INLS 581
RESEARCH METHODS OVERVIEW

FALL 2015
TUESDAYS, 6:00 – 8:45, MANNING 208

TABLE OF CONTENTS

OVERVIEW AND REQUIRED MATERIALS

An introduction to research methods used in Information and library science, exploring the design, interpretation, analysis and application of published research.

The following text is required:

> Wildemuth, B. M. (2009). *Applications of Social Research Methods to Questions in Information & Library Science.* Libraries Unlimited: Westport, CT.

This book is available for purchase at UNC Book Stores and online. It is also on reserve in the SILS Library. In addition, students will need to have a laptop computer capable of accessing UNC's Virtual Lab software (virtuallab.unc.edu).

INSTRUCTOR

Casey Rawson
Email: crawson@email.unc.edu
Office Hours: By request.

COURSE OBJECTIVES

You may or may not become a full-time researcher after you graduate from SILS. However, regardless of your post-SILS career path, this course should help you stay aware of current best practice in your field, learn about and evaluate new trends as they emerge, assess your own professional practice, and effectively communicate with other professionals about "what works" in your job. In this course, I hope students will:

- have fun while exploring and learning about research methods.
- gain an understanding of the concepts and terminology used in ILS research and of the methods used to perform this research.
- become acquainted with different research specialties and approaches in ILS.
- improve their abilities to read, evaluate and appreciate research.
- develop their quantitative, logical and analytical thinking abilities.
- begin to develop their abilities to engage in research-based practice.

MY TEACHING PHILOSOPHY

I believe that students learn best in an inquiry-based classroom environment in which they are given the opportunity to construct their own understanding of content through authentic engagement with ideas and with each other. My role is to facilitate your learning, not to impart knowledge; as such, there will be as little as possible "sit-and-get" instruction in this course. Instead, we will spend class time on large- and small-group discussion and/or debate, role-playing activities, case studies, guest speakers, and self and peer reflection. In addition to being your instructor, I am also a student, and my favorite courses are ones with the following characteristics:

1. the instructor cares about the course and the students, and encourages feedback throughout the semester;
2. class time is used for authentic learning tasks (not lengthy summaries of the readings); and
3. all students participate fairly equally in class activities and discussions.

With your help, I will endeavor to create such an environment in this course.

ASSIGNMENTS

An overarching goal of any SILS course is to help prepare you to become not only competent professionals, but leaders in your respective fields. While I am happy to meet with you outside of class if you are having trouble with a particular assignment or other aspect of the course, you will be primarily responsible for establishing your own work schedules and internal deadlines and for locating and retrieving information to complete your assignments. Since meeting deadlines is an important professional responsibility, grades on late work will be lowered by a full letter. Any incidence of plagiarism or other academic dishonesty will result in an F for the course.

#1 – REFLECTIVE JOURNALING (20%)

A large portion of this course will be discussion-based and will rely upon everyone's active participation. The best way to prepare for each week's class session is to thoughtfully engage with the assigned readings before, during, and after each class session. To this end, you will create a journal entry for each class session about the daily readings and subsequent class discussion. These entries will help you make meaning of the text, clarify your thoughts and

opinions, ask questions, and explore your developing understanding of the week's topic.[1] Since I will read everyone's responses before and after class each week, they will also help me tailor the course to your needs and address any misunderstandings or concerns as they emerge.

You will use the blog function in the Sakai site as your journal (see below for posting instructions). *Your blog entries will be private and will not be viewable by anyone but me.* You will have two entries per class for most class sessions (exceptions are noted in the schedule below). The first should be done after you have finished the readings, before you come to class **no later than 9:00am each Tuesday** (Pre-Class Reflection). The second should be completed **within 24 hours after class discussions** (Post-Class Reflection). Use the template provided below to structure your entries. If you are absent, you can still submit a Pre-Class Reflection if you have made prior arrangements with me, but it is not possible for you to submit a Post-Class Reflection. These entries should each be around 300-400 words. <u>Summaries of the readings or lengthy quotations from the readings will not count toward your word count.</u>

At two points during the semester (mid-term and end of semester), you will create a meta-reflection about how your thinking has changed since you started the class. Meta-reflections should be about 400-500 words. See below for instructions about how to post a private blog entry. **Start August 18 with a Post-Class Reflection.**

POSTING INSTRUCTIONS AND STARTER QUESTIONS

From our main course page, click on "Blogs" on the left side, then "Add blog entry" at the top.

