Mixed Methods Research

ANZAM Doctoral Workshop

Professor Ros Cameron

Director Centre for Organisational Change and Agility (COCA)

Torrens University Australia

1st DECEMBER 2025

TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility

TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility

Professor Ros Cameron, PhD & FAHRI

Founder & Co-convenor of the *Mixed Methods Research Special interest Group* (SIG) of ANZAM (2011-2024)

Past board member of the *Mixed Methods International Research Association* (MMIRA)

Member of initial MMIRA-Oceania (MMIRA-O) committee

Member of the Australian Human Resources Institute (AHRI) Advisory Research Panel in Australia.

Recipient of several large-scale workforce development research grants and an array of research grants related to HRM, skilled migration, work readiness/employability, future skilling/future of work, workforce development and regional workforces.

Secured over $1.9m AUD in research funding and has over 100 publications.

ANZAM AUSTRALIAN & NEW ZEALAND ACADEMY OF MANAGEMENT

MMIRA Mixed Methods International Research Association

TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility

Professor Ros Cameron
Torrens University Australia

ros.cameron@torrens.edu.au

Ros Cameron – Research output — Torrens University Australia

TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility

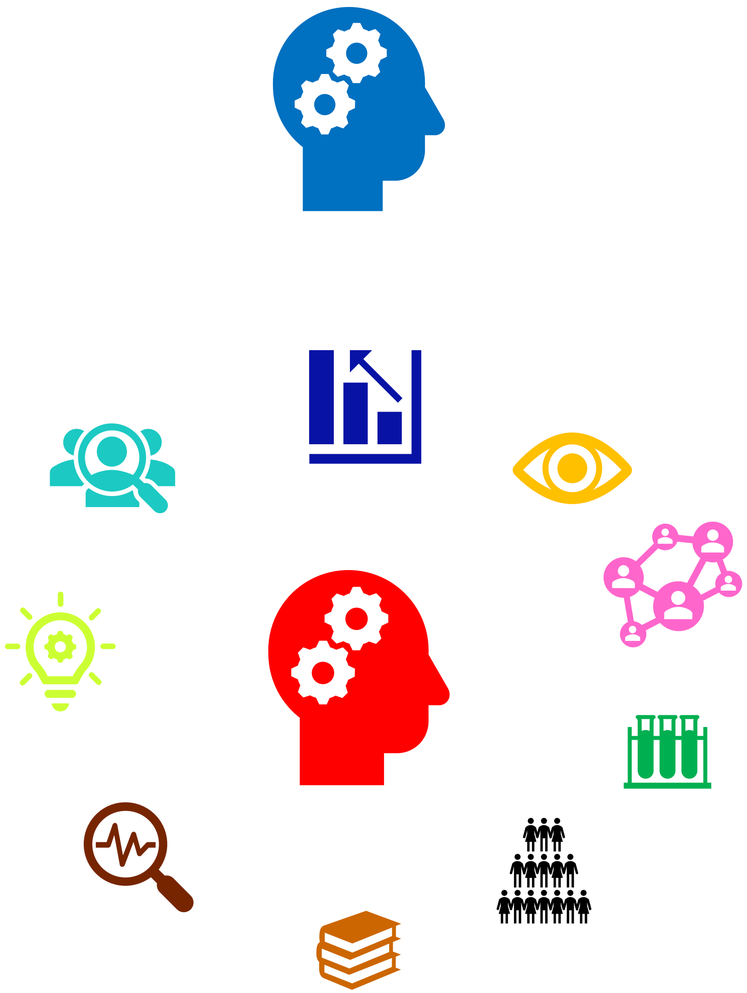
MMIRA 2026 Global Conference

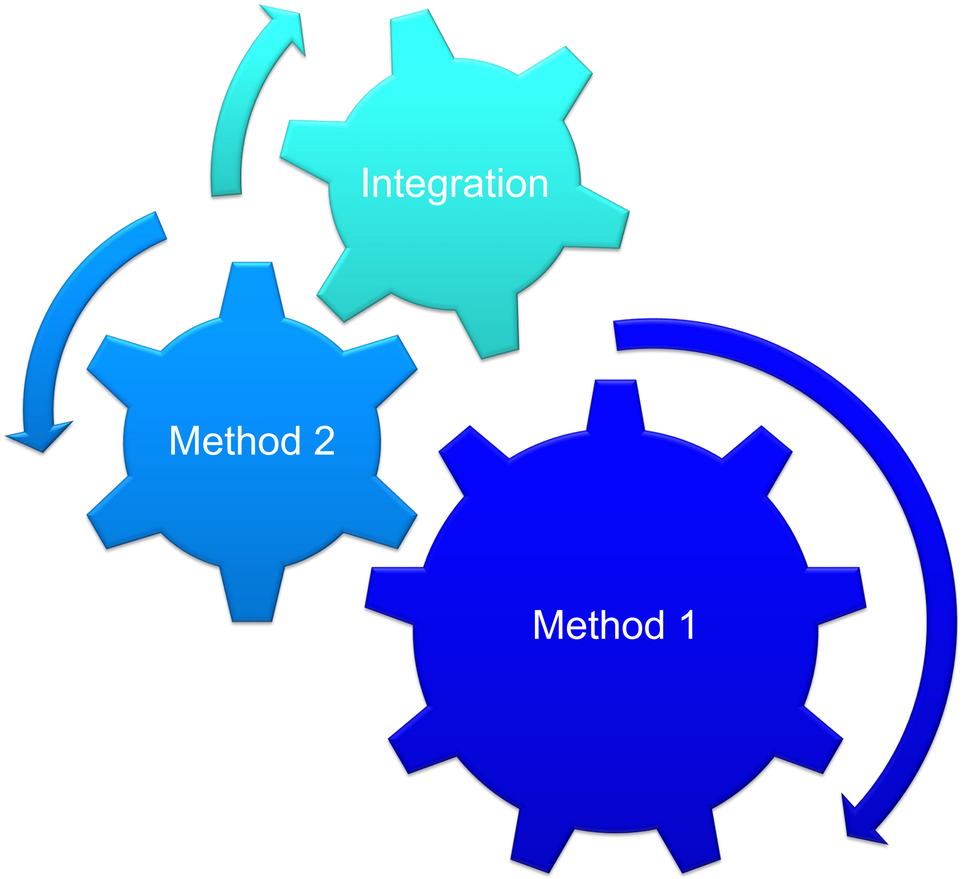
Mixed Methods Research: Its Evolution and Future Advancements

Professor Roslyn Cameron

Conference Chair

MMR – QUALITY CRITERIA





What is QUALITY in Research?

Define Quality

Quality research most commonly refers to the scientific **process** encompassing all aspects of study design; in particular, it pertains to the judgment regarding the match between the methods and questions, selection of subjects, measurement of outcomes, and protection against systematic bias, nonsystematic bias, and inferential error (Shavelson, 2002)

Quality Criteria in Quantitative Research?

