, and methodological issues related to the introduction of intentional imaginative mental processes and arts-based practices into some or all phases of conceptualization, investigation and integration in research. Introducing imagination and arts-based practices in research represents a shift from dominant paradigms requiring the juxta positioning of scientific linear-causal thinking alongside elusive, rhizomatic, and imaginative mental processes. These processes represent the awkward but necessary re-positioning of diverse types of complementary and paradoxical data creating the necessary tension of difference between known and unknown meaning and measure. Using imagination in juxta positioning diverse and paradoxical data opens opportunities for new insights that would otherwise be inaccessible. Integration of diverse data is a challenging and imaginative creative process, typically noted in mixed and multi-methods approaches, requiring innovative thinking while simultaneously preserving the robustness of the research.

Not Set in Stone: Yangzhou Block Printing and the Paradox of Authenticity in ICH Lingran *Zhang, The Ohio State University*

This research explores the role of authenticity in safeguarding intangible cultural heritage (ICH) in China. It first examines the concept's use in the official safeguarding measures implemented by the Chinese government through web scraping with Python of official policy documents and media releases. The impact of the official measures on ICH practitioners is then evaluated through a case study of Yangzhou block printing, an ancient printing technique recognized by UNESCO. Qualitative data was collected from participant observation and interviews with practitioners, offering a bottom-up perspective on the consequences of active implementation of such measures. The research highlights the evolving role of authenticity in safeguarding ICH in the past 20 years, from a central element in the initial phase, to its usurpation by innovation, and to gaining equal importance with innovation. The research demonstrates how practitioners comply with or challenge 'authenticity' defined by the authorized heritage discourse in their daily practices.

Entering Into Zen Garden with Nature's Queer Performativity Siyu Zhang, *Florida State University*

By using content analysis into this study, I try to find out the philosophic connection between nature's queer performativity and Japanese zen gardens. It discusses the ideas of entangled identities, nature's queer worlding, space time matter, and the entanglement etc. behind the Zen Garden in the first section. Then, I introduce a famous zen garden named 'Ryoanji garden' as a case study to explore and testify the existence of the relativity between them(the coding data from my content analysis). Finally, I, as a practitioner who understands nature's queer theory, entered into 'a zen garden kit for desk' twice to explore those philosophical interlinks, leading up to an academic discussion and trying to find out an effective way to apply it into SEL in the art education field. Throughout the whole analysis process, my research questions are:

1. What's the philosophical connections between Barad's nature's queer performance and Japanese zen gardens?
2. If there is an aesthetic connection between the western theory and the eastern art form, how to apply this idea into the art education field or in art therapy?

Creativity and Community: A Mixed Methods Approach to Research as Advocacy Jacelyn *Biondo, Thomas Jefferson University*

In our experience together, we will review the development, implementation, and analysis of a mixed-methods convergent feasibility study that implemented a single-session dance/movement therapy intervention for individuals who were experiencing acute manifestations of schizophrenia. We will explore the profound role of creativity in intervention implementation and the significance of facilitating qualitative interviews with marginalized populations in order to expand our understanding of a priori assumptions and not-yet-known phenomena. We will consider and dissect the notion of the prioritization of written knowledge transmission. We will review and discuss the project challenges, which were rooted in rigid and post-positivist paradigms, and explore how to move towards risk to yield powerful reward. We will highlight and celebrate the richness of the qualitative component of the study with particular attention on acquisition of the role of community in research interventions. Finally, we will consider the role of research as advocacy, particularly as it relates to creativity, community, equity, and justice.

MORNING CONCURRENT SESSION 3

Qualitatively Oriented Mixed Methods Research

Reflections on Supporting Youth Participatory Action Research from an Adult Research Partner, Peggy Shannon-Baker, Georgia Southern University

Youth participatory action research (YPAR) is a systematic approach to research that centers youth voices and decision-making throughout the research process and results in action, activism, and other creative responses by youth to make positive social change. Although there is a wealth of rich examples of YPAR and evaluations of YPAR in the literature, this paper aims to provide share insights and guidance from an adult research partner of a community-based YPAR program to better prepare and support adult facilitators of this youth-centered research approach. This paper is based on the author's role as a researcher partner for a community-based nonprofit organization in the southeastern USA where youth conducted a qualitatively oriented mixed methods study about how the structure of high schools impact students' burnout. In this role, the author periodically taught youth in the program about the research process, how YPAR differs from other approaches to research, how to collect and analyze qualitative and quantitative data in traditional and creative ways, how to interpret their findings, and how to better use their data in sharing about their research and recommendations. The paper concludes with recommendations for engaging with youth as an adult facilitator, including how to negotiate power differences, encouraging youths' creative expression and activism, and navigating role differences between youth and adults.

Using Mixed Methods to Examine the Access of Young Children of Immigrants to Education Entitlements, Cady Landa, University of Illinois at Urbana-Champaign

The paper will discuss relationships between a quantitative analysis of statewide student-level administrative data and a qualitative case study of an elementary school in exploring whether, how, and why young children of immigrants are disadvantaged in the administration of public elementary education. The paper will describe the advantages of mixing administrative data showing the outcomes of educational processes (program participation and placement) with the voices of young children's parents and the staff that serve them at school. The paper will focus on study methods and findings, discussing similarities and differences in the use of theoretical frameworks in the quantitative and qualitative analyses and how the quantitative and qualitative analyses informed one another in designing the research, developing the findings, and identifying implications for research, public policy, and practice.

