INLS 881, Research Issues and Questions I —Syllabus

_____

Jane Greenberg, Professor, and Director Metadata Research Center <MRC> **Office:** 205 Manning Hall **Email:** janeg@email.unc.edu **Homepage:** http://ils.unc.edu/~janeg	**Class time:** Tuesday, 2:00-4:45 PM **Office Hours:** Consult my webpage **Place:** Manning Hall, Room 214 **Class materials:** Sakai

_____

Course Description

"Intensive and systematic investigation of the fundamental ideas in information and library science. Exploration and discussion in seminar format" (http://sils.unc.edu/courses#301).

Overview and Course Objectives

This year-long course aims to prepare productive scholars. Participants will be introduced to the range of research questions and issues that arise in the field of information and library science (ILS) and disciplines. The class will place an emphasis on the research interests of the current SILS faculty and doctoral students. The role of both theory and prior research in generating research questions will be discussed. The variety of methods available to conduct research will be reviewed.

Class members will participate in reading, reviewing, analyzing, and discussing, in some detail, relevant research literature. A significant part of research-and-discovery is formulating questions, and considering ways those questions can be addressed. Throughout the term will be asking questions about the ILS field and disciplines with which we often collaborate:

A second goal of this seminar is to assist participants in being successful as doctoral students at SILS. This means that it is very important that each person has an opportunity to explore and cultivate their individual research interests as they move through the course.

Specific objectives in this arena are to help you:
• Develop a deeper sense of your research interests,
• Begin to form your own research agenda,
• Develop critical reading/thinking skills,
• Consider the role of research questions, theory, and methods,
• Develop an understanding of the writing requirements of scholarly communication,
• Develop a sense of scholarship and academic life in the information field, and
• Develop an understanding of faculty expectations and program procedures for SILS doctoral students.

Class Communication

I will mainly use the Sakai announcement board for important updates. Please make a commitment to checking the announcement stream. I may post reading updates, news about guests, exciting talks, publications, and so forth. A class listserv has been set up with the address:

docseminar@sakai.unc.edu.   I will use the listserv too, although I do try to use it sparingly. Please use the announcement board and list to share news, ask questions, whatever seems appropriate.

Assignments and Evaluation

Course grades are determined as follows:

- 25 points: Class Participation
- 50 points: Assignments
- 25 points: Final Assignment

Class Participation [25 points]

Active participation is encouraged and expected. The class will provide ample opportunity for you to share your thoughts and comment on research literature, events attended, issues in the field or world at large. Dialog is essential for 1.) *formulating solid research questions*, and 2.) *determining the best research questions can be investigated*. My philosophy is that discussion is integral the learning process, can lead to an exciting session (perhaps more exciting than the one planned!), and will enrich our time together. Please note there may be occasions when I have to limit a discussion in order to cover essential material.

Assignments [50 points total]

Four assignments will be given in connection with the class agenda. A handout will accompany each assignment. An outline of the assignments for the term is listed directly below.

1. **Finding a dissertation [5 points]** [Assigned Session 2, due Session 5]

2. **Journal proposal assignment [15 points]** [Assigned Session 4, due Session 9]

3. **Foundational work & current trends [25 points]** [Assigned Session 9, due during appropriate

    session]

4. **Talk review [5 points]** [Assigned Session 9, due by Dec. 3rd]

Final assignment [25 points]

More information will be given as we progress through the term. The general thrust is a literature review or research undertaking.

Attendance and Preparedness

I will come to class prepared, and I expect the same of you. I understand that that you may need to miss class due to certain circumstances. If you are absent, I expect you to first coordinate with a class colleague to review the session's discussion, and collect any missed items. By all means, please contact me if you have questions or outstanding issues.

Readings

Please complete all readings prior to the class meeting for which they are assigned. Most of the readings are available on the web or placed in Sakai—in our resources folder labeled "readings." If a link is broken or you can't find a reading, I would appreciate you letting me know immediately. The E-Journal Finder (http://eresources.lib.unc.edu/ejournal/) is accessible via the UNC Library and a good

place to find articles. Syllabus readings that include a call number are available from the SILS library's reserve service.   The syllabus is a bit organic, so please anticipate change during the term.

Honor Code

Collaboration, discussion, and seeking assistance from other students are encouraged in this class and are not inconsistent with the Honor Code. In the case of written work, all words drawn from others must be attributed appropriately.

