



MMIRA-CC

Mixed Methods International Research Association - Caribbean Chapter

Mixed Methods Research Online Symposium 2020

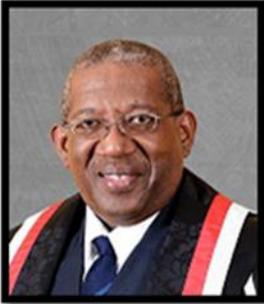
December 17, 2020

9:00 A.M. - 3:00 P.M. [EST]

THEME:

*Connecting the mixed methods community virtually
during the pandemic*

MESSAGES



*Professor Dale Webber
Pro-Vice-Chancellor &
Principal, The UWI, Mona*

As a region, we have made incredible strides in our social and economic development. The research community of The UWI has played a central role in those developments. Researchers foster development by helping to identify the resources, human and material, which we have and those which we may need to develop or obtain. Researchers are also critical facilitators in assessing the efficacy of existing initiatives and informing the development in all areas of life. As we look toward 2030 and the achievement of the Sustainable Development Goals (SDGs), we are made even more aware of the importance of research and what it enables us to accomplish concerning these goals.

As a regional University that is grounded in local realities, we have made it our mission to support regional development in every way that we can. Mixed methods research has so accentuated the research, the results and their interpretation in local and regional scenarios in such a way that the concept is now considered essential in many discourses. This symposium is an excellent example of the type of activity that will bring us, as a University, closer to demonstrate the value of mixed methods research in achieving those goals which we have articulated in our Triple A Strategic Plan.

Research is a central avenue through which we have supported regional development. We have consistently ensured that our students have access to the best research training, especially at the graduate level. We are also staunch proponents of multidisciplinary research which often requires the use of mixed methodologies. As such, we are thrilled that this symposium has continued as it affords our faculty and students a space to engage in discourse that can enhance their skills and knowledge so that they can continue to contribute to regional development.



*Professor Stephan Gift
Pro-Vice-Chancellor, Graduate Studies &
Research, The UWI*

The School of Graduate Studies, University of the West Indies is pleased to collaborate with the Mixed Methods International Research Association- Caribbean Chapter and the Caribbean Journal of Mixed Methods Research in organizing this mixed methods symposium, *Connecting the mixed methods community virtually during the pandemic*. As a community of researchers, the UWI has been instrumental in the development of innovative and cutting-edge research in the Caribbean as it tackled burning regional issues such as climate change, sustainable development, enhancing resilience and

sustainability of human interactions, expanding equity and inclusivity in education, gender and culture. Since the pandemic The UWI, through its Triple A Strategy has adjusted its research strategy to become more agile as it facilitates access to research tools, funding, and training. These initiatives have allowed for greater alignment between The UWI's research focus and the region's developmental needs.

I am pleased to support this Mixed Methods Research (MMR) Caribbean Symposium which brings together regional and international MM researchers presenting on diverse issues such as methodological innovations in mixed methods research, technology in education, the impact of COVID-19, and other societal matters such as bullying, domestic violence, early childhood and the importance of family involvement. I would like to take this opportunity to congratulate the Planning Committee, chaired by Dr. Tashane Haynes-Brown, President of the Mixed Methods International Research Association Caribbean Chapter. As Pro Vice Chancellor for Graduate Studies and Research, I am pleased to welcome all presenters and participants to this symposium.



Dr. Loraine D. Cook
Co-Editor-in-Chief CJMMR &
Founder & First President, MMIRA-CC

The Caribbean Journal of Mixed Methods Research (CJMMR) is pleased to collaborate with the Mixed Methods International Research Association-Caribbean Chapter in staging the Symposium themed *Connecting the mixed methods community virtually during the pandemic*. We welcome the keynote speaker Professor Donna Mertens, an outstanding and renowned mixed methods research international expert, whose empirical and theoretical

work have contributed to advancing the mixed methods research approach and specifically the transformative mixed methods design. This symposium symbolizes the human spirit's capacity to survive and prevail under the most difficult circumstances. Congratulations to the Planning Committee chaired by Dr. Tashane Haynes Brown, President of MMIRA-CC. We warmly welcome all participants and hope that the symposium will expand participants' mixed methods research knowledge and skills.



Professor Judith Schoonenboom
President, MMIRA

It is with great pleasure that I welcome you to the online symposium of MMIRA's Caribbean Chapter with the theme "Connecting the Mixed Methods Community Virtually during the Pandemic". Although mixed methods research in the Caribbean is an important theme at this symposium, calling this a "regional symposium" would not do justice to its program. The planning committee has been able to attract mixed methods researchers from all over the globe, especially

researchers from countries that are referred to as the "Global South". Yes, there are "regional" contributions from the Caribbean, from Jamaica, Trinidad and Tobago, Barbados, and Guyana. But I have also seen contributions from Brazil, the USA and Canada. And outside the Americas, there are contributions from Europe, from the UK and from Africa, from Nigeria. Several contributions stem from Asia, from India, the Philippines, Bangladesh, Thailand and China. This is MMIRA at its best. By bringing together these various international perspectives, this symposium will provide a contribution to the exchange and mutual understanding among mixed methods researchers from all over the globe. I wholeheartedly thank the planning committee for making this possible.

GUEST SPEAKER



Professor Donna Mertens

Donna Mertens is Professor Emeritus at Gallaudet University with a specialization in research and evaluation methodologies designed to support social transformation. She has authored, co-authored or edited many books related to evaluation methods and human rights, most recently Program Evaluation Theory and Practice, 2nd ed; Mixed Methods Design in Evaluation; Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods, 5th ed.; Indigenous Pathways into Social Research; and Transformative Research and Evaluation. She focuses on intersection of evaluation with social justice and human rights within the philosophical assumptions of the transformative paradigm. Mertens served as the editor for the Journal of Mixed Methods Research from 2010 to 2014. She was the president of the American Evaluation Association in 1998 and served on the Board from 1997 to 2002; she was a founding board member of the International Organization for Cooperation in Evaluation and the Mixed Methods International Research Association.

OVERVIEW OF THE ONLINE SYMPOSIUM



Dr. Tashane Haynes-Brown President, MMIRA-CC

As President of the MMIRA-CC, I am excited and honoured to be part of the team responsible for conceptualizing and planning this historic Mixed Methods Research Online Symposium. This symposium is intended to provide mixed methods researchers in the Caribbean and other parts of the world with an opportunity to continue to network and share their work with mixed methods research (MMR) scholars in spite of the restrictions caused by the COVID-19 pandemic. Who would have thought

that a pandemic could create this opportunity to extend our reach to such a geographically diverse population! We have participants from the Caribbean, USA, UK, Canada, South Africa, India, Philippines, Indonesia, Bangladesh, Botswana, Pakistan, China, Myanmar, Austria, Japan and Thailand. Regardless of time zone differences and being isolated in our homes and countries, the global community has shown their commitment to the growth and development of MMR through their participation in this online symposium.

As a Caribbean Chapter, we are committed to our mission of building a cadre of high-quality MMR scholars. The continued support of the University of the West Indies and the MMR experts from the international community further strengthen our resolve. We have an internationally renowned MMR scholar as the guest speaker, Professor Donna Mertens and she is joined by MMR experts—Professors Tony Onwuegbuzie, Elizabeth Creamer, Burke Johnson, Judith Schoonenboom and John Hitchcock—who have all volunteered their time and expertise as panellists for a Meet the Experts Session at this symposium. This symposium also features two workshops. One workshop focusses on the use of the QDA Miner software for analysing mixed methods data, facilitated by the software developer and president of Provalis Research, Dr Normand Peladeau. The second workshop is focussed on the Basics of MMR, facilitated by our very own Caribbean MMR scholars Drs Loraine Cook, Vimala Kamalodeen, Tashane Haynes-Brown, Ingrid Hunt-Anderson and Ms Leemoy Weaver. I am particularly proud that as a Caribbean chapter we have the calibre of persons to facilitate an international workshop. The staging of this symposium especially during the pandemic when we are all isolated augurs well for the MMR community in the Caribbean and the rest of the world. It shows our commitment to the development of a global MMR community. I therefore encourage participants to make the best of the experience as you have the opportunity to interact, share new knowledge and innovations that can contribute to creating solutions to the problems being faced globally due to this pandemic.

