



Enacting Socially Just
Mixed Methods
Research & Practice

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What is Mixed & Multi Methods



Mixed Methods

Mixed research methods involve using both qualitative and quantitative methods with an explicit integration and triangulation of both methods.



Multi-Methods

Multi-methods involve using multiple methods of at least one type of data where there is less emphasis on the need to integrate or triangulate methodologies

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* Differentiating More on Mixed & Multi Methods



Multiple Method Research Agendas

Separate qualitative and quantitative studies over time to investigate a particular social justice issue, sans the necessity of triangulating data.



Multiple Methods Research Design

Using multiple techniques associated with one design that are presented in a unified, cohesive research study.



Mixed Methods Research Design

Using both qualitative and quantitative data within a study and triangulating the data in each commentary on the study to make sense of how it functions within the context of each other.



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Table 1

Qualitative and Quantitative Research Advantages and Limitations

Qualitative Research

Advantages

- Details perspectives of few people
- Conveys participant voices
- Gives context to participant experiences
- Based on views of participants, not researchers

Limitations

- Limited generalizability potential
- Highly subjective

Quantitative Research

Advantages

- Yields generalizable findings
- Efficient data analysis
- Uses data to investigate relationships
- Can examine cause and effect
- Controls for bias

Limitations

- Lacks ability to convey culture-specific perspectives of participants
- Impersonal and distant from participants' narrative
- Does not use participants words of choice
- Has an inherent power differential (favoring the researcher), as perspective depicts the researchers' protocol
- Lacks context to explain data
- Driven by researcher, rather than participant

Note. Adapted from Creswell (2015) Table 1.1 Advantages and Limitations of Qualitative and Quantitative Research



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Why should we use mixed methods?



Compensation

Using methods together compensates for the challenges they pose, when used each other.

Rigor

Combining quantitative and qualitative permits generalizability (quantitative) in a culture-specific context (qualitative)



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What makes mixed methods socially just?



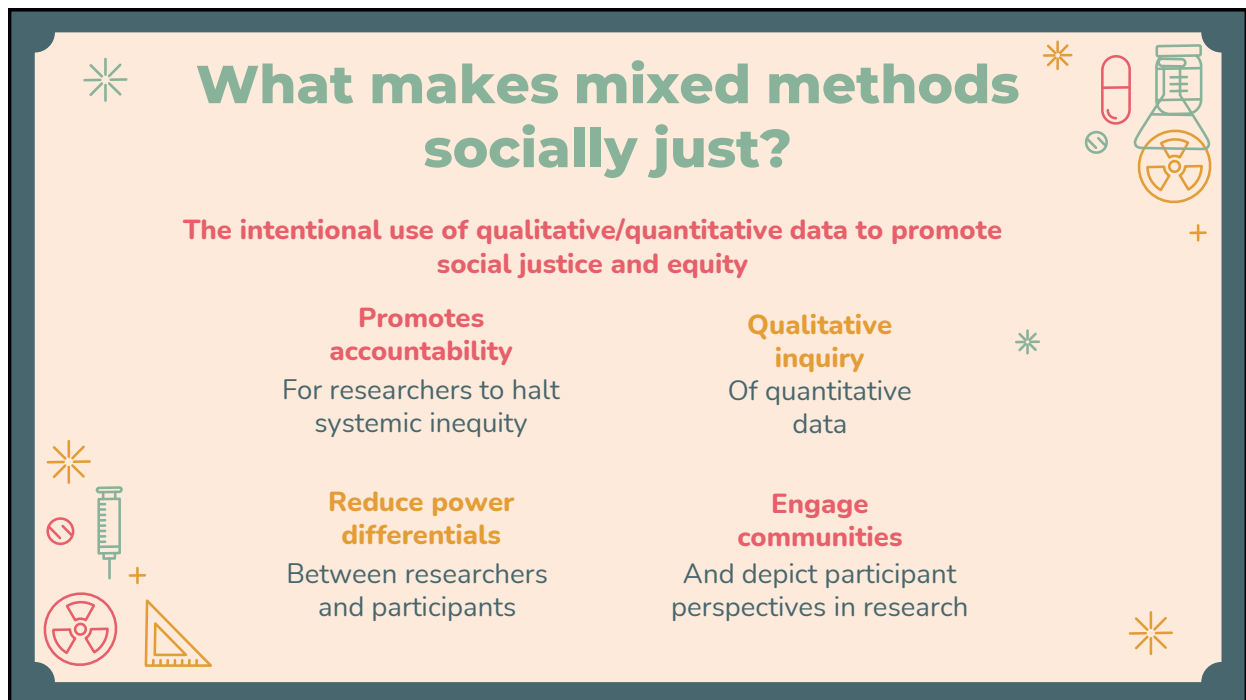
- Employing socially just mixed methods is not comparable to following a recipe.
- Instead, we offer recommendations that researchers can consider.
- Focus on opportunities to reflect and collaborate throughout the research process.
- Researchers must make an ongoing commitment to incorporate social justice and cultural humility in their research.



