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From the Editors

Dear JOMES Readers,

We are delighted to present the 13th issue of the Journal of Mixed Methods Studies, which showcases the remarkable breadth of contemporary mixed methods research across diverse disciplinary and cultural contexts. This issue features three compelling articles that collectively demonstrate how mixed methods approaches can illuminate complex phenomena from institutional research capacity to Indigenous decolonization efforts.

In our first article, "*Enhancing Doctor of Physical Therapy Pain Neuroscience Education Through Telehealth Simulation: A Mixed Methods Approach*," Shannon Logan and colleagues employ an explanatory sequential design to examine a pain neuroscience education telehealth simulation for physical therapy students. Their findings reveal statistically significant improvements in knowledge and clinical recommendations, while qualitative insights illuminate the transformative power of experiential learning. The authors demonstrate that while quantitative data alone might suggest limited impact, qualitative findings reveal profound shifts in student confidence and clinical reasoning.

The second article, "*The Digital Evolution of the Research Ecosystem: A Strategic Analysis of Ankara University's Research Capacity and Performance via Collaborative Networks*," by Kaan Orhan, Şakir Çınkır, and their colleagues, presents a convergent parallel mixed methods analysis of institutional research capacity at Ankara University in Türkiye. By integrating bibliometric data, system logs, interviews, and focus groups, the authors uncover critical divergences between digital platform adoption and active engagement. They reveal that structural network position alone is insufficient without institutional mechanisms that convert passive membership into meaningful collaboration, offering vital insights for universities navigating digital transformation.

Our third article, "*Creative Methods and Learning with Justice Centered Mixed Methods Research: Decolonizing Systemic Inequities with Land Acknowledgments*," by Anna S. CohenMiller, Charlotta Maria Langejan, and Nayr Correia Ibrahim, offers an innovative arts based response to the call for transformative and socially meaningful research. Weaving together found poetry, collaborative autoethnography, text messaging, and a practical toolkit for land acknowledgments, the authors demonstrate how justice centered mixed methods can advance decolonization efforts in higher education. Their work stands as a powerful model for integrating social justice, inclusion, diversity, equity, and social responsibility into methodological practice while embracing vulnerability as a methodological strength.

Each article in this issue advances our understanding of mixed methods research as an integrative and transformative enterprise. Together, these studies remind us that integration, whether of quantitative and qualitative data, of technological and human dimensions, or of research and social action, lies at the heart of meaningful scholarly inquiry. We extend our deepest gratitude to our authors and to you, our readers, for your continued engagement.

Sincerely,
Professor Anthony J. Onwuegbuzie
Editor in Chief

Professor Şakir Çınkır
Deputy Editor