I wish to formally express my appreciation to The UWI School of Graduate Studies and Research, the Caribbean Journal of Mixed Methods Research (CJMMR) and the MMIRA-CC symposium planning committee. Without the collaboration among these three groups, the organizing and executing of this important event would not have been possible. I also wish to thank all participants and the presenters who have joined us to share their work. You have made this event a memorable reality. Let us continue to stay connected virtually as an MMR community despite being isolated physically due this global pandemic.

OPENING SESSION

9:00 A.M. – 9:45 A.M. [EST]



Tashane Haynes-Brown



Vimala Kamalodeen



Lorraine D. Cook



Steve Weaver

9:00 a.m.

Welcome & Opening Remarks

Dr. Steve Weaver
Manager, MMIRA-CC & Co-
Editor -in-Chief, CJMMR

9:05 a.m.

Prayer

Pastor Bruce Fletcher

9:10 – 9:20 a.m.

Greetings

Professor Dale Webber
Pro-Vice Chancellor, &
Principal, The UWI, Mona

Professor Stephan Gift
Pro-Vice Chancellor, Graduate
Studies & Research, The UWI

Professor Judith Schoonenboom
President MMIRA

Dr. Loraine D. Cook
Founder & Past President,
MMIRA-CC, Co-Editor -in-
Chief, CJMMR

9:20 – 9:25 a.m.

Overview of Symposium

Dr. Tashane Haynes-Brown
President of MMIRA-CC

9:25 a.m.

Introduction of Guest Speaker

Dr. Ingrid Hunt Anderson
Co-Chair, Marketing &
Communications, MMIRA-CC

9:25 – 9:45 a.m.

Guest Speaker

Professor Donna Mertens
Professor Emeritus at Gallaudet
University

9:45 a.m.

Closing Remarks

Dr. Vimala Kamalodeen
Immediate Past President,
MMIRA-CC

PROGRAMME SCHEDULE

9:00 a.m. – 3:00 p.m. [EST]

9:00 a.m. – 9:45 a.m.	Welcome & Opening Session
10:00a.m. - 11:15 a.m.	Concurrent Presentations: Part One Breakout Rooms 1, 2, & 3 (see pages 3 & 4 for the Presentations Schedule)
11:15 a.m. – 12:15 p.m.	Meet the Experts Panel: Professors Tony Onwuegbuzie, Donna Mertens, Elizabeth Creamer, Judith Schoonenboom, Burke Johnson and John Hitchcock Moderator: Dr. Tashane Haynes-Brown
12:15 p.m.- 12:45 p.m.	LUNCH BREAK
12:45 p.m. – 2:00 p.m.	Concurrent Presentations: Part Two Breakout Rooms 1, 2 & 3 (see pages 5 & 6 for the Presentations Schedule)
2:00 p.m. – 3:00 p.m.	Workshop Sessions - Rooms 1 & 2 Room 1 – QDA Miner: WordStat with Dr. Normand Peladeau Moderator: Corent McDonald Room 2 - Basics in Mixed Methods with Drs. Loraine D. Cook, Ingrid Hunt Anderson, Tashane Haynes-Brown, Vimala Kamalodeen and Ms. Leemoy Weaver
3:00 p.m.	Vote of Thanks: Ms. Leemoy Weaver

PRESENTATION SCHEDULE PART ONE



Concurrent Sessions 10:00 AM – 11:15 AM [EST]

Theme 1: Methodological Innovations in MM Research

Breakout Room 1

Moderator: Kavelle Hylton

PRESENTATION TITLE	PRESENTERS
1. Combining Mixed Methods and Case Study Research (MM+CSR) to Give Mixed Methods Case Study Designs	Loraine D. Cook & Vimala Judy Kamalodeen
2. Why Integration? Why Now?	Elizabeth G. Creamer
3. Introducing INDIGO, a New inherently Mixed Method to Support INtervention DesIGn with stakehOlders	Kelly Birtwell
4. Appropriate Methodology, Sound Methods First	Jerome De Lisle
5. Mixed Methods Research: Exploring Its Complexities and Challenges	Loraine D. Cook, Canute Thompson, Steve Weaver & Leemoy Weaver

Theme 2: Impact of COVID-19

Breakout Room 2

Moderator: Debbie Devonish

1. Impacts of Novel Coronavirus (COVID-19) on the Marginalized Population of the Global South: An Application of Mixed Methods	Amir Hossain
2. Pivoting Teacher Pedagogical Practices: Implications for Pre-Service Teacher Preparation Post COVID-19	Junior Martin, Hope Mayne, Eraldine Williams-Shakespeare, Debbie Devonish, Granville Pitter, & Shermaine Barrett
3. Implementing Equal Status Mixed Methods Research and Evaluation during COVID-19	Susan. A. Tucker, R. Burke Johnson, Edward A. McLain, & Ray Ivatt

4. Application of a Mixed Method Design of Community-based Participatory Research for Communities' Well-being and Research Challenges due to COVID-19	Antigoni Papadimitriou, Rosalyn Stewart, & Constantine Frangakis
5. Taking Up the Challenge: Secondary School Teachers' Experiences of Remote Teaching during the COVID-19 Pandemic in Trinidad and Tobago	Rowena Kalloo, Vimala Kamalodeen, Nalini Ramsawak-Jodha, & Sharon Jagernauth

Theme 3: Trending Societal Matters

Breakout Room 3

Moderator: Corent McDonald

1. The Cloak and Dagger: A Mixed Study of Covert Bullying in Jamaican High Schools	Ingrid Hunt-Anderson
2. Mothers' Stress of Preterm Infants from NICU to Home: The Mixed Method Approach	Claudia Silveira Viera, Beatriz Rosana Goncalves de Oliveira Toso; Ariana Rodrigues; Gicelle Machineski Galvan; & Maria Aparecida Munhoz Gaiva
3. A Longitudinal Mixed Methods Study Following a Two-Generation Preschool Program for Canadian Families Experiencing Vulnerability	Carla Ginn
4. Factors Influencing Safety Behaviour among Nigerian Farmers: Insights from a Sequential Explanatory Mixed Methods Study	Oluseye O. Oludoye, Wattasit Siriwong, Mark G. Robson
5. Knowledge, attitude and Barriers of research in undergraduate health science students of a Tertiary Care Centre - A mixed method study.	Vijay Kumar

PRESENTATION SCHEDULE

PART TWO

Concurrent Sessions 12:45 PM - 2:00 PM [EST]

Theme 1: Methodological Innovations in MM Research

Breakout Room 1

Moderator: Salisha Mohammed

PRESENTATION TITLE	PRESENTERS
1. Tourism and Hospitality Internships in Barbados: Students' perspectives	Gwendolyn Medford

2.	A Systematic Review of Mixed Methods Research in Counselling Psychology: Emerging Trends and Insights -	Breanna C. Lawrence and Rebecca E. Hudson Breen
3.	Using the Mixed Method Research Design for Scale Development and Inferential Analysis of Student Satisfaction in Higher Education	Gersha Pierre
4.	Exploring Changes in Teacher Efficacy of In-Service Secondary School Teachers during a Diploma in Education Programme in Trinidad and Tobago: A Mixed Method Study	Sharon Jaggernauth
5.	Employing Principle of Maximum Variation as an Integration Strategy to Operationalize the Participant Selection Variant of the Explanatory Sequential Mixed Methods Design	Joy Harrison, Daniel Oshi, Roger Gibson, & Desmalee Holder-Nevis
Theme 2: Technology in Education Breakout Room 2 Moderator: Richard Samuels		
1.	Face-to-Face to Online/Distance Education Transition: Experiences of Students during COVID-19 Pandemic at a Tertiary Institution in Trinidad and Tobago	Susan J. Chand
2.	Attitude and Perceptions regarding Online Teaching in Dental Undergraduate Program: A Mixed Method Approach	Venkitachalam Ramanarayanan, Vineetha K., Balagopal Varma R., Rakesh S., Aneesa Ayoob1, Chandrashekar Janakiram
3.	A Mixed Methods Study of Agricultural Science Teachers' Usage of Laptops in the Classroom in Secondary Schools in Trinidad and Tobago	Denny Budhooram & Vimala Kamalodeen
4.	How Beliefs Shape the Use of Technology among Jamaican Secondary Teachers	Tashane Haynes-Brown
Theme 3: Trending Societal Matters Breakout Room 3 Moderator: Sharon Hall		
1.	Establishment of the Core Outcome Sets of the Traditional Chinese Medicine for Chronic Back Pain	WAN Ying, LIU Chang-xin, ZHANG Ying, CHENG Qian-ji, SUN Ya-nan, & YU Chang-he
2.	An Explanation of Students' Cognitive and Social Skills at the Early Childhood Level: The Influence of Family Involvement	Sharline Cole
3.	Exploring Intimate Partner Violence in Trinidad and Tobago: A Sequential Mixed Method Approach	Talia Esnard, Shelene Gomes, Christine Descartes, Ann Diaz, Wendell Wallace, Raquel

