

Receiving the Baton for the Journal of Mixed Methods Studies

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Abstract. In this editorial—my first editorial for the *Journal of Mixed Methods Studies (JOMES)*—I reflect on my 5 years as editor of one journal (*Educational Researcher*; 2006-2010), 19 years as editor-in-chief of a second journal (*Research in the Schools*; 2003-2021), and 5 years as editor-in-chief of a third journal (*International Journal of Multiple Research Approaches*; 2018-present). In beginning my tenure with *JOMES*—a journal based in Turkey—I welcome the new editor team and look forward to us striving to take *JOMES* to new heights. Further, I discuss my four major goals as *JOMES* editor-in-chief, namely: (a) to increase the journal citation metrics, (b) to publish a series of special issues, (c) to author/co-author a series of innovative editorials, and (d) to encourage authors to focus on integration rather than mixing. I end my editorial on a sombre note, offering my thoughts and prayers to the people of Turkey and Syria who have been affected by a series of earthquakes that begun on 6th February 2023.

Keywords: JOMES, mixed method, editor-in-chief

Receiving the Baton for the *Journal of Mixed Methods Studies*

The *Journal of Mixed Methods Studies (JOMES)*—based in Turkey—was launched in 2020 by the editor Dr. İlhan Gunbayi, a Professor at Akdeniz University, Faculty of Education, Educational Sciences Department, Dumlupınar Bulvarı, Antalya, Turkey. This issue contained five excellent mixed methods research articles (Askun & Cizel, 2020; Duzguncinar, 2020; Gunbayi, 2020a, 2020b; Varlik & Apaydin, 2020). Three of these articles were empirical (Askun & Cizel, 2020; Duzguncinar, 2020; Varlik & Apaydin, 2020), whereas two of them were methodological. Using Leech and Onwuegbuzie's (in press) typology, of the two methodological articles, one (i.e., Gunbayi, 2020a) could be classified as non-empirical methodological, which represents works in which one or more old and/or existing research methods are discussed, or a new advance(s) to a research approach, method, or technique is presented but without using empirical evidence. The other methodological article (i.e., Gunbayi, 2020b) could be classified as empirical methodological, which refers to

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methodological works that take the form of an essay but that includes empirical evidence or examples.

Since the publication of the first issue, four more issues have been published. These five issues comprise two issues in 2020 (Issues 1 and 2), two issues in 2021 (Issues 3 and 4), and one issue in 2022 (Issue 5). On 23rd August 2022, I was asked by Professor Şakir Çinkir, Ankara University, to serve as Editor-in-Chief of *JOMES*—which I enthusiastically agreed to do!

In the 19 years prior to becoming Editor-in-Chief of *JOMES*, I had served as editor-in-chief of two journals and editor of a third journal, as follows: (a) editor of *Educational Researcher (ER)*—one of the flagship journals of AERA—for 5 years (2006-2010); (b) editor-in-chief of *Research in the Schools (RITS)*—the flagship journal of the Mid-South Educational Research Association (MSERA)—for 19 years (2003-2021), and associate editor for 6 years (1997-2002); and (c) editor-in-chief of *International Journal of Multiple Research Approaches (IJMRA)* for 5 years (2018 to present). Further, I had served as guest editor of several special issues for *IJMRA* (e.g., “Teaching Mixed Methodologies” [Volume 3, Issue 3; 2009]; “Mixed Methods Research in Education” [Volume 5, Issue 2; 2012]) and the *International Journal of Qualitative Methods (IJQM)* (i.e., “How Mixed Methods Informs and Enhances Qualitative Research I” [Volume 14, Issue 2; 2015]; “How Mixed Methods Informs and Enhances Qualitative Research II” [Volume 15, Issue 1; 2016]). In addition, I had served on several editorial boards, including that of the *Journal of Mixed Methods Research (JMMR)* (2007 to present); and I had reviewed articles for more than 25 journals. I am hoping that my extensive experience as editor-in-chief/editor of three journals that specialize in publishing methodological works has put me in a position to take this journal to another level.

