

# Reviews

## Research Design (Qualitative, Quantitative and Mixed Methods Approaches)

Jan Gregar

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: SAGE Publications.

In 2014, the fourth edition of the book *Research Design: Qualitative, quantitative, and mixed methods approaches* was published (the first edition came out already in 1994). It was written by John W. Creswell, professor of educational psychology, who has been working at University of Nebraska–Lincoln for more than 30 years.

Creswell is the author of a number of works from the field of research (in humanities and social sciences), more concretely the field of research design while he focuses on the qualitative and mixed research design. The reviewed book is his first major work; he co-authored the previous books, e.g. *The Academic Chairperson's Handbook* (whose first edition came out in 1990 in University of Nebraska Press) in which Creswell describes the activities of academic chairpersons in various aspects – from administration and teaching to the area of human resources, i.e. hiring new workers or dealing with personnel conflicts. Another publication, which should be mentioned, is the book called *30 Essential Skills for the Qualitative Researcher* which was published in 2016, also in SAGE Publications. This book is very similar to the reviewed publication; however, it includes a more complex insight into the problematics of qualitative research (compared to a more general perspective of the reviewed book).

In the Czech environment, it is possible to find similar topics (definition of the research, its types, but also its construction, design, formulation of hypotheses and their verification, etc.), e.g. in publication *Úvod do pedagogického výzkumu* by P. Gavora (which was published in 2010 by Paido), or *Metody pedagogického výzkumu* (from 2007, published by Grada) by M. Chráska. However, the book by Gavora is more similar to the Cresswell's book since they are both dealing with the research at the general level – i.e. not only in the conditions of education and they are dealing with both qualitative and quantitative methods of research. On the other hand, Chráska deals more with the qualitative research and its statistical processing. In the environment of literature written in English, there are more works dealing with the research and its design; we should mention at least *Tricks of the Trade: How to Think about Your Research While You're Doing It* by H. Becker (published in 1998, by University of Chicago Press). This book provides even richer reserve of “tricks” which are based on various fields of humanities – history, literature, and even philosophy.

*Research Design* is a paperback with roughly 250 pages. It is divided into two similar-sized parts: the first of them (the first 100 pages) is dealing with the general basis of the research – its types and areas of application, the role of literature in the research, and the use of theory. The last chapter, however, includes also practical advice how to write a scientific publication or how should be the ethical side of research. On the other hand, the second part of the publication (the remaining 150 pages) deals with the research in detail – not only its beginning (e.g. creation of an abstract, but also construction of aims and hypotheses), but also its course (while Cresswell describes both qualitative and quantitative approaches, he even gives practical examples of these approaches).

The book is clearly arranged; the interesting fact is that there are 3 types of contents: the first one is brief contents (which make the orientation in the book easier), the second one is detailed (in which it is possible to find page numbers of specific chapters and examples), and the last one – the analytic contents – which briefly describes also the topic of the chapter and its focus points which make the searching of information easier for people who are not entirely sure what they are searching for while they also lack necessary knowledge of the theory. All of the chapters are supplemented with tables and overviews which further facilitate the understanding the treatise. Each chapter is structured in the same way:

- Introduction – contains the basic outline of the topic of the chapter and its structure,
- Theoretical basis of the topic – defines the terms which are related to the topic of the chapter. They are also demonstrated on examples (see next item),
- Practical demonstration (examples),
- Summary – in the second half of a chapter. It contains the information which was presented to the reader in the chapter: the information that should be remembered for one's own research, what should be noted and what should be avoided,

- “*Writing exercises*” – i.e. exercises for research beginners which is a good means to make the book more varied and providing an overlap to the common educational practice while it refines its “textbook” nature,
- References to additional literature related to the topic of a chapter. Also a brief characteristics of the literature is presented which broadens the cognitive basis of research beginners even more.

At the end of the book, it is possible to note the glossary which provides a brief explanation of key words of the book which makes the orientation and understanding easier even for people with a limited knowledge of English educational terminology (the reviewer is Czech). The very end of the book is devoted to bibliography references and indexes (author index and subject index).

Cresswell intended the publication explicitly to students and educators in need of help with the research design, e.g. for their dissertation or article. It is excellent for beginners in the field of research (e.g. students of the post-graduate study) since it is written in a relatively simple English and it is understandable – the terms are clearly explained. Although it is written in English, even an individual with a slightly advanced knowledge of the language should have no problem understanding (since the glossary is also present at the end of the book, see above). Another plus is that the book is clearly structured into parts, chapters and sub-chapters – the presence of introduction and summarizing conclusion in every chapter is a great element of the book, even though it is not a typical element of professional literature.