	Sukhu, Chelsea Sinanan, Robyn Barran, Sherece Boodoo, Amanda Chin Pang, Rosa Castellano, Nirmal Maraj, & Haymatee Jaleel
4. Using Art to Highlight Family Resilience among Caribbean Families	Karina Donald
5. Understanding the Ecologies of Education Reforms: Comparing the Perceptions of Secondary Teachers and Students in Jamaica, Guyana, and Trinidad and Tobago	Yee Han Peter Joong, Nalini Ramsawak-Jodha, Peter Wintz, Susan Anderson, & Disraeli Hutton

ABSTRACTS

Presentation by the Guest Speaker

Transformative and Indigenous Mixed Methods in the Caribbean

Donna M. Mertens, Professor Emeritus
Gallaudet University

Caribbean countries face challenges in the form of economic, social, and environmental justice. Given the effects of climate change, violence and economic downturns, and colonization, mixed methods researchers need to adapt their methods to meet this complex cultural context. Transformative mixed methods combined with an Indigenous lens provides a framework for designing and implementing studies that have the potential to contribute to the transformative changes needed in this geographic area in order to have an improved quality of life for all. Mertens will explore the principles of transformative and Indigenous approaches to mixed methods research and provide examples that illustrate this approach based on examples from the West Indies.

Theme: Methodological Innovations in Mixed Methods Research

Using the Mixed Method Research Design for Scale Development and Inferential Analysis of Student Satisfaction in Higher Education

Gersha Pierre (PhD, cand.)
The University of the West Indies, St Augustine

Abstract

Objectives: To explore the relationship between student demographics and their service quality expectations and perceptions.

Method: A mixed method “sequential exploratory design” was utilized to design and implement a new instrument to measure service quality among tertiary students at a local university. This study involved first the collection of qualitative exploratory data, analysis of the information, then using the findings to develop a psychometric instrument, well adapted to the sample under study. This instrument was then administered to a sample of the population and used to explore the relationship between student demographics and their service quality expectations and perceptions.

Findings/Results: The use of the mixed method research design made it possible to develop a new four-factor scale that reflects the voices of key informants, that possessed cultural sensitivity and instrument fidelity. When applied to the sample, two of the four factors displayed negative service quality gap scores that were statistically significant. The study results also indicate that there was a statistically significant relationship between the independent variables of gender and students’ motives for study, and the dependent variable of student service quality expectation and perception. There was no significant relationship found within the variables of nationality, age and level of study for this sample.

Conclusions: In light of these results it is recommended that the institution should seek to improve student satisfaction and develop a holistic, Total Quality Management approach to managing the improvement of its academic and non-academic student services, emphasizing staff training in customer satisfaction and improved communications between staff and students.

Keywords: Caribbean, exploratory sequential mixed method, factor analysis, higher education, SERVQUAL, student satisfaction

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Introducing INDIGO, a New inherently Mixed Method to Support INtervention DesiGn with stakehOlders

Kelly Birtwell

The University of Manchester, UK

Abstract

Background: Design is a key part of the intervention development process, yet it is often viewed as unclear, unstructured, and challenging. INDIGO, a new method for supporting INtervention DesiGn with stakeholders, brings structure and creativity to this process. INDIGO combines timelining with storyboarding and enables users to create a visual representation of a complex intervention. In this presentation, I will describe the INDIGO method and its application to the development of a brief mindfulness-based intervention. Brief mindfulness-based interventions can improve health outcomes and are less intensive than existing 8-week interventions. INDIGO was created specifically for this study to enable participants to consider a brief mindfulness-based intervention holistically.

Aim: The aim of this study was to obtain stakeholder views on what a brief mindfulness-based intervention should comprise, from a whole-intervention perspective.

Method: Twenty-one individuals with knowledge or experience of mindfulness took part in this combined convergent and explanatory sequential mixed methods study. Qualitative and quantitative data were collected via INDIGO. INDIGO charts and textual data were analysed quantitatively (descriptive statistics) and qualitatively (content analysis, polytextual thematic analysis). There were multiple points of integration.

Findings: Findings suggest a brief mindfulness-based intervention could comprise five ninety-minute sessions. Issues with the interpretation of some intervention elements were revealed.

Conclusion: The empirical findings will be combined with theory and evidence from a previous study to develop a brief mindfulness-based intervention. In this study, INDIGO effectively supported participants to take a whole-intervention perspective, and participant feedback was positive. INDIGO is a versatile inherently mixed method and further applications will be discussed.

Keywords: intervention design, intervention development, mindfulness, mixed methods, stakeholder involvement

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Why Integration? Why Now?
Professor Elizabeth G. Creamer
Virginia Polytechnic Institute and State University, USA

Abstract

This article expands the conversation about the “integration challenge” presented by Fetters and Freshwater (Journal of Mixed Methods Research (2015) 115–7). To advance the discussion of the integration challenge, we first consider a variety of forces that have coalesced to bring attention to integration at this particular point in time in the development of mixed methods as a methodology. Next, we extend the discussion about integrated case-based analysis and integrated visual displays by using an example of a mixed methods study that used the life course perspective. Both procedures are formative in that they are used as another source of data during analysis. Following that, we shift our attention to two challenges introduced by approaches that emphasize integration. The first is how resistance to integration that is grounded in the persistent concern that qualitative and quantitative derive from fundamentally different paradigmatic perspectives can be overcome through the logic of abductive reasoning and a theoretical framework. The second is the challenge presented when integration is prioritized to find a way to visualize interactive, integrated designs in a procedural diagram. The article closes by illustrating how the DNA double helix has been used to capture the fluidity of situations where integration occurs at multiple points in the research process.

Keywords: case-based analyses, life-course perspective, mixing, mixed methods, mixed methods research, integration, fully integrated mixed methods research, integrated mixed designs, integrated visual displays

Combining Mixed Methods and Case Study Research (MM + CSR) to Give Mixed Methods Case Study Designs

Loraine D. Cook¹ and Vimala Judy Kamalodeen²

The University of the West Indies, Mona, Jamaica¹

The University of the West Indies, St. Augustine, Trinidad & Tobago²

Abstract

Typically, case study research (CSR) is associated with a qualitative approach. However, the increased use of mixed methods to address complex research problems provides an opportunity to combine mixed methods research (MMR) and CSR in a single investigation. This paper discusses the intersection of these two research approaches (MMR + CSR) leading to a description of either the deductively driven design (case study-mixed methods research (CS-MMR) or the inductively driven design (mixed methods-case study research (MM-CSR). Complex research problems require non-typical research approaches that are guided by researchers' paradigms, integrative thinking mindsets, and adaptive mixed methods designs and procedures. Exemplary empirical studies using mixed methods CSR, from the international and Caribbean research community, are discussed and used to illustrate the two designs. Features of both designs (CS-MMR and MM-CSR) are highlighted to aid the researcher in the practical application of this approach (MM + CSR).

Keywords: Caribbean studies, complex research issues, deductively driven, inductively driven, mixed methods case study research

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**Tourism and Hospitality Internships in Barbados:
Students' perspectives**
Gwendolyn Medford

Abstract

For a tertiary educational institution (College) in Barbados, its primary purpose is to train potential workers for the tourism and hospitality industry. This is accomplished in part through internships. The purpose of the study was to examine from the students' perspectives, the winter internships organized by the College at multiple placement sites on the island. A convergent mixed methods design was employed to conduct the research. Both quantitative and qualitative data were collected concurrently using the methods of surveying, interviewing, and document analysis to provide comprehensive information for the three research questions which were used to investigate the phenomenon. Analysis, interpretation and merging of the quantitative and qualitative data yielded some interesting results. Major findings in the study were that overall, the students' expectations of the internships were realized; there was a significant relationship found between the quality and satisfaction of the student internship; however, some misalignment existed pointedly in one of the Associate Degree programme specializations.