From the next window, you can enter your blog post. In the "title" area, just use the class date. It is VERY IMPORTANT that you click the button that limits who can see the message. You should click the button next to, "Only site administrator and I can see this entry." I am the site administrator so this means that only you and I can see the post. This is NOT the default option, so you'll have to select this each time you post an entry.

You may use the starter questions below to structure each entry, although you do not need to answer all questions in order for every post.

Pre-Class Reading Reflection:

- What stood out for you? What did you learn?
- What questions do you have? What connections did you make?

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[1] McIntosh, J. (2006). Enhancing engagement in reading: Reader response journals in secondary English classrooms. *Language & Literacy, 8*(1).

- What can you conclude?

Post-Class Reflection:

- How has your thinking changed after class? What did you learn in class?
- Do you still have questions? Do you better understand your pre-class questions?
- Did you make new connections?
- What are some possible applications of this research or research method to the information professions? To your particular interests within the LIS field?

#2 – RESEARCH REVIEWS (15% TOTAL)

Regardless of whether you ever conduct a research study after your master's paper (I hope you do!), in order to be a leader in your chosen career you will need to be able to read, evaluate, and appreciate research in your field. In this course, we will focus on reading research articles with an eye toward describing and evaluating the methods used by the researchers.

You will conduct two research reviews. For each review, you should select empirical research papers from the ILS literature to present, discuss and share in written format:

- For one review, choose <u>two</u> articles published in an ILS journal or conference proceedings. You might want to choose either two articles that both address a similar topic / research question using different methods, or two articles that address different research questions using the same method (you could choose two totally unrelated papers, but choosing papers that are similar in terms of either topics or methods should make your job easier).
- For the other review, choose <u>one</u> SILS masters paper from the Dean's Achievement Award list (http://sils.unc.edu/about/awards/sils-achievement). You can find PDF versions of these papers online at http://tinyurl.com/SILSmps.

Each review should be about 2 pages in length (single-spaced). In your review, you should start by <u>briefly</u> describing the research: what was done, why it was done, how it was done, what was found. This should be a *neutral* description without any commentary or analysis. Then, discuss the research. (I hesitate to use the word 'critique' because sometimes people think that means to shred something!) Your discussion should be balanced, pointing out what you see as the strengths and weaknesses of the work. <u>Where you note weaknesses, try to suggest ways the study might have been improved</u>.

Once you've done this, you should **post a message** to the appropriate Forum in Sakai with a **4-5 sentence summary** of your paper(s) and a full citation for each. **Attach your full research review to this forum post.** <u>During the course of the week following the due date of the review</u>, you should **read and comment** on **two** other people's reviews (you are not required to read the

papers these people reviewed). If someone asks you a question about your review, please respond. Pick reviews that discuss topics that interest you; it is okay if the review you want to read has already been read by many other people. <u>Comment on the research presented in the review, not the quality of the review</u>.

#3 – MID-TERM (25%) AND FINAL (25%) EXAMS

Exams!?! Yeah, I know … scary. But they don't have to be! It is important that you internalize some of the content of this class and exams are good assessment methods for evaluating knowledge of a range of topics and issues.

You will take the mid-term exam on your own time during the week of 10/14 – 10/20 – I will make the exam available to you online beginning at 8:00am on 10/14 and you will have up to three hours to complete the exam once you open it; all exams must be completed by **Tuesday, 10/20 at 9:00pm**. The midterm exam will cover material presented through the 10/6 class session.

The final exam will also be a three-hour online exam, but you will all take that exam at the same time – **Tuesday, 12/8 from 7:00-10:00pm** (the registrar's scheduled exam time for this course). You may take that exam from any location. The final exam will be cumulative and integrative (it will include material from the entire course).

