

Understanding Critical Race Mixed Methodology (CRMM) by Exploring the Experiences of African American Students

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Order of Presentation

- ▶ Racialized Positionality
- ▶ Critical Race Theory
- ▶ Mixed Methods Research
- ▶ Critical Race Mixed Methodology
- ▶ Racial Microaggressions Example
- ▶ Benefits and Challenges
- ▶ Words of Advice
- ▶ Questions

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Positionality



- How researchers' multiple cultural identities (race, gender, sexuality, religion, etc.) and biases influence the way they look at the world (Merriam et al., 2001).
 - Influences a researcher's inquiry worldview
 - Influences a researcher's program of research

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Racialized Positionality



- How a researcher's positionality is based upon her racialized life and educational experiences as a person of color. (Milner, 2007).

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Racialized Positionality

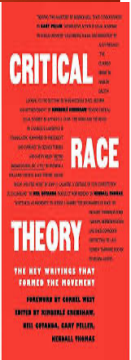
- ▶ Family
 - ▶ Growing up in Louisiana
 - ▶ Working-Class
 - ▶ Creole Heritage
- ▶ Educational Experiences
 - ▶ K-12
 - ▶ Louisiana State University
 - ▶ PWI
 - ▶ Psychology/Spanish Major
 - ▶ University of Georgia
 - ▶ PWI
 - ▶ Racial Identity Theories
 - ▶ Critical Race Theory



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What is Critical Race Theory?

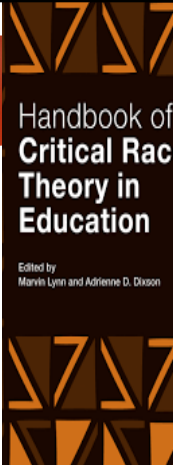
- ▶ CRT is a counterlegal scholarship or racial framework that examines the relationships between race, racism, and power (Bell, 1995).



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Goals of Critical Race Theory

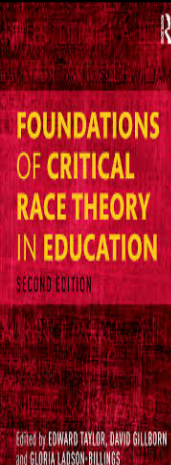
1. To understand how white supremacy and its subordination of people of color has been created and maintained in America.
2. To understand the relationship between law and racial power as well as how to *change* it. (Crenshaw et al, 1995)



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Components of CRT

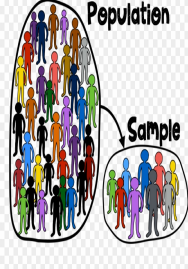
CRT component	Focus
Centrality of race and racism	Permanence of racism in society
Challenge to dominant ideology	Questioning of the dominant perspective
Property rights of whiteness	White privilege and the value of whiteness
Intersectionality	Intersecting subordinate identities
Myth of meritocracy	Challenging the idea that hard work and ability will ensure success
Centrality of experiential knowledge	Highlighting the voices (and experiences) of people of color
Historical/contextual perspective	Importance of including the history and context of a situation/problem
Commitment to social justice	Promoting systemic change
Interdisciplinarity	Examining racism from various academic disciplines
Reinterpretation of civil rights outcomes/interest convergence	Challenging current civil rights outcomes that disadvantage BIPOC



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Mixed Methods Research

- The combining of quantitative and qualitative approaches within one research study (Tashakkori & Creswell, 2007).
- "Mixed methods inquiry, influenced by one's theoretical perspective, involves the collecting and analyzing of both quantitative and qualitative data within one study and, when applicable, are used to address issues of power" (Schutz et al., 2016, p. 224).



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Mixed Methods Designs (Creswell & Plano Clark, 2018)

- Explanatory Sequential** (quant → QUAL)--quantitative then qualitative data collected sequentially
- Exploratory Sequential** (qual → QUAN)--qualitative then quantitative data collected sequentially
- Concurrent Parallel or Convergent Parallel** (qual +QUAN)--data collected simultaneously then merged
- Embedded** (QUAN(qual))--one method embedded in the other
- Multiphase** (Qual→←quan)--alternating of quantitative and qualitative phases

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Mixed Methods Designs (DeCuir-Gunby & Schutz, 2017)

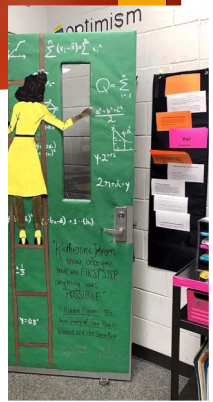
	Explanatory Sequential →	Exploratory Sequential →	Convergent Parallel +	Embedded ()	Multiphase ↔
Purpose	Enables the qualitative data to be used to expand upon or explore an aspect that was identified by the quantitative data. This approach is often used to expand upon interesting or perplexing results.	Enables the quantitative data to be used to expand upon the qualitative data. This approach is often used in scale development studies.	Enables the combining of related data that has been collected and analyzed separately. Also, this approach is often used to collect quantitative and qualitative data using one instrument.	Allows the collection of data within a traditional framework. This approach is often used in experimental and quasi-experimental designs as well as case studies.	Allows quantitative and qualitative data to be collected and analyzed in various phases. Often used in program development and evaluation.