Our conceptualization of SJMM comes from my work with PCSIM (Nastasi et al., 2004), and cultural humility (Hook et al., 2013).



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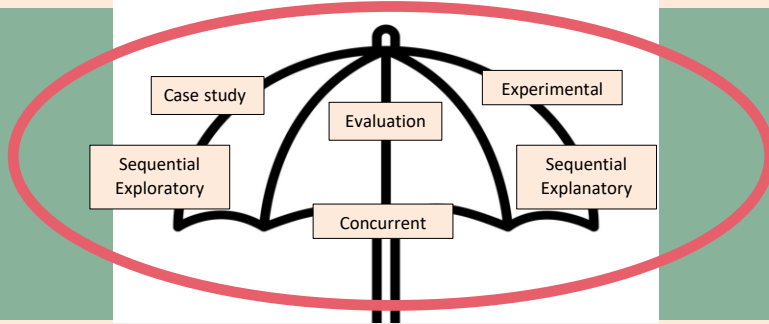


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* Social Justice Mixed Methods NOW

Figure 2

The Umbrella of Socially Just Mixed Methods Research



Note. This figure displays the metaphorical function of socially just mixed methods via an umbrella. Socially Just Mixed Methods should not be considered an isolated mixed methods typology. It should instead be considered a typology that can be applied to all mixed methods typologies (e.g., case study, experimental, concurrent, explanatory sequential, etc.)

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* Our 15-Step Guide

We developed a 15 step guide to facilitate one's intention around how to enact socially just mixed methods research.

This guide will be published in the *Oxford Handbook of Socially Just School Psychology*. Eds. Malone, C. & Parris, L.



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1	Identify Your Guiding Theoretical Framework & Worldview
2	Establishing a Relationship with Stakeholders to form a "Research Partnership"
3	Identifying the "problem", phenomenon, or reason underlying the need for the study
4	Defining a socially just mixed methods approach
5	Rationalizing why we use mixed methods
6	Indicating the Study's Aim or Intent
7	Choosing a Mixed Methods Design
8	Drawing a Figure (Notation & Diagram) for your Design
9	Identifying Qualitative and Quantitative Purpose statements
10	Justification of Using Mixed Methods in Your Project
11	Developing Formal Research Questions
12	Considering Methodological and Validity Issues in Your Study
13	Analysis
14	Disseminate Results
15	Draft Working Title

Disseminate Results



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What is your experience engaging with an “expert?”

“Expert Status”

May invalidate lived experiences

“Problems” and “Needs”

May be viewed through a lens that represents the norms of majority culture

Researchers may lack understanding

Of relevant institutionalized/ societal barriers participants face

Lack of participant buy-in

May lead to participants feeling exploited

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Mindset to Form Effective Partnerships

Cultural and Contextual Specificity

Ensure RQs are relevant to community
Participatory Culture-Specific Intervention Model (PCSIM): Nastasi et al., 2004