Using Qualitatively-Oriented Mixed Methods to Explore the Use of Trauma-Informed Care in Early Childhood Special Education, Catherine Corr, University of Illinois at Urbana Champaign, Mia Chudzik, University of Illinois at Urbana-Champaign

Estimates suggest that one in two preschool-aged children have experienced trauma, and children with disabilities are more likely to experience trauma than those without disabilities. This highlights the importance of early childhood special education teachers to be able to implement trauma-informed care in their classroom. The purpose of this study was to explore how inclusive preschool teachers implemented trauma-informed care. We used a qualitatively-oriented convergent mixed methods design. Data was collected via an online survey to measure trauma-informed attitudes, and semi-structured interviews and photo-elicitation to explore trauma-informed practices. Then, we analyzed the data separately and merged data together for interpretation. We organized the findings into three main areas: (1) what participants identified as trauma-informed practices they use in their classroom, (2) areas of complementarity and divergence across trauma-informed attitudes and practices, and (3) what influences participants' use of trauma-informed practices. The findings from this study have implications for how qualitatively-oriented mixed methods research can be used to promote the well-being of young children in early childhood special education settings.

MORNING CONCURRENT SESSION 4

Visual Inquiry in Qualitative Mixed Methods

Seeing the Whole Picture: Necessity of the Visual in Mixed Methods Research *Richard Siegesmund and Kerry Freedman, Northern Illinois University*

The opportunities of mixed methods include the use of visual methods to reveal complex, tacit knowledge unavailable through other research practices. This presentation will focus on contributions and creations of visual culture, visual methods of inquiry, tacit knowledge, and new materialism to inform the social sciences, including research methods in education. The presenters will discuss the use of an image analysis matrix to help researchers in the process of inquiry.

Stratified Thoughts: Visual Journaling as a Method for Research *Sara Scott Shields, Florida State University*

In this presentation, we will delve into the transformative potential of visual journaling as both a mode and method of qualitative inquiry. This presentation conceptualizes visual journaling as a stratified practice blending creative expression with scholarly reflection by encouraging the layering of various modes of expression, communication, and meaning-making during the research process. This presentation will explore how visual journaling might serve as a method for both generating and analyzing data, offering a dynamic research approach that engages multiple senses and perspectives. Drawing from personal experiences and research endeavors, this presentation will showcase how visual journaling can inspire deep introspection, foster creative research practices, and cultivate new ways for engaging audiences in research outcomes. Join me as we explore the stratified layers of visual journaling as a transformative visual method in research.

Visual Inquiry in Counseling and Eating Disorders: Photo Elicitation, Visual Advocacy, and Social Art *Madeleine Romito*

The role of sociocultural factors in the onset and maintenance of eating and body image concerns in Westernized cultures has been well-documented. Continued research on sociocultural factors, however, is often overlooked in prevailing approaches that emphasize biology and individual psychology. Therefore, this presentation details the use of a photo-elicitation protocol to explore sociocultural factors in American women disordered eating and body dissatisfaction. In the interest of future research and the elevation of visual inquiry, the potential benefits of methods such as visual advocacy and social art in counseling and eating disorders research are discussed.

AFTERNOON CONCURRENT SESSION 5

Barriers to Qualitatively-Driven Mixed Methods Inquiry: Costs to Not Overcoming Them and Ideas for Moving Forward

Qualitatively-Driven Mixed Methods Inquiry and Causal Inference, *John Hitchcock, Westat*

Several education research investigations pursue causal questions to understand whether and to what degree some intervention successfully supports student learning (and for whom). These causal investigations can be supported, and arguably led, by qualitatively-driven inquiry to inform overall research purpose, question formulation, pursuit of emergent questions, addressing threats that might undermine inference, interpreting analyses, and communicating findings. The mixing of methods (e.g., participatory approaches, attention to context and culture, experimental design, statistical inference) should be helpful too but there needs to be more examples for researchers to follow. This presentation will review the merits of Qualitatively-Driven Mixed Methods Inquiry and barriers to conducting it (e.g., lack of awareness across researchers and journal editors, minimal preparation in doctoral programs, the need to work in teams of researchers, complexities in securing adequate grant funds, and incentive structures). Awareness of the merits of this form of inquiry and the barriers to mixed methods research leads to an understanding of how to move forward and create structures that make it easier to conduct Qualitatively-Driven Mixed Methods Inquiry.

Integrating the Research Landscape: Radical Middle, Critical Dialectical Pluralism, and the Emergence of Integrated Mixed Methods Autoethnography, *Anthony Onwuegbuzie, University of Cambridge*

Twelve years ago, I championed the concept of navigating towards the radical middle in research. This is not merely a tepid compromise between quantitative and qualitative traditions but represents an invigorating and transformative space. Here, we do not just tolerate diverse research traditions; we actively foster a socially equitable and creatively synergistic interaction among them. This realm is characterized by research that is locally informed, dynamically responsive, interactively engaged, contextually situated, adaptively contingent, fluidly evolving, strategically focused, and prolifically generative. In our presentation, I will delve into the intricacies of this radical middle, arguing that a pivotal function of researchers within this space is innovatively to employ and to expand established qualitative methodologies, thereby nurturing a fertile ground for methodological growth and innovation. The radical middle concept is deeply rooted in Critical Dialectical Pluralism (CDP), a metaparadigm that draws inspiration from Burke Johnson's dialectical pluralism. CDP stands apart from traditional critical, participatory, and transformative-emancipatory research philosophies by its commitment to dismantling maximally the hierarchical divide between researchers and participants, promoting a more egalitarian research process. I will illustrate how the confluence of the radical middle and CDP, particularly through their challenge to "Taking the Q out of Research," has broadened the scope of autoethnography to one involving 10 dimensions, from which the concept of integrated mixed methods autoethnography has emerged. To bring these ideas to life, my 17-year-old co-presenter will present a heuristic example of an integrated mixed methods autoethnography, showcasing its potential to illuminate complex personal and social phenomena.

