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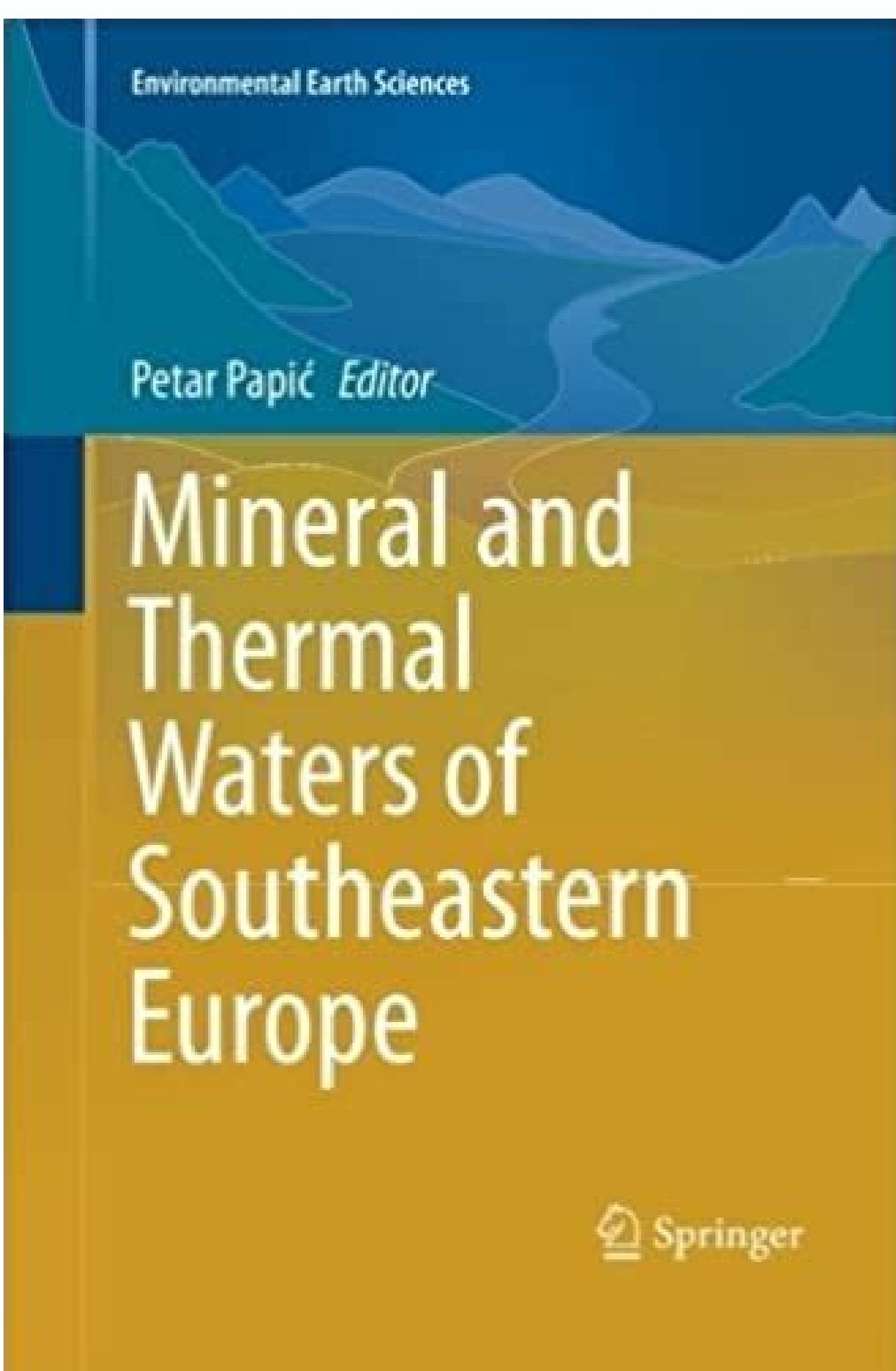
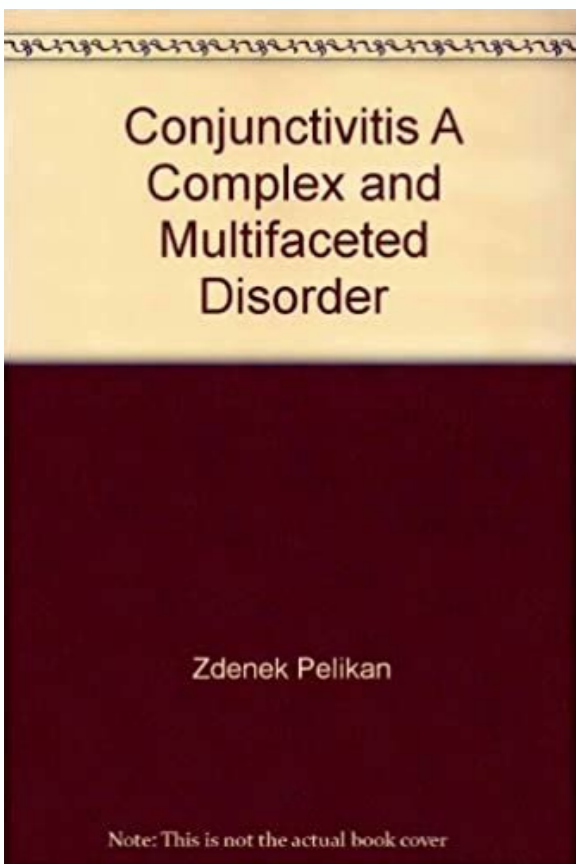
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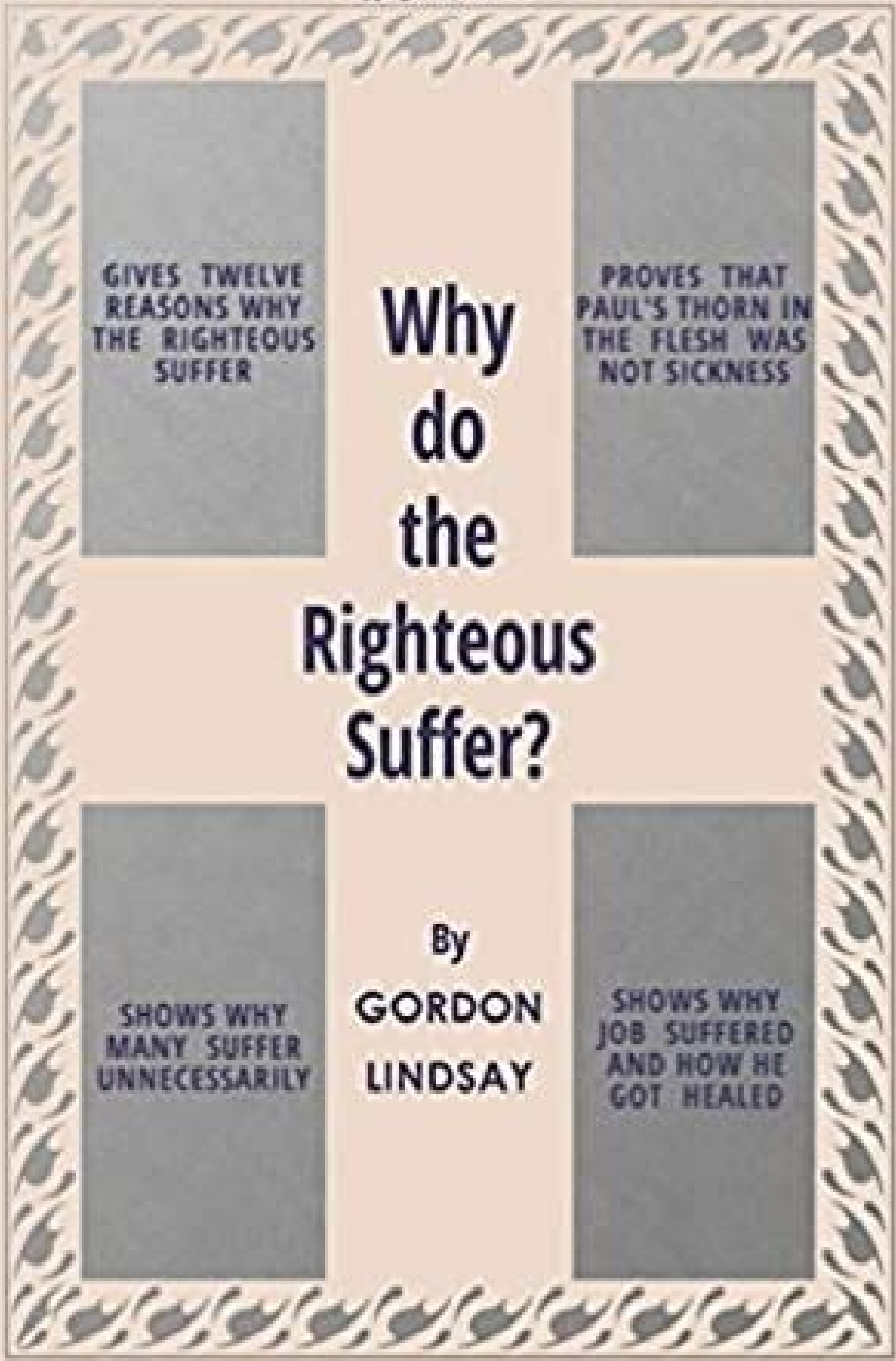
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Modern Pedagogical Approaches to Teaching Mixed Methods to Social Science Researchers

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Abstract

Mixed methods research is burgeoning across the social sciences. Yet there is a need to implement more modern approaches to teaching it in higher education. The aim of this work is to outline pedagogical and preliminary evaluation of new mixed methods workshops designed and implemented in an Australian university. A specific feature of these workshops included unpacking the ontological, epistemological and axiological understandings of various methods and the paradigms or worldviews that underpin each approach. This overview of the processes of scientific inquiry that permits mixing-in within and across quantitative and qualitative research designs aims to help participants to see how logics moved among these divides. In order to engage participants in critically learning about these abstract concepts, we adopted teaching strategies of flipped classrooms and active learning. Results, from the workshop evaluations and individual learning reflections, provided preliminary evidence that: (i) due to this broad overview on mixed methods, participants would likely use mixed methods in the future in their field; and (ii) there is a strong appetite for high quality Mixed Methods instruction in higher education.

(1988). They are not arguing merely that a particular aspect of our linguistic knowledge must be innate because the relevant data is not available to learners (poverty of the stimulus); they are making a different argument, which Slobin (cited in Van Valin, 1994) refers to as the “argument from the poverty of the imagination”: “I can’t imagine how X could possibly be learned from the input; therefore, it must be innate.” Appeals to lack of imagination are not very convincing, however. However, nobody disputes this, so in the passage quoted above Chomsky is fighting a straw man. J. Post, K. Neurological Separation The fact that certain parts of the brain—specifically, the perisylvian region including Broca’s area, Wernicke’s area and the angular gyrus—appear to be specialized for language processing has led some researchers (e.g., Pinker, 1995; Stromswold et al., 1996; Stromswold, 2000, p. The Cultural Origins of Human Cognition, 2, 42–58. A First Language, D. Berwick et al. Further progress will require empirical research and the coordinated efforts of many disciplines, from molecular biology to psychology and linguistics. London: Penguin Books. (4) The girl hugged the boy. The Construction of Reality in the Child. (2000). “Williams syndrome: an unusual neuropsychological profile,” in *Atypical Cognitive Deficits in Developmental Disorders*, eds S. They start by putting together content words, producing telegraphic utterances such as there doggie or doggie eating. Skept. In fact, they got vast amounts of language experience. Figure 1. 