Grading

H 100-95%, P+ 94-90%, P 89-85%, P- 84-80%, L 79-70%, F < 69%

Syllabus Status

While the syllabus provides the framework for this course and lists assigned and recommended readings, it's possible that items will be added or deleted throughout the term.

We are members of a dynamic and growing field. Events, such as a guest lecturer, a newsworthy development, or other happenings related to organizing information, may occur and side track us from the intended schedule.

_____

Week No.	Date	Topics	Reading Assignment (▮ = Reading available via Sakai)
1	Aug. 20	Introductions; Scope of ILS; doctoral studies	What subjects and approaches characterize information and library science? What are your current interests? What does it mean to pursue those interests @ SILS as doctoral student or advanced graduate student? ■ Bates, M. (1999). The invisible substrate of information science. Journal of the American Society for Information Science, 50(12), 1043-1050. [UNC e- journals, and via ▮] ■ Saracevic, T. (1999) Information science. Journal of the American Society for Information Science, 50(12), 1051-1063. [UNC e- journals, and via ▮] ■ SKIM/read: Shera, J.H. (1968). An epistemological foundation for library science. In Montgomery, E.B.(ed.), The Foundations of Access to Knowledge: A Symposium. Syracuse University, 7-25. [SILS reserves - BD161 .F6; also: ▮] ■ Heilprin, L.B. (1968). Response [to Shera]. In Montgomery, E.B. (ed.), The Foundations of Access to Knowledge: A Symposium. Syracuse University, 26-35. [SILS reserves -20 BD161 .F6; also: ▮]
2	Aug. 27	Anatomy of a	What are the important research questions in information and

		Research Question	library science today? What research methods are used to explore them?
			■ Booth, A. (2006). Clear and present questions: Formulating questions for evidence based practice. Library Hi Tech, 24 (3): 355-368. [UNC e- journals, and via ▮]
			■ Bryman, A. (2007). The research question in social research: What is its role? International Journal of Social Research Methodology, 10 (1): 5-20. [UNC e- journals, and via ▮]
3	**Sept. 3**	Jane in Lisbon Literature review	**Guest:** Rebecca Vargha, SILS Librarian
			Questions to ponder: What is a literature review? Why are they important for researchers? How do I find and analyze the literature that's most pertinent to my research questions? How do I write up what I've learned, and get it published?
			■ READ: Randolph, J. J. (2009). A Guide to Writing the Dissertation Literature Review. Practical Assessment, Research, 14 (12). Available online at: http://pareonline.net/pdf/v14n13.pdf, and via ▮.
			■ READ: Bourne, P. E. (2011). Ten Simple Rules for Getting Published. PLoS Computational Biology, 7 (1): http://www.ploscollections.org/downloads/TenSimpleRulesCollection_Small.pdf, and via ▮.
			■ SKIM: Writing A Literature Review and Using a Synthesis Matrix. (2006). Produced by NC State University Writing and Speaking Tutorial Service Tutors. Available via ▮.
4	**Sept. 10**	Theory	What is theory, and why do researchers use/need theory? What methods are used in ILS research, and why?
			■ Case, D.O. (2012). Chapter 7, Metatheories, Paradigms, and Theories. **READ** section 7.1 to 7.3 (p. 163-173), and **BROWSE** sections/section headers 7.4-7.7 (p. 174-197). In Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior. 3rd ed, Emerald Publishing Group, UK: http://tinyurl.com/kn7glyx. (GOOGLE BOOKS). Available via ▮.
			■ **READ:** Kuhlthau, C. C. (1991). Inside the Search Process: Information Seeking from the User's Perspective. Journal of the American Society for Information Science. 42(5): 361-371. [UNC e- journals, and via ▮]
			■ **READ**: Hickey, D. J. (1980). Bibliographic Control in Theory. IFLA Journal 1980 6 (3): 234-241: DOI: 10.1177/034003528000600307. [UNC e- journals, and via ▮]
			■ **SKIM** entry; **READ** about people, **section 3.1, Taylor, to 3.5,**