Dialectical Pluralism: Opening different ways of knowing the world, *Burke Johnson, University of South Alabama*

Dialectical pluralism (DP) is an approach to appreciate, build on, and move beyond paradigm wars. It's a metaparadigm. It is used to positively work with and thrive on our many differences. In the presentation, I will briefly show the meaning of each of the words in the label "dialectical pluralism." I will then outline the key characteristics of DP, followed by the process and facilitative and practical strategies that DP endorses. I will also address the four key philosophical and interactive principles advocated in DP to help heterogeneous research-and- stakeholder teams identify and address their research questions and project purposes. Deliberative democracy is used to provide process justice. Humanistic values and movement toward social justice are embedded in the practice and use of DP. The purpose of DP is for all of us to work together to produce outcomes that include each of our mutually important contributions for the wellbeing of our world.

AFTERNOON CONCURRENT SESSION 6

The Application of Innovative Perspectives in Mixed Methods and Multiple Methods to Tackle Complex Problems in Healthcare and Education

Subverting the Rainbow, Lee Smith, Whitireia & WelTec Community Polytechnic Te Pūkenga

Abstract: In 2021, a research project was designed to explore how safe and inclusive staff and students in New Zealand's largest tertiary education institution Te Pūkenga, deemed their campuses were for rainbow students. Two online surveys were designed, one with Likert-scale response options for all staff and cis-heterosexual students, and another with Likert-scale response options and open-field questions for rainbow students. 424 staff and cis-heterosexual students completed the first survey with at first glance, 345 rainbow students appearing to complete the second. When it came to analysing the rainbow survey data, however, many disparaging or aggressive statements towards rainbow people were included in the open-field responses. This delayed the analysis, highlighted the anti-rainbow prejudice that exists on some campuses of Te Pūkenga and was upsetting for the research team. This presentation discusses our team's experiences and the relatively common issue of co-opting rainbow research.

Integrated Approaches to Healing and Expertise in Anorexia Nervosa: An Embedded Mixed Methods Design, Emily Barko, Boston College

Conceptualizations of healing from anorexia nervosa (AN) remain elusive, catalyzing professional calls for a consensus definition of recovery. Yet, voices of personal AN experience are one arena that holds less authority in informing these definitional understandings. In an aim to bridge this translational gap, this study utilized a mixed methods approach to ask what individuals with lived AN experience believe researchers most need to know about "full recovery." Employing an embedded design to access exploratory and descriptive results from 150 surveys, respondents reveal how conventional understandings of AN do not always resonate with personal experience, lending to prescriptions for healing that feel incompatible with recovery realities. Alternatively, respondents offer a counternarrative to predominant paradigms of healing by shifting a metric of symptom absence to symptom relationship. Through redefinition of recovery as a form of "AN management," respondents illuminate how the naming, authorship, and ownership of what AN healing means, demarcates, and demands, shape AN outcomes. Implications for future AN research methodologies, treatment, and everyday modes of individual healing are discussed.

Examining the Potential of Timelines in Mixed Methods Research, Mandy Archibald, University of Manitoba

Timelines are visual data collection and dissemination tools that anchor data temporally to enhance analytic depth and reveal contextual insights. While common in qualitative research, the use of timelines in mixed methods research (MMR) remains largely unexamined. In response, we conducted a four-step methodological literature review involving hand searching the Journal of Mixed Methods Research since inception, keyword searching of two databases, and reference list mining. 39 articles were included. Authors provided multifaceted justifications for using timelines; data augmentation, participant benefit, and aiding data analysis were the most common. Benefits included facilitating rich data collection, improving communication, and supporting contextualized analysis. Challenges included limitations presenting data and potential inconsistencies in timeline interpretation. Future development should emphasize empirical evaluations of timeline integration; improved reporting pertaining to justifications, challenges, and benefits; and further integration of arts-based and

MID-AFTERNOON CONCURRENT SESSION 7

Qualitative Research in the Field of Special Education: Prevalence, Training, and Gatekeeping

The Prevalence of Qualitative Research in Special Education, *Jisun Oh University of Kansas*

In this paper, we share results from a systematic literature review to determine the prevalence of methodologies published in top SPED journals and then examine the ways in which QUAL SPED research adheres to quality criteria of QUAL inquiry. A systematic literature review was conducted of the top 20 SPED journals as ranked by Journal Citation Reports (2020). The panel conducted three rounds of coding, including coding for methodologies used, coding QUAL publications (n = 216) for QUAL quality criteria and QUANT hallmarks. We found that QUANT methods are still most prevalent in SPED research (67.4%) and that QUANT ways of knowing infringe on QUAL research in SPED, with most QUAL publications containing hallmarks of QUANT methods (n = 154; 71.3%). This literature review reflects practical and conceptual innovation for SPED researchers, as the goal is to increase the diversity of methods used and the diversity of thought represented in researchers, reviewers, editors, and gatekeepers in SPED/ECSE research. SPED does not have much diversity of thought, as evidenced by the prevalence of QUANT hallmarks within QUAL research in this review. We need to increase the diversity of thought represented in researchers, reviewers, editors, and gatekeepers that determine the paradigms that are presented and privileged in SPED research. This literature review points to the exciting opportunities the field has to create space for multiplicity and new ways of knowing and understanding disability and education, which actively advances the principles of diversity, equity, and inclusion. The panel will ask the audience ways in which the field of ECSE can begin to embrace diverse ways of knowing, and have an openness/willingness to learn different methods, while simultaneously engaging in reflexivity to better serve those it is charged to benefit.