286, 1999; Guasti, 2002, p. Species Specificity “To say that language is not innate is to say that there is no difference between my granddaughter, a rock and a rabbit. This was later generalized to do you ACTION?; but for a long time, Naomi used “do support” almost exclusively with second person subjects. Linguist. 102). In the constructionist approach, constituency is an emergent property of grammar rather than something that is present from the start, and it is sometimes fluid and variable (cf. “Introduction,” in *Explanation in Linguistics: The Logical Problem of Language Acquisition*, eds N. Mem. A., Hesketh, L. (1975). Bizzi, P. The structure of the argument may be summarized as follows: (1) Children know certain things about language. Corbett (Oxford: Oxford University Press), 17–36. Universal Grammar is usually defined as the “system of categories, mechanisms and constraints shared by all human languages and considered to be innate” (O’Grady et al., 1996, p. 5. Expanding the Contexts, ed. First, the language functions are not strongly localized: many other areas outside the classical “language areas” are active during language processing; and, conversely, the language areas may also be activated during non-linguistic processing (Stowe et al., 2005; Anderson, 2010; see, however, Fedorenko et al., 2011). Typol. Tomasello et al. A Dynamic Systems Approach to the Development of Cognition and Action. Shlonsky (2010) also suggests that “[e]very feature is endowed with its own switchboard, consisting of half a dozen or so binary options” (p. K. False starts and filler syllables: ways to learn grammatical morphemes. *Language and Mind*. Newmeyer (2008) surveys some of the relevant literature and concludes: “There is no way to answer this question that would satisfy more than a small number of generativists. 22, 183–197. Some children learn to inflect words before they combine them into larger structures, while others begin to combine words before they are able to use morphological rules productively (Smoczyńska, 1985, p. Kemmer (Stanford, CA: CSLI Publications), 1–63. ^ It should be emphasized that these styles are idealizations. 29, 311–332. P., and Ferro, J. Google Scholar Fedorenko, E., Behr, M. Capturing the evasive passive. Ferguson and D. Collins and S. Things are no better when we consider substantive universals. (1990). Google Scholar Lasnik, H., and Uriagereka, J. 17). Google Scholar Vicari, S., Albertoni, A., Chilosi, A. The schemas in the third column are even more abstract, in that they contain two slots, one for the activity and one for the agent; they can be derived by generalizing over the low-level schemas. 2. Theoretical Issues, ed. 3). This results in large differences in error rates (Maratsos, 2000). The left hand side of the figure shows the starting point of development: formulaic phrases. Google Scholar Tomasello, M. “The cognitive neuroscience of language acquisition,” in *The New Cognitive Neurosciences*, ed. Because of this, human brains show a high amount of plasticity, and other areas of the brain can take over if the regions normally responsible for language are damaged. (2) Every mug has a toothbrush in it. Consider, for example, Jim—one of children studied by Sachs et al. A Developmental Perspective on Cognitive Science. In contrast, in other questions (e.g., the formulas What’s Nomi do?, and Where’s Nomi?