Quality Criteria in Quantitative Research

Table 1: Quality criteria for judging quantitative research

Criteria	Description
Validity	The degree to which a research tool measures what it is supposed to measure
Reliability	The degree of consistency with which a research tool measures what it is supposed to measure
Replicability	The same interpretation will be drawn if the study is repeated by different researchers with different respondents following the same methods
Generalisability	The degree to which we can infer the findings from the research sample to the population

Source: Andrews and Halcomb (2009)

8 Types of validity: face; internal; external; criterion; construct; content; predictive and statistical

Quality Criteria in Qualitative Research

Quality Criteria in QUAL research TRUSTWORTHINESS

Table 2: Quality Criteria for Qualitative Research

Credibility	Transferability	Dependability	Confirmability
Prolonged engagement of site Persistent observation Peer briefing Triangulation Member checks	Identical elements Theoretical/ purposive sampling Thick description	Multiple data collection methods-triangulation	Use triangulation Practice reflexivity Confirmability audit through member checking

Source: Guba and Lincoln (1985)

Often used synonymously with the term rigour, quality characteristics of a *well conducted* grounded theory study relate to the systematic use of core measures and processes. These core measures and processes include staged sampling, concurrent data generation and analysis, constant comparative analysis, writing memos, theoretical sensitivity, theoretical saturation and theoretical integration.

Grounded Theory

Tracy, S. J. (2010). Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, *16*(10), 837-851. https://doi.org/10.1177/1077800410383121 (Original work published 2010)

Cameron (2011) AN ANALYSIS OF QUALITY CRITERIA FOR QUALITATIVE RESEARCH
https://www.anzam.org/wp-content/uploads/pdf-manager/595_ANZAM2011-375.PDF

3 broad stances:
1. QUAL judged by same criteria as QUAN;
2. QUAL judged by its own criteria and
3. Appropriateness of any criteria for QUAL is questioned (Rolfe 2006)

Table 3: Summary of 3 sets of standards for evaluating the Quality of QUAL research.

Philosophical Criteria Lincoln (1995)	Procedural Criteria Creswell (1998)	Participatory and Advocacy Criteria Richardson (2000)
Positionality: text honest and authentic about stance of author ***Community***: research serves the community in which it was carried out ***Voice:*** participant voices must not be silenced, disengaged or marginalised ***Critical subjectivity***: researchers heighten self awareness ***Reciprocity***: between researcher & those being researched ***Sacredness of relationships***: researcher respect relationships a& collaborates on equal terms with participants ***Sharing priviledges***: researcher shares rewards with persons whose lives they portray	**Rigorous data collection**-multiple forms of data-extensive-long period field collection **Consistent philosophical assumptions**-evolving design-multiple perspectives Tradition of inquiry **Starts with single focus** on central phenomenon rather than comparison or relationship as in QUANT research **Written persuasively** **Multiple levels of analysis** **Narrative**- unexpected ideas & believable & realistic information **Strategies to confirm accuracy** of the study **Rigorous data collection**-multiple forms of data-extensive-long period field collection	Substantive contribution Aesthetic merit Reflexivity Impact Expression of a reality

Sources: Adapted from Lincoln (1995); Creswell (1998) and; Richardson (2000).

Cameron (2011) AN ANALYSIS OF QUALITY CRITERIA FOR QUALITATIVE RESEARCH
https://www.anzam.org/wp-content/uploads/pdf-manager/595_ANZAM2011-375.PDF

Quality Criteria in Mixed Methods Research (MMR)

Expansion of QC for judging, appraising & validating MMR

Nomenclature of quality - challenging

O'Cathain (2010): language of quality (e.g., rigor, quality, validity, trustworthiness, credibility, legitimation and inference quality).

Andrews and Halcomb (2009, xvi) define rigor as '*the thoroughness, accuracy, confirmability and ethical soundness of all aspects of a study's design*'.

Hong and Pluye (2018) also refer to the many terms used to denote critical appraisals in systematic reviews (i.e., quality assessment, quality appraisal and validity assessment).

Bryman, A., Becker, S., & Sempik, J. (2008). Quality Criteria for Quantitative, Qualitative and Mixed Methods Research: A View from Social Policy. *International Journal of Social Research Methodology*, *11*(4), 261–276. https://doi.org/10.1080/13645570701401644

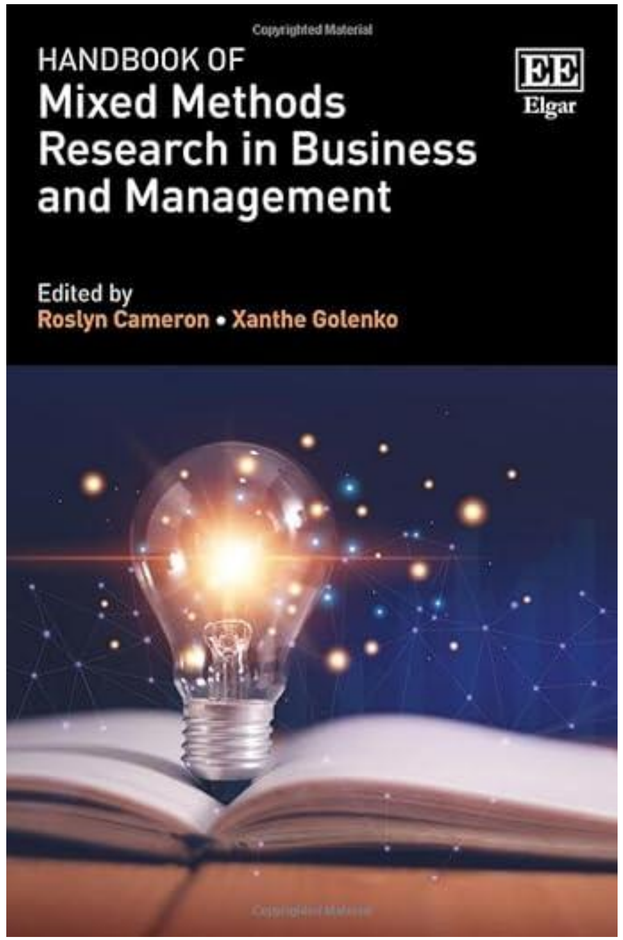
TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility

GRAMMS – Good Reporting of A Mixed Methods Study

1. Describe the **justification** for using a mixed methods approach to the research question
2. Describe the **design** in terms of the **purpose, priority and sequence of methods**
3. Describe **each method** in terms of **sampling, data collection and analysis**
4. Describe where **integration** has occurred, how it has occurred and who has participated in it
5. Describe any **limitation** of one method associated with the presence of the other method
6. Describe any **insights** gained from mixing or integrating methods

O'Cathain, A, Murphy, E. and Nicholl, J, 2008. "The quality of mixed methods studies in health services research", *Journal of Health Services Research and Pol*icy, 13(2): 92-98.

TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility



EE Elgaronline

Browse | Librarian Services | Help

< Previous Chapter | Next Chapter >

Chapter 6: Assessing quality in mixed methods research: concepts, frameworks, and criteria