Keywords: Barbados, internship quality, internship, mixed methods research design, pragmatism, tertiary educational institution, tourism/hospitality

Mixed Methods Research: Exploring Its Complexities and Challenges

Loraine D. Cook, Canute Thompson, Steve Weaver, and Leemoy Weaver
The University of the West Indies, Mona, Jamaica

Abstract

This paper describes findings from interviews and the extant literature to synthesize a working definition of the concept of mixed methods research (MMR) and present an evolutionary perspective of this pragmatic research approach. It brings to bear the thoughts of research luminaries such as Professor John Creswell and Professor Anthony Onwuegbuzie, both of whom are cutting-edge international MMR experts (and both are past presidents of the Mixed Methods International Research Association). Guided by interviews with Professors Creswell and Onwuegbuzie, the various definitions of MMR, its historical evolution as the third research paradigm, elements of its philosophical foundation, and how it contributes to solving society's problems are all brought to bear on the discussion. The paper interweaves thoughts on MMR, placing it at the centre of an evolutionary trend in research that strives to produce richer quality data while recognizing the inherent challenges in understanding our reality. Finally, this manuscript is designed to be a reference tool for researchers seeking to understand the basic definitional and philosophical dimensions of MMR.

Keywords: definition, mixed methods research, philosophical foundation

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Employing Principle of Maximum Variation as an Integration Strategy to Operationalize the Participant Selection Variant of the Explanatory Sequential Mixed Methods Design

Joy Harrison, Daniel Oshi, Roger Gibson, and Desmalee Holder-Neveins
The University of the West Indies, Mona, Jamaica

Abstract

Objective: This article shares how a variant of the Explanatory Sequential Mixed Methods approach was used in tandem with the Principle of Maximum Variation (PMV) to integrate quantitative and qualitative methods.

Method: It illustrates how PMV was used to create combinations of participant characteristics from an existing quantitative dataset, to inform sample size and profiles used to select participants for the qualitative-focused phase of the study.

Finding: Additionally, it highlights that the mixed methods researcher needs to 'think integration' from the conceptual stage of the study when its design is being considered.

Conclusion: Mixed methodology is far more elaborate than simply combining quantitative and qualitative methods. It is a methodology wherein quantitative and qualitative methods may be so ingrained, that a researcher can feel assured that whatever the finding and use of whatever mode of analysis, the outcome would be infused with elements of both methods.

Keywords: explanatory sequential mixed methodology, integration, principle of maximum variation, quantitative, qualitative Corresponding author: Joy Harrison: joy.harrison02@uwimona.edu.jm

Appropriate Methodology, Sound Methods, First
Jerome De Lisle
The University of the West Indies, St. Augustine

Abstract

Mixed methods and multiple and mixed methods research (MMR & MMMR) have recently emerged as a useful research strategy across various academic communities within the Caribbean. There are challenges and opportunities arising from this emergence just as occurred with the entry of qualitative inquiry in the 1980s. For example, some scholars have adopted an a-paradigmatic stance towards mixing, frequently failing to declare, explain or rationalize worldviews. Others have responded to the dynamism and diversity of a rapidly changing field by elevating some practices promoted by popular community leaders to universal absolutes. At the same time, they have ignored the diversity of approaches evident in the varied work of Morse and Niehaus (2009), Morgan (2014), and Maxwell (2018). These challenges are not to deny the reality of the value, beauty, and of the modern mixed methods movement (De Lisle, 2020; Hesse-Biber & Johnson, 2013). Mixed methods research can provide an opportunity to explore methodological innovation and to extend the reach of many research programmes. To understand how MMR and MMMR are evolving in the Caribbean, I reviewed 10 recent mixed methods articles published by Caribbean researchers. I identified worldview, mixing strategy and outcomes, innovations, and community members cited. I argue that what may be needed is greater attention to building a dynamic and discerning community of scholars who can consistently share and exchange emerging ideas about methods. I provide the following roadmap. Researchers must pay greater attention to fidelity of methods, demonstrate deeper insight into philosophical approaches, and explore a range

of innovations. The latter must include the possibilities offered by incorporating indigenous methodologies (Chilisia & Tsheko, 2014). Critical and transformative reflexivity will lead to intelligent adoption, greater agency, and a robust, shared research culture, as MMR evolves in the Caribbean (Popa & Guillerman, 2015).

Keywords: communities of practice, epistemology, mixed methods research, methodological pluralism, methodological innovation

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Exploring Changes in Teacher Efficacy of In-Service Secondary School Teachers during a Diploma in Education Programme in Trinidad and Tobago: A Mixed Method Study

Sharon Jacqueline Jaggernauth

The University of the West Indies, St. Augustine Trinidad and Tobago

Abstract

This study explored how the teacher efficacy of secondary school teachers changed during a ten-month in-service professional development programme at a university in Trinidad and Tobago. A multiphase sequential convergent mixed methods design was adopted that was underpinned by the critical realism philosophical framework. In the quantitative phase, participants were surveyed at the start and end of their programme, and analysis of data from the first survey was used to identify participants for the qualitative phase. Data for the quantitative phase were collected from 188 in-service secondary school teachers using Tschannen-Moran and Woolfook-Hoy (2001) Teacher Sense of Efficacy Scale. Repeated measures multivariate analysis of variance revealed that participants reported significantly stronger teacher efficacy by the end of the programme that was not associated with their gender, school type, years of teaching experience, and curriculum major. A sub-sample of three mathematics teachers was selected from the participants for in-depth study, to identify the experiences that provided strong sources of efficacy-strengthening information they associated with the programme, and how these sources of information were associated with changes in their teacher efficacy. Data collected from the researcher's observations of participants' teaching practices, written plans for instruction and assessment, other artefacts produced for instruction, and post-teaching reflections were quantized. Qualitative analysis of participants' words and non-verbal behaviours during post-teaching conferences, their reflective journals during the programme and exit interviews upon completing the programme supported the increase in their reported teacher efficacy scores by the end of the programme across the three dimensions of teacher efficacy and the findings from observational data. Qualitative analysis of participants' exit interviews, reflective journals and other artefacts they produced revealed five sources of efficacy-strengthening information that participants associated with their experiences during the programme: mastery experiences with critical analysis and social persuasion, vicarious experiences with critical analysis, critical self-reflection, learning in a professional learning community of practitioners and school-based experiences. These sources of efficacy-strengthening information initiated changes in participants' teaching practices as they experimented with new strategies, experienced success with them or observed colleagues experience success. This process encouraged participants to adapt these strategies to their particular school contexts, which improved their effectiveness as teachers and catalyzed further changes in their teacher efficacy over time. This study directly addressed the paucity of teacher efficacy research in Trinidad and Tobago and the

wider Caribbean. It highlights the need for a deeper understanding among teacher educators about the critical role of teacher professional development in strengthening teacher efficacy, and consequently, teacher effectiveness. It also provided directions for future teacher efficacy in Trinidad and Tobago that use appropriate research methods. Such approaches can also provide greatly needed insight into how teachers' task analysis, content knowledge and school environment might be associated with their efficacy.

Keywords: convergent mixed methods research, data integration, in-service secondary school teacher, teacher efficacy, teacher professional development

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A Systematic Review of Mixed Methods Research in Counselling Psychology: Emerging Trends and Insights

Breanna C. Lawrence, PhD¹ and Rebecca E. Hudson Breen, PhD²
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Abstract

There is a growing presence of research in counselling psychology that is framed as mixed methods research. Providing a framework for integrating qualitative and quantitative data sources, mixed method research is well suited to research in an applied discipline such as counselling psychology. In 2010, Teddlie and Tashakkori stated that the future of mixed methods research will “feature a more exotic mix” (p.16) of increasingly distinct methods mixtures. Given the increasing popularity, and in search of this exotic mix, we explored the current state of the field of mixed methods research in counselling psychology. Through a systematic review currently in process, we examined N=162 peer-reviewed articles from the past decade. In this presentation, we discuss the studies published between 2017 and 2020 (n=80). We examine topics, designs, data types, and integration methods with a focus on practical guidelines and considerations for teaching and training in mixed methods research in counselling psychology. Through our review, we found that most designs reflected traditional mixed methods research “typologies,” many lacking novel mixing strategies. Methodologies continue to need further expanding and refinement to reflect innovative and seamless integrative approaches. We highlight the differences between multi-modal or using multiple methods, and mixed methods research, involving innovative data integration with a call for full integration. Practical guidelines and implications related to teaching and training the next generation of mixed methods researchers in counselling psychology is discussed.