			Wilson: Information behavior theories. LIS Wiki: http://liswiki.org/wiki/Information_behavior_theories. ■ **F.y.i.** Thompson, K.M. (2009). Remembering Elfreda Chatman: A champion of theory development in library and information science education. Journal of Education for Library and Information Science, 50(2), 119-126. [Available via JSTOR: http://www.jstor.org/discover/10.2307/40732569?uid=373888 80&uid=2&uid=4&sid=21102624877723]
5	**Sept. 17**	Research methods and applications in ILS; doctoral student academics and policies @ SILS and UNC Due: Find-a-Dissertation Assignment.	**Guest:** Barbara Wildemuth, Associate Dean for Academic Affairs and Professor (see: http://ils.unc.edu/~wildem/wildemuth.html) ■ Wildemuth, B.M. (2009). Applications of Social Research Methods to Questions in Information and Library Science. Westport, Conn.: Libraries Unlimited. (Please note, 3 copies are on SILS Reserve, call number: Z669.7 .W55 2009.) **First half of the class** will cover Chapter 2, plus one CHAPTER from each of the SECTIONs 3, 4, and 5. Please select a chapter in these sections. **Second half of the class** will review the **SILS Doctoral Handbook** and the **Graduate School Handbook**. Links found @: http://sils.unc.edu/current-students/doctoral-students/policies (the link is directly under "Academic and Campus Policies"). Please explore these two resources and bring your questions.
6	**Sept. 24**	Measuring the Impact of Scholarly Productivity	**Guest:** Jason Priem, Cofounder of ImpactStory and doctoral student @ SILS/University of North Carolina-Chapel Hill (see: http://jasonpriem.org/) ■ Lariviere, V., Sugimoto, C.R., & Cronin, B. (2012). A bibliometric chronicling of Library and Information Science's first hundred years. Journal of the American Society for Information Science & Technology, 63(5), 997-1016. [UNC e-journals, and via ▉] ■ Cronin, B., & Meho, L. (2006). Using the h-index to rank influential information scientists. Journal of the American Society for Information Science & Technology, 57(9), 1275-1278. [UNC e- journals, and via ▉] ■ Meho, L.I., & Sugimoto, C.R. (2009). Assessing the scholarly impact of information studies: A tale of two citation databases--Scopus and Web of Science. Journal of the American Society for Information Science & Technology, 60(12), 2499-2508. [UNC e- journals, and via ▉] ■ **EXPLORE:** ImpactStory: http://impactstory.org/. ■ *Scholarly Kitchen* Podcast: Jason Priem on Altmetrics, Today

			and Tomorrow (July 1, 2013): http://www.sspnet.org/scholarlykitchen/podcast/episodes/20130701.mp3. ■ **READ/EXPLORE links:** Thomson Reuters Research Analytics Unveils 2013 Release of Its Journal Citation Reports: http://thomsonreuters.com/press-releases/062013/2013-journal-citation-reports.
7	Oct. 1		■ VIEW the whole film: The Man Who Wanted to Classify the World, directed by Levie, Francoise, produced by Sofidoc Productions (Filmakers Library, 2004), 61 minutes. Streaming video available via the UNC-Chapel Hill Libraries: (You need to use your onyen to login to: http://flon.alexanderstreet.com.libproxy.lib.unc.edu/View/1641522) ■ Goodstein, D. (2000) How Science Works (Available @: http://www.its.caltech.edu/~dg/HowScien.pdf, and via ▮) ■ SKIM: How Science Really Works: http://undsci.berkeley.edu/article/0_0_0/howscienceworks_01 (There are 21 Web pages to click through; this is more of a f.y.i., but good for us to keep this 'in mind' as we talk about science.)
8	Oct. 8		**Guest:** Brad Hemminger, Associate Professor, SILS/University of North Carolina-Chapel Hill (see: http://ils.unc.edu/bmh/) ■ Priem J and Hemminger BM (2012) Decoupling the scholarly journal. Front. Comput. Neurosci. 6:19. doi: 10.3389/fncom.2012.00019: http://ils.unc.edu/bmh/pubs/2012-JNeuroScience-DecoupledJournals.pdf. ■ In pairs of two or three, find an issue (or special issue) of a journal on a topic of interest—slightly beyond your passion/focus. (Your group will have to agree on the selection). Read the editorial, select two articles for your group to read more thoroughly, and skim the others (abstract, etc.). Bring to class a couple of summary statements, observations, and any other remarks to share verbally - in discussion. Please post the citation on our announcement board. You may also post your other remarks on the announcement board, or share via email. ■ **Science article**: Bohannon, J. (2013). Who's Afraid of Peer Review? Science, 342 (6154): 60-65 DOI: 10.1126/science.342.6154.60 (Available @: http://www.sciencemag.org/content/342/6154/60.full).
9	Oct. 15	Due: Special	**Guest:** Mary Grace Flaherty, Assistant Professor, SILS/UNC-CH