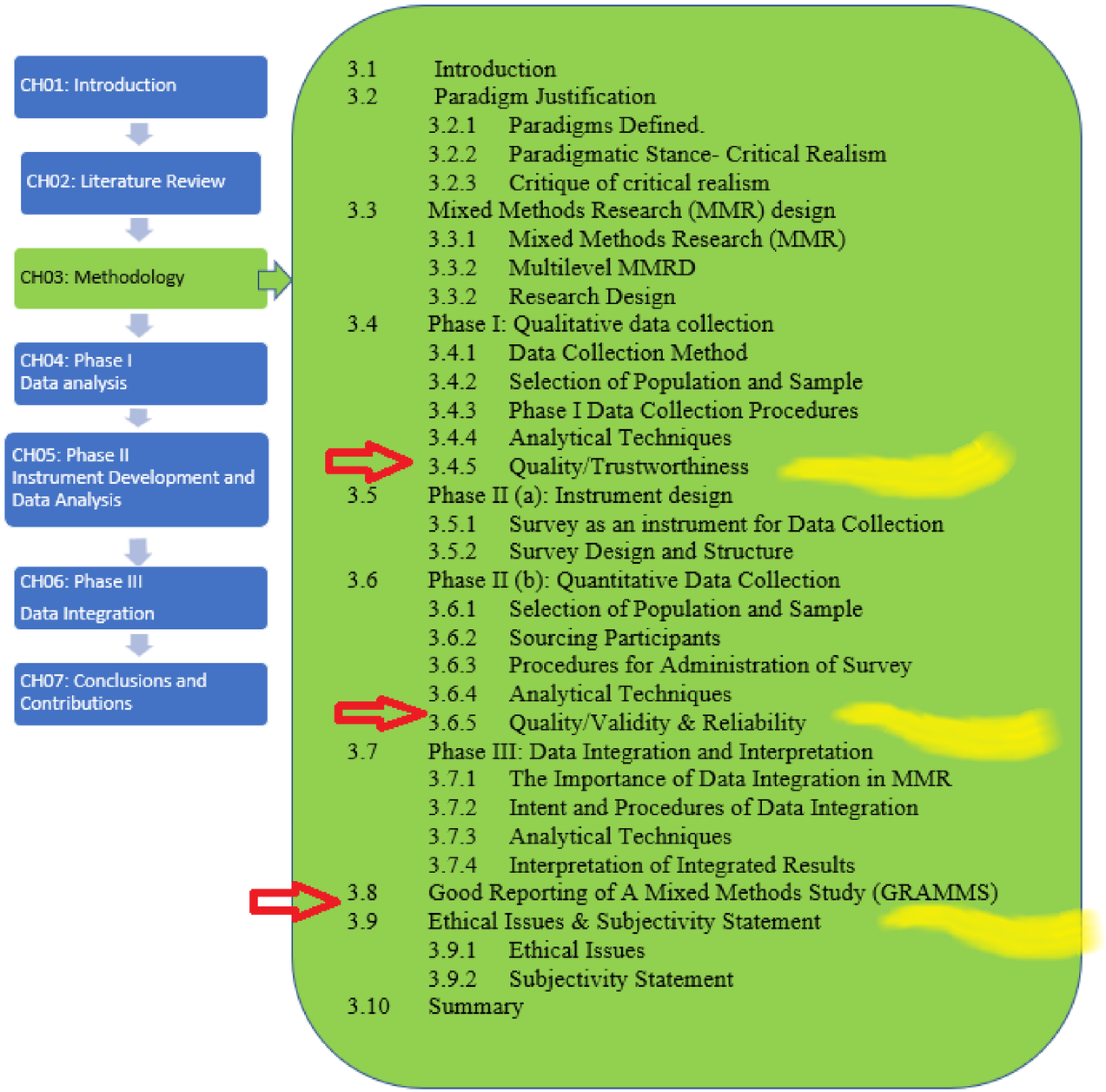
Sergi Fàbregues, Elsa Lucia Escalante-Barrios, Sinem Toraman Turk, Timothy C. Guetterman, and Michael D. Fetters

Category: Chapter
Collection: Business 2023
Published: 20 Oct 2023
DOI: https://doi.org/10.4337/9781800887954.00013
Page Range: 76–93

Keywords: Mixed methods research; Methodological quality; Reporting quality; Quality criteria; Quality frameworks

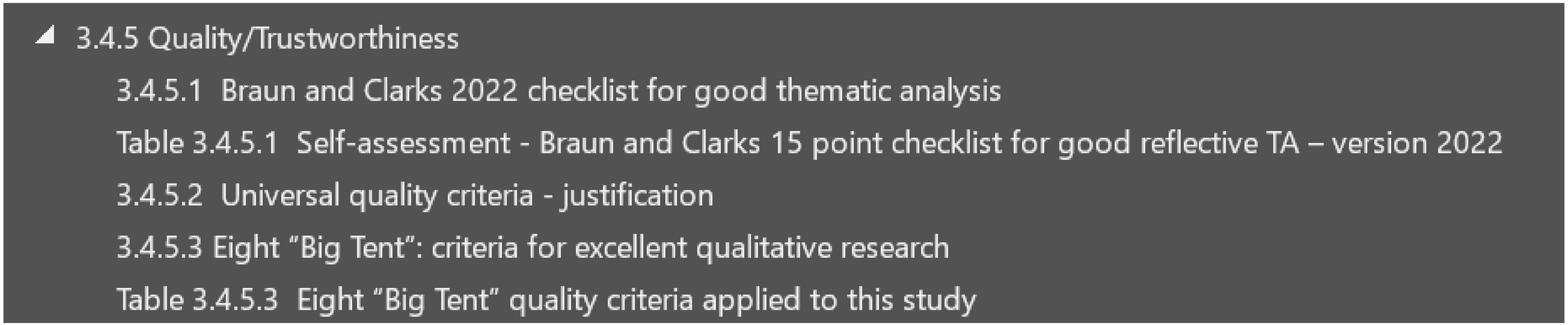
Fàbregues, S., Molina-Azorin, J. F., & Fetters, M. D. (2021). Virtual special issue on "Quality in mixed methods research". Journal of Mixed Methods Research, 15(2), 146–151. https://doi.org/10.1177/15586898211001974

Figure 3.1(c) Structure of chapter 3



Source: Developed for this research

Taylor, L (2025) Organisational Support for Bereaved Employees in Australia, PhD thesis https://torrens.figshare.com/articles/thesis/Organisational_Support_for_Bereaved_Employees_in_Australia/30463526?file=59108000



Leesa Taylor (2025) Organisational Support for Bereaved Employees in Australia, PhD Thesis https://torrens.figshare.com/articles/thesis/Organisational_Support_for_Bereaved_Employees_in_Australia/30463526?file=59108000

Mixed Methods Quality Integration Framework (MMQIF)

F`abregues, S., Younas, A., Escalante-Barrios, E. L., Molina-Azorin, J. F., & V´azquez-Miraz, P. (2024). Toward a framework for appraising the quality of integration in mixed methods research. Journal of Mixed Methods Research, 18(3), 270–280. https://doi.org/10.1177/15586898241257555

Table 2. Mixed Methods Integration Quality Framework (MMIQF).

No.	Criteria	Question(s)
Domain 1: Planning, data collection, and analysis		
Questions for authors to ask		
1		Is integration conceptualized as a process (i.e., the steps to be taken throughout the study) and a product (i.e., the outcome of the study)?
2		Is an integration strategy[1] planned at the beginning of the study?
3		Is a procedural diagram developed to support planning of how the entire MMR study will be conducted, including the integration strategy?
4		Is the feasibility of the integration strategy assessed based on available resources, including time and people?
5		Is the possibility of using a theoretical or conceptual framework to guide the integration strategy considered?
6		Are potential threats to realize the integration, such as merging results from samples of different sizes or other study-specific threats, anticipated?
7		If appropriate, will members of the research team with different methodological and substantive expertise collaborate in performing the integration?
8		Where possible and appropriate, will an MMR sampling strategy (i.e., identical, parallel, nested, and multi-level) be used to facilitate the integration?
Questions for authors/readers to ask		
9		Is the integration strategy coherent with the MMR design?
10		Have quantitative and qualitative fieldwork and analyses been designed and implemented in a way that promotes interdependence?
11		If applicable, has a new substantively relevant data collection instrument or sample been created as a result of the integration during data collection?
Domain 2: Interpretation		
Questions for authors to ask		
12		Are new meta-inferences generated by bringing together the quantitative and qualitative results/inferences and determining the nature of their relationship, whether it is convergence, divergence, complementarity, or expansion?
13		Are alternative explanations considered to ensure the credibility of meta-inferences?
14		Is care taken to avoid oversimplification when generating meta-inferences?
15		Is there likely to be agreement among different researchers on the interpretation of the meta-inferences?
16		Are meta-inferences transferable and applicable to other people, contexts, or situations?
Questions for authors/readers to ask		
17		Are meta-inferences aligned with and able to answer the MMR research question?
18		Are meta-inferences coherent with the results/inferences of the quantitative and qualitative components?
19		Are meta-inferences coherent with the other meta-inferences?
20		Are meta-inferences coherent with the literature and the theoretical framework of the study?
21		In cases where there are discrepancies between the quantitative and qualitative results/inferences, have they been examined, and have any strategies been employed to address them?
Domain 3: General reporting		
Questions for authors/readers to ask		
22		Has an MMR research question been formulated that outlines the purpose of the integration?
23		Has a detailed description of the integration strategy been provided?