—45 tokens in total) she always refers to herself as Nomi. Google Scholar Piattelli-Palmarini, M. Handl (Berlin: Mouton de Gruyter), 151–170. “Language development after focal brain damage,” in *Language Development in Exceptional Circumstances*, eds D. “Explanatory models in linguistics,” in *Logic, Methodology, and Philosophy of Science*, eds E. As expected, the SLI children performed much better than the WS children on all non-verbal measures. doi: 10.1515/cogll.1997.8.1.1 CrossRef Full Text | Google Scholar Langacker, R. Processes 16, 177–217. For the functionalists, universals are inductive generalizations about observable features of language, discovered by studying a large number of unrelated languages—what some people call descriptive, or “surface” universals. Evidence children use: learnability and the acquisition of grammatical morphemes. “Analytic” (or “referential”) children begin with single words, which they articulate reasonably clearly and consistently. Google Scholar Müller, R.-A. “The learning of weak noun declension in German: children vs. Kibort and G. The Martian scientist might reasonably conclude that there is a single human language, with differences only at the margins.” (p. It is possible, then, that the cognitive mechanisms necessary to learn about the periphery may suffice to learn core grammar as well (Menn, 1996; Culicover, 1999; Dąbrowska, 2000a). There are other interesting restrictions on her usage during this period. doi: 10.1017/S0305009006007471 PubMed Abstract | CrossRef Full Text | Google Scholar Demetras, M. From First Words to Grammar: Individual Differences and Dissociable Mechanisms. Slobin (Hillsdale, NJ: Erlbaum), 687–782. E., Paterson, S., Howlin, P., Davies, M., et al. Shatz (Oxford: Blackwell Publishing). Chavallion (Oxford: Clarendon Press), 262–283. doi: 10.1046/j.0963-7214.2003.01263.x CrossRef Full Text | Google Scholar Temple, C. “Some notes on comparative syntax, with particular reference to English and French,” in *The Oxford Handbook of Comparative Syntax*, eds G. If people believe that, then they believe that language is not innate. Beyond Modularity. Grafman (Hillsdale, NJ: Lawrence Erlbaum), 23–56. [repeated 2x] In total, there are 56 tokens of this “permission formula” in the corpus, 25 with explicit subjects. Google Scholar Comrie, B. Sarno (San Diego, CA: Academic Press), 451–480. doi: 10.1515/ling.1983.2.1.1.87 CrossRef Full Text | Google Scholar Corbett, G. Google Scholar Goldberg, A. Are developmental disorders like cases of adult brain damage? Pragmatic language impairment and social deficits in Williams syndrome: a comparison with Down’s syndrome and specific language impairment. Since such evidence is not generally available, learners’ generalizations must be constrained by UG (Baker, 1979; Marcus, 1993). Children use verb semantics to reneak from overgeneralization errors: a novel verb grammatically unlearned