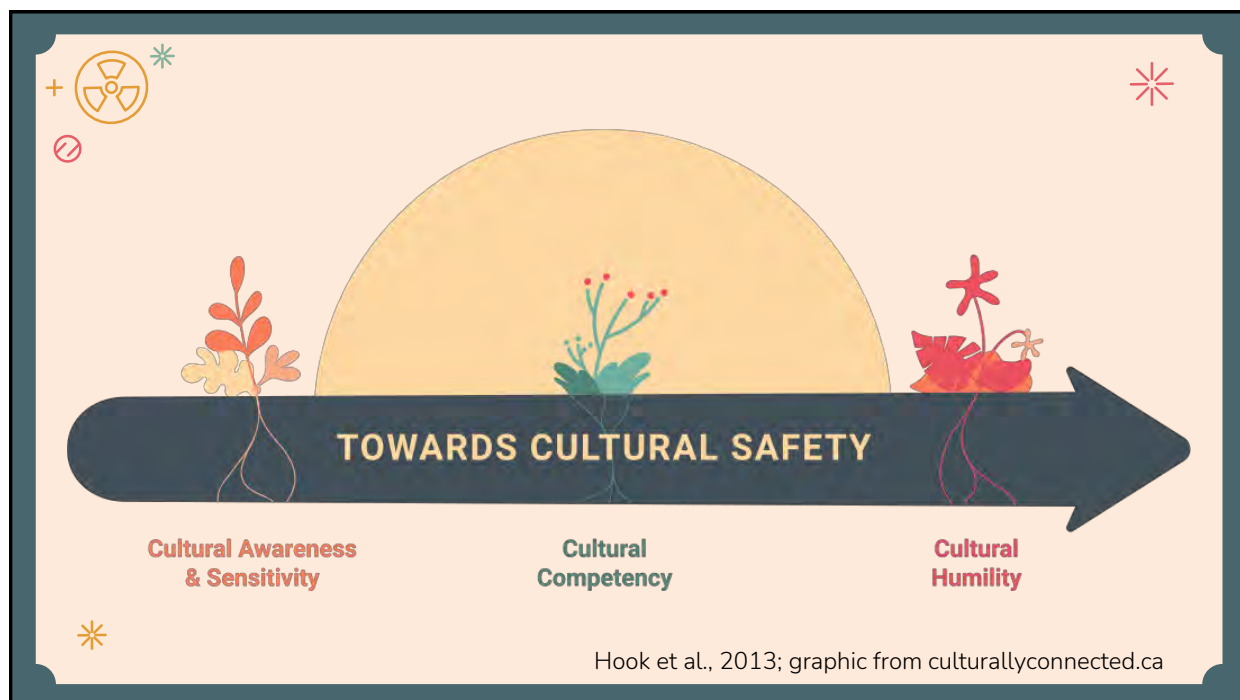
Use of a Cultural Broker

Reduce power differentials and increase reciprocity
Ensure that participants benefit from research

Cultural Humility

Have a better understanding of participants
Write up results and discussion in culturally humble ways (e.g., ethnographic research)

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Ways to Form Partnerships

- Volunteering at community events (e.g., cultural holiday events, soccer games, affinity group meetings)
- Delivering skill-building talks/workshops to community organizations
- Taking part in advocacy work on behalf of the organization
- Include stakeholders throughout the research process (e.g., in developing RQs, choosing methodology, data collection, etc.)

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Step 3

Identifying the “Problem”, Phenomenon, or Reason Underlying the Need for the Study

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Let's Discuss

HOW WE CONCEPTUALIZE “PROBLEM”

Traditionally identified by the “empowered” in a power dynamic (the researcher, medical provider) as “something worth fixing”

YOUR CULTURE’S PORTRAYAL IN LITERATURE

Think about... How **YOU** are represented in literature.

What are people saying about you, vs. what do you wish they actually depicted?

THE DISCONNECT

What the “empowered” view as the “problem” differs from what communities view as “the problem”. Whose perspective should we value?