Special Education Doctoral Students' Methodological Training Opportunities *Melinda R. Snodgrass, Illinois State University*

In this study, we explored the roles that doctoral preparation programs play in perpetuating or reimagining the role of qualitative inquiry in special education. Using mixed methods (Greene, 2007), we first surveyed current doctoral students from the top 10 research-intensive special education doctoral programs in the United States about their research methods training, researcher identity, and their response to three study passages (one qualitative, one mixed methods, and one quantitative; partial replication of McKim, 2017). The 66 doctoral students who responded to the survey were invited to participate in an interview. The 22 doctoral students who volunteered were asked questions about their methodological training, values, and identity. After analyzing the survey and interview data separately, we jointly analyzed all data using assertions and propositions (Miles et al., 2014). Key findings from this study include that doctoral training influences the methodological knowledge and skills of its graduates, but also impacts their researcher identity and their ability to judge and consume research. Special education doctoral preparation programs remain largely quantitatively focused, and many doctoral students reported feeling a mismatch between their personal values and the values of their training programs. For students who identified as qualitative researchers, many of them described unique values that led them to defend the contributions of qualitative inquiry in spaces that were sometimes hostile to this methodology. The doctoral students who participated in this study pointed to many promising practices that the field of special education might undertake to diversify the methodological practices of the field, including increasing the flexibility of training programs, adjusting advising and mentorship practices, and diversifying the faculty in these doctoral training programs. The panel will ask the audience to engage with ways the field of special education can practically apply these suggestions to realize the value of qualitative inquiry to the field and strengthen its role in special education research and policy.

Methods Gatekeeping in the Publishing Process *Mia Chedzik, University of Illinois*

The purpose of this study was to explore the experiences of editorial board members in relation to mixed methods research. We conducted a sequential mixed methods study, mixing for the purposes of development, complementarity, and initiation. Editorial board members from three high-impact early childhood special education journals were recruited. First, 31 participants completed an online survey that included reading a synopsis of a mixed methods research study and critiquing it based on the quality and clarity of the study and its methodology. Then, six participants participated in follow up interviews. Interview questions addressed the participant's methodological training and values, researcher identity, and experiences conducting journal reviews. Survey data was analyzed using descriptive statistics, and interview data was analyzed using a qualitative content analysis. Then, we mixed the quantitative and qualitative data to form final assertions about editorial board members' experiences with mixed methods research. Our final assertions that we will discuss were: (a) Journal reviewers generally value that MMR allows researchers to engage participant perspectives while maintaining quantitative ways of knowing, but do not share consensus on any other values related to MMR, (b) Fewer than half of participating journal reviewers reported any training in MMR and defined MMR as simply including both quantitative and qualitative methods in a single study, rarely acknowledging or reporting having knowledge and skills unique to MMR, and (c) Despite limited training or inscrutable criteria for judging a MMR synopsis, reviewers still conduct MMR reviews, relying on single-method expertise and trusting that the peer review process will compensate for individual reviewers' shortcomings. This study highlights the ways in which research judgments, skills, and paradigmatic values are diverse among editorial board members and how those features interact when reviewers judge research. The panel will facilitate a discussion about the importance of the peer review process and the importance of diverse methodological training and skills.

AFTERNOON CONCURRENT SESSION 8

Designing Multiple and Mixed Methods Studies to Translate into Systemic Equity-Change

Illuminating Well-Being for Individuals with Lived Experiences within the Child Welfare System: Using Mixed Qualitative Methods, Heather Fox, University of Illinois at Urbana-Champaign

Centering child and family well-being mission and vision of child welfare is critical to supporting flourishing families. Flourishing families are resilient in the face of adversity, heal from their trauma, and experience both hope and growth. The challenge is that the concept of well-being is both ubiquitous and elusive at the same time, and little is known about how those impacted by child welfare experience well-being. This study is driven by individuals with lived experience who suggested grounding our understanding of child and family well-being in the voices and experiences of their peers. The design of this study utilizes a qualitative mixed-method design that integrates aspects of community-based participatory research, narrative, and phenomenological hermeneutical methods. This presentation will focus on the methodological choices, including a) aligning the methods to the purpose of the study, b) supporting race equity through applied translation of the research, and c) methodological tradeoffs and limitations.

Supporting Race and Cultural Identity Development for Youth in Transracial Placements Using Geospatial Analytic Methods to Provide Context for a Phenomenological Interview Study, Robin LaSota, University of Illinois at Urbana-Champaign

Researchers report higher mental health resilience, social well-being, and social skills for children and youth in same-race placements than for children in cross-race placements (i.e., transracial). However, about a fourth of U.S. foster placements are transracial. In Illinois, the vast majority of transracial placements are Black children placed with White foster caregivers. This study focused primarily on phenomenological interviews of caregivers (including white and Black foster parents and birthparents) of Black children in foster care. The study utilized geospatial analysis to provide context for the study and help with understanding the potential generalizability of what was learned. This included mapping transracial placements by county for white, Black, and Latinx children in care. This presentation will focus on the methodological choices, including a) aligning the methods to the purpose of the study, b) supporting race equity through applied translation of the research, and c) methodological tradeoffs and limitations.