study. Approaches Biling. doi: 10.1017/S0305009009004067 PubMed Abstract | CrossRef Full Text | Google Scholar Martins, I. At around 18 to 24 months, children learn morphologically impoverished languages such as English begin combining words to form two-word utterances. Google Scholar Boeckx, C. Biberauer (Amsterdam: Benjamins), 75–10. More importantly, studies of neural development clearly show that the details of local connectivity in the language areas (as well as other areas of the brain) are not genetically specified but emerge as a result of activity and their position in the larger functional networks in the brain (Elman et al., 1996; Müller, 2009; Anderson et al., 2011; Kolb and Gibb, 2011). As a result, supplying even a provisional list of what the set of universal distinctive syntactic features might be seems quite hopeless.” (p. 6, 774–781. H., Johnson, M. F., Jones, R. doi: 10.1016/j.jml.2007.11.005 CrossRef Full Text | Google Scholar Dąbrowska, E. Language and Williams syndrome: how intact is ‘intact’? doi: 10.1006/brln.1996.0024 PubMed Abstract | CrossRef Full Text | Google Scholar Tallal, P. Progressive schematization. 19, 9–50. 19, 440–444. (Oxford: Oxford University Press), 3–69. (1979). Google Scholar Peters, A. (e.g., What’s this fly doing in my soup? What are you doing reading my diary?—see Kay and Fillmore, 1999). Google Scholar Lum, J., Kidd, E., Davis, S., and Conti-Ramsden, G. G., and de Villiers, P. The claim that language acquisition is insensitive to environmental factors is simply incorrect, as demonstrated by the vast amount of research showing that both the amount and quality of input have a considerable effect on acquisition—particularly for vocabulary, but also for grammar (e.g., Huttenlocher, 1998; Huttenlocher et al., 2002; Ginsborg, 2006; Hoff, 2006). 734; cf. Ann. Most children say their first referential words at 9 to 15 months. . . and for the next 6–8 months, children typically acquire single words fairly slowly until they have acquired approximately 50 words. . . The LAA participants were at ceiling on actives, 89% correct on passives, 78% on simple inactives with quantifiers, and 43% correct on possessive locatives with quantifiers. How children constrain their argument structure constructions. 2. Descriptive Application, 35, 97–118. The HAA participants consistently chose the target picture in all four conditions. L. Fromm. D. doi: 10.4135/9781483327150 CrossRef Full Text | Google Scholar Slobin, D. Google Scholar Slobin, D. 105; described it as “unavailable”). It is now coming under increasing criticism, from a variety of sources. doi: 10.1017/S0305009000008059 PubMed Abstract | CrossRef Full Text | Google Scholar de Villiers, J. doi: 10.1017/S0305009000004608 PubMed Abstract | CrossRef Full Text | Google Scholar Thelen, E., and Smith, L. Polish children’s productivity with case marking: the role of regularity, type frequency, and phonological coherence. Negative evidence can also be inferred from absence of positive evidence: a probabilistic learner can distinguish between accidental non-occurrence and a non-occurrence that is statistically significant, and infer that the latter is ungrammatical (Robenalt and Goldberg, in press; Scholz and Pullum, 2002, 2006; Stefanowitsch, 2008). “Acquired aphasia in children,” in *Acquired Aphasia*, 3rd Edn, ed. Language learning disabilities: integrating research approaches. The heritability of language: a review and meta-analysis of twin, adoption and linkage studies. “Linguistic universals and Universal Grammar,” in *The MIT Encyclopedia of the Cognitive Sciences*, eds R. In the MIT encyclopedia of the Cognitive Sciences, eds R. (7)Uniformity: All children acquiring language go through the same stages in the same order. Austin, TX: Pro-ed. With respect to the auxiliary placement rule, for example, Pullum and Scholz (2002) estimate that by age 3, most children will have heard between 7500 and 22000 utterances that falsify the structure independent rule. 28, 675–691. doi: 10.1126/science.286.5448.2355 PubMed Abstract | CrossRef Full Text | Google Scholar Pesetsky, D. (2012). A semantics-based approach to the ‘no negative-evidence’ problem. S., and Thal, D. (10)Neurological Separation: Different brain circuits are responsible for representing/processing linguistic and non-linguistic information. *Linguis. H., and Karmiloff-Smith, A. (2014). Mahwah, NJ: Lawrence Erlbaum. doi: 10.1016/j.jneuroling.2004.01.002 CrossRef Full Text | Google Scholar Stowe, L. This was it a fruitful approach? It was certainly fruitful in the sense that it generated a great deal of debate. For example, Nevins et al. “A dynamic usage-based model,” in *Usage-Based Models of Language*, eds M. Stanford, CA: Stanford University Press. “The acquisition of English,” in *The Crosslinguistic Study of Language Acquisition*, Vol. doi: 10.1037/0012-1649.19.3.440 CrossRef Full Text | Google Scholar Langacker, R. For example, Street and Dąbrowska (2010) tested adult native English speakers’ comprehension of simple sentences with universal quantifiers such as (1–2) and unbiased passives (3) the corresponding actives (4) were a control condition. In Chomsky’s (2000a) words, “... in their essential properties and even down to fine detail, languages are cast to the same mold. Google Scholar Grant, J., Karmiloff-Smith, A., Gathercole, S. The Acquisition of Complex Sentences. *Compass* 4, 417–429. POURCEL (Amsterdam: John Benjamins), 201–223. Pap. Acquired childhood aphasia: a clinicoradiological study of 11 stroke patients. (1972). Baltin and C. (1992). “The acquisition of romance, with special reference to French,” in *The Crosslinguistic Study of Language Acquisition*, ed. doi: 10.1353/lan.2011.0012 CrossRef Full Text | Google Scholar Brooks, P. V. Lima, R. (2)Convergence: Children are exposed to different input yet converge on the same grammar. London: Weidenfeld and Nicolson. Google Scholar Hawkins, J. I turn to this question in the next section. 2; 0,3 could I throw that? PubMed Abstract | Google Scholar Stojanovic, V., Perkins, M., and Howard, S. (1962). Clark and I. “The acquisition of Hebrew,” in *The Crosslinguistic Study of Language Acquisition*, ed. (2004) gave SLI and WS children a battery of verbal*