		Journal Assignment.	(read: http://sils.unc.edu/news/2013/mary-grace-flaherty, vitae: http://my.ischool.syr.edu/Uploads/CurriculumVitae/MGFlahertyCV[1]-210-df464084-3a46-493f-8ea4-1728cef5acea.pdf).
			■ Flaherty, M. G. (2013). Consumer Health Information Provision in Rural Public Libraries: A Comparison of Two Library Systems. The Library Quarterly, 83 (2): 155-165 (Available @ http://www.jstor.org/stable/10.1086/669548, and via ▌).
			■ Flaherty, M. G. and Roberts, L. (2009). Rural Outreach Training Efforts to Clinicians and Public Library Staff: NLM Resource Promotion. Journal of Consumer Health On the Internet, 13 (1): 14-30 (DOI: 10.1080/15398280802674636 and via ▌)
			■ <u>Please bring a question/s or comment/s</u> for Mary Grace to class.
			■ <u>Track 1 or 2 references</u> from a reading in any of your classes or own your own (ILS related) reading. Find the tracked item/s and read/skim/observe. (Bring comments on your experience to class.)
			■ <u>Examine a scientific/scholarly journal</u> that is hot-off-the-press-- from our field of interest to you (hot of the press = recent publication; you may examine a digital or print copy.) Skim/browse, flip/click through pages, examine a couple of abstracts to see what is being covered; skimming/browsing is perfectly fine. (Bring comments to class on this experience too.)
10	**Oct. 22**		**<u>Two guests:</u>** Diane Kelly, Associate Professor, SILS/UNC-CH (see: http://ils.unc.edu/~dianek/); and Gabriele Pätsch, SILS/UNC-CH Visiting Scholar from Department of Information Science and Language Technology, University of Hildesheim, Germany (brief note about her recent CRADLE talk @: http://sils.unc.edu/events/2013/gabriele-patsch).
			<mark>From Diane</mark>
			Interactive Information Retrieval: Background
			■ Cool, C. & Belkin, N. J. (2011). Interactive information retrieval: history and background. In I. Ruthven & D. Kelly (Eds.) Interactive Information Seeking, Behaviour and Retrieval. Facet Publishing. (▌)
			■ Kelly, D. & Sugimoto, C. R. (2013). A systematic review of interactive information retrieval evaluation studies, 1967-2006. Journal of the American Society for Information Science and Technology, 64(4), 745-770. (ACM DL and via ▌)
			Mind-Bending Experiments (pick 2 of the experiments to read,

			skim abstract of others)

- Scholer, F., Kelly, D., Wu, W.-C., Lee, H. & Webber, W. (2013). The effects of threshold priming and Need for Cognition on relevance calibration and assessment. Proceedings of the 36th Annual ACM International Conference on Research and Development in Information Retrieval (SIGIR '13), Dublin, Ireland, 623-632. (ACM DL and via ▉)
- Kelly, D., Cushing, A., Dostert, M., Niu, X., & Gyllstom, K. (2010). Effects of popularity and quality on the usage of query suggestions during information search. Proceedings of the ACM Conference on Human Factors in Computing Systems (CHI), Atlanta, GA, 45-54. (ACM DL and via ▉)
- Kelly, D., Shah, C., Sugimoto, C. R., Bailey, E. W., Clemens, R. A., Irvine, A. K., Johnson, N. A., Ke, W., Oh, S., Poljakova, A., Rodriguez, M. A., van Noord, M. G., & Zhang, Y. (2008). Effects of performance feedback on users' evaluations of an interactive IR system. Proceedings of the 2nd Symposium on Information Interaction in Context (IIiX), London, UK, 75-82. (ACM DL and via ▉)

From Gabriele

- VIEW: SLIDES-GabrielePätsch-FridaySeminar_SILS.pdf.
- Lopatovska, I. and Arapakis, I. (2011). Theories, methods and current research on emotions in library and information science, information retrieval and human-computer interaction Information Processing and Management, 47: 575–592. http://www.sciencedirect.com/science/article/pii/S0306457310000737/pdfft?md5=9936fdcadcdd0c38e4dcb7e7030d715b&pid=1-s2.0-S0306457310000737-main.pdf. (Also via ▉)

Please bring a question/s or comment/s for Diane and/or Gabriele.

| 11 | Oct. 29 | | **Guest:** Cal Lee, Associate Professor, SILS/UNC-CH (see http://ils.unc.edu/callee/).