Supporting Race-Equitable Child Welfare Outcomes for Black Children and Youth Using Sequential Methods, Eunjee Song, University of Illinois at Urbana-Champaign

Permanent guardianship with kin and fictive kin caregivers is a little-used permanency alternative for children in the child welfare system. In this sequential mixed methods study, phenomenological interviews with both permanency professionals and caregivers were used to craft surveys. Both the interviews and surveys provided insight into how these populations perceived and experienced the permanency process in Illinois for Black children. This includes barriers to permanency, challenges faced by Black families and their children, and the impact of implicit biases and structural racism. This presentation will focus on the methodological choices, including a) aligning the methods to the purpose of the study, b) supporting race equity through applied translation of the research, and c) methodological tradeoffs and limitations.

MID-AFTERNOON CONCURRENT SESSION 9

Getting into Print from the Editor's Point of View— a Panel Discussion

Panel Discussant 1: Mitch Allen has over 30 years of experience in the publishing industry, and currently writes the blog, Scholarly Roadside Service.

Panel Discussant 2: C. Deborah Laughton is a senior editor at Guilford Press.

Panel Discussant 3: David L. Morgan is the editor of the Qualitative Research Methods Series (the “little blue books”) for Sage Publications and a member of the editorial board at *Qualitative Health Research*.

Panel Discussant 4: Helen Salmon is an executive editor at Sage Publications.

Chairs: James Salvo, Wayne State University, David Morgan, Portland State University

MID-AFTERNOON CONCURRENT SESSION 10

Mixed Methods Research in Addressing Complex Problems within Educational Systems

Exploring Mixed Methods to Address Sexual Harassment in Chilean Universities *Vanessa Jara-Labarthe, Universidad de Tarapaca*

Since 2018, Chilean universities had to recognize several issues and episodes of sexual harassment within their spaces and relationships, and take actions to redress these issues. At first, gender protocols and gender units were established within universities, but shortly afterward, it became evident that these actions were more aimed at sanctioning acts of sexual harassment and gender violence, as a way of taking charge of situations that were occurring in universities. Then it became necessary to advance in the identification and diagnoses of episodes of sexual harassment and gender violence in universities, in order to make the analyzes more complex and improve institutional actions, particularly in the areas of prevention and repair of damage. The promulgation in 2021 of Law 21.369, which regulates sexual harassment, violence and gender discrimination in Chilean universities, reinforced the need to deepen actions against these issues, incorporating diagnostic mechanisms and prevention strategies, integrating qualitative and quantitative methods. Addressing and investigating episodes of sexual harassment and gender violence requires a broad, complex and diverse approach that combines different methods. In this sense, the dialogue between statistical data with the richness and depth of stories and experiences allows us to have a complex and comprehensive approach to this phenomenon, following the typology of multimethod design proposed by Morse (2003) in a QUAL+quan type.

Teaching Sustainability sustainably: Perspective-taking, Reciprocity, and Action in a Research Methods Class *Ulrich Teucher, University of Saskatchewan*

Climate Change, and matters of Sustainability in general, pose a “wicked problem” (Chakrabarty, 2023, p. 105). In classrooms (and elsewhere) It seems important to acknowledge the crisis we are facing and accompanying feelings of overwhelm, grief, guilt, anxiety, frustration, and conflict, while not succumbing to doomism nor wanting to “fix” feelings, but turning these potent feelings into new beginnings (Arendt 2022), perspective-taking and reciprocity (Robin Wall Kimmerer 2020), and various forms of action (Johnson 2021). This presentation reports on student experiences in an undergraduate research methods class (“How are you?” Research Methods in Health Studies) in an interdisciplinary Health Studies Program. Students were surveyed, interviewed, assignments analyzed (e.g., small group work, artistic impression assignments, personal reflections, personalized community research action plans, etc.), and teaching pedagogy evaluated. Student engagement was high. To teach and learn matters of sustainability sustainably is part of efforts for “Curricular Sustainability” at the University of Saskatchewan.

Integrating History into Mathematics, Teaching and Learning: A Mixed Methods Study

Praveen Chhikara, University of Illinois

What if students have opportunities to observe the historical origins of mathematics concepts within the context of their culture? This proposed exploratory mixed methods study aims to investigate the importance of the history of mathematics for students learning (Ivankova, et al., 2006). The qualitative phase involves the recruitment of ten mathematics instructors from India, requiring them to participate in biweekly professional learning community meetings throughout an entire semester (Stewart, 2014). The teachers will co-design curriculum units based on India’s history of mathematics. The audio-recorded group meetings and journal reflections will serve as qualitative data sources. Then, the quantitative phase of the study will involve a structured survey with hundred mathematics instructors in India based on the themes of qualitative data analysis. The poster will visually represent the themes of meta-analysis of the literature, theoretical framework, research questions, and methodologies shaping the study.