Adapted from Table 4.5 in DeCuir-Gunby, J. T. & Schutz, P. A. (2017). Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers. Thousand Oaks, CA: Sage.

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Critical Race Mixed Methodology (CRMM)

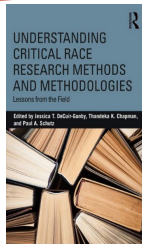
- The combination of traditional mixed methods designs with CRT (DeCuir-Gunby & Schutz, 2019).
- Focuses on using mixed methods designs integrated with a CRT framework.
- Integrates CRT throughout all stages of the mixed methods research process.



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3 Components of CRMM (DeCuir-Gunby, 2020)

1. The research must center on race.
2. The research must be grounded within a CRT framework.
3. A goal is to challenge power structures and to help to create change. Focuses on issues of race, examines power dynamics, and challenges systems of inequity.



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A Mixed Methods Exploration of African American College Students' Experiences with Racial Microaggressions

- ▶ Gibson, S. M. (2019). Where do I belong?: An investigation into the impact of racial microaggressions on African American college students. [Master's thesis, NC state University].
- ▶ Gibson, S. M., DeCuir-Gunby, J. T., & McCoy, W. N. (2021). Where do I belong?: Exploring the moderating role of racial regard among African American college students. Manuscript under review.
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Racial Microaggressions (Sue, et al, 2007)

- ▶ "Brief, everyday exchanges that send denigrating messages to people of color because they belong to a racial minority group".
- ▶ They are further defined as being frequently and automatically expressed by majority group members and manifested as "subtle snubs or dismissive looks, gestures, and tones"
- ▶ Forms of Microaggressions
 - ▶ Microassaults
 - ▶ Microinsults
 - ▶ Microinvalidations

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An Explanatory Sequential Example: Racial Microaggressions, Racial Identity, and Belonging (DeCuir-Gunby, McCoy, and Gibson, in press)

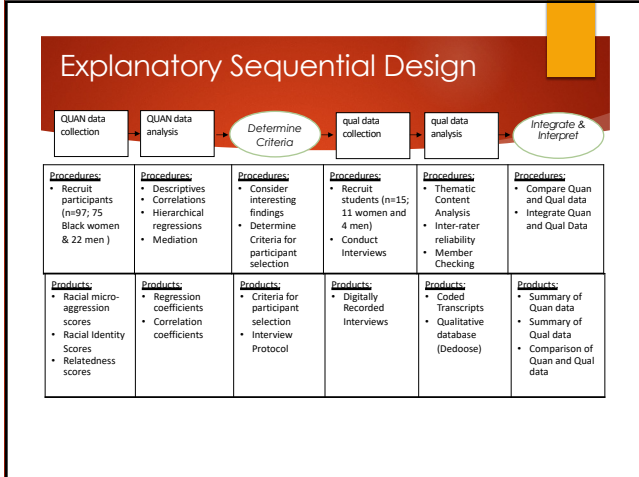
Quantitative:

RQ1: Does public regard (perception of how others view African Americans) mediate the relationship between racial microaggressions experiences (racial microinsults and microinvalidations) and a sense of belonging for African American college students?

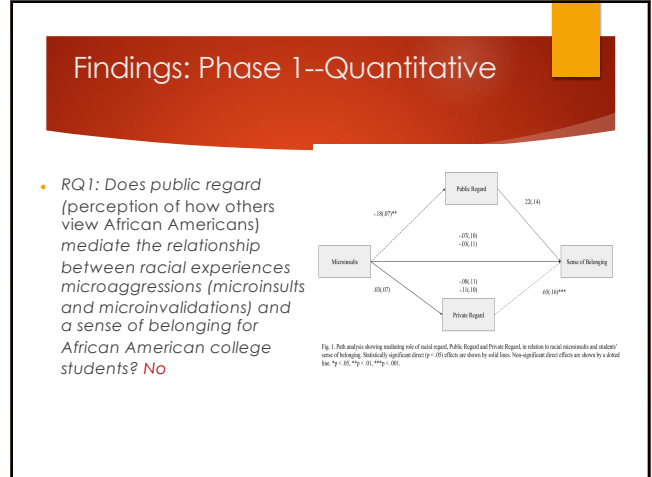
Qualitative:

- What are African American students' experiences with racial microaggressions in the PWI context?
- How do racial microaggressions contribute to students' feelings of belonging in the PWI context?