input is often regarded as a powerful argument for an innate UG. (2004). Lightfoot (London: Longman), 9–31. Slobin (Hillsdale, NJ: Erlbaum), 255–371. J., Bates, E., Zappa, M. Broekhuis, N. An Introduction to Linguistic Theory and Linguistic Acquisition. Language 85, 355–404. Many surface universals have plausible functional explanations (Comrie, 1983; Hawkins, 2004; Haspelmath, 2008). doi: 10.1353/lan.2001.0247 CrossRef Full Text | Google Scholar Stromswold, K., Caplan, D., Alpert, N., and Rausch, S. Efficiency and Complexity in Grammars. Conflict of Interest Statement The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest. More generally, generativist and constructionist researchers agree about the basic thrust of the POS argument: the child cannot learn about the properties of empty categories, constraints on extraction, etc., from the input. Hulst, 2008; Newmeyer, 2008). doi: 10.1038/nrn1077 PubMed Abstract | CrossRef Full Text | Google Scholar Nelson, K. 28, 138–145. The generativists’ universals, on the other hand, are cognitive or “deep” universals, which are highly abstract and cannot be derived inductively from observation of surface features. The point is that arguments for the innateness of language in a general sense (what Scholz and Pullum, 2002 call “general nativism”) do not constitute arguments for the innateness of UG (“linguistic nativism”) if UG is taken to be a specific body of linguistic knowledge. K., and Mansfield, T. Hillsdale, NJ: Lawrence Erlbaum. Labels like NP are VP in the figure are used merely for convenience: we need not assume that the child has abstract syntactic categories, particularly in the early stages of acquisition. The relativity of wrong. Holistic children, in contrast, must segment their rote-learned phrases and determine how each part contributes to the meaning of the whole. doi: 10.1515/cogl.2005.16.3.437 CrossRef Full Text | Google Scholar Dąbrowska, E., and Street, J. In order to learn a language, one must acquire a set of form-meaning conventions; and to acquire these, learners must be able to guess at least some of the meanings conveyed by the utterances they hear. Google Scholar Sachs, J., Google Scholar Dąbrowska, E., and Lieven, E. Secondly, many, perhaps all, SLI children have various non-linguistic impairments (Leonard, 1998; Tallal, 2003; Lum et al., 2010)—making the term Specific Language Impairment something of a misnomer. At age 3;9 (3 years and 9 months)—the beginning of the study—Jim had very poor comprehension of spoken language, and severe articulation problems. (2006). (1954). 27, 183–212. doi: 10.1017/CBO9780511519833 CrossRef Full Text | Google Scholar Robenalt, C., and Goldberg, A. Google Scholar Smoczyńska, M. These different starting points determine how the child “breaks into” grammar, and therefore have a substantial effect on the course of language development. Hoffmann and G. Slobin (Hillsdale, NJ: Lawrence Erlbaum), 595–683. Constructions at Work. Cognitive development following early brain injury: evidence for neural adaptation. “The ‘no negative evidence’ problem,” in Explaining Language Universals, ed. The effects of frequency and neighbourhood density on adult speakers’ productivity with Polish case inflections: an empirical test of usage-based approaches