VISIT/EXPLORE

• BitCurator project: http://www.bitcurator.net/

• ESOPI—21 (Educating Stewards of Public Information in the 21st Century): http://ils.unc.edu/esopi21/. |
| | Nov. 5 | ASIST Due: One paragraph on your final assignment. | NO CLASS.   Time to work on 'Foundational work & current trends assignment' and determine final assignment foci. |

12	Nov. 12		**Guest:** David R. Hansen, Digital Library Fellow, Samuelson Law, Technology & Public Policy Clinic UC Berkeley School of Law .
			VISIT/EXPLORE
			▪ Samuelson Law, Technology & Public Policy Clinic, Berkeley, Univ. of California (http://www.law.berkeley.edu/samuelsonclinic.htm)
			▪ Berkman Center for Internet and Society: http://cyber.law.harvard.edu; Wikipedia: http://en.wikipedia.org/wiki/Berkman_Center_for_Internet_%26_Society)
			▪ Other reading/s sent via email.
			▪ Open House at the Odum Institute on Tuesday, November 12 from 3 to 5 p.m., 2nd floor of Davis Library.
			Special visit: Howard Dodson, Moorland-Spingarn Research Center (MSRC), Howard University (http://www.howard.edu/msrc/about_director-greetings.html).
13	Nov. 19		**2:00 PM Guest:** We will visit with Corbin Jones, Associate Professor, Biology, UNC-CH
			VISIT/EXPLORE
			▪ Homepage: http://bio.unc.edu/people/faculty/cdjones/).
			▪ Lab: http://labs.bio.unc.edu/CDJones/people.html).
			▪ READ: http://www.wired.com/wiredscience/2013/10/big-data-biology/.
			Let's meet at 1:45 PM in the SILS Lobby and be ready-to-walk @: 1:50 PM. We are going to Genome Sciences Bldg. 3159
			4:00 Guest: Claudia Gollop, Frances Carroll McColl Term Professor, SILS.
			VISIT/EXPLORE
			▪ See: http://sils.unc.edu/news/2012/claudia-gollop-mccoll-professor.
			▪ Interview with Claudia @: http://www.youtube.com/watch?v=YidId0gUE9A.
			▪ Professor Gollop may suggest another reading.
			**Following our visit to Corbin's lab, we can return to SILS, and depending on time available we can have a clinic where folks can ask questions about final assignment, etc., and we can discuss next term.
14	Nov. 26	Due: Assignment	**Guest:** Ryan Shaw, Assistant Professor, SILS (homepage:

		3: Foundational work & current trends	http://aeshin.org/). ■ Shaw, R. (2013). Information Organization and the Philosophy of History. Journal of the American Society for Information Science and Technology, 64 (6): 1092-1103. NOTE: Paper "WINS FIRST ANNUAL LIBRARY JUICE PAPER CONTEST" –see: http://sils.unc.edu/news/2013/ryan-shaw-library-juice-press. DOI: http://dx.doi.org/10.1002/asi.22843. (Also via ▌) ■ Furner, J. (2010). Philosophy and Information Studies. In Blaise Cronin (Ed.). Annual Review of Information Science and Technology, 44, pp. 161-200: Available online at: http://works.bepress.com/furner/7/. (Also via ▌) 1. **Information retrieval systems (Mike Conway)** 2. **Preservation: personal and cultural (Ellie Tayag)** 3. **Information/knowledge representation & description; Knowledge organization (Debbie Maron)** 4. **Scholarly communications (Shenmeng Xu)**
15	**Dec. 3**	Due: Assignment 3: Foundational work & current trends Due: Assignment 4: Talk Review. Final assignment due Dec. 6, but will accept through Dec. 9	5. **Personal Information Management (Leslie Thomson)** 6. **Information seeking behaviors: models and frameworks (Grace Shin)** 7. **Social software and the information behaviors that support it (Heejun Kim)** ■ Share about academic talk/lecture attended this Fall semester ■ Share about final assignment (5 minute madness)