However, this might be seen as a negative point of the book by some people – it is written mainly for “newbies” in the research and it manifests in e.g. its lapse into repetitiveness. Another negative point of the whole compact publication is the lack of detailed description of the execution of research itself – a student of doctoral study which is not educated in fields of statistics and coding is referred to additional literature (e.g. Chráska, 2007).

Nevertheless, I would recommend this book also to people who have a bit of experience in terms of research since it provides an overall insight into the issue of research and it motivates the reader to improve their research activities.

## References

- Becker, H. S. (1998). *Tricks of the trade: How to think about your research while you're doing it*. Chicago, IL: University of Chicago Press.
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Gavora, P., Jůva, V., & Hlavatá, V. (2010). *Úvod do pedagogického výzkumu*. Brno: Paido.

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Mixed methods research involves the integration of qualitative and quantitative research. By combining methods, we are able to yield meta-inferences beyond with either approach could alone. Simply, synergy arises from mixed methods research. Designing mixed methods studies, however, is complicated because it requires considerations beyond those of the qualitative and quantitative approaches used. [Show full abstract] Therefore, this article presents rigorous components of a mixed methods research design to achieve integration and maximize meta-inferences to address research questions. After The Applications of Mixed-Methods Research are Far Ranging. The Type of Multi-Method Approach Depends Upon Four Factors. Sequential Explanatory Strategy. Sequential Explanatory Strategy. Mixed-Method studies have emerged from the paradigm wars between qualitative and quantitative research approaches to become a widely used mode of inquiry. Depending on choices made across four dimensions, mixed-methods can provide an investigator with many design choices which involve a range of sequential and concurrent strategies. Defining features of these designs are reported along with quality control methods, and ethical concerns. Useful resources and exemplary study references are shared. Start by marking "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" as Want to Read: Want to Read saving! Want to Read. Because mixed methods research has come into its own since the publication of the first edition, every chapter now shows how to implement a mixed methods design in your proposal or plan as well as showing how to implement qualitative and quantitative approaches Ethical issues that may arise in quantitative, qualitative and mixed methods designs have been added to a new section in. @inproceedings{Creswell1966ResearchDQ, title={Research Design: Qualitative, Quantitative, and Mixed Methods Approaches}, author={J. Creswell}, year={1966} }. J. Creswell. Published 1966. Bridging the Qualitative-Quantitative Divide: Guidelines for Conducting Mixed Methods Research in Information Systems. V. Venkatesh, S. Brown, Hillol Bala. Computer Science.

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Approaches, Creswell (2008). Carousel Previous Carousel Next. Qualitative Research Design- An Interactive Approach an Interactive  
Approach\_1. Qualitative Research Methods a Data Collector s Field Guide. Uploaded by. cartegratuita. Qualitative research methods  
are designed in a manner that help reveal the behavior and perception of a target audience with reference to a particular topic. There  
are different types of qualitative research methods like an in-depth interview, focus groups, ethnographic research, content analysis,  
case study research that are usually used. The results of qualitative methods are more descriptive and the inferences can be drawn  
quite easily from the data that is obtained. Quantitative research methods. Analytical objectives. This research method focuses on  
describing individual experiences and beliefs. Quantitative research method focuses on describing the characteristics of a population.  
Types of questions asked. Open-ended questions.

Mixed methods research involves the integration of qualitative and quantitative research. By combining methods, we are able to yield meta-inferences beyond with either approach could alone. Simply, synergy arises from mixed methods research. Designing mixed methods studies, however, is complicated because it requires considerations beyond those of the qualitative and quantitative approaches used. [Show full abstract] Therefore, this article presents rigorous components of a mixed methods research design to achieve integration and maximize meta-inferences to address research questions. After Research Approaches as Worldviews, Designs, and Methods. Criteria for Selecting a Research Approach The Research Problem and Questions. Personal Experiences. Audience. Using quantitative, qualitative, and mixed methods designs and methods. Chapter 2. Review of the Literature. Assessing whether your topic is researchable. John W. Creswell-Research Design\_ Qualitative, Quantitative, and Mixed Methods Approaches 295 Pages 2008 8.01 MB 3,638 Downloads English. quantitative research methods qualitative research methods quantitative methods. Preview. Download. And you? When will you begin that long journey into yourself? Rumi.

@inproceedings{Creswell1966ResearchDQ, title={Research Design: Qualitative, Quantitative, and Mixed Methods Approaches}, author={J. Creswell}, year={1966} }. J. Creswell. Published 1966. Bridging the Qualitative-Quantitative Divide: Guidelines for Conducting Mixed Methods Research in Information Systems. V. Venkatesh, S. Brown, Hillol Bala. Computer Science.