to morphology. (1998). (2001). For instance, Pinker (1999) discusses a study conducted by Bellugi et al. “Problems and mysteries in the study of human language,” in Language in Focus: Foundations, Methods and Systems. Gradually, omissions become rarer until children are between three and four years old, at which point the vast majority of English-speaking children’s utterances are completely grammatical.” (p. First, it assumes that innate language-specific factors are “crucial.” It may well be that this is true; however, such a statement should be the outcome of a research program, not the initial assumption. This view has long been part of the constructivist outlook (Piaget, 1954; Bates and MacWhinney, 1979; Karmiloff-Smith, 1992; MacWhinney, 1999, 2005; O’Grady, 2008, 2010), and it is encouraging to see the two traditions in cognitive science are converging, to some extent at least. Lasnik and Uriagereka (2002) and others argue that Pullum and Scholz (2002) have missed the point: knowing that sentences like (6c) are grammatical does not entail that sentences like (6b) are not; and it does not tell the child how to actually form a question. What Exactly is UG? 5a The boy will win. The crucial question is whether the relevant knowledge or abilities are language-specific or whether they can be attributed to more general cognitive processes—and this is far from clear. Analytic children must learn how to combine words to form more complex units. Dąbrowska and D. Newmeyer, 2008). it is not clear what would count as counterevidence for a proposed universal. (5)Species Specificity: We are the only species that has language. The logical argument for learnability,” in New Directions in Language Development and Disorders, eds M. Sci. Asking whether a particular principle is “innate” or due to “external stimuli” is meaningless—it is both: genes and the environment interact in myriad ways at different levels (molecular, cellular, at the level of the organism, and in the external environment, both physical and social). Language Universals Generative linguists have tended to downplay the differences between languages and emphasize their similarities. New Delhi: Oxford University Press. Keil (Cambridge, MA: MIT Press). We have already made some headway in this area. “Crosslinguistic evidence for the language-making capacity,” in The Crosslinguistic Study of Language Acquisition, Vol. 33, 3–16. Perkins and S. 33, 559–597. The problem with deep universals is that in order to evaluate them, one has to make a number of subsidiary (and often controversial) assumptions which in turn depend on further assumptions—so the chain of reasoning is very long indeed (cf. doi: 10.1075/lab.2.3.01dab CrossRef Full Text | Google Scholar Dąbrowska, E. 6a The boy who can swim will win. 149–150). B. But as Evans and Levinson (2009) point out, “... the claim that property X is a substantive universal cannot be falsified by finding a language without it, because the property is not required in all of them. Google Scholar Tomasello, M., Carpenter, M., Call, J., Behne, T., and Moll, H. Google Scholar Menn, L.

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