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We Need to Shift

OUR CHALLENGE WHEN AIMING TO
CONDUCT SOCIALLY JUST MIXED METHODS
RESEARCH

We must shift roles in the problem identification process,
where the problem identification arises from within the
community



COMMUNITY MEMBERS

Experts in their
own lived
experience



RESEARCHERS

Expert in
methods and idea
development

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An Example: Participatory-Lead Problem Generation

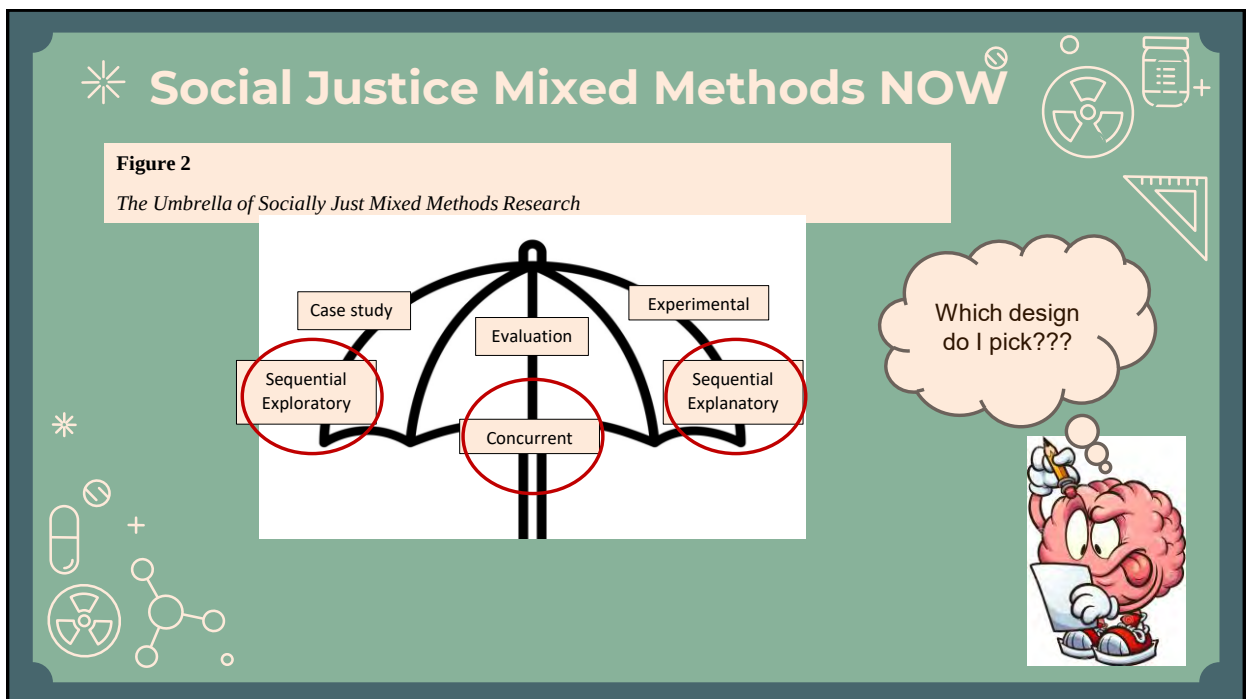
Introduction	Coming Out	Mental Health	Authentic Healthy Living	Authentic Healthy Living
Intro: What's in this series?	Coming Out to Self	Intro: Why I deserve a mental health plan & Cognitive Reframe	Affirming Bodies <i>Having our bodies reflect who we are in healthy ways</i>	Providers & Resources
What does it mean to be LGBTQ? Terms & History	Coming Out to Friends	Mindfulness	Healthy Habits <i>Food, sleep, exercise</i>	Community & Advocacy Involvement
	Coming Out at School	Distress Tolerance	Substance Use <i>Cigarettes, substances, and illicit drug use</i>	
	Coming Out to Parents and family	Crisis Management	Making & Keeping Friends	
			Sexual Health	

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Basic Mixed Methods Designs: Concurrent Mixed Methods

Definition

Used to combine qualitative and quantitative analysis that were collected at the same time, to achieve a more robust understanding to the investigated problem.

**Purpose/
Intent**

Triangulate (compare, corroborate, and validate findings) by obtaining different yet complementary data on the same topic (Morse, 1991). Can also supplement qualitative data with quantitative data (or visa versa), or can building out a phenomenon based on how qualitative findings may inform a presenting relationship (Creswell & Plano Clark, 2018).