I would like to take this opportunity first to express my appreciation to Professor Şakir Çinkir for showing his faith in me by selecting me to serve as an Editor-in-Chief of *JOMES*. Second, I am grateful to all members of the editor team for agreeing to support *JOMES* with their service. Third, I would like to thank in advance the present and future editorial board members for their vital upcoming reviews of manuscripts submitted to *JOMES* for consideration for publication. Fourth, I encourage scholars and practitioners to show their support by reading and citing both past and future articles published in *JOMES*. Finally, I encourage authors—beginning authors, emergent authors, and experienced authors—to submit their manuscripts to *JOMES* so that we showcase their research and scholarship.

As per the aims and scope of *JOMES* (<https://jomesonline.com/index.php/jomes/aimsandscope>), I encourage authors to submit original mixed methods research contributions that represent the social, behavioral, health, and human sciences. I encourage manuscripts that are conceptual, theoretical, empirical, and methodological. With regard to methodological works, manuscripts can be non-empirical methodological, empirical methodological, or methodological empirical.

Alongside *IJMRA* and *JMMR*, *JOMES* is a premiere outlet for international and interdisciplinary/multidisciplinary/transdisciplinary students, academics, practitioners, policymakers, citizens, and other stakeholders to submit innovative and seminal works representing the field of mixed methods research.

During my tenure as *JOMES* editor-in-chief, I have four major goals, as follows: (a) increase the journal citation metrics, (b) publish a series of special issues, (c) author/co-author a series of innovative editorials, and (d) encourage authors to focus on integration rather than on mixing. In terms of the journal citation metrics, at the time of writing, the h-index for *JOMES* is 4. This means that four *JOMES* articles have been cited at least four times, with Gunbayi's (2020a) leading the way with 25 citations, which is an impressive number of citations over a 3-year period. My goal here is for our editor team to increase this h-index for *JOMES* significantly. Also, with respect to journal citation metrics, I hope that we, as an editor team, can work to secure an impact factor.

With respect to my second goal, I plan to publish special issues on a variety of topics, so that I can carry on my tradition of publishing special issues for my other journals—specifically, (a) *Educational Researcher*, which included special issues such as the “Learning, Teaching, and Scholarship in a Digital Age” (Volume 38 Issue 4, May 2009), which was led by Greenhow et al. (2009), and which currently has 1,886 citations; (b) *Research in the Schools*, comprising the following six special issues: (i) “Mixed Methods Research” (Vol. 13, No. 1; 2006), guest edited by Dr. R. Burke Johnson; (ii) “Literacy and Social Networking” (Vol. 19, No. 1; 2012), guest edited by Dr. Marla H. Mallette; (iii) “Guidelines and Strategies for Publishing from Centurion Authors (with Triple Digit Publications)” (Vol. 23, No. 1; 2016), co-edited by Professors Anthony J. Onwuegbuzie and John R. Slate; (iv) “Research in K12 STEM Education Policy and Practice” (Vol. 25, No. 1; 2018), co-edited by Drs. Suzanne Franco and Nimisha Patel; (v) “Promoting Mixed Methods Research in Special Education Inquiry” (Vol. 25, No. 2; 2018), co-edited by Drs. John H. Hitchcock and David E. Houchins; and (vi) “Methodologists, Who Needs ‘Em?” (Vol. 27, No. 1; 2021), co-edited by Dr. Elena Forzani, Professor Sandra Schamroth Abrams, and Professor Anthony J. Onwuegbuzie—with the “Mixed Methods Research” (Vol. 13, No. 1; 2006) special issue being particularly successful, with seven of the nine articles published in this special issue being cited in 6,191 works among them; and (c) *International Journal of Multiple Research Approaches*, comprising the following two special issues: (i) the 665-page inaugural special issue entitled “Mixed Methods Manifesto” (Vol. 10, No. 1; 2018), which contains 2 editorials and 43 articles written by many of the leading authors in the field of mixed methods research; and (ii) the special issue co-entitled “Black Lives Matter” (Vol. 13, No. 1; 2021), which contains one editorial, one foreword, nine articles, one afterword, and one postscript—with the highlight of the special issue being the exceptional foreword written by Professor Sandra Schamroth Abrams and her eldest teenage daughter, who served as lead author (C. Abrams & S. S. Abrams, 2021).