TORRENS UNIVERSITY AUSTRALIA

TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility

COREQ

COnsolidated criteria for REporting Qualitative research

COREQ (COnsolidated criteria for REporting Qualitative research) Checklist

A checklist of items that should be included in reports of qualitative research. You must report the page number in your manuscript where you consider each of the items listed in this checklist. If you have not included this information, either revise your manuscript accordingly before submitting or note N/A.

Topic	Item No.	Guide Questions/Description	Reported on Page No.
Domain 1: Research team and reflexivity			
Personal characteristics			
Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	
Occupation	3	What was their occupation at the time of the study?	
Gender	4	Was the researcher male or female?	
Experience and training	5	What experience or training did the researcher have?	
Relationship with participants			
Relationship established	6	Was a relationship established prior to study commencement?	
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	
Interviewer characteristics	8	What characteristics were reported about the inter viewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic	
Domain 2: Study design			
Theoretical framework			

EQUATOR network database

https://www.equator-network.org/reporting-guidelines/

Reporting guidelines for main study types

Randomised trials	CONSORT	Extensions
Observational studies	STROBE	Extensions
Systematic reviews	PRISMA	Extensions
Study protocols	SPIRIT	PRISMA-P
Diagnostic/prognostic studies	STARD	TRIPOD
Case reports	CARE	Extensions
Clinical practice guidelines	AGREE	RIGHT
Qualitative research	SRQR	COREQ
Animal pre-clinical studies	ARRIVE	
Quality improvement studies	SQUIRE	Extensions
Economic evaluations	CHEERS	Extensions

TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility

PRACTICAL TOOLS - APA Journal Writing Reporting Standards (JARS)

JARS-Quan

https://apastyle.apa.org/jars/quantitative

APA STYLE

STYLE AND GRAMMAR GUIDELINES PRODUCTS INSTRU

Home > Journal Article Reporting Standards >

Standards

General quantitative reporting standards

- Quantitative Design Reporting Standards (JARS-Quant) (PDF, 97KB)
  Information recommended for inclusion in manuscripts that report new data collections regardless of research design

Experimental and nonexperimental designs

- Experimental Designs (PDF, 90KB)
  Reporting standards for studies with an experimental manipulation
- Random Assignment (PDF, 80KB)
  Reporting standards for studies using random assignment
- Nonrandom Assignment (PDF, 71KB)
  Reporting standards for studies using nonrandom assignment
- Clinical Trials (PDF, 84KB)
  Reporting standards for studies involving clinical trials

JARS-Qual

- https://apastyle.apa.org/jars/qual-table-1.pdf

APA Style JARS
Journal Article Reporting Standards

JARS–**Qual** | Table 1
Information Recommended for Inclusion in Manuscripts That Report Primary Qualitative Research

Title Page

Title

- Identify key issues/topic under consideration.

Author Note

- Acknowledge funding sources or contributors.
- Acknowledge conflicts of interest, if any.

Abstract

- State the problem/question/objectives under investigation.
- Indicate the study design, including types of participants or data sources, analytic strategy, main results/findings, and main implications/significance.
- Identify five keywords.

Guidance for Authors

- Consider including at least one keyword that describes the method and one that describes the types of participants or phenomena under investigation.
- Consider describing your approach to inquiry when it will facilitate the review process and intelligibility of your paper. If your work is not grounded in a specific approach to inquiry or your approach would be too complicated to explain in the allotted word count, however, it would not be advisable to provide explication on this point in the abstract.

Introduction

Description of Research Problem or Question

- Frame the problem or question and its context.
- Review, critique, and synthesize the applicable literature to identify key issues/debates/

Study Objectives/Aims/Research Goals (*continued*)

- Describe the approach to inquiry, if it illuminates the objectives and research rationale (e.g., descriptive, interpretive, feminist, psychoanalytic, postpositivist, critical, postmodern, constructivist, or pragmatic approaches).

Guidance for Authors

- If relevant to objectives, explain the relation of the current analysis to prior articles/ publications.

Guidance for Reviewers

- Qualitative studies often legitimately need to be divided into multiple manuscripts becaus of journal article page limitations, but each manuscript should have a separate focus.
- Qualitative studies tend not to identify hypotheses, but rather research questions and goals.

Method

Research Design Overview

- Summarize the research design, including data-collection strategies, data-analytic strategies, and, if illuminating, approaches to inquiry (e.g., descriptive, interpretive, feminis psychoanalytic, postpositivist, critical, postmodern, constructivist, or pragmatic approache
- Provide the rationale for the design selected.

Guidance for Reviewers

- Method sections can be written in a chronological or narrative format.
- Although authors provide a method description that other investigators should be able to follow, it is not required that other investigators arrive at the same conclusions but rather that the method description leads other investigators to conclusions with a simila degree of methodological integrity.
- At times, elements may be relevant to multiple sections and authors need to organize

TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility

JARS-Mixed

https://apastyle.apa.org/jars/mixed-table-1.pdf

MMARS

Mixed Methods Article Reporting Standards (MMARS)

The reporting standards recommendations for the module on mixed methods research are presented in Table 3.

TABLES AND FIGURES

Table 3. Mixed Methods Article Reporting Standards (MMARS): Information Recommended for Inclusion in Manuscripts That Report the Collection and Integration of Qualitative and Quantitative Data

View larger image > in this page > in new window

APA Style JARS
Journal Article Reporting Standards

JARS–**Mixed** | Table 1

Mixed Methods Article Reporting Standards (MMARS) Information Recommended for Inclusion in Manuscripts That Reportthe Collection and Integration of Qualitative and Quantitative Data

Title

- See the JARS–Qual and JARS–Quant Standards.

Guidance for Authors

- Refrain from using words that are either qualitative (e.g., "explore," "understand") or quantitative (e.g., "determinants," "correlates"), because mixed methods stands in the middle between qualitative and quantitative research.
- Reference the mixed methods, qualitative methods, and quantitative methods used.

Author Note

- See the JARS–Qual and JARS–Quant Standards.

Abstract

- See the JARS–Qual and JARS–Quant Standards.
- Indicate the mixed methods design, including types of participants or data sources, analytic strategy, main results/findings, and major implications/significance.

Guidance for Authors

- Specify the type of mixed methods design used. See the note on types of designs in the Research Design Overview section of this table.
- Consider using one keyword that describes the type of mixed methods design and one that describes the problem addressed.
- Describe your approach(es) to inquiry and, if relevant, how intersecting approaches to inquiry are combined when this description will facilitate the review process and intelligibility of your paper. If your work is not grounded in a specific approach(es) to inquiry or your approach would be too complicated to explain in the allotted word count, however, it would not be advisable to provide explication on this point in the abstract.