Both exams will be closed-book and closed-note (that includes communicating with classmates during the exam time). The format of the exam questions will be varied. I like open-ended questions; in particular, I like to present stimuli (for example, a passage from a piece of research) and ask you questions about the stimuli (for example, what type of sampling was used). You might also have a few multiple-choice questions and statistics problems to work. We will go over sample exam questions in class.

CLASS PARTICIPATION (15%)

The ability to work successfully and communicate effectively with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your interactions with your peers, instructor, and resource people. Your active participation in class is vital not only for your own learning, but for the learning of everyone in the class. I believe that each of you has valuable experiences and contributions that will deepen and extend our understanding of the course content, both during class and online. Therefore, I expect you to be engaged in class. This does *not* mean that you need to raise your hand for every question in class - the quality of your participation matters just as much as the quantity, and when a handful of people dominate class discussions it is difficult for other students to fully engage. There are several ways to actively participate in class, and each will factor in to your class participation grade:

- **Attendance:** You are expected to attend class each week and to arrive on time. More than one absence or repeated tardiness will result in a lower class participation grade.
- **Engaging with readings via NB course page:** All PDF readings starting with Week 2's class will be uploaded to our class NB page (you will get an invitation to join our group page after the first class). NB is an online tool that allows multiple users to collaboratively read, annotate, and interrogate a document. While you may choose to read PDFs on your own, I **strongly encourage** you to use NB for each week's readings. Highlight passages of particular interest or concern, note any questions you have or connections you make in the text, ask each other questions, and ask me questions. You can choose to have your notes / questions visible to the entire class, visible to only me and you, or private (visible to you only); you can also choose to have your notes and questions visible to the entire class but anonymous to other students (I will still be able to see who left the note). Collectively marking up the readings before class should give us some great starting points for rich discussion and should allow those of you who might not be as comfortable jumping into large-group discussions "on the fly" a lower-risk way to participate in class.
- **Participation in class activities**: In addition to large-group discussion, this class will include individual, pair, and small-group activities, and I will look for your engagement in all of those activities. I understand that it is not always easy to jump into a large-group discussion, but if you do not typically participate in large-group discussion, I will look extra closely for quality participation from you in other venues (small-group activities, NB, etc.). Take notes, ask questions, and above all, actively engage your mind with the ideas we are exploring in class.
- **Behavior:** Behave professionally. Be courteous to your instructor and classmates by refraining from conversing with others during lecture times, turning off all devices that might interrupt class, and using your electronic devices only to support class activities.

TECHNOLOGY POLICY

Research on laptop use in higher education has shown that laptops used for course activities can result in learning gains, but that in-class laptop use also can also lead to distraction and decreased course satisfaction, understanding, and overall performance among students.[2] This course will occasionally require the use of a laptop computer or tablet for class activities, and

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[2] Efaw, J., Hampton, S., Martinez, S., & Smith, S. (2004). Miracle or menace: Teaching and learning with laptop computers in the classroom. *EDUCAUSE Quarterly, 27*(3), 10-18.
Fried, C.B. (2008). In-class laptop use and its effects on student learning. *Computers & Education, 50*(3), 906-914.
Wurst, C., Smarkola, C., & Gaffney, M.A. (2008). Ubiquitous laptop use in higher education: Effects on student achievement, student satisfaction, and constructivist measures in honors and traditional classrooms. *Computers & Education, 51*(4): 1766-1783.

you may wish to have our NB site accessible to refer to annotations on readings or to add additional notes to readings. However, <u>other activities such as checking e-mail, social networking, etc. should be restricted to before and after class and break times</u>. You may find that taking notes on paper is easier and more effective for this course, since we will often be working with mathematical problems or formulae that are difficult to capture in a word processing program.