Navigating the Dilemma: Use of ChatGPT in Social Work Education *Liat Shklarski, Hunter College, Silberman School of Social Work*

Over the last few years, Artificial Intelligence (AI) has developed rapidly. Modern technology like ChatGPT can potentially transform the educational landscape. ChatGPT is an example of a large language model—an AI network that can process and generate text that reads like a person wrote it. It is relatively easy to access ChatGPT and since AI is not ‘human,’ its use is not considered plagiarism of academic work. The goal of this exploratory mixed-method research study was to learn from social work educators about their experiences addressing the use of ChatGPT by their students and what they need to manage its use more effectively. Results from a survey (n = 78) and semi-structured interviews (n = 16) found that instructors are uncomfortable addressing ChatGPT with students but believe it is necessary to communicate with students about the ethical use of ChatGPT. Results also suggest that ChatGPT may create a false sense of mastery of academic material among students and that institutional guidelines about using ChatGPT are needed. The implications for practice include the need to develop a new framework for academic integrity and plagiarism to account for the use of ChatGPT. This would encourage instructors to address the use of ChatGPT with their students; and take intentional steps to integrate AI models into the social work curriculum ethically and creatively so students are prepared for work in the field.

AFTERNOON CONCURRENT SESSION 11

Mixed Methods and Applied Research: Methods from the Field

Mixed Methods and Applied Research: The Latino Policy Forum, Noreen Sugrue, University of Illinois Urbana Champaign

This presentation will focus on integrating qualitative and quantitative data into policy and advocacy. Further, we provide examples of how policymakers and elected officials were persuaded by the quantitative and qualitative data – the mixed methodology – to more fully understand an issue's complex nuances and look for equitable solutions. Every day in applied research, we are reminded that mixed methods are essential. As Vice President of Research at The Latino Policy Forum, a policy and advocacy not-for-profit organization whose work is led by the data, I must provide an empirical foundation for policy actions rooted in quantitative and qualitative data. Creating a narrative that conveys the conditions, needs, challenges/barriers, and the contributions and opportunities facing marginalized populations using both types of data is required in the applied setting. For those working on analyzing, understanding, explaining, and solving social problems, be those problems be related to immigration, the undocumented, educational equity, access to affordable housing, environmental justice, the wealth gap, jobs, healthcare access, or structural racism, the only way to get to the point of possible, perhaps even probable, solutions is through the use of quantitative data that is animated by qualitative data. While compelling for and appealing to many in the policy world, moral arguments are an “off-ramp” for action. The moral sentiment is best found implicitly in the qualitative data. The moral arguments are out there through bringing the lived experiences to life, but they also are not the hook on which you hinge policy solutions. The summary takeaway is that mixed methodology allows the use of quantitative data, valued and seen as objective by policymakers and elected officials. But these officials want “the human factor/condition” to justify why they value or prioritize one issue or course of action over another. Thereby requiring that qualitative data be used. And as unlikely as it seems, those two types of data are seen as having parity by many officials making policy and resource allocation decisions. Using mixed methods and adhering to rigorous standards for collecting and analyzing qualitative data provides the needed shield from critics opposing qualitative narratives. Therefore, we can structure a context whereby officials use quantitative and qualitative data to address and even mitigate social problems.

Internal Review Process for Mixed-Methods Studies, Chen An, University of Chicago

More and more research institutions nowadays are setting up their internal review capacity to not only implement efficient quality control but also to achieve a better alignment between the studies they pursue and the strategic goals and objectives of the organization as a whole. By carefully designing the internal review process to allow conversations between the quantitative and qualitative arms of the institution at every stage of the course of a study, research questions of interest can be more sufficiently answered by taking the merits of both scientific approaches. The presenter will give a brief overview of the current endeavors undertaken by an educational research institution located in the American Midwest to revamp the internal review process. Examples of how mixed-methods studies are developed, reviewed, and implemented at the institution will be introduced as well to shed light on the more rigorous use of mixed-methods studies in addressing educational issues.

Shedding Light on Qualitative Inquiry and Mixed Methods in Large-Scale Education Research Studies, John Hitchcock, Westat

Education research supported by external funding often deploys quantitative research approaches such as randomized controlled trials and quasi-experiments to pursue causal inference, and surveys to understand populations via sample-based inference. Furthermore, much of education research relies on psychometrics to generate instruments for assessing student academic achievement and behavior. It is however the case that many education research endeavors use qualitative inquiry. Researchers will for example conduct interviews and observations in experimental studies to understand how teachers and students perceive the merits of the intervention being tested. Surveys and instruments often include what are in essence interviews with practitioners and experts when assessing content validity. Integrating qualitative work in these ways should be supported, but these steps should also be more openly described because qualitative and mixed methods guidance can be better leveraged to support stronger inquiry. Researchers might for example begin to routinely use credibility techniques (e.g., member checks, triangulation, negative case analyses) along with well-established design and analytic frameworks in qualitative phases. Researchers should also benefit from mixed methods design guidance as they consider sequencing, analyses and integration of findings. This discussion will (a) present examples of where qualitative research is likely used in large scale education research studies and (b) describe the merits of fully embracing qualitative and mixed methods expertise.

AFTERNOON CONCURRENT SESSION 12

Important Role of Qualitative Mixed Methods Research in Addressing Complex Research in the Social Sciences

Integration and Unification of Science as an Eternal Dream of Old and New Epistemologies of the Social Sciences, César Cisneros Puebla, Universidad de Tarapacá, Chile

Since the Vienna Circle, the logical syntax of language was the object of analysis to achieve a unified science. Neurath's proposal for the social sciences was lost among so many discussions. I propose to establish a review of that proposal to read some of the challenges of emerging ways of doing research that do not receive the usual label of mixed methods designs. Today there are various forms of disciplinary integration that are creative and innovative. They break dominant ways of thinking about mixed methods only as possible qual-quant combinations. This contribution is dedicated to this, placing special emphasis on approaches that seek social transformation and the genesis of public policies. Among the innovative approaches there are some that combine different disciplinary histories, overcoming epistemological barriers. There are those that combine art-based methods and militant research. Those who practice urban design with ethnographic strategies of post-human inspiration. Others that recover qualitative comparative methods to perform social interventions. With our contribution we seek to contribute to the revision of the very assumptions of the dominant conception of mixed methods research designs. Basic tool to develop our task is conceptual analysis so rigorously cultivated from analytical philosophy.

