

## INLS 882, Research Issues and Questions 2 Spring 2015

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### Overview

The goal of this **year-long course** is to prepare students to become productive scholars. Students will be introduced to the range of research questions and issues that arise in the field of information and library science (ILS). The role of both theory and prior empirical research in generating research questions will be discussed. The variety of methods available to conduct ILS research will be reviewed.

The class members will participate in reading, reviewing, analyzing, and discussing, in some detail, relevant research literature. A part of this process of examination and discovery is formulating questions, and considering ways those questions might be addressed. For example, we will be asking questions about the ILS field and disciplines with which we often collaborate:

- Where are we going?
- Are there better/different ways to get there?
- Who gains and who loses?
- What is missing? Why?
- What should be done?

A second goal of this seminar is to assist the 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.

Specifically, this seminar has the goal of helping you to:

- 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.

***Rationale and relationship to the current curriculum.*** It is required that students take INLS 881 and INLS 882 in consecutive semesters at or near the beginning of their doctoral studies. The discussions in this seminar will help students identify research questions of particular interest to them and will provide a context within which initial explorations of those questions can be conducted.

## Assignments & Grading

The assignments for the two-semester seminar aim to foster your growth as a scholar and researcher in information and library science, through participation in discussions, reviews of current issues and the relevant literature, and development of research questions and proposals. The assignments described below should be considered a starting point; they may be modified according to your needs and interests. Please discuss any

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### #1 Seminar participation and contributions – Due Fall and Spring semesters (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. To this end, you will write a brief response to each week's readings in an informal, journal-style format. These entries will help you make meaning of the text, clarify your thoughts and opinions, ask questions, and explore your feelings about the week's topic.<sup>1</sup> These entries will be shared with your classmates via a Blog I have created (<http://inls881.blogspot.com/>). You will be expected to read your classmates' entries before class each week. You are also encouraged to respond to your classmates' writing.

Your weekly responses should be brief (around 300 words) and should focus on your reactions to and questions about the text. What did you find surprising? What did you agree or disagree with? What connections do you see to your life, the world, or other readings? What questions do you have after reading the text? Please do not summarize the readings or include lengthy quotations from the readings - keep your entries focused on response rather than review. The style of your entries may be informal – citations are not necessary. To allow time for your classmates and me to read and respond to your entries, each week's response will be due 24 hours before class (i.e., 2:00pm each Monday).

**NOTE: No written response is required for Session 1 of either semester.**

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### #2 Attendance at Research –Related Lectures – Fall and Spring Semester (20%)

As a doctoral student, it is important that you be an active participant in the research community. Attending lectures at SILS, on UNC's campus (and other university campuses), and at professional meetings are all ways of participating in the research community. SILS sponsors many lectures (including the Henderson and Kilgour Lectures, as well as Cradle Talks). Other departments and schools on UNC's campus (for example, Computer Science, Journalism, and Public Health) as well as those at Duke, NCCU, and NC State also sponsor lectures on topics related to ILS. And of course, a number of professional conferences occur each year.

By the end of the academic year you will attend 6 lectures.

- Fall Semester: You will be expected to attend the Henderson Lecture and **two** other lectures.
- Spring Semester: You will be expected to attend the OCLC/Frederick G. Kilgour Lecture and **two** other lectures.

At the end of each semester you will submit a brief, oral and written (3-4 page) report on what you have learned.

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

Evaluation Criteria: This assignment will be evaluated in terms of your selection of lecture to attend and the clarity of your summarization and analysis of the lectures.

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### #3 Final product: Due end of Spring semester (60%)

The major product for the two-semester seminar will be a significant work: a scholarly literature review, a proposal for a research study, an application for a research fellowship, or an article resulting from a research project. You will give a presentation of your work to the class at the end of the spring semester. You should start planning your work by the end of the fall term, at the latest, so that you can share your plans as part of our discussion of goals for the spring.

Milestones: In the Spring semester I will give you some milestones to help you keep moving, to keep me informed of your progress, and to help initiate conversations between us if there is any need. Remember that I am happy to talk with you about your work at any time!