GRADING SCALE

Based on UNC Registrar policy for graduate-level courses:

H	(95-100) "clear excellence", **above and beyond** what is required
P	(80-94) all requirements satisfied at entirely acceptable level (note: this is expected to be the median grade for this course)
L	(70-79) low pass; substandard performance in significant ways
F	(<70) failed; performance that is seriously deficient and unworthy of graduate credit

***Undergraduate grading scale: 95-100 (A), 90-94 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 70-79 (C, same +/- ranges as above), 60-69 (D, same +/- ranges as above), <60 (F).*

UNIVERSITY HONOR SYSTEM

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at http://www.unc.edu/depts/honor/honor.html. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

SILS DIVERSITY STATEMENT

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

~The faculty of the School of Information and Library Science, Dr. Barbara B. Moran.

STUDENTS WITH DISABILITIES

"The Department of Disability Services (DDS), a part of the Division of Student Affairs, works with departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community. Additionally, DDS provides reasonable accommodations so students with disabilities who are otherwise qualified may, as independently as possible, meet the demands of University life." Visit their website at http://disabilityservices.unc.edu/ for more information.

CLASS SCHEDULE

A NOTE ON THE READINGS

All PDF readings will be posted to the course NB site and will also be downloadable from the Sakai resources folder for that day's class session. You are strongly encouraged to read and take notes on the articles using the NB tool (see "class participation" above). If you encounter a link that won't work or a file that won't download, please contact me as soon as possible; you should also take the initiative in that case to search for the article yourself using the UNC Library's website. Please have readings accessible during class (via your laptop / electronic device or in print).

Date		Topic	Readings	Assignments Due
Week 1: 8/18	Issues Common to All	Introduction to the course (and each other); Overview of research in ILS	Course syllabus Neuman, W. L. (2005). *Social research methods: Qualitative and quantitative approaches* (6th Edition). Allyn and Bacon Publishing [Ch. 1; parts of Ch. 2]. Wildemuth, Chapter 1	Post-class reflection (due 8/19 by 9:00pm)
Week 2: 8/25		Questions; Theories and	Wildemuth, Chapters 2, 3, and 6 *Skim:* Harris, M. R., Holmes, H. N., Ascher, M. T., &	List five "problems of

		Models	Eldredge, J. D. (2013). Inventory of research questions identified by the 2011 MLA Research Agenda Delphi study. *Hypothesis: Journal Of The Research Section Of MLA, 24(*2), 5-16.	practice" in your anticipated field and bring list to class.
				Pre- and post-class reflection
			Bates, M. J. (2005). An introduction to metatheories, theories and models (Ch. 1). In K. E. Fisher, S. Erdelez, & L. E. F. McKechnie's (Eds.) *Theories of Information Behavior*. ASIST Monograph Series, Information Today, Inc.: Medford, NJ.	
			Kumasi, K. D., Charbonneau, D. H., & Walster, D. (2013). Theory talk in the library science scholarly literature: An exploratory analysis. *Library & Information Science Research, 35*, 175-180.	
			Rioux, K. S. (2010). Metatheory in library and information science: A nascent social justice approach*. Journal of Education for Library and Information Science, 51*(1), 9–17.	
Week 3: 9/1		Judging research quality part 1; Sampling	Wildemuth, Chapters 13-15	Pre- and post-class reflection
			Gustafson, K. L., & Smith, J. B. (1994). Selecting a research design: Validity. In Gustafson, K. L., and Smith, J. B. *Research for School Library Media Specialists*. Norwood, NJ: Ablex, pp. 95-99.	
			Watch all three parts of Dr. Johnson's PSY 293/294 Vids #3: Reliability and Validity • Part 1: https://www.youtube.com/watch?v=DS8Hw0Ort4w • Part 2: https://www.youtube.com/watch?v=LolwQXYjuh8 • Part 3: https://www.youtube.com/watch?v=CZQlqVswAq8	
Week 4: 9/8	Major Research Designs	Experiments and Hypotheses; Case studies	Wildemuth, Chapters 5, 7, 11-12	Pre- and post-class reflection
			Neuman, W. L. (2005). *Social research methods: Qualitative and quantitative approaches (6th Edition)*. Allyn and Bacon Publishing, pp. 160-166: The Language of Variables and Hypotheses	
			Shachaf, P., & Horowitz, S. (2006). Are virtual reference services color blind? *Library & Information Science Research, 28*(4), 501-520.	
			Battleson, B., Booth, A. & Weintrop, J. (2001). Usability testing of an academic library website: A case study. *Journal of Academic Librarianship,*	