Example

How do queer adolescents in urban school setting exposed to bullying experience support from others as protecting against these incidence?

- Serves to understand relationships of variables that we have minimal information about with empirical evidence and supplementing these findings with qualitative data that can confirm, diverge, or expand findings.

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Basic Mixed Methods Designs: Sequential Explanatory Mixed Methods

Definition

Researcher begins collecting quantitative data and follows up with a qualitative phase, reflecting on specific aspects of the quantitative findings.

**Purpose/
Intent**

Qualitative data explain theory inform quantitative data in more depth

Example

How is minority stress experienced by queer adolescents in urban school setting and its relationship to health and life outcomes?

- Serves to understand relationships grounded in theory, and supplement with culture-specific qualitative context.

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Basic Mixed Methods Designs: Sequential Exploratory Mixed Methods



Definition

A three phased approach grounded in views of participants, to develop generalizable yet contextually relevant tools (e.g., measures or scales)



Purpose/ Intent

Develop empirically informed tools (e.g., measures or interventions) based on culture-specific perspectives of participants
Facilitate an inductive, culture specific foundation to a research line
Identify emergent ideas from a smaller qualitative sample to be tested in larger quantitative study

Example

What do LGBTQ+ youth want to take away from a psychoeducation program built to therapeutically support them?

- Serves to first, qualitatively explore what



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Step 8

Drawing a figure (Notation and Diagram) for your
Design

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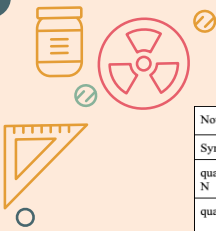
✱ Step 8: Drawing a Figure (Notation and Diagram) for your Design

- Researchers use summary notation and diagrams to illustrate
 - The order in which methods are carried out
 - How methods are prioritized

Notation uses letters and symbols to depict what method is being prioritized and in what order.

Diagrams illustrate the study flow and how aspects of the study will be executed.

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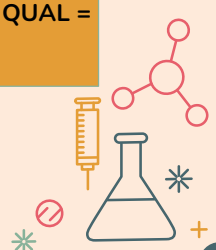
Notation for Mixed Methods	
Symbol	Explanation
quan/QUA N	Conducting mixed methods involves combining quantitative and qualitative methodologies. The methods a study prioritizes are typically uppercase, while the supplemental method is lowercase. However, when studies equally value quantitative and qualitative methods, both methods can be presented as uppercased.
qual/QUAL	
+/ □	When combining methods, we tend to combine them either concurrently or sequentially. The "+" refers to combining both qualitative and quantitative methods concurrently (e.g., QUAN + qual), while the □ indicates a sequential process, where one method comes before the other such as in an explanatory sequential design (QUAN □ qual) and exploratory sequential design (QUAL □ quan).
□←	Data as recursive (Nastasi et al., 2007).
()	Indicating that a mixed methods design exists within a larger intervention study (Plano-Clark, 2005)
[]	Brackets indicate mixed-methods being used within a series of studies (Morse & Niehaus (2009)
=	The intent for mixing a study (Morse & Niehaus, 2009)
sj	This is a new proposed symbol to be placed before notation and in a diagram. This indication of social justice intent (SJI) does not indicate a study has achieved a socially just approach, rather it indicates researchers have attempted a socially just agenda by using participatory involvement through each phase of research, through qual/quant data collection, and data analysis. It also means that researchers have a humble openness to feedback, to acknowledge their place of power and the important role stakeholders play, in ongoing evaluation and directionality in their research agenda.

