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## **Utilizing Mixed Methods in Middle Grades Research**

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### ***ABSTRACT***

*In the 1980s, a third methodological movement began in the social and behavioral sciences. This movement, known as mixed-methods research, is the focus of this article. Major issues related to mixed methodologies are discussed along with the strengths and weaknesses of this approach and various design typologies. Two mixed-methods studies related to middle grades education are critiqued using criteria that have been offered to assess the rigor of this research approach. The article concludes with some of the author's personal reflections and calls for the application of more mixed methodologies in studies designed to answer some of the important questions in the field of middle grades education that need further clarification.*