			27(3), 188-198.	
Week 5: 9/15		Surveys	Wildemuth, Chapter 26 Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). Internet, Mail and Mixed-Mode Surveys (3rd Edition). John Wiley & Sons, Inc.: Hoboken, NJ. Chapters 1-5.	Pre- and post-class reflection Research Review #1
Week 6: 9/22		Ethnography / naturalist research; Judging research quality part 2	Wildemuth, Chapter 8, 20-21 Gorman, G. E., & Clayton, P. (2005). Evaluating qualitative research. In Gorman, G. E. & Clayton, P., *Qualitative Research for the Information Professional*. London: Facet Publishing, pp. 20-33. Harviainen , J. T. (2015). Information literacies of self-identified sadomasochists: An ethnographic case study. *Journal of Documentation, 71*(3), 423 – 439. Emary, L. R. (2015). Librarians are already in the field: How and why to begin ethnographic fieldwork. *Bibliothek – Forschung und Praxis, 39*(2), 138-142.	Pre- and post-class reflection
Week 7: 9/29		Mixed methods; Action research and design-based research	Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, CA: SAGE. (Chapter 10) Jefferson, R. N. (2014). Action research: Theory and applications. *New Review of Academic Librarianship, 20*(2): 91-116. Callison, D. (2007). Action research. *, 23*(10). Available online: http://www.schoollibrarymonthly.com/articles/Callison2007-v23n10p40.html Rawson, C. H., & Hughes-Hassell, S. (in press). Research by design: The promise of design-based research for school library research. *School Libraries Worldwide.*	Pre- and post-class reflection
Week 8: 10/6	Data Sources	Existing content: content and collection analysis, log analysis	Wildemuth,Chapters 18; 29-30 Sood, S. O., Antin, J., & Churchill, E. F. (2012). Profanity use in online communities. *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI '12)*, Austin, TX, 1481---1490. Hughes-Hassell, S., Overberg, E., & Harris, S. (2013). Lesbian, gay, bisexual, transgender and questioning (LGBTQ) themed literature for teens: Are school	Pre- and post-class reflection

			libraries providing adequate collections? *School Library Research, 16*. Dumais, S., Jeffries, R., Russell, D. M., Tang, D., & Teevan, J. (2014). Understanding User Behavior Through Log Data and Analysis. In J. S. Olson & W. A. Kellogg (Eds.), Ways of Knowing in HCI (pp. 349–372). Springer New York.	
Week 9: 10/13		Interviews and focus groups; Catch-up and review for midterm	Wildemuth, Chapters 23-25 Smith, J. A. (1995). Semi-structured interviewing and qualitative analysis (pgs. 1-27). In J. A. Smith, R. Harre, & L.V. Langenhove (Eds.) Rethinking Methods in Psychology. Sage Publications. Agosto, D. E. (2002). Bounded rationality and satisficing in young people's Web-based decision making. *Journal of the American Society for Information Science and Technology*, 53(1), 16–27. doi:10.1002/asi.10024 Lawson, S., Kirman, B., Linehan, C., Feltwell, T., & Hopkins, L. (2015). Problematising upstream technology through speculative design: The case of quantified cats and dogs. *Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems (CHI'15),* Seoul, Korea, 2663-2672.	Meta-reflection #1 (no post-class reflection this session!)
Week 10: 10/20		MIDTERM	**Mid-term exam completed by 10/20 @ 9:00pm** Link will be sent out 10/14 at 8:00am; take the exam during any three-hour period this week.	
Week 11: 10/27	Data Sources cont'd	Think-alouds and diaries; Historical research	Wildemuth, Chapters 16, 19, and 22 Berg, S. A., Hoffmann, K., & Dawson, D. (2010). Not on the same page: Undergraduates' information retrieval in electronic and print books. *Journal of Academic Librarianship 36*(6), 518–525. Koopmans, H. (2009). *Use of the Web by visual artists: An exploration of how online information seeking informs creative practice*. SILS Master's paper. Carolina Digital Repository. Searing, S. E. (2012). The special collection in librarianship: Researching the history of library science libraries. *Journal of Education for Library and Information Science 53*(4), 225-238. [OPTIONAL] Bolger, N., Davis, A., & Rafaeli, E. (2003). Diary methods: Capturing life as it is lived. *Annual Review of Psychology, 54*(1), 579-616.	Pre- and post-class reflection