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Example of SJMM Notation:
LGBTQ+ predictors and moderators of victimization, with context provided by LGBTQ+ youth voices

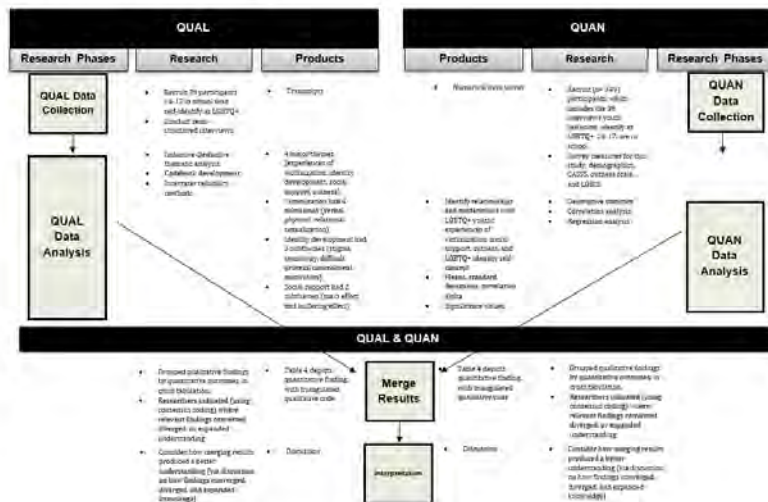
SJI

QUAN + QUAL =



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Figure 1. Concurrent Mixed Methods Study Design



(Kiperman et al., 2023)

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We propose the use of this symbol in figures as a means to denote a study's intentional commitment to social justice.

- The use of the symbol does not guarantee that a study is socially just or that it will be received as socially just.
- It can be used to convey that researchers sought to reflect on and account for their relationship to power and privilege.
- It can be used to signal the intent of the design to prioritize stakeholder perspectives and facilitate collaboration between researchers and stakeholders.

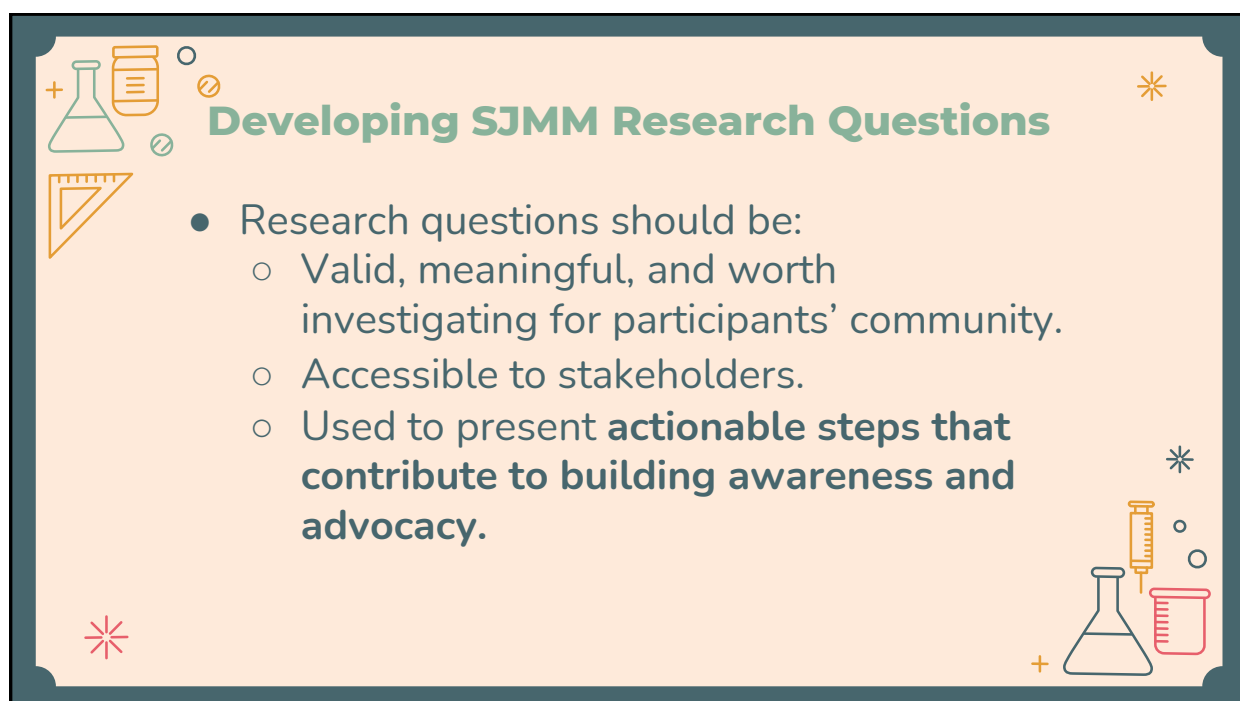
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Step 11

