



MALMÖ HÖGSKOLA

Course syllabus

Quantitative and Mixed Methods

Swedish title

Kvantitativ metod och mixed methods

English title

Quantitative and mixed methods

Decision-making body and date of approval

Vice-Chancellor's meeting xx Valid from: spring semester 2016

Code

MAH0215

Credits

5

Cycle

Third

Grades

Pass or Fail

Admission requirements

Students must be admitted to third cycle studies.

Objective

The aim of the course is to provide students with specialised knowledge of the theory and application of quantitative methods and to introduce mixed methods.

The course provides a basic overview of the fields of quantitative and mixed methods and is one of two combined courses in research methodology. A further aim is to provide students with specialised knowledge of study design, survey development, data collection and analysis, and different types of sources of errors. Finally, the course is to provide students with tools for critical review of scholarly publications and specialised analytical approaches to quantitative data.

Content

The aim of the course is to discuss study design and the different stages of executing studies in fields involving quantitative and mixed methods. It deals with hypothesis development as a basis for

developing questionnaires, and coding and processing of collected data. The processing addressed concerns univariate and bivariate analysis and fundamental multivariate analysis. The analyses are executed with and without relevant software. Moreover, the course focuses on different strategies within mixed methods such as sequential and concurrent strategies. Focus is also placed on critical review of research using the methods described.

Learning outcomes

On completion of the course, the research student shall be able to

- account for and justify choices of study design
- plan a quantitative research project and produce a complete survey questionnaire
- process quantitative data
- plan a research project within the field of mixed methods, and
- critically review research

Course design

The teaching consists of interactive lectures (learning outcomes 1–4), seminars (learning outcome 5), exercises (learning outcome 3) and work with statistics software (learning outcome 3).

Assessment

The assessment of learning outcomes 1–4 is based on an individual assignment, in which the student is to describe and justify a study design for his or her research issue.

The assignment is also to include the production and revision of a survey questionnaire (learning outcomes 2 and 3). The assessment of learning outcome 5 is based on discussion seminars.

Required reading

Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (4th ed.) Thousand Oaks: Sage. 273 pages

Greasley, P. (2008). *Quantitative Data Analysis Using SPSS: An Introduction for Health & Social Science*. Maidenhead: McGraw-Hill Education. 139 pages

Research articles will be added.

Transitional provision

Within one year after the course has been discontinued or the course content has been substantially changed, the student is entitled to two separate opportunities to be assessed in accordance with the course syllabus that applied at the time of registration.

Course evaluation

The course director is to perform a formative course evaluation (stock-taking) midway through the course. This evaluation is to be communicated in speech and writing to the students as soon as possible. A summative course evaluation is to take place at the end of the course. The course director is to communicate the result of this evaluation at the start of the following course. Notes from the communication are to be made available to the students on the course and communicated to the students starting the course the next time it is offered.