Helping Professionals Bear Witness to the Lived Experiences of Undocumented Central Americans Seeking Asylum in the United States, Amy Clark, Midwestern State University

The purpose of this mixed methods research was to explore perceived levels of compassion fatigue in human service and legal professionals and paraprofessionals working with undocumented Central American migrants in Texas during the COVID-19 pandemic. Qualitative data was collected through 10 semi-structured interviews utilizing a 26-question interview schedule. Pearlin et al.'s Stress Process Model was utilized to analyze the data, and themes that emerged related to a larger sociological discussion on occupational stress for those working with highly traumatized clients facing social injustice. Helping professionals working with undocumented Central Americans in Texas bore witness to incredible human suffering. For example, legal professionals working with minor clients in detention and those representing clients facing deportation hearings were at particular risk for exposure to secondary traumatic stress. Helping professionals working with clients required to remain in Mexico provided first-hand accounts of the suffering that these migrants encountered.

Mixed Methods for Strengthening Relational and Experiential Validity in Evaluation, Melissa Goodnight, University of Illinois at Urbana-Champaign

Mixed methods approaches to program evaluation can strengthen the relational and experiential dimensions of validity. When pursued from constructivist or transformative worldviews, mixed methods approaches may leverage multiple data collections methods (spanning qualitative and quantitative strategies) to bolster inferences about the lived experiences of differently-positioned stakeholders and the meaning these stakeholders' make from their experiences with a program. Drawing on validity ideas from the evaluation field, this presentation discusses the design and implementation of a two-year formative, mixed methods evaluation for a school equity program that serves underrepresented students at a selective-admissions public secondary school. The evaluation was rooted in culturally responsive and values-engaged approaches that emphasize inclusivity in participation; call attention to culture and power; and foster dialogue on operationalizing values like equity. The mixed methods evaluation was designed to foster a participatory process, relying on several methods: observations, interviews, surveys, program artifact analysis, and photovoice.

THE ROLE OF ROUNDTABLES

The event's rich agenda will be complemented by intimate roundtable discussions, providing a platform for in-depth exploration of Mixed Methods topics. These roundtable sessions are designed to foster engaging conversations that delve into complex problems raised during panel presentations, encouraging a broader participatory process. Participants will have the unique opportunity to interact with renowned scholars in the field, gaining invaluable insights and personalized mentoring on Mixed Methods Research. These interactive sessions will not only facilitate the exchange of ideas but also offer attendees the chance to seek feedback on their developing projects, fostering a collaborative and supportive environment for growth and foreseeable advancement in the field of Mixed Methods Research.

Roundtables Scheduled

A: How to Write Your Mixed Methods Research Project

Mentor: David Morgan, Portland State University

Time: 8:50 - 9:50 A.M.
Location: Union Illini Room 217

B: Mentoring: Receiving Feedback on Your Mixed Methods Project

Mentor: John Hitchcock, Westat

Time: 8:50 - 9:50 A.M.
Location: Union Illini Room 217

C: Designing a Mixed Methods Project

Mentor: David Morgan, Portland State University

Time: 1:30 - 2:30 P.M.
Location: Union Illini Room 217

D: Arts-Based Mixed Methods

Mentor: Mandy Archibald, University of Manitoba

Time: 2:30 - 3:30 P.M.
Location: Union Illini Room 217

E: Mentoring: Receive Feedback on Your Mixed Methods Project

Mentor: Peggy Shannon-Baker, Georgia Southern University

Time: 2:30 - 3:30 P.M.
Location: Union Illini Room 210

F : Difference Matters in Genomic Testing for Hereditary Breast and Ovarian Cancer: Intersectional Dialogues on Testing Disparities

Mentors: Elizabeth Pozniakova, Maeve Geraghty, Boston College

Time: 2:30 - 3:30 P.M.
Location: Union Illini Room 210

ROUNDTABLE A

How to Write Your Mixed Methods Research Project

Roundtable Mentor: David Morgan

This session is intended for those who nearing the end of a mixed methods research project, and especially for those who are in the process of writing up their results. A key topic will be selecting a journal that matches the goal of promoting qualitatively driven mixed methods research. The emphasis will be on hearing from those who attend, and in engaging in a dialog about what would be most helpful for each of you.

ROUNDTABLE B

Mentoring: Receive Feedback on Your Mixed Methods Project

Roundtable Mentor: John Hitchcock

ROUNDTABLE C

Designing a Mixed Methods Project

Roundtable Mentor: David Morgan

This session is intended for those who near the beginning of a mixed methods research project, and especially for those who are undertaking their first project in our field. A key topic will be specific research designs that fit the goals of qualitatively driven mixed methods research. The emphasis will be on hearing from those who attend, and in engaging in a dialog about what would be most helpful for each of you.