Introduction

Description of Research Problems/Questions (*continued*)

Guidance for Authors

- This section may convey barriers in the literature that suggest a need for both qualitative and quantitative data.

Guidance for Reviewers

- Theory or conceptual framework use in mixed methods varies depending on the specific mixed methods design or procedures used. Theory may be used inductively or deductively (or both) in mixed methods research.

Study Objectives/Aims/Research Goals

- See the JARS–Qual and JARS–Quant Standards.
- State three types of research objectives/aims/goals: qualitative, quantitative, and mixed methods. Order these goals to reflect the type of mixed methods design used.
- Describe the ways approaches to inquiry were combined, as it illuminates the objectives and mixed methods rationale (e.g., descriptive, interpretive, feminist, psychoanalytic, postpositivist, critical, postmodern, constructivist, or pragmatic approaches).

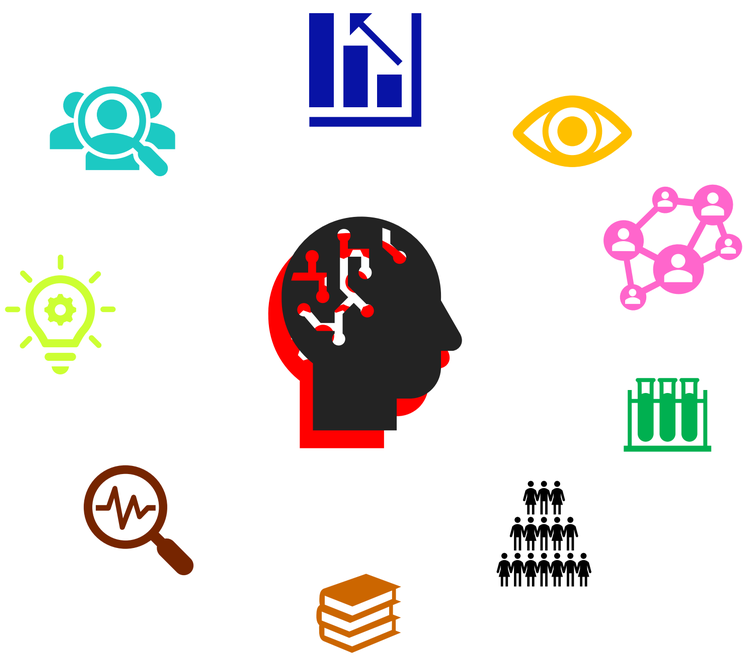
Guidance for Reviewers

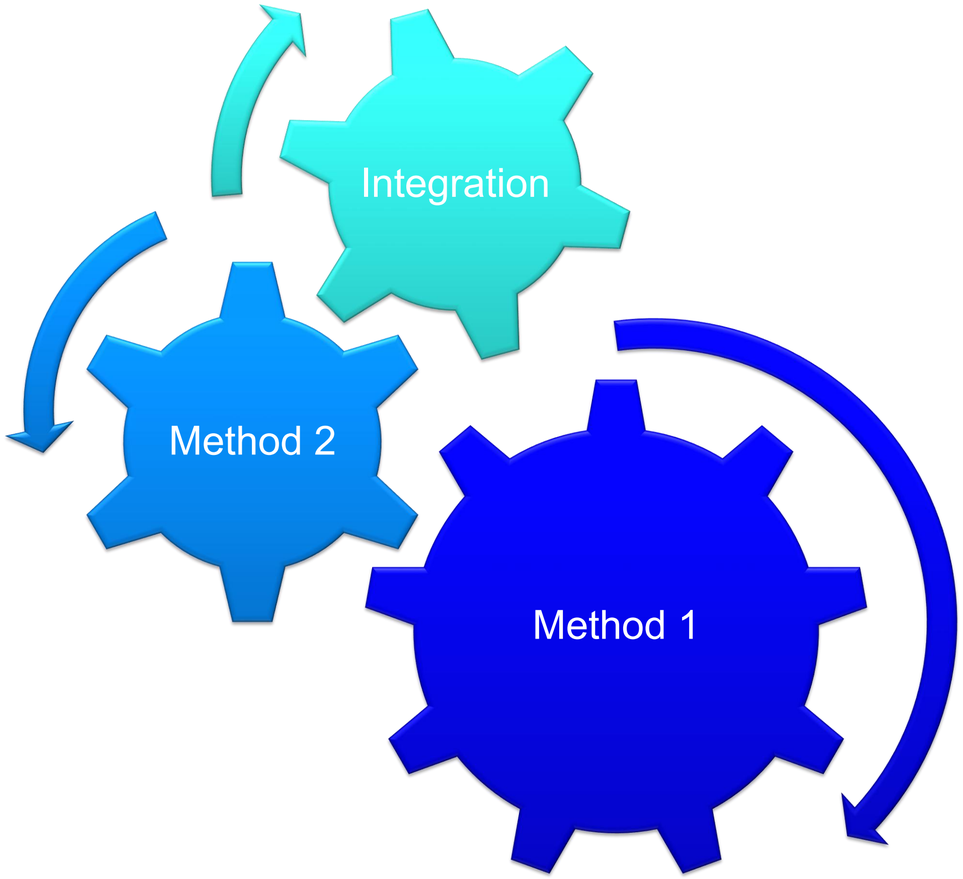
- A mixed methods objective, aim, or goal may not be familiar to reviewers. It describes the results to be obtained from using the mixed methods design type where "mixing" or integration occurs (e.g., the aim is to explain quantitative survey results with qualitative interviews in an explanatory sequential design). For instance, the goal of a qualitative phase could be the development of a conceptual model, the goal of a quantitative phase could be hypothesis testing based upon that model, and the goal of the mixed methods phase could be to generate integrated support for a theory based upon quantitative and qualitative evidence.