Developing Formal Research Questions

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Developing SJMM Research Questions

- Research questions should be:
 - Valid, meaningful, and worth investigating for participants' community.
 - Accessible to stakeholders.
 - Used to present **actionable steps that contribute to building awareness and advocacy.**

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NASP Definition of Social Justice

- Social Justice requires
 - Promoting non-discriminatory practices.
 - Ensuring the protections of educational rights, opportunities, and well-being of all.
 - Empowering families and communities.
- How do our research questions contribute to the process and actions of social justice?



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Examples

Quantitative Questions:

- (1) How are experiences of peer victimization related to LGBTQ+ youth identity development?
- (2) How does outness and support from peers and friends moderate the relationship between peer victimization and LGBTQ+ youth identity development?

Qualitative Questions:

- (1) How do LGBTQ+ youth experience... (1) peer victimization; as well as (2) identity development, outness, and (3) social support in the context of peer victimization?

Mixed Methods Questions:

- (1) How do qualitative findings converge, diverge or expand on quantitative findings in conveying LGBTQ+ youths' experience of peer victimization and how it relates to their identity development when moderated by social support and outness, in determining how to foster healthy identity development for LGBTQ+ youth?



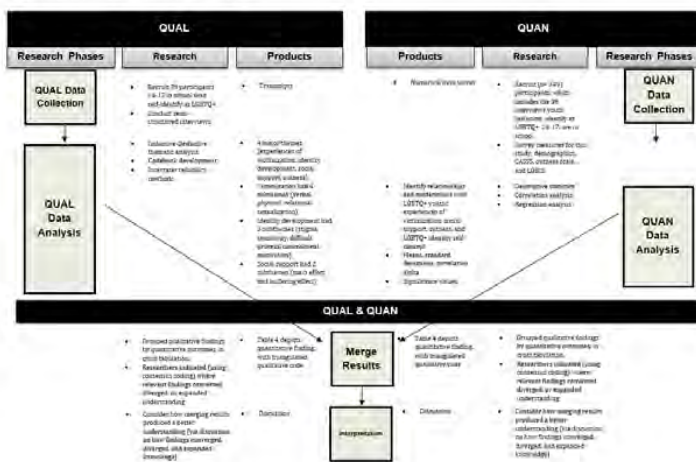
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Analysis

****Integration** is the point at which qualitative and quantitative findings interface (Plano & Clark, 2018).

Example: Concurrent Mixed Methods Study Design*

Figure 1. Concurrent Mixed Methods Study Design



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SI-MMM Joint Display: Converge, Diverge, Expand*