Keywords: counselling psychology, integration, mixed methods research, systematic review, teaching research methodology

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Theme: Impact of COVID-19 pandemic

Impacts of Novel Coronavirus (COVID-19) on the Marginalized Population of the Global South: An Application of Mixed Methods

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Abstract

This paper would like to investigate the impacts of novel coronavirus (COVID-19) on the marginalized population of the global south, especially Bangladesh and India, who are the worst sufferers. It would like to identify the current terrifyingly dreadful situation of the marginalized population, who are completely deprived of public health facilities and medical care and who have no capacity to take treatment from the clinics or hospitals. Its aim is to rediscuss origination and history of coronavirus and manifesto regarding this virus in different sources, like dogmatically blind people rurally and urbanely in the south Asian regions. Prejudice, social isolation, anxiety, fear and panic, healing, cognitive bias, acute stress disorder, conversion disorder, adjustment disorder, hypochondriasis, sleep disorder, and racial conflicts are the major aspects of psychological trauma and paranoia that the study would like to investigate in details. For this purpose, based on the reports and authentic information published by newspapers, journals, articles, monographs, and theses, this paper would like to focus on the real picture of the coronavirus crisis among the treatment deprived-men, women, and children. How this coronavirus affects the larger population of the global south physically, psychologically, economically, and racially is the prime focus of this paper. Data would be collected from daily newspapers, medical practitioners, health specialists, reporters, internet sources, global news, Worldometers, World Health Organization (WHO) reports, and the United Nations (UN) Office for the Coordination of Humanitarian Affairs, to uphold the current impacts of new coronavirus on the marginalized humanity through applying the mixed methods, including quantitative and qualitative methodologies. Finally, novel coronavirus (2019-nCoV) preventive steps would be discussed to make the marginalized people conscious of coronavirus.

Keywords: coronavirus (COVID-19), global south, marginalized population paranoia, psychological trauma

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Pivoting Teacher Pedagogical Practices: Implications for Pre-Service Teacher Preparation Post COVID-19

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Abstract

This project explores the phenomenon of pivoting teacher pedagogical practices post COVID-19 pandemic and the implication for pre-service teacher preparation. Its main purpose seeks to unearth the present context: challenges and perceptions of teaching strategies; classroom behaviour management practices, technology integration and

assessment strategies that exist in secondary level schools of the Jamaican education system in the COVID-19 pandemic. Utilizing an exploratory sequential mixed method design, the study seeks to answer questions framed on current pedagogical practices used in the Jamaican Secondary High School. This is in an effort to inform a context responsive pedagogical model to align with pre-service teacher preparation practices. Participants will include in-service teachers, across disciplines within schools that accommodate the Faculty of Education and Liberal Studies, and Faculty of Science and Sport pre-service teachers for teaching practice. Teacher educators will also be selected from across the four teacher education programmes - Industrial Technology, Mathematics and Science, Family and Consumer Studies, and Business and Computer Studies. Data will be collected via multiple methods, such as online observations, interviews, focus groups and surveys. Pre-service teachers will also illuminate their own perspectives about practices within the current context. Expected outcomes of the study will include the documentation of the challenges and perceptions of the teaching and learning environment and the development of a context responsive pedagogical model to guide teacher preparation post COVID-19.

Keywords: classroom management and assessment, exploratory sequential mixed methods, pandemic, pre-service teachers; teacher training

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Implementing Equal Status Mixed Methods Research and Evaluation during COVID-19

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Abstract

Aim: This session focuses on strategies to collaboratively implement dialectical pluralism (DP) during the social distancing required during COVID-19. DP is a process philosophy, communication theory, and meta-paradigm for dialoging with multiple paradigms and diverse stakeholders. We are building on our 2017 and 2019 MMIRA-CC workshops where participants reflected collaboratively on DP's core assumptions of justice as fairness.

Method: A framework will be presented to help researchers and evaluators apply DP during the pandemic. Social psychological literature informs the framework using conflict management, negotiation, small group psychology, group counseling, group dynamics, political diplomacy, deliberative democracy, and workplace justice. In the 10 minutes available, we will: 1) present a DP Strategies Framework for implementing DP in socially distanced contexts; and 2) explore with session participants in how they are identifying and ensuring equitable stakeholder engagement in mixed methods studies during the pandemic.

Findings/Learnings: Four phases of DP implementation (i.e., plan DP integration, build social infrastructure, perform for win-win solutions, and evaluate/improve) have emerged from case studies of the process both before and after the onset of the pandemic. There seem to be two versions of equal-status designs: weak and strong. The weak version requires only an equal mixture of qualitative and quantitative data. Although this is popular, it ignores deeper philosophical assumptions and methodological issues. Strong

versions explicitly apply methodological strategies that complement their philosophical assumptions.

Conclusions: The DP Strategies Framework (Tucker et al., 2020) serves as a viable and accessible way to orient both researchers and participants in communicating, co-designing and implementing mixed methods fairly. Some tools can be used at specific phases of a mixed study, and some can be used across multiple phases to explicitly address misuse of power and resolve differences while conducting mixed research.

Keywords: dialectical pluralism, equal status mixed methods

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Face-to-Face to Online/Distance Education Transition: Experiences of Students during COVID-19 Pandemic at a Tertiary Institution in Trinidad and Tobago

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Abstract

An online survey was conducted to assess University students' response to online/Distance Education (DE) mode during the COVID-19 pandemic. The survey instrument assessed six areas, namely, accessibility, mental readiness, concerns and challenges, teaching and learning experiences, technical issues, and suggestions for improvement. Concerns and challenges, and suggestions for improvement were opened ended items on the survey instrument. A total of 719 students completed the online survey. While 82% stated that all their classes had transitioned to online/(DE) mode, 79% of the participants had access to all their online/(DE) classes, and 52% had previously participated in an online/DE class. Reasons for inaccessibility to online/DE classes expressed by the 21% were attributed to lack of appropriate devices, technical difficulties, no internet access at home, feeling overwhelmed, unable to comprehend the online mode, invalid zoom links, and unavailability of the course. Mental readiness to transition was assessed through the anxiety level of the participants. About 68% indicated increased anxiety level, while 24% expressed no changes in their anxiety level to the transition process. Participants' responses to their teaching and learning experiences ranged from lecturers giving extension for assignments (73%), lecturers providing learning materials (61%), lecturers being in regular contact with them (60%). However, 51% stated that too many quizzes/tests to complete, no access to pre-recorded class sessions that were missed (36%), no contact information for counseling (34%). About 98% of the participants shared devices with one to three persons. There were over 500 comments for concerns, challenges, and suggestions for improvement. The major themes were assessment, technical and software issues, course content and delivery, quality of work, attendance and GATE issues, online and home environment. Findings of this study will address the major concerns of the participants' online/DE experiences and creation of conducive learning spaces both virtually and at home.

Keywords: home environments, learning spaces, mental readiness, online/distance education, transition

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Application of a Mixed Method Design of Community-based Participatory Research for Communities' Well-being and Research Challenges due to COVID-19
Antigoni Papadimitriou, WKU and JHU, Rosalyn Stewart, JHU,
and Constantine Frangakis, JHU

Abstract

University-engagement research benefits the communities as well as higher education institutions; however, such research, and especially the process of community engagement has been less frequently described in the literature (Groark & McCall, 2018; Primavera, 2004; Sandy & Holland, 2006). From the mixed methods (MM) perspective, researchers noted that to expand the field of MM research, studies of how the methodology intersects with other research approaches, like participatory and action research approaches (Hesse-Biber & Johnson, 2013; Lucero et al., 2018; Plano Clark & Ivankova, 2016) are needed. Other scholars, (DeJonckheere et al., 2018) underscored that “there is a need to understand the ways in which researchers are interested in MMR with CBPR, identify the rationales for using this design, and describe current challenges in order to guide future researchers who use this advanced application” (p. 2). In this backdrop, the purpose of the current presentation is to present the MM design on a cross- disciplinary university-engagement MM research of the character of CBPR for healthier and safer communities in Baltimore, Maryland and share the challenges due to COVID-19. Recognizing the variation within CBPR practices and processes, the authors developed a MM design to capture the characteristics of the community for the health and safety outcomes and to propose interventions for the community needs. The overarching research question that guides this research project was: To what extent do community leaders and residents shape actions and policies about quality of life in their communities (Greektown, Baltimore)? “Building community engagement and development in Greektown, Baltimore” is a university-community engagement multistage sequential mixed methods (MM) study of CBPR (Papadimitriou, Stewart & Frangakis, in preparation). Strand et al. (2003) underscore the rationale for using both qualitative and quantitative data in community-based studies. This MM study begins with a *Forming a CBPR partnership* stage, then involves into a sequential qualitative exploratory design (Phase 1 University-community engagement, project partnership, survey design), and it leads to the *Dissemination* stage. This design suggests a connection of MM research with several the Israel's et al., (2013) core phases of CBPR. The overall MM design demonstrates the complexity in university-community engagement research and suggests the importance of intersecting MM in CBPR for the community's well-being. Papadimitriou's et al. (in preparation) multistage and sequential MM design, supporting Johnson and Onwuegbuzie's (2004, p. 20) statement of mixed methods being “an expansive and creative form of research.”