Method

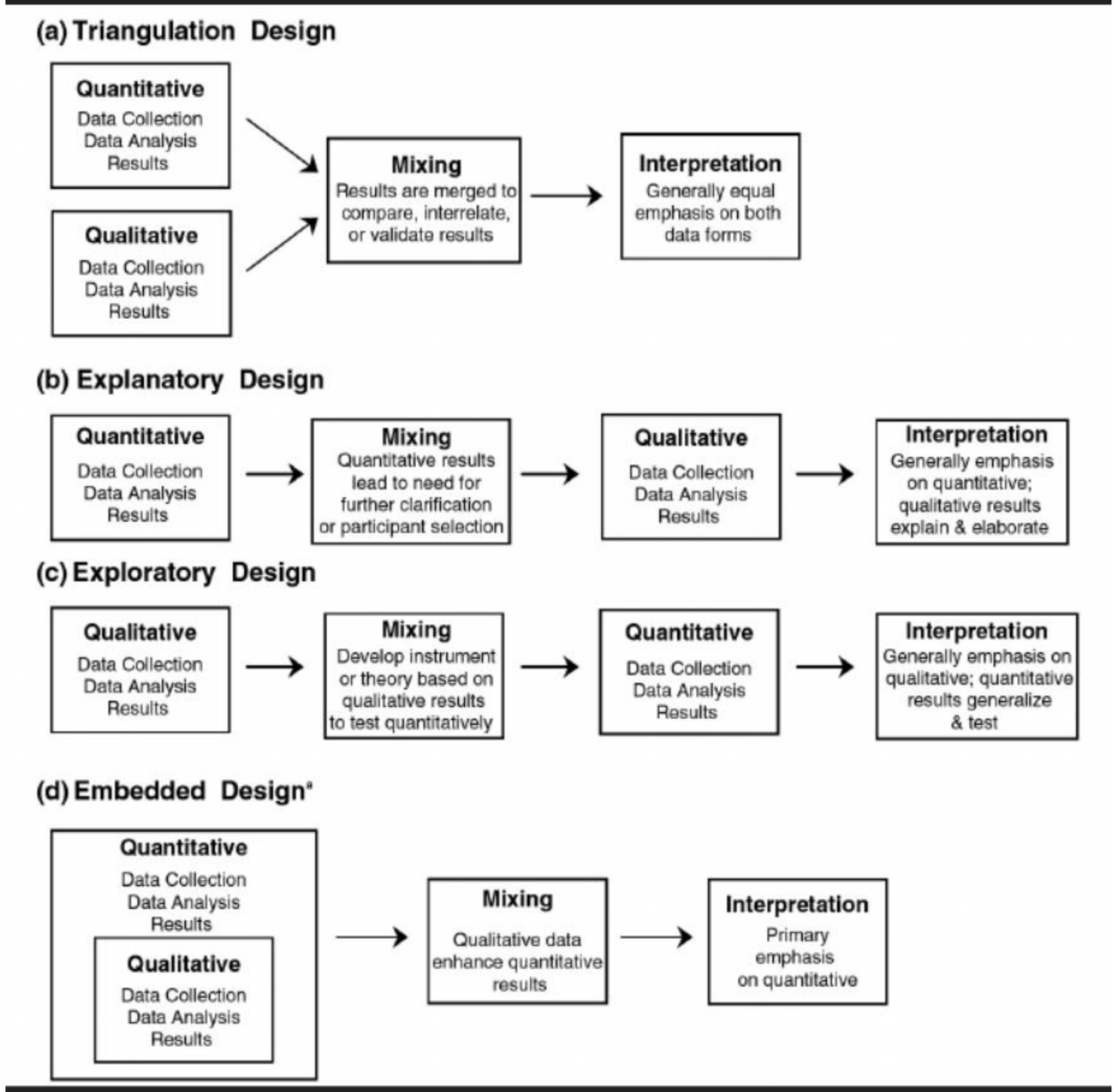
Research Design Overview

MMR NOTATION SYSTEMS

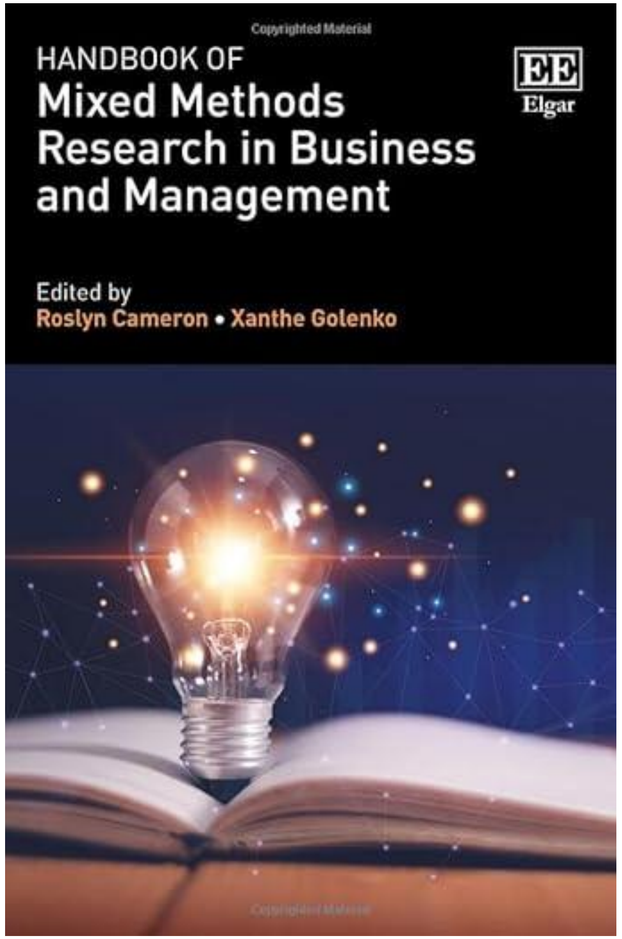




https://www.researchgate.net/figure/Four-Major-Mixed-Methods-Designs-This-figure-is-based-on-Cre-swell-and-Plano-Clarks_fig1_228670074



TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility



Mixed Methods Research Notation System

Cameron, R. (2023) **A Mixed Methods Research Notation System for Complex Designs**, in (Eds.) Roslyn Cameron and Xanthe Golenko, *Handbook of Mixed Methods Research in Business and Management*, Chapter 22, (pp. 348-364). Edward Elgar Publishing

Chapter 22: A mixed methods research notation system for complex designs in: Handbook of Mixed Methods Research in Business and Management (elgaronline.com)

MMR Notation System

Notation	Description and examples
Data source:	
DS: 2ndyQL	Indicates the data source is secondary and QUAL (e.g., Annual Reports)
DS: 2ndyQT	Indicates the data source is secondary and QUAN (e.g., extant statistics)
DS: Primary	Indicates the data source is primary
	If data sources are being access concurrently then they are displayed as: DS:2ndyQL + DS: Primary
DS: Primary(1) DS: Primary(2)	If data sources are accessed sequentially then they are displayed as: DS:2ndyQL →DS: Primary
	A more complex design would be displayed as; [(DS:2ndyQT+ DS:Primary(1))]→[DS:Primary(2)] This depicts a study using both primary and QUAN secondary data as the first in a series of studies. The second study uses one primary data source which is not the same source accessed in the first study.
Sample Size:	
S-SIZE 1: (n=16)	Refers to the sample size of a QUAL method (e.g., in-depth interviews)
S-SIZE 2: (n=532)	Refers to the sample size of a QUAN method (e.g., survey)
Instrument:	
INST: QL INST: ql	QUAL data collection instrument (e.g., semi-structured interview questions)
	This indicated the data collection instrument is qualitative and less dominant
INST: QT INST: qt	QUAN data collection instrument (e.g., pre-test)
INST: MM	This indicated the data collection instrument is quantitative and less dominant
	MMR data collection instrument (e.g., large questionnaire with a combination of item/forced choice/multiple responses questions with open ended questions).
	A more complex design which includes several instruments, such as a content analysis exercise followed by a series of focus groups and then progresses to a large survey would be notated as follows: INST: ql(1) → INST:ql(2) → INST:QT

Analysis:	
ANSIS: QT-1	Indicates a QUAN analysis technique (e.g., cross tabulations , SEM)
ANSIS: qt-1	This indicated the data analysis is quantitative and less dominant
ANSIS: QL-2	Indicates a QUAL data analysis technique (e.g., content analysis)
ANSIS: ql-2	This indicated the data analysis is qualitative and less dominant
ANSIS: QL→QT	Symbolises converged data collection- quantitised
ANSIS: QT→QL	Symbolises converged data collection- qualitised
Data integration:	
INT	Indicates a point at which data integration has occurred
QL → INT ← QN	Dominant QUAL data integrated with dominant QUAN data
qn → INT ← QL	Less dominant qn data integrated with dominant QUAL data
Inferences:	
INF	INF1 = first inference, INF2 = second inference and so on
M-INF	M-INF = meta inference