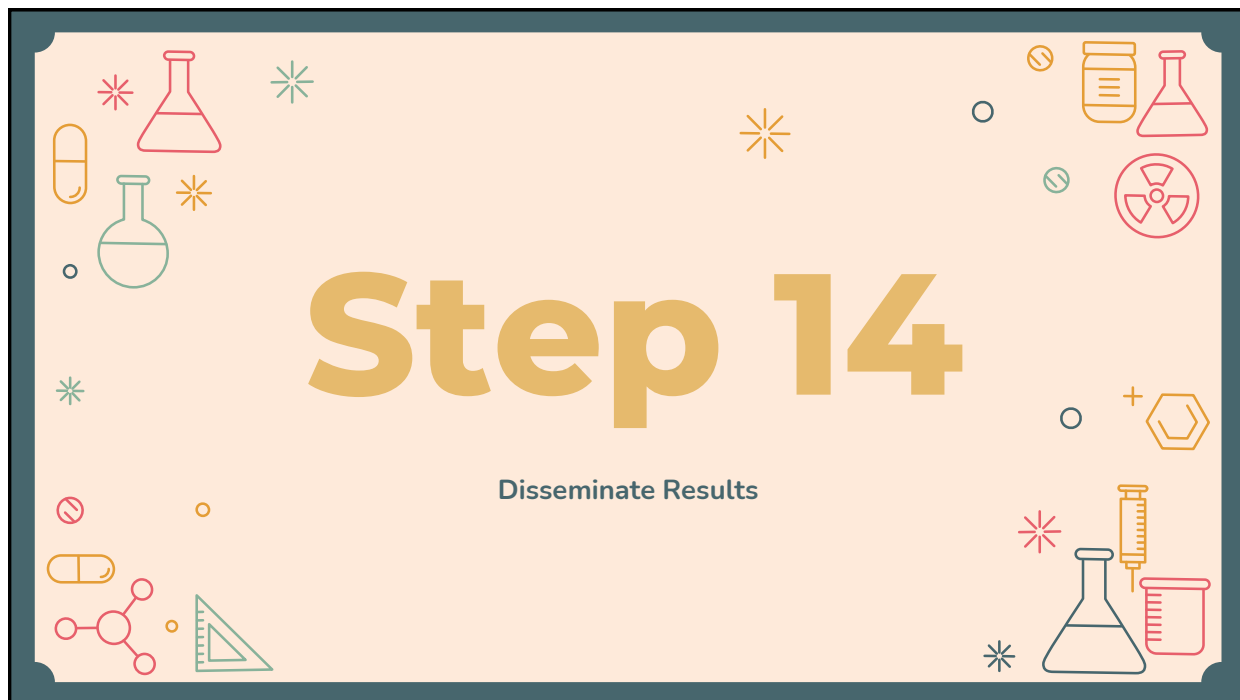
Table 4

Joint Display of LGBTQ+ Youth's experiences of peer victimization

Finding	Quantitative Statistic Result	Qualitative Experience	Converge, Diverge, Expand
Main Effects of Peer Victimization on Identity Development			
↑ peer victimization, ↓ stigma sensitivity	Youth who experienced greater peer victimization also experienced greater stigma sensitivity	Youth justified their victimization as a product of who they are and their LGBTQ+ identity	Convergent
↑ peer victimization, ↓ difficult process	Youth who experienced greater peer victimization also experienced coming out as a more difficult process	Youth discussed the challenge of processing their LGBTQ+ identity, in the context of experiencing and observing LGBTQ+ specific victimization	Convergent
Moderation Findings			
Independent variable ↑ peer victimization Moderated by X ↑ classroom support X ↑ close friend support Outcome = ↓ difficult process	Youth experiencing more peer victimization experienced coming out as a more difficult process if they had low, but not high, levels of classroom support, high levels of classroom social support buffer against the negative effects of peer victimization on difficult process.	LGBTQ+ youth discussed when they are victimized how their friends and peers can alleviate the difficult process of LGBTQ+ identity development by making them feel better and standing up for them. LGBTQ+ peers and close friends emphasized as reliable sources of support	Convergent Expand
Independent variable ↑ peer victimization Moderated by X ↑ openness to new straight friends Outcome = ↑ involvement motivation		When out to straight friends, friends also supported youth and endorsed feeling glad they were out. Reported feeling connected and relieved when out to other LGBTQ+ close friends and peers.	Convergent Divergent Expand

*When qualitative findings support the quantitative findings.
 *When qualitative findings challenge (or support) quantitative findings.
 *When qualitative findings add new information not covered and not necessarily in conflict with quantitative findings.

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Disseminating Results to the Community

- Free information-sharing sessions with stakeholders
- Creating practical “toolkits” with lessons learned
- Include cultural brokers and other important stakeholders as co-authors for presentations
- Seek publication in open-access journals if possible and/or newsletters, advocacy groups, local newspapers, etc.



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In Conclusion...



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LIMITS TO THIS GUIDE

You now have the key, but must open the door on your own, via lifelong journey





COMBINED PRACTICE!

We can achieve great things with SJMM



COMMIT TO...

The pursuit of:
Cultural Humility
Partnership
Shared Expertise



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Thanks for Attending!



Do you have any questions? Please follow up with us!

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