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Findings: Phase 2--Qualitative

- African American graduate students experienced various forms of racial microaggressions.
- Experiencing racial microaggressions impacted their feelings of belonging.
- These experiences often impacted how the students felt about themselves as Black students and were examples of CRT's centrality of racism, property whites of whiteness, and challenge to dominant ideology.
- To the students, it seemed as if interest convergence allowed them to be recruited for university diversity efforts and the challenge to dominant ideology allowed departments to promote diversity yet ignore racial equity conversations.

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Race Focused & Race Reimagined Constructs

Researching Race Within Educational Psychology Contexts
 Edited by Staci K. DeCuir-Gunby
 Department of Curriculum, Instruction, and Leadership Education
 South Carolina State University
 Paul A. Schultz
 Department of Educational Psychology
 University of North Carolina

In this special issue, an interdisciplinary collection of essays provides a critical examination of the ways in which race and ethnicity have been used to explain educational outcomes. The essays in this special issue are organized into two sections: "Race and Ethnicity in Educational Psychology" and "Race and Ethnicity in Educational Research." The essays in the first section focus on the ways in which race and ethnicity have been used to explain educational outcomes, while the essays in the second section focus on the ways in which race and ethnicity have been used to explain educational research.

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Race Focused

<p>Definition</p> <ul style="list-style-type: none"> ▶ Concepts that are centered around issues of race and are developed from racial categorizations and racial categorization theories 	<p>Examples</p> <ul style="list-style-type: none"> ▶ Racial Identity ▶ Racial Socialization ▶ Racial Discrimination ▶ Stereotype Threat
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Race Reimagined

<p>Definition</p> <ul style="list-style-type: none"> ▶ Traditional constructs that are reconceptualized to include racially influenced, sociocultural perspectives. 	<p>Example</p> <ul style="list-style-type: none"> ▶ Using indigenous education theories to reconceptualize <i>self-determination theory</i> for Native American students in schools on Reservations.
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Jamie's Story

<p>Traditional Approach</p> <ul style="list-style-type: none"> ▶ Negative Emotions ▶ Difficulty in Regulating her Emotions 	<p>Race Reimagined Approach</p> <ul style="list-style-type: none"> ▶ Racial/Historical Context (CRT) ▶ Emotional Labor ▶ Racial Battle Fatigue ▶ Racial Trauma <p style="text-align: right; font-size: small;">(Smith, Allen, & Danley, 2007)</p>
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Candice's Story

<p>Traditional Approach</p> <ul style="list-style-type: none"> ▶ Sexual Assault ▶ Gender 	<p>Race Reimagined Approach</p> <ul style="list-style-type: none"> ▶ Intersectionality (CRT) ▶ Gendered Racial Microaggressions ▶ Compounded trauma (racism and sexual assault) <p style="text-align: right; font-size: small;">(Crenshaw, 1991; Lewis, Mendenhall, Harwood, & Hunt, 2016)</p>
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Coping Examples

Traditional Approach

- ▶ Adaptive Coping
- ▶ Maladaptive Coping

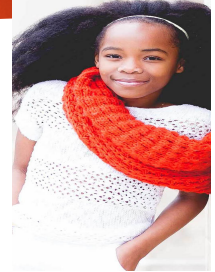
Race Reimagined Approach

- ▶ Centrality of Race and racism (CRT)
 - ▶ Racism Related Stress
 - ▶ Strong Black Woman archetype
 - ▶ Self-preservation
- (Corbin, Smith, & Garcia, 2018)

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Implications of CRMM

- Exploration of the combining of mixed methodology and CRT
- Explicating the utility of mixed methods approaches when there are paradoxical findings. Quantitative and qualitative findings can corroborate, expand upon, or even contradict each other.
- Further illustrating the need for qualitative dominant mixed methods approaches (Hesse-Biber, 2010).
- Means of how to study race in education (racial methodologies)



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Benefits vs. Challenges

• Benefits

1. Centering race in mixed methods
2. Expanding methodology in CRT research
3. Data integration can center on the qualitative perspective

• Challenges

1. IRB approval
2. Finding participants
3. Preferences for particular methodological approaches in certain fields

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Words of Advice

- Become proficient in research methods (qualitative, quantitative, and mixed methods)
- Take a Critical Race Theory course
- Read critical research literature from various disciplines including the law
- Ask critical and difficult questions
- Be committed to exploring race and systems of oppression
- Don't be afraid of the politics

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Questions



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