MMR Notation System 1/3

Notation	Description and examples
Data source:	
DS: 2ndyQL	Indicates the data source is secondary and QUAL (e.g., Annual Reports)
DS: 2ndyQT	Indicates the data source is secondary and QUAN (e.g., extant statistics)
DS: Primary	Indicates the data source is primary
	If data sources are being access concurrently then they are displayed as: DS:2ndyQL + DS: Primary
DS: Primary(1) DS: Primary(2)	If data sources are accessed sequentially then they are displayed as: DS:2ndyQL →DS: Primary A more complex design would be displayed as; [(DS:2ndyQT+ DS: Primary(1))]→[DS: Primary(2)] This depicts a study using both primary and QUAN secondary data as the first in a series of studies. The second study uses one primary data source which is not the same source accessed in the first study.
Sample Size:	
S-SIZE 1: (n=16)	Refers to the sample size of a QUAL method (e.g., in-depth interviews)
S-SIZE 2: (n=532)	Refers to the sample size of a QUAN method (e.g., survey)

MMR Notation System cont… 2/3

Instrument:	
INST: QL INST: ql	QUAL data collection instrument (e.g., semi-structured interview questions) This indicated the data collection instrument is qualitative and less dominant
INST: QT INST: qt	QUAN data collection instrument (e.g., pre-test) This indicated the data collection instrument is quantitative and less dominant
INST: MM	MMR data collection instrument (e.g., large questionnaire with a combination of item/forced choice/multiple responses questions with open ended questions). A more complex design which includes several instruments, such as a content analysis exercise followed by a series of focus groups and then progresses to a large survey would be notated as follows: INST: ql(1) → INST:ql(2) → INST:QT

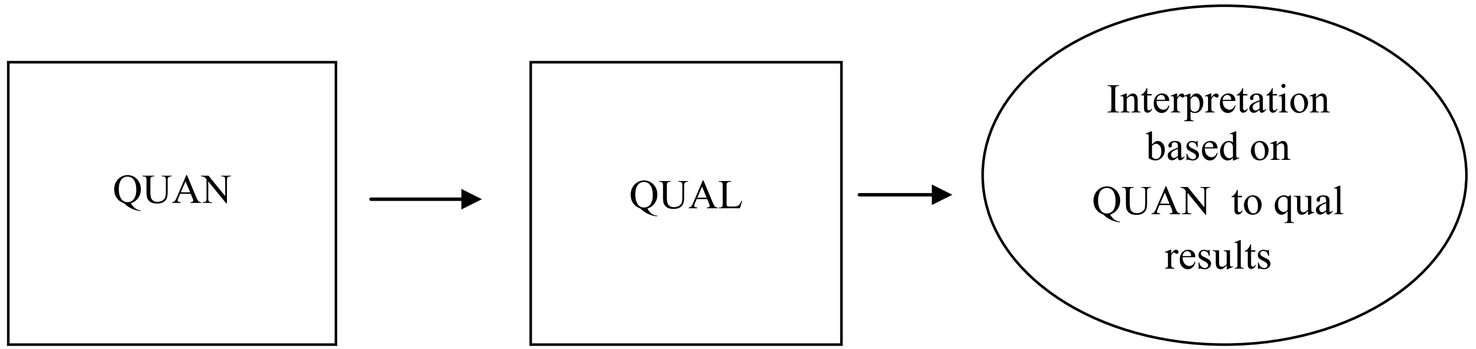
Analysis:	
ANSIS: QT-1	Indicates a QUAN analysis technique (e.g., cross tabulations , SEM)
ANSIS: qt-1	This indicated the data analysis is quantitative and less dominant
ANSIS: QL-2	Indicates a QUAL data analysis technique (e.g., content analysis)
ANSIS: ql-2	This indicated the data analysis is qualitative and less dominant
ANSIS: QL→QT	Symbolises converged data collection- quantitised
ANSIS: QT→QL	Symbolises converged data collection- qualitised

MMR Notation System cont…3/3

Data integration:	
INT	Indicates a point at which data integration has occurred
QL → INT ← QN	Dominant QUAL data integrated with dominant QUAN data
qn → INT ← QL	Less dominant qn data integrated with dominant QUAL data
Inferences:	
INF	INF1 = first inference, INF2 = second inference and so on
M-INF	M-INF = meta inference

Cameron (2012; 2023) Extended MMR Notation System

Figure 4: Application of the extended MMR notation system to Study A



DS: Primary(1)
S-SIZE 1: (n=246)

INST: QT (Survey)

ANSIS: QT-1 (Descriptive)
ANSIS: QT-2 (Factor analysis)

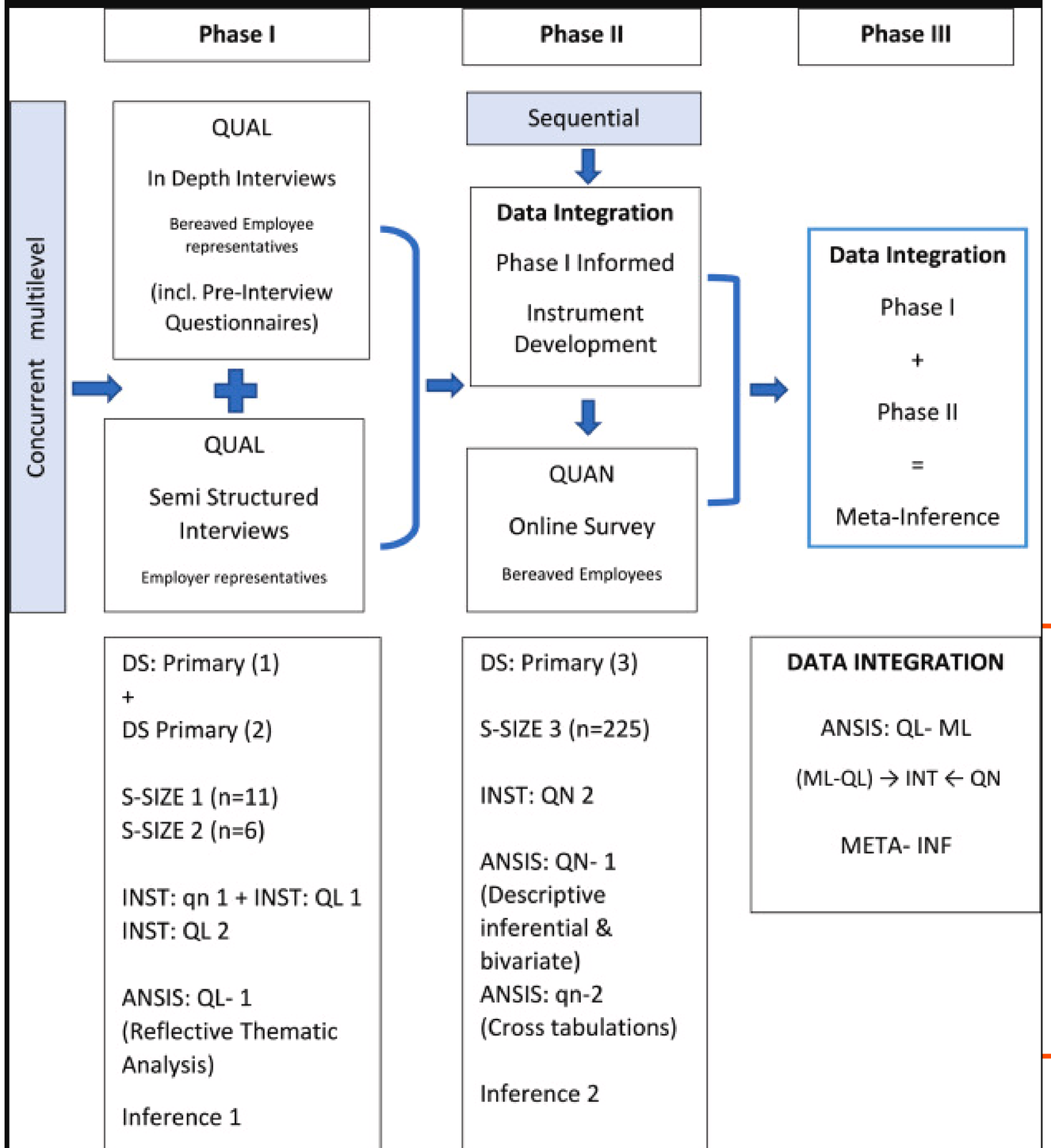
DS: Primary(1) sub-set
*S-SIZE 2: (n=6)

