



## How To Use Mixed Methods In Tourism Research

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How to Research Guides

Edited by Peter Mason, Marcjanna Augustyn, and Arthur Seakhoo-King

Drawing on examples of sequential and concurrent mixed method studies, this innovative book demonstrates how to use mixed methods approaches in tourism research successfully. Peter Mason, Marcjanna Augustyn and Arthur Seakhoo-King bring together insights from expert authors to demonstrate how to conduct mixed methods research and to outline best practice for teaching mixed methods to tourism students.

**Keywords:** Tourism Research Methods; Hospitality Research Methods; Mixed Methods; Tourism Case Studies; How To Conduct Tourism Research

### Monograph Book

**Published:** 03 Dec 2024

**Print ISBN:** 9781035314089

**eISBN:** 9781035314096

**DOI:** <https://doi.org/10.4337/9781035314096>

**Pages:** 200

**Collection:** [Geography, Planning and Tourism 2024](#)

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Published by  
Edward Elgar Publishing Limited  
The Lypiatts  
15 Lansdown Road  
Cheltenham  
Glos GL50 2JA  
UK

Edward Elgar Publishing, Inc.  
William Pratt House  
9 Dewey Court  
Northampton  
Massachusetts 01060  
USA

A catalogue record for this book  
is available from the British Library

Library of Congress Control Number: 2024946597

This book is available electronically in the **Elgaronline**  
Geography, Planning and Tourism subject collection  
<https://doi.org/10.4337/9781035314096>

ISBN 978 1 0353 1408 9 (cased)  
ISBN 978 1 0353 1409 6 (eBook)

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## 9. The teaching process of mixed methods in tourism research: a case study of the Autonomous University of Ciudad Juárez, Mexico

**Manuel Ramón González-Herrera**

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### INTRODUCTION

Tourism is a complex and interdisciplinary socio-economic phenomenon with established space-time dimensions (Jafari, 2005; Darbellay and Stock, 2012; Korstanje, 2015; Decroly and Diekmann, 2018). However, unfortunately, the same does not happen in relation to its understanding as an object of study in research and in the teaching of university academic disciplines (Campodónico and Chalar, 2011; Darbellay and Stock, 2012; Korstanje, 2015; Decroly and Diekmann, 2018). In practice, there is a great debate about 'the state of science, the scientific nature and the disciplinary nature of tourism, [which] has bogged down the progress of the production of its knowledge, [which] has to do with the epistemological question of tourism' (Castillo, 2011, p. 517).

During the last decades, there has been much debate about whether tourism research is a disciplinary, multidisciplinary, interdisciplinary (Coles et al., 2016), or post-disciplinary field of study (Munar and Pernecky, 2016; Coles et al., 2016). As a result, it is an essential first point to select the most appropriate approach to use in tourism research and for the teaching methodology to train professionals with adequate knowledge of scientific methods that allow them to act professionally. In this sense, scientific education and research in tourism represent a cognitive platform of great importance for the training of professionals in the sector in any of the fields of their performance (Jafari, 2005). This is because it contributes to the formation of knowledge and the development of investigative skills useful for the development of solid scientific tourism thought, providing them with valuable methods and tools for the exercise of the profession in the different tourist organisations (Tribe and Liburd, 2016).