Keywords: community-based participatory research, community well-being

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Theme: Technology in Education

Taking Up the Challenge: Secondary School Teachers' Experiences of Remote Teaching during the COVID-19 Pandemic in Trinidad and Tobago

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Abstract

Trinidad and Tobago (T&T), like 210 other countries globally, are facing exceptional changes in the learning environment due to the COVID-19 pandemic. Teachers were forced to rapidly transition to remote teaching in an online environment. Tertiary institutions faced similar challenges. At the University of the West Indies, St Augustine (UWI), teacher education programs adjusted quickly to ensure completion. It could be hypothesized that the 400 students in the 2019-2020 cohort and the 210 students in the 2020-2021 cohort enrolled in the Postgraduate Diploma in Education program at the UWI were unique because they have been exposed to a blended learning model, unlike previous cohorts. Remote teaching and learning have placed numerous demands on these teachers as they adjust to multiple roles of parent support and online teaching within the context of limited resources. There is sparse research in T&T on how teachers with diverse experiences and backgrounds have coped with the "new normal", and their successes, challenges and opportunities. This study provides an opportunity to gain insights into how teachers view these changes and what their practice now looks like. A mixed-methods explanatory sequential design using surveys and interviews will be used to collect data from participants. Survey and interview data will be analyzed using descriptive statistics, a priori and emergent codes, as well as themes from the survey. The study provides opportunities for understanding how teachers in the context of limited resources adapted to the pandemic and the potential of the educational system in the Caribbean to respond to inevitable future crises.

Keywords: pandemic, secondary teachers, remote learning, mixed methods

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Attitude and Perceptions regarding Online Teaching in Dental Undergraduate Program:

A Mixed Method Approach

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Dr. Rakesh S³, Dr. Aneesa Ayoob¹, Dr. Chandrashekar Janakiram¹

Amrita Vishwa Vidyapeetham University

Abstract

Introduction: Education across the world has transformed rapidly by shifting to a virtual mode of teaching. Dental education, which is predominantly clinical, had to be reformed, with the closing of clinics and suspension of students to facilitate social distancing. Remote teaching and evaluation of students is a major challenge, particularly in a clinical subject like dentistry. The shift from direct learning to virtual/ remote learning in dental education has its own advantages and challenges. But the literature regarding the same is limited to improve the learning experience and perform better evaluation. Therefore, a

mixed method study is planned to understand the nuances of the newly introduced online mode of teaching.

Objectives: a) To assess the attitudes and perceptions regarding online classes among dental undergraduate students. b) To explore the perception of online education among students, parents/guardians, faculties, and administrators.

Methods: A sequential explanatory mixed method design was adopted with quantitative dominant mixed analysis. The rationale for mixing qualitative and quantitative analysis was for complementarity and development. A self-reported questionnaire focusing on attitude and perceptions towards online learning were distributed among clinical and pre-clinical dental undergraduate students. A qualitative arm explored perceptions of online teaching among by conducting focus group discussions among students, faculties, parents and administrators thematic content analysis was performed. Thematic content analysis was performed using QDA Miner Lite.

Results: A total of 138 responses were obtained, of which 54.3% were clinical students. Eighty percent of the students were satisfied with online education while, 50% were preferred online examination compared to conventional exams. There was no significant change noticed between clinical and pre-clinical students regarding their perceptions of online teaching. The qualitative data analysis revealed nine emergent themes exploring perceptions of different stakeholders involved in online education. The themes are course content and delivery, access to educational experiences, student involvement, parental involvement, student monitoring and evaluation, learning environment, interaction, administrative considerations, and perceived barriers.

Conclusion: Even though online education cannot be compared to traditional education in a clinical specialty like dentistry, it does have its advantages, and a portion of student learning can be conducted through this mode. Training of faculties to use the latest features available and activities or tools to engage students more effectively is suggested, as the interaction level between the student and faculty has decreased in this mode. Many barriers were identified when considering subjective perceptions, among which technology constraints and lack of resources like access to library and study materials were the most reported. Advantages of online teaching reported include, learning from a comfortable environment, more time for leisure activities, and better pace of learning.

Keywords: online education, sequential explanatory mixed method design,

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How Beliefs Shape the Use of Technology among Jamaican Secondary Teachers

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Abstract

Despite growing attention to teachers' use of information and communication technology (ICT) in teaching, there remain stark differences in teachers' use of ICT with the majority reflecting traditional, teacher-centered practices. Differences in teachers' use of ICT are often correlated with differences in teachers' beliefs. Consequently, the purpose of this explanatory sequential mixed methods study was to examine how teachers' beliefs account for differences in teachers' use of ICT. The quantitative data were obtained by surveying 248 teachers in 10 schools. The structural equation model confirmed the existence of a positive significant relationship between the teachers' Espoused Pedagogic Beliefs, ICT Beliefs and Use of ICT and a significant relationship between Level of

Professional Involvement and the teachers' Espoused Pedagogic Beliefs. This model explained 50% of the variance in teachers' use of ICT. A subsample of eight teachers with differing alignment in their beliefs and use of ICT from three distinct ICT school environments was selected for the second phase, which employed a case study approach. Data were collected using semi-structured interviews, video-recorded classroom observations, observation checklists and video-elicitation interviews. When the quantitative and qualitative data were integrated, they revealed that for four of the eight teachers observed, their ICT teaching styles were consistent with their espoused beliefs. However, for the other four teachers, their ICT teaching styles were inconsistent with their espoused beliefs. Most of the teachers whose ICT teaching styles were identified as teacher-centered considered their use of ICT to be learner-centered and believed that their ICT teaching styles supported their espoused learner-centered beliefs. These findings signal the need for professional development activities to provide more opportunities for teachers to the first issue of the Caribbean Journal of Mixed Methods Research (2020), on page 191, which reflects on their beliefs and practices as well as the need for teachers to have a clear understanding of how to use ICT in learner-centered ways.

Keywords: information and communication technology, Jamaica, pedagogic beliefs, teaching styles, technology beliefs

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Theme: Trending Societal Matters

The Cloak and Dagger: A Mixed Study of Covert Bullying in Jamaican High Schools
Ingrid Elizabeth Hunt Anderson, PhD

Abstract

Despite its growing prevalence and adverse impact on students' health and social welfare, *covert bullying* remains one of the most *underestimated* and *underreported* forms of abuse among adolescents. Consequently, this study examined the nature and scope of *covert bullying* within the context of Jamaican socio-cultural, historic and economic environs, using a transformational exploratory sequential model. The initiating, predominant, qualitative phase employed case studies to explore the experiences and perspectives of 27 students attending nine high schools that also represent four school types (cases) in urban Jamaica. Primary data was collected through rigorous interviews, focus group discussions, *doodling* and observations. Using a grounded theory approach to data collection and analysis, qualitative findings evolved around four themes - *Bullying Situations; Impact; Profiles and Explanations; and Coping and Mitigation*. Among these themes, narratives revealed that Bullying Situations are highly facilitated by 'popular' peer group structures that adopt the socio-historic and popular symbols, (especially money, class, hair type & colour), norms and behaviours of the larger society, to dictate status, difference and inclusion and exclusion among peers within the school community. Qualitative findings were subsequently used to inform the emergent quantitative phase that involved the development of *perpetration* and *victimization* scales, that were administered in a survey of 279 students attending seven urban and rural high schools. The findings showed the victimization level was higher among males than females while the perpetration level was higher among females than males; with a moderate correlation between perpetration and victimization scales. Nonetheless, key 'integrated' findings confirm the normalization, underestimation and underreporting arguments proposed in the study. Some supporting

findings are that 70% of students associate bullying with 'popular' peer groups and feel that their school communities link symbols like class /wealth to skin colour and wealth to popularity. The Victimization impact includes that, at least 80% of students have been excluded or rejected by a peer group because of money, class or difference, and more than 60% are teased, labelled or humiliated because of being 'different'. Additionally, up to 80% of victims experience low self-esteem, depression and/or anxiety. Moreover, approximately 65% of victims were afraid to report incidents. Positive change in local schools may require a whole school effort with emphases on policies and strategic approaches to dismantling negative peer structures; acculturating positive socio-cultural symbols; and embracing diversity and difference. Also critical are, the reform of teacher recruitment and training; and changes to the national curriculum and school policies on violence and aggression.