INST: QL (Focus group Qs)

ANSIS: QL (Open coding)

**FG1 (n=7); FG2 (n=8), FG3 (n=6); FG4 (n=8); FG5 (n=9); FG6 (n=7)*

Taylor, L., Cameron, R., (2025) Transformative multilevel mixed methods design: A worked example for researching and advocating for the bereaved at work, *Methods in Psychology,* https://doi.org/10.1016/j.metip.2025.100181



TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility

MMIRA 2026 Global Conference

Mixed Methods Research: Its Evolution and Future Advancements

Professor Roslyn Cameron

Conference Chair

https://mmira2026.com/

TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility

MMIRA2026 GLOBAL CONFERENCE

MMIRA2026 GLOBAL CONFERENCE

HOSTED BY TORRENS UNIVERSITY AUSTRALIA

Certified B Corporation

MMIRA Mixed Methods International Research Association

Exciting Announcement!

Mixed Methods International Research Association and Torrens University Australia are delighted to share that the next **MMIRA2026 Global Conference** will take place in **Brisbane, Australia, 24 - 27 August 2026**.

Conference Theme

Navigating the Polycrisis:
Mixed Methods for a Changing World

This will be an interdisciplinary, international, and inclusive gathering - welcoming participants and speakers from all disciplines to share, connect, and advance mixed methods research.

Confirmed Speakers

KEYNOTE SPEAKER
Professor Pat Bazeley
PhD, Director of Research Support P/L
Western Sydney University

KEYNOTE SPEAKER
Professor R. Burke Johnson
PhD, University of South Alabama

KEYNOTE SPEAKER
Professor Cheryl Poth
PhD, Faculty of Education
University of Alberta, Canada

KEYNOTE SPEAKER
Professor Anthony Onwuegbuzie
PhD, Faculty of Education
University of Johannesburg
University of SouthAfrica

Program Highlights

KEYNOTE SPEAKERS

TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility

MMIRA2026 GLOBAL CONFERENCE

Program Highlights

- Pre & post-conference workshops on foundational an advanced MMR
- Doctoral and Early Career Researchers- mentoring sessions and social events
- Research-In-Progress Papers and Condensed Papers
- Poster competitions with awards
- Panel discussions: AI (Artificial Intelligence) in MMR and Editorial Panel
- Seminars
- Software demonstrations and upskilling sessions
- Networking opportunities
- Optional social and sightseeing events
- And much more

University of Johannesburg
University of SouthAfrica

Submissions

- Poster, Condensed Papers (2,000–2,500 words) or Research-in-Progress Paper (1,500 words)
- Rolling review and acceptance with opportunity to revise and resubmit

We can't wait to welcome you to Australia for an inspiring global exchange of ideas, innovation, and collaboration.

MMIRAconference2026@torrens.edu.au

/showcase/mmira-global-conference-2026

MMIRA 2026 Mixed Methods Global Conference

www.mmira2026.com

SCAN QR CODE TO VISIT WEBSITE

The conference will feature a dynamic program including:

- Interactive Workshops
- Seminars & Discussion Panels

Submissions:

- Posters
- Research-In-Progress Papers (1,500 words)
- Condensed Papers (2,000 – 2,500
- Words)

- Rolling review
- Submissions Open

TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Agility

MMIRA2026 GLOBAL CONFERENCE | 24 - 27 AUGUST 2026 BRISBANE, QUEENSLAND, AUSTRALIA | MMIRA Mixed Methods | TORRENS UNIVERSITY AUSTRALIA

MMIRA2026 WORKSHOPS

Workshops to date (max 26 participants)

DAY 1 **10:30-12:30** **24th August**	**Cheryl Poth** Teaching of Mixed Methods Research: Centring Integration in Instructional Design	**John W. Creswell PhD and Mariko H. Creswell PhD,** The Continuing Evolution of Mixed Methods Designs	**Farveh Farivar** AI in Mixed Methods Research
DAY 4 **2pm-4pm** **27th August**	**Cheryl Poth & Emma Bullock** Making Complexity Visible: Using Systems Diagrams to Plan Integrative Mixed Methods Designs	**Tony Onwuegbuzie** Critical Dialectical Pluralism in Action: Applying a Meta-Transformative Multidimensional Metaparadigm and Metaphilosophy to Mixed Methods Research	Burke Johnson TBA Michelle Nichols TBA

TORRENS UNIVERSITY AUSTRALIA | Centre for Organisational Change and Ag

MMIRA2026 GLOBAL CONFERENCE

EMAIL:

Join our mailing list by reaching out to us directly: MMIRAconference2026@torrens.edu.au

LINKEDIN:

To stay updated, follow us here on LinkedIn: https://www.linkedin.com/showcase/mmira-global-conference-2026

FACEBOOK:
https://www.facebook.com/events/1388129045599675?acontext=%7B%22event_action_history%22%3A[%7B%22surface%22%3A%22home%22%7D%2C%7B%22mechanism%22%3A%22attachment%22%2C%22surface%22%3A%22newsfeed%22%7D]%2C%22ref_notif_type%22%3Anull%7D

Key references

Cameron. R (2016) ‘The Role of Qualitative Methods in Mixed Methods Designs’, in (Eds.) Townsend, K, Loudoun, R and Lewin, D (2016). ***Handbook of Qualitative Research Methods on Human Resource Management Innovative Techniques,*** Edward Elgar**,** Chapter 2, pp.13-29. ISBN: 9781784711177

Molina-Azorin, J and **Cameron, R,** (2015) ‘History and Emergent Practices of Multimethods and Mixed Methods in Business Research’, ***The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*** **(**Eds.) Sharlene Hesse-Biber and Burke Johnson, Oxford University Press. Chapter 26, pp. 466-485.

Cameron, R, (2011) ‘Mixed methods in business and management: A call to the ‘first generation’, *Journal of Management & Organisation,* Vol. 17 , No. 2 , March, pp. 245-267. ISSN: 1833367213243209

Cameron, R (2011), ’Mixed Methods Research: the Five Ps Framework’, *Electronic Journal of Business Research Methods*, Vol. 9, No. 2, September, pp. 96-108. ISSN: 1477-7029 http://www.ejbrm.com/issue/current.html

Cameron, R, and Molina-Azorin, J**,** (2011), ‘The acceptance of mixed methods in business and management’**,** *International Journal of Organizational Analysis,* Vol.19, No.3, pp. 256-271. ISSN:1934-8835

TORRENS
UNIVERSITY
AUSTRALIA