With respect to my third goal, I plan to author/co-author at least one editorial per issue. During my 19 years as editor of *Research in the Schools*, I authored/co-authored 20 evidence-based editorials. In my 5 years as editor-in-chief of the *International Journal of Multiple Research Approaches*, I have already authored/co-authored more than 25 editorials. Other than the current *JOMES* editorial, this issue contains another *JOMES* editorial entitled, “A 41-Year History of Mixed Methods Research in Education: A Mixed Methods Bibliometric Study of Published Works from 1980 to 2021” (Onwuegbuzie et al., 2023). In this article—which I co-authored with Dr. Marla Mallette and her daughter, Kasey Mallette—we use a mixed methods bibliometric approach, which involves bibliometric quantitative data being integrated with qualitative data, to document the prevalence and use of mixed methods research in the field of

education since the (methodological/philosophical) paradigm wars of the 1980s, in general, and since 2010, in particular. In so doing, we documented how many education-based empirical articles in which the authors labelled as mixed methods research either could be considered as representing full(er) integration of the quantitative and qualitative components/phases throughout many, if not most or all, stages of the mixed methods research process. We encourage you to read this editorial. We hope that by doing so, you will agree that this editorial represents a fitting way for me to begin my *JOMES* journey.

Consistent with the recent development that has taken place regarding the conceptualization of two forms of *integration* to replace the notion and practice of *mixing*—namely, the $1 + 1 = 3$ integration approach in 2015 (qualitative + quantitative = more than the individual components; Fetters & Freshwater, 2015, pp. 115-116) and the $1 + 1 = 1$ integration approach in 2017 (i.e., full[er] integration; Onwuegbuzie, 2017; see also Onwuegbuzie & Hitchcock, 2019)—my fourth and most important goal is to encourage authors to focus on integration rather than mixing. By integration, I am referring to John Hitchcock and my expanded definition, as follows: “the optimal mixing, combining, blending, amalgamating, incorporating, joining, linking, merging, consolidating, or unifying of research approaches, methodologies, philosophies, methods, techniques, concepts, language, modes, disciplines, fields, and/or teams within a single study” (Hitchcock & Onwuegbuzie, 2022, p. 3; Onwuegbuzie & Hitchcock, 2022, p. 598). More specifically, I encourage authors to strive towards full(er) integration via integrating the following seven broad elements: (a) quantitative and qualitative research approaches, (b) mixed methods research and multimethod research approaches, (c) disciplines/fields, (d) arts and sciences, (e) Global North and Global South researchers, (f) online and offline spaces, and (g) researchers and participants. Simply put, I encourage authors—whether they identify themselves as mixed methods researchers, qualitative researchers, and/or quantitative researchers—to adopt an integrative, integrated, and integral way of thinking in order to address increasingly complex and complicated research questions in an attempt to come closer to *verstehen*.

Finally, although I am excited to begin my journey as editor-in-chief of the Turkey-based *JOMES*, I would be remiss if I did not mention the series of earthquakes that has beset Turkey in recent weeks, which begun with a Mw 7.8 earthquake on 6th February 2023, at 04:17 local time, which struck southern and central Turkey, as well as northern and western Syria. The epicenter was 32 km (20 miles) west–northwest of Gaziantep. This earthquake, which was the strongest to occur in Turkey since the 1939 Erzincan earthquake, was followed by a Mw 7.7 earthquake slightly more than 9 hours later, at 13:24 local time, which was centered 95 km (59 miles) to the north-northeast from the first, in Kahramanmaraş Province. Since these two earthquake, there have been other (slightly) smaller earthquakes (e.g., in Malatya) as well as thousands of aftershocks. Directly affecting at least 14 million people, or 16% of Turkey’s population, and leaving approximately 1.5 million people homeless, it is the deadliest natural disaster in Turkey’s modern history—with more than 45,900 deaths in Turkey and 6,700 deaths in Syria and 114,991 injured across the 11 most affected provinces of Turkey at the time of writing. My thoughts and prayers are with the people of Turkey and Syria.

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