Evaluation criteria. The criteria used to evaluate your final product will be similar to the criteria routinely applied to scholarly publications. These include the significance of the question/problem to the field, originality, the appropriateness and quality of the methods used (where relevant), the adequacy of the citations to previous work, the validity and logic of your claims and interpretation, and the organization, clarity, and style of your presentation.

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## Student Responsibilities

Our overarching goal is to build a professional community in which an exchange of ideas and opinions is respected and welcome. You will be responsible for establishing your own work schedules and internal deadlines. You need to be resourceful in locating and retrieving information to complete your assignments. You are expected to arrive in class having read, considered, and mentally critiqued each of the items and topics listed on the class schedule. Assignments should be completed on time. Since meeting deadlines is an important professional responsibility, grades on late work will be lowered one full letter. The ability to work successfully with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your communication with your peers, instructor, and resource people.

## UNC Honor Code

The Honor Code, which prohibits giving or receiving unauthorized aid in the completion of assignments, is in effect in this class. Any incidence of plagiarism or other academic dishonesty will result in an F for the course.

## 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.

## 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.

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## Outline and Schedule

### Session 1: January 13 - Where have we been? Where are we going?

### Session 2: January 20 - Research with human subjects – The IRB Process

Particular issues arise when your research involves human subjects/participants. This session will cover research ethics generally and, more specifically, the ethical issues associated with working with human subjects.

#### Guest Speakers:

**Professor Ruth Humphrey, Co-Chair of the University’s Social-Behavioral Institutional Review Board (IRB)**

**SILS Faculty - Amelia Gibson**

If you haven’t already done so, please complete the IRB required ethics training module:

<http://research.unc.edu/offices/human-research-ethics/getting-started/training/>

The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research. Office of the Secretary, The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. April 18, 1979.

<http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>

A guide to the IRB process. [http://ohre.unc.edu/guide\\_to\\_irb.php](http://ohre.unc.edu/guide_to_irb.php)

### Session 3: January 27 - Developing your own research idea; Writing a research proposal

Writing a research proposal is a critical skill that doctoral students must develop.

**Guest Speaker: Barbara Wildemuth (Sandra at ALISE)**

Trochim, W.M.K. (2006). Research Methods Knowledge Base.

- Philosophy of Research, <http://www.socialresearchmethods.net/kb/philosophy.php>
- Conceptualizing, <http://www.socialresearchmethods.net/kb/resprob.php>

Wildemuth, B.M. (2009). Developing a research question. In *Applications of Social Research Methods to Questions in Information and Library Science*. Westport, CT: Libraries Unlimited, 11-20.

Brause, R.S. (2000). Writing your dissertation proposal while designing your dissertation research. *Writing Your Doctoral Dissertation: Invisible Rules for Success*. London: Falmer, 97-110.

Robson, C. (2002). Appendix A: Writing a project proposal. In *Real World Research*. 2nd ed. Blackwell, 526-533.

**Session 3: February 3 - Grant writing & Finding funding sources**

***Finding Funding***

The Graduate Funding Information Center is a resource for UNC-Chapel Hill graduate students seeking information on funding sources for independent research, collaborative projects, fellowships, program development, and other scholarly activities. The office provides assistance and instruction on the best use of their resources.

**Guest Speaker: Mara West, UNC Graduate Funding Information Center**

Browse the Graduate Funding Information Center: <http://gradfunding.web.unc.edu/>

***Grant Writing***

**Guest Speakers: SILS Faculty - Mary Grace Flaherty, Rob Capra, Helen Tibbo**

The Office of Research at UNC's offers resources to help faculty and graduate students write and submit grant proposals. Browse their website at: <http://research.unc.edu/researchers/proposal-development/>

Take a look at the resources here too, especially some of the successful proposals:

<http://grantsinfo.unc.edu/proposal-writing>

**Session 5: February 10 - Guest Speaker - Crystle Martin**

University of California, Irvine, Digital Media and Learning Hub, Post-Doc

Crystle will be giving a public talk on February 10<sup>th</sup> and will be speaking to INLS 534: Youth and Technology in Libraries class at 6:00 on February 10<sup>th</sup>. In preparation for her talk, please read some of Crystle's research studies: <http://uci.academia.edu/CrystleMartin>

She will also be talking with you about her research and what it's like to be a Post-Doc.