ROUNDTABLE D

Arts-Based Mixed Methods

Roundtable Mentor: Mandy Archibald

Roundtable description

The arts have been used in mixed methods research as a subject of study and as a focus of mixed methods evaluation. However, arts-mixed methods research reflects a relatively new methodological merger. Arts-based research provides tacit understandings and insights into complexities not otherwise reflected through narrative and statistical methods, enriching the possibilities of mixed methods inquiry. This roundtable will provide opportunities to discuss the integration of arts in mixed methods research design, exploring low to high level integration possibilities, challenges and affordances of such integration, dominant areas of application, and emerging future directions, within a welcoming environment.

ROUNDTABLE E

Mentoring: Receive Feedback on Your Mixed Methods Project

Roundtable Mentor: Peggy Shamon-Baker

Are you thinking about doing a mixed methods project? Are you designing a project or in the middle of one? Are you getting ready to publish your mixed methods work? Are you facing a challenge or conundrum in any of these stages? Come to this mentoring roundtable. Let's talk through your projects and see how to navigate what you're facing and possible resources to support your mixed methods work. People at all stages of learning or doing mixed methods research are welcome.

ROUNDTABLE F

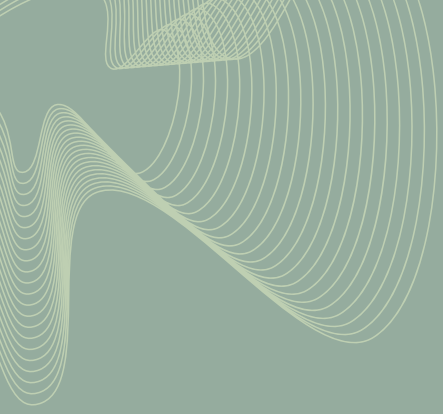
Difference Matters in Genomic Testing for Hereditary Breast and Ovarian Cancer: Intersectional Dialogues on Testing Disparities

Roundtable Facilitators: Elizabeth Pozniakova and Maeve Geraghty, Boston College

Genomic testing for hereditary breast and ovarian cancer (HBOC) has the potential to identify individuals at elevated risk and guide preventative strategies. However, significant disparities exist in accessing and benefiting from these tests across different populations. This roundtable discussion will examine the intersectional factors contributing to testing inequalities, including race, ethnicity, socioeconomic status, culture, and gender. Despite the well-established benefits of HBOC testing, minority populations, such as African American and Latina women, face numerous barriers to participation. These include a lack of awareness and education about genomic services, underrepresentation in research cohorts, and cultural influences that may deter seeking medical care.

Additionally, the clinical utility of genetic tests is often limited for these groups due to a high frequency of variants of unknown significance (VUS), which provide inconclusive results and hinder effective risk management. The discussion will explore how intersecting social determinants, such as poverty, discrimination, and environmental exposures, disproportionately impact minoritized populations and increase their risk of developing chronic diseases, including breast and ovarian cancers. Participants will delve into the urgent need for inclusive clinical research that captures diverse ancestries and enhances our understanding of disease variants across different populations.

Furthermore, the roundtable will highlight the importance of culturally competent healthcare providers who can navigate various communities' unique concerns and beliefs. Strategies for increasing representation and fostering trust within marginalized groups will be explored, to promote equitable access to potentially life-saving genomic testing services. By participating in intersectional dialogues, this roundtable aims to illuminate the complexities of testing inequalities and consider innovative solutions that address the multifaceted barriers confronted by underserved populations in the context of HBOC genomic testing.



A

Allen, Mitch (Session 9)
 An, Chen (Session 11)
 Archibald, Mandy (Sessions 1,6,
 Roundtable D)

B

Barko, Emily (Session 6)
 Biondo, Jacelyn (Session 2)

C

Chhikara, Praveen (Session 10)
 Chudzik, Mia (Session 3)
 Cisneros Puebla, Cesar (Session 12)
 Clark, Amy (Session 12)
 Collins, Kathleen (Sessions 1,6)
 Corr, Catherine (Sessions 3,7)

F

Fox, Heather (Session 8)

G

Geraghty, Maeve (Roundtable F)
 Gerber, Nancy (Session 2)
 Goodnight, Melissa (Session 12)
 Guetterman, Timothy (Session 1)

H

Hesse-Biber, Sharlene (Session 1, Keynote)
 Hitchcock, John (Sessions 5, 11,
 Roundtable B)

J

Jara-Labarthe, Vanessa (Session 10)
 Johnson Burke (Session 5)

K

Kerry, Freedman (Session 4)

L

Landa, Cady (Session 3)
 Lasota, Robin (Session 8)
 Laughton, C. Deborah (Session 9)

M

Morgan, David (Session 9, Roundtables A
 and C)

O

Oh, Jisun (Session 7)
 Onwuegbuzie, Anthony (Session 5)

P

Pozniakova, Elizabeth (Roundtable F)

R

Romito, Madeleine (Session 4)

S

Salmon, Helen (Session 9)
 Salvo, James (Session 9)
 Shannon-Baker, Peggy (Session 3,
 Roundtable E)
 Shields, Sara Scott (Session 4)
 Shlarski, Liat (Session 10)
 Siegesmund, Richard (Session 4)
 Smith, Lee (Session 6)
 Snodgrass, Noreen (Session 7)
 Song, Eunjee (Session 8)
 Sugrue, Noreen (Session 11)

T

Teucher, Ulrich (Session 10)

Z

Zhang, Ligran (Session 2)
 Zhang, Siyu (Session 2)



INTERNATIONAL CONGRESS OF QUALITATIVE INQUIRY

DAY IN MIXED METHODS SIG

<https://icqi.org/pre-congress-days/a-day-in-mixed-methods/>