Keywords: covert bullying, social aggression, school bullying, school violence, peer aggression, adolescence bullying, mixed methods, exploratory sequential design, emergent design

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A Longitudinal Mixed Methods Study Following a Two-Generation Preschool Program for Canadian Families Experiencing Vulnerability

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Abstract

Objectives: Program objectives of an ongoing two-generation preschool program at CUPS Calgary include improving early childhood development and school readiness through strengthening children's environmental influences. Program eligibility includes living with less than half the low-income cut-off (LICO), and mental illness, addiction, or social isolation within the family. The aim of this explanatory sequential mixed methods study (quant → QUAL) was to conduct a longitudinal follow-up of families after children reached age 10 years.

Methods: In Phase I (quantitative), the top and bottom 25th percentile of children's receptive language scores were identified, informing participant selection for Phase II (qualitative). In Phase II, constructivist grounded theory was used to explore experiences of biological mothers as they moved through CUPS One World.

Findings: The core category, Stepping Stones to Resiliency, included four categories: Perceptions of Family; Moving Forward; Achieving Goals; and Completely Different. Perceptions of Family included the categories of CUPS Like Family (for recent immigrant families), and CUPS in Place of Family (for other Canadian-born and Aboriginal families). Recent immigrant mothers had experienced positive, trusting relationships with extended family, while other Canadian-born and Aboriginal mothers had experienced dysfunctional, chaotic relationships (due to abuse and neglect, addiction, and ongoing effects of colonization including residential schools). Moving Forward was linked with Perceptions of Family: recent immigrant families could step lightly onto this stone, as it encompassed adjusting to life in Canada; other Canadian-born and Aboriginal families required extra struggle in order to move on to the next stone.

Conclusions: Findings challenge traditional episodic, biomedical treatment paradigms to improve the health and wellbeing of low-income families with intergenerational cycles of mental illness, addictions, social isolation, and family violence. Agencies might assess the benefit of brief, time-limited interventions for low-income families with complex

challenges, considering longer-term, intergenerational programming in order to achieve the greatest impact.

Keywords: intergenerational, resiliency, low income, mixed methods, grounded theory

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Mothers' Stress of Preterm Infants from NICU to Home: The Mixed Method Approach

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Abstract

Aim: Identifying maternal stress levels and difficulties in infant care at home, verifying if there is an influence of the stress level on maternal care perception.

Design and Method: concomitant mixed method approach (QUAN + QUAL). Parents Stress Scale (hospital) and the Parent Stress Index scale (follow-up clinic) were applied to 51 preterm infants' mothers. In the follow-up clinic, 15 participants were randomly selected from the 51 mothers to participate in the in-depth interviews. Two programs were used for the analyses of data: XLStat 2016 (statistical analysis) and Atlas.ti version 7.5.10 (thematic analysis).

Results: At hospitalization, the subsample maternal stress level was very stressful (4.5) and moderately stressful (3) for a total sample. At home, the stress level was considered normal for both of them. Two thematic categories were identifying: adapting to the new routine and the daily care and maternal stress. Data integration showed that sample and subsample presented a similar level of stress.

Conclusion: Higher maternal stress scores converged with speeches of greater difficulty with the preterm infant care at home. However, family support helps mothers adapt to the new care routine of the preterm infant at home, empowering them to develop healthy parental competence.

Impact: The study pointed the parents' perceptions about their babies, and the situational stress caused by the hospitalization contribute to changes in parents' confidence. The main findings showed the maternal stress decrease at home. So, it suggests that adapting to the new routine is manageable. Even facing the difficulty of taking care of the preterm infant at home, mothers can develop maternal competence. The results could impact maternal self-efficacy and the children health care after discharge.

Keywords: discharge planning, mixed method design, critical care, neonatal care, parenting, self-efficacy, child nursing

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Factors Influencing Safety Behaviour among Nigerian Farmers: Insights from a Sequential Explanatory Mixed Methods Study

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Abstract

It is noteworthy that farmers in developing countries, especially in Nigeria, are using pesticides in a manner that poses risks to human health and the environment. Investigating farmers' pesticide safety behaviour and its associated determinants is a major step to mitigate these risks. Despite many studies on pesticide use and handling among

farmers, evidence-based understanding of these determinants is inconsistent and lacking. To reduce this gap, we used sequential explanatory mixed methods design based on the framework of the Health Belief Model (HBM) to identify and explain the drivers of farmers' pesticide safety behaviour. Using a reliable and valid questionnaire, as well as face-to-face interviews, we abstracted data from 391 cocoa farmers across three cocoa regions in Nigeria. We selected the participants by *connecting* the quantitative sampling frame, developed the interview protocol by *building* on the quantitative results and then interviewed 23 farmers in greater depth. In all, 8.2% of the farmers scored 80% or more of the total score; indicating that only few farmers had safe behaviour in pesticide use. After controlling for age, experience, education status, training and knowledge of pesticide risks, linear regression analysis showed that perceived barriers: the strongest predictor, susceptibility, self-efficacy and cues to action accounted for 59.3% of the total variance in pesticide safety behaviours. Qualitative findings revealed that farmers in safe behaviour group were able to devise some coping strategies to overcome their perceived barriers. Furthermore, external locus of control and social pressure were unanticipated themes, from the in-depth interview, affecting farmers' safety behaviour via self-efficacy and cue to action, respectively. Therefore, government authorities in Nigeria should incorporate recommendations from this study in the design and implementation of intervention programs.

Keywords: cocoa farmers, health belief model, locus of control, pesticides, self-efficacy

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Knowledge, attitude and Barriers of research in undergraduate health science students of a Tertiary Care Centre - A mixed method study.

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ABSTRACT

The undergraduate students of health sciences in India are underexposed to research. This study was conducted for to assess their knowledge, attitude and to recognise barriers and promoters to research.

Objectives:

a) To assess the knowledge, attitude, and barriers towards research among undergraduate dental and nursing students.

b) To identify the perceptions of barriers and promoters to research among undergraduate students from qualitative focus group discussion

Methods: A sequential explanatory mixed method design was adopted with quantitative dominant mixed analysis. Rationale for mixing qualitative and quantitative analysis was for complementarity and development. A self-reported questionnaire was used for quantitative analysis. A qualitative analysis was obtained by focus group discussions and thematic content analysis was performed.

Results: Research exposure and research knowledge have a statistically significant linear relationship ($r= 0.169$ $p<0.001$). Research exposure and research attitude have a statistically significant linear relationship ($r= 0.181$ $p<0.001$). The qualitative data analysis revealed seven themes (Research awareness, Mentor support, Time, Low priority, Availability of Resources, Research Interest and Research Contact Point) representing perceived barriers to pursue research among undergraduates. Analysis also revealed seven themes (Critical Thinking, Academic Gain, Inclusion of research in curriculum, Mentor support, Interest,

Participation in research activities, Research Awareness) representing perceived facilitators to build a conducive research environment among the study population.

Conclusion: The study revealed key promoters and barriers to research in undergraduate health science students. Awareness, Mentor support and time constraints were the major barriers to research. Critical thinking and career advancement were the major facilitators to promote research among undergraduates.

Keywords: Undergraduate research, Mixed method, barriers, promoters.

Establishment of the Core Outcome Sets of the Traditional Chinese Medicine for Chronic Back Pain

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Abstract

Objective: To establish the core outcomes sets of chronic back pain (COS-CBP) of clinical research of traditional Chinese medicine (TCM) to adapt to the CBP clinical research of TCM.