### **Session 6: February 17 - Managing your research project & your data**

**Guest Speaker: Jonathon Crabtree, Assistant Director for Archives and Information Technology at the Odum Institute for Research in Social Science at UNC**

Lauriol, J. (2006). Proposals for designing and controlling a doctoral research project in management sciences. *Electronic Journal of Business Research Methods*, 4(1), 31-38.

Gosling, P. (2006). *Mastering Your PhD: Survival and Success in the Doctoral Years and Beyond*. Berlin: Springer.[available as an e-book]

- Chapter 3, Setting goals and objectives, p11-19
- Chapter 6, Charting your progress month by month, p37-42
- Chapter 13, Celebrate your success, p101-104

Axtell, J. (1998). (Mis)understanding academic work. In *The Pleasures of Academe: A Celebration & Defense of Higher Education*. Lincoln: University of Nebraska Press, 3-26.

### **Session 7: February 24 - Presenting your research : Developing and delivering an effective oral presentation**

**Guest Speaker: SILS Faculty - Brian Sturm**

Simmons, A. *Six Stories You Need to Know How to Tell*

Your Audience Will Thank You

[http://www.businessweek.com/smallbiz/content/nov2006/sb20061121\\_364755.htm](http://www.businessweek.com/smallbiz/content/nov2006/sb20061121_364755.htm) (suggestions for what NOT to do in presentations)

<http://www.effectivemeetings.com/presenting/index.asp> (good links to articles on preparation, delivery, and presentation tool suggestions)

### **Session 8: March 3 - Presenting your research : Designing an effective research poster**

Many professional conferences include poster sessions in which researchers share their work – either research in progress or completed work. Developing an effective poster is a skill – one that needs to be practiced.

For today's class you are going to create a poster, which we will then critique. You may either focus on a research project you have in process or select a short, well-written research article that you think would make a great poster. Use PowerPoint, Adobe Publisher, or another electronic tool to develop your poster. For works in progress, the poster may represent any aspect of the researcher's work - proposal, theoretical framework, methodology, findings, etc. If you select an article, your poster must communicate the important aspects of the article.

Do not print the poster – bring it to class in electronic form and we will view it that way.

Creating effective poster presentations <http://www.ncsu.edu/project/posters/>

Designing effective posters <http://guides.lib.unc.edu/posters>

Guide to creating research posters <http://www.utexas.edu/ugs/our/poster>

Tips for Creating academic posters <http://octet1.csr.oberlin.edu/wp/OCTET/files/2012/09/Creating-Academic-Posters.pdf>

## **March 10: NO CLASS (SPRING BREAK)**

### **Session 9: March 16 & 17 - Kilgour/OCLC Lecture**

- **March 16: Kilgour/OCLC Lecture**
- **March 17: 2:00-3:00; discussion of Kilgour/OCLC Lecture**

### **Session 10: March 24 - Presenting your research: Crafting a paper for publication;**

Clarke, R. (2009). Journal self-citation XIX: Self-plagiarism and self-citation: A practical guide based on underlying principles. *Communications of the AIS*, 25(Article 19), 155-164.

Lee, A.S. (2007). Crafting a paper for publication. *Communications of the AIS*, 20, article 7, 33-40.

Matthews, S. *Analyzing Research Articles: A Guide for Readers and Writers*.

Mingers, J. (2002). The long and winding road: Getting papers published in top journals. *Communications of the AIS*, 8, article 22.

Stoilescu, D., & McDougall, D. (2010). Starting to publish academic research as a doctoral student. *International Journal of Doctoral Studies*, 5.

Syrett, K.L., & Rudner, L.M. (1996). Authorship ethics. *Practical Assessment, Research & Evaluation*, 5(1).