Week 12: 11/3	Data Analysis	Quantitative data analysis 1: Hypotheses part II, variables and measurement, descriptive statistics	Wildemuth, Chapters 5; 27-28; 33 Banerjee, A., Chitnis, U. B., Jadhav, S. L., Bhawalkar, J. S., & Chaudhury, S. (2009). Hypothesis testing, type I and type II errors. *Industrial Psychiatry Journal, 18*(2), 127-131. Neuman, W. L. (2005). *Social research methods: Qualitative and quantitative approaches (6th Edition)*. Allyn and Bacon Publishing, pp. 160-166: The Language of Variables and Hypotheses (re-read); pp. 181-188: Conceptualization and Operationalization; pp. 198-200: Levels of Measurement. SKIM: Hornbæk, K. (2006). Current practice in measuring usability: Challenges to usability studies and research. *International Journal of Human--Computer Studies, 64*, 79---102.	Be sure that you can access SPSS 23 on UNC's Virtual Lab (virtuallab.unc.edu) and bring your laptop to class. Pre- and post-class reflection Research Review #2
Week 13: 11/10		Quantitative data analysis 2: Comparing samples (t-tests, chi square, and ANOVAs)	Wildemuth, Chapters 33; 36-37 Adler, R. F. & Benbunan-Fich, R. (2013). Self-interruptions in discretionary multitasking. *Computers in Human Behavior, 29*, 1441---1449. Brennan, K., Kelly, D., & Arguello, J. (2014). The effect of cognitive abilities on information search for tasks of varying levels of complexity. *Proceedings of the Information Interaction in Context Conference (IIiX)*, Regensburg, Germany.	Pre- and post-class reflection
Week 14: 11/17		Quantitative data analysis 3: Scale construction; review and practice questions	Wildemuth, Chapter 28 Erfanmanesh, M., Abrizah, A., & Karim, N. H. A. (2012). Development and validation of the Information Seeking Anxiety Scale. *Malaysian Journal of Library & Information Science 17*(1), 21-39.	Pre- and post-class reflection
Week 15: 11/24		Qualitative data analysis; Grounded theory and analytic induction	Wildemuth, Chapter 32 Corbin, J. M., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology, 13*(1), 3-21. Suddaby, R. (2006). From the editors: What grounded theory is not. *Academy of Management Journal*, 49(4), 633-642. Crawford Barniskis, S. (2013). Embedded, participatory research: Creating a grounded theory with teenagers. *Evidence Based Library and Information Practice, 8*(1), 47-58.	Pre- and post-class reflection

Week 16: 12/1		Research Ethics; Review, wrap-up	Neuman, W. L. (2005). *Social research methods: Qualitative and quantitative approaches (6th Edition)*. Allyn and Bacon Publishing (Ch. 5, pgs. 129---147). **(Hint: read this before you take the CITI Ethics Course.)**	Meta-reflection #2 (no post-class reflection this session!)
			Complete the CITI Ethics course: http://research.unc.edu/offices/human---research---ethics/getting---started/training/ (only complete Social and Behavioral Research Module)	
			Williams, P., Block, L. G., & Fitzsimons, G. J. (2006). Simply asking questions about health behaviors increases both healthy and unhealthy behaviors. *Social Influence, 1*(2), 117---127.	