Method: To establish TCM clinical research outcomes list of CBP based on literature review, experts recommended, interviewing patients with CBP and referring to foreign researches of COS-CBP first and then to build COS-CBP via Delphi survey. Eight commonly used Chinese and English databases with articles published between January 1st, 2015 and December 31st, 2019 were to be retrieved.

Result: A total of 37,899 articles were picked up and 3,028 articles were eventually incorporated. There were 57 outcomes in total in TCM clinical research outcomes list of CBP. A total of 40 experts were included in the Delphi survey, which consists of clinical experts in the areas of acupuncture and moxibustion, massage, fractures and pain, in addition to editors, methodology experts and manufacturer representatives and other stakeholders. A total of four outcomes reached a consensus which includes pain or discomfort, motor function, daily life activities ability and the influence on the quality of life.

Conclusion: Through the Delphi survey, the project team has formed a preliminary COS-CBP. Next, we will continue to hold the second round of Delphi survey and the expert consensus meeting with a view to forming a recognized COS-CBP which may standardize the outcomes of CBP TCM clinical research report specification and provide a methodology reference for CBP clinical research of TCM.

Keywords: chronic back pain, traditional Chinese medicine, quality of life

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Understanding the Ecologies of Education Reforms: Comparing the Perceptions of Secondary Teachers and Students in Jamaica, Guyana, and Trinidad and Tobago

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Abstract

This mixed methods study examines how secondary school teachers have implemented educational reforms in Jamaica, Guyana, and Trinidad and Tobago. The major sources of data were surveys for sample teachers and students in sixteen to twenty schools in each country. Teacher and student surveys asked questions on how often a teaching or evaluation strategy was used in a given course. Teachers were also asked to describe the major changes in secondary education in their respective countries. Classroom observations were made in three sample schools in each country to triangulate results from the survey data. In addition, results from open-ended questions were also used for triangulation. The mixed methods approach was selected as this approach lends itself to stronger explanations of a phenomenon and adds to the reliability and validity of the study. The study concluded that although some teachers struggled with transitioning, most were able to make the necessary changes to adopt the majority of the reforms. Even though teacher-directed lessons still dominated, student-centred learnings were incorporated. Tests, classwork, homework, exams and performance tasks were used for student evaluations. However, classroom management and the integration of technology need increased attention due to the new challenges of transitioning. More resources and in-service professional development are needed. Policymakers and educators in all jurisdictions can learn from the reform efforts in the Caribbean.

Keywords: activity-based learning, classroom management, mixed methods research, secondary education reform, student-centred learning, special education

Using Art to Highlight Family Resilience among Caribbean Families

Karina Donald

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Abstract

The purpose of this presentation is to explain how the visual arts and art materials provided a tangible understanding of mixed methods results on the study of family resilience among English-speaking Caribbean families. The convergent parallel mixed methods design was guided by the overarching research question: What are the experiences and resources of family resilience among English-speaking Caribbean families? Data were collected from participants who were born and resided in English-speaking Caribbean nations during the study. There were 19 families interviewed and created art for the qualitative component. During the same phase, 179 persons completed a survey that contained the Family Resilience Assessment Scale, (Sixbey, 2005) and demographic questions. The families created art that contained elements of their

immediate environment, spiritual and religious symbols, and family dynamics. Artwork verified the convergence of no significant difference in the type of family on family resilience. Family resilience only has a significant relationship with socioeconomic resources where higher socioeconomic scores were associated with lower family resilience scores. The qualitative themes explained that Caribbean families rely primarily on close bonds facilitated by their and spiritual beliefs. The results converged between the theme on financial challenges as strength for family resilience and statistical results on socioeconomic resources significant relationship with family resilience, reliance on internal family connectedness theme converged with no significant difference in family type, and the barriers to family resilience theme converged with no significant relationship between family resilience by family size and education. The results provided a parallel understanding of Caribbean families' experiences of resilience.

Keywords: arts-informed, Caribbean, convergent parallel mixed methods, family, resilience

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An Explanation of Students' Cognitive and Social Skills at the Early Childhood Level: The Influence of Family Involvement

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Abstract

The family is the first agency of socialization, the primary caregiver and the first source of education for young children. This very important agent is indispensable to the process of maximizing the future well-being of children. Jamaica has a high percentage of single-parent-headed households, which in itself poses a challenge for effective parenting, necessary to ensuring positive psychosocial and educational outcomes. The support of the family is therefore critical to early childhood development. Epstein et al. (School, Family, and Community Partnerships: Your Handbook for Action (2002)) emphasize that the involvement of the family in children's education influences the social, behavioral and academic outcomes of students. This sequential explanatory research seeks to investigate the impact of family involvement on students' success at the early childhood level. A sample of two hundred and sixty parents completed questionnaires on parental and family involvement in the quantitative phase, while fifty-five participated in focus group discussions and interviews in the qualitative phase. The participants were drawn from all school types and locations representative of the Jamaican educational landscape. The findings of the study were as follows: (1) moderate family involvement, (2) correlation between students' cognitive and social skills, (3) the number of hours parents spend with their children daily and weekly predict the involvement of families, (4) the challenges of being a single parent require the support of the extended family, and (5) family members contribute to students' academic success by helping with homework and visiting the school for teacher-parent consultations in the absence of parents.

Keywords: cognitive and social skills; early childhood; family involvement; Jamaica.

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WORKSHOPS

Workshop 1: QDA Miner: WordStat

This workshop aims to help participants to understand the key features of WordStat . Through demonstrations participants will learn how to extract and analyze information stored in Stata text variables. Participants will also learn how to directly import text and quantitative data and how to conduct basic content analysis of open-ended responses, interview or focus group transcripts.

Facilitator:

Normand Peladeau

Breakout Room 1

Moderator: Corent McDonald

Workshop 2: Basic Designs in Mixed Methods Research

This workshop aims for participants to understand and be able to incorporate Mixed-Methods Research (MMR) into their dissertation/thesis and research project. The workshop will be interactive, and the content will include the following:

- Examining a definition of Mixed Methods Research to ascertain the critical attributes of the research approach.
- Discussing the rationale for doing MMR.
- Discussing the core mixed methods designs using empirical studies as illustration.

Facilitators:

Lorraine D. Cook,

Tashane Haynes -Brown,

Vimala Kamalodeen

Ingrid Hunt Anderson

Leemoy Weaver

Breakout Room 2

The Planning Committee



Tashane Haynes-Brown



Lyn Keith



Loraine D. Cook



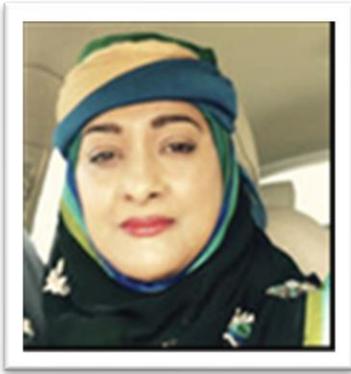
Steve Weaver



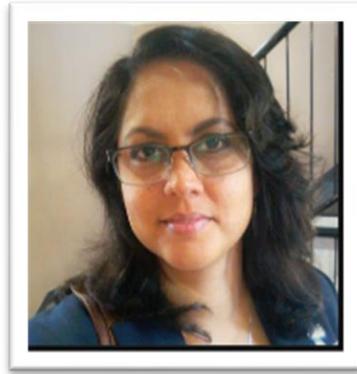
Cynthia Onyefulu



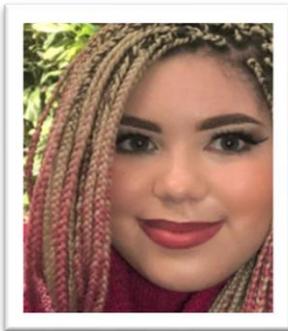
Ingrid Hunt Anderson



Vimala Kamalodeen



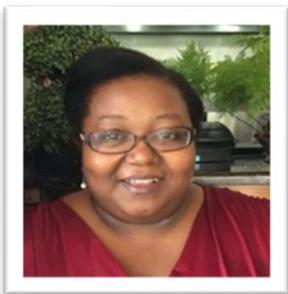
Leemoy Weaver



Gia Anderson



Debbie Devonish



Michele Taylor



Salisha Mohammed

MODERATORS



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Kavelle Hylton



Richard Samuels



Sharon Hall