## Editorials in *Library & Information Science Research*

- What is a problem statement, v. 29, no. 3
- Reading literature & literature reviews, v. 29, no. 4
- A research study's reflective inquiry, v. 30, no. 3
- Research design, v. 31, no. 1
- Reliability and validity, v. 31, no. 2.
- Finalizing a research paper, v. 32, no. 1

## **Session 11: March 31 - Issues in Scholarly Communication**

Issues related to scholarly communication include deciding where to publish, including the pros and cons of publishing in traditional sources vs. open access sources, as well as the peer reviewing process.

**Guest Speakers: Paul T. Jaeger, Co-Editor, *Library Quarterly*, Professor, ISchool, University of Maryland**

### **SILS Faculty - Brad Hemminger, Open Access Model**

Antelman, K. (2004) Do open-access articles have a greater research impact? *College & Research Libraries*, 65 (5), 372-382

Bornmann, L., & Daniel, H.-D. (2010). The manuscript reviewing process: Empirical research on review requests, review sequences, and decision rules in peer review. *Library & Information Science Research*, 32(1), 5-12.

Edwards, P.M. (2007). Developing as a writer: Refereeing manuscripts for peer-reviewed LIS journals. *College & Research Libraries News*, 68(10): 630-631.

Expanding the quality of scholarly, open access e-journals, LISR, v. 30, 4

Donovan, S.K. (2014). How to be an effective peer reviewer: Some personal thoughts. *Journal of Scholarly Publishing*, 46 (1), 89-95.

Norris, M., Oppenheim, C., & Rowland, F. (2008). The Citation Advantage of Open-Access Journal of the American Society for Information Science and Technology 59, (12), 1963–1972.

Schwartz, C., & Herson, P. (2010). Some thoughts on peer review. *Library & Information Science Research*, 32(1), 13-15.

## **Session 12: April 7 - Diversity, Inclusiveness and Cultural Competency in LIS Research, Teaching and Practice**

Information underlies virtually every interaction, is a vital social and political equalizer, and is a unifying thread throughout all human actions. Given the importance of equal access to information by



all members of society, the study of information must be framed in the most inclusive terms possible, including issues of socio-economic status, education, geography, language, literacy, gender, age, sexual orientation, disability, race ethnicity, and national origin.

Adkins, D., & Espinal, I. (2004). The diversity mandate. *Library Journal*, 45(2), 149-161  
<http://www.libraryjournal.com/article/CA408334.html>

Buschman, J. E. (2007). Democratic theory in library and information science: Toward an emendation. *Journal of the American Society for Information Science and Technology*, 58, 1483-1496.

Jaeger, P. T., Bertot, J. C., & Franklin, R. E. (2010). Diversity, inclusion, and underrepresented populations in LIS research. *Library Quarterly*, 80, 175-181.

Jaeger, P. T., Subramaniam, M., Jones, C. B., & Bertot, J. C. (2011). Diversity and LIS education: Inclusion and the age of information. *Journal of Education for Library and Information Science*, 52, 166-183.

Overall, P.M. (2009). "Cultural Competence: A Conceptual Framework For Library And Information Science Professionals." *The Library Quarterly*, 79(2), 175-204.

Overall, Patricia M. (2010). "The Effect Of Service Learning On LIS Students' Understanding Of Diversity Issues Related To Equity Of Access." *Journal of Education for Library and Information Science*, 51(4), 251-266.

Subramaniam, M., & Jaeger, P. T. (2010). Modeling inclusive practice?: Attracting diverse faculty and future faculty to the information workforce. *Library Trends*, 59(1/2), 109-127.

### **Session 13: April 9 - Work Session**

### **Session 14: April 14 - Final presentations**

### **Session 15: April 21 What have you learned?**

What have you learned? Have your research interests changed? What research opportunities and hot topics interest you now? What goals have you set for yourself? What do you need to learn to accomplish these goals?

### **April 28<sup>th</sup>: Final Projects Due**