



INLS 581 RESEARCH METHODS OVERVIEW

FALL 2019
FRIDAYS, 10:10 – 12:40, MANNING 001



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OVERVIEW AND REQUIRED MATERIALS

Why are you here? One of the most common misconceptions about INLS 581 is that this course is simply a checkbox on your way to the master's paper. But that's not why this course is required! SILS trains leaders in the LIS field, and part of being a leader is:

- Engaging in evidence-based practice to continually improve your own professional practice, your organization's effectiveness, and user outcomes.
- Staying up-to-date with research in your field and engaging critically with that research to better understand its applicability (or lack thereof) to your own work.
- Contributing your knowledge and experience back to the field in the form of published articles, conference presentations, professional development sessions, etc.

While I certainly hope this course will *also* help you prepare for your master's paper work, the longer-term goals above are ultimately why you are here. **This course is designed to help you understand the basics of research in the LIS field with the expectation that you will employ this knowledge to engage in evidence-based practice as an information professional.**

There is no required textbook for this course. All course readings will be linked via Sakai. You will need to have a laptop computer capable of accessing UNC's Virtual Lab software (virtuallab.unc.edu). We will use this system toward the end of the semester for qualitative and quantitative data analysis exercises.

INSTRUCTOR

Dr. Casey Rawson

Email: crawson@email.unc.edu

She / Her / Hers

Office: Manning 215 (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.
- improve their ability to engage in discussions around the “big questions” of methodology.
- begin to develop their abilities to engage in research-based practice.

INCLUSION AND STUDENT SUPPORT

My teaching philosophy is grounded in relationships and shared meaning-making. This means that I believe people learn best when 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. Some “lecture” is unavoidable, however I have tried to reserve our in-class time for active exploration by recording most lecture material and assigning these videos as pre-class “readings.”

I strive to create learning environments that support and honor students’ identities and prior knowledge. Who you are as a learner and as a person matters to me. It is my intent that the diversity that you all bring to our class be viewed as a resource, strength and benefit. I have

worked to include and develop course materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. With that said, research in our field, like most others, has been largely built on a foundation of work from privileged voices (read: white, straight, cisgender, non-disabled, American, male), and I acknowledge that there may be both explicit and implicit biases in the selection of materials for this course. Suggestions for improvements are always encouraged and appreciated.

I understand that you have lives outside of this course, and that sometimes experiences outside of your control may interfere with your class performance. If this happens to you, please reach out.

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 – LAB ASSIGNMENTS (25%)

At seven points over the course of the semester, you will be assigned take-home “labs” that introduce, reinforce, or extend topics covered in class. The format of these assignments will vary and specific instructions for each will be provided to you at least one week ahead of the due dates (which are listed in the “Class Schedule and Readings” table at the end of this document). These assignments will be graded on a ✓+ / ✓ / ✓- scale, with specific criteria for each assignment to be posted in Sakai. In general, you will receive a ✓ on the assignment if you satisfactorily complete all parts as assigned, a ✓+ if you go *above and beyond* the assignment requirements in some way (please note that it won’t always be possible to do this depending on the nature of the lab), and a ✓- if you do not meet all of the assignment requirements.

#2 – RESEARCH REVIEW (12.5%)

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.

To gain practice critically evaluating study designs, data collection and analysis, and presentation of findings, you will work independently to write a two-page (single spaced) review of one SILS master's paper from the Dean's Achievement Award list (<https://sils.unc.edu/why-sils/excellence-exemplified/awards/sils-achievement>). You can find PDF versions of these papers online at <https://tinyurl.com/MPSSILS>.

You should start by briefly (no more than one paragraph) 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. Your discussion should be balanced, pointing out what you see as the strengths and weaknesses of the work. Where you note weaknesses, try to suggest ways the study might have been improved.

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 and a full citation with a link to the full master's paper. This should be posted no later than **Friday, 11/1 at 10am. Attach your full research review to this forum post.** During the course of the week following the due date of the review, 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. Comment on the research presented in the review, not the quality of the review. Comments and responses should be posted no later than **Friday, 11/8 at 10am.**

For this assignment, you will be graded on:

- whether you met all assignment requirements
- the quality and depth of your critical analysis
- your provision of peer comments and responses to any comments left on your own post.

#3 – CLASS DISCUSSION FACILITATION (12.5%)

Another important way that professionals learn about and evaluate emerging research in their field is discussing that research with their colleagues. Some organizations (including SILS!) host regular lunches, seminars, or other meetings for this exact purpose. To practice this, you and a small group of classmates will be responsible for planning and leading a 30-minute in-class discussion of one of the research articles highlighted in blue in our class schedule (below).

Your discussion should include facilitated conversation related to that day's main topic (for example, interviews or data analysis), however you may also choose to have students discuss

other elements of the paper that you identified as thought-provoking, controversial, or confusing. **This assignment is NOT a presentation – your job is to facilitate class discussion and serve as an “expert” on the article, not to talk for 30 minutes yourselves.** To that end, I would strongly encourage you to use a *discussion protocol* to guide your time and help encourage participation from all of your classmates. Googling “discussion protocols” will return lots of results, but here are some places to start:

- [Harvard’s Teaching and Learning Lab – Discussion Protocols](#)
- [Small Group Discussion Protocols](#) from the UNC Pharmacy School
- [The Big List of Class Discussion Strategies](#) from the Cult of Pedagogy blog

As you look through these ideas, you will notice that some of these are intended for small-group discussion and others for large groups. You should feel free to divide the class into smaller groups if you feel that will work better for your discussion.

At least 24 hours before your discussion session, your group should turn in one document that includes 1) a general plan for your discussion time, 2) a list of 3-5 key questions that you plan to explore during your time (these don’t necessarily have to be explicitly shared with your classmates during the discussion, but should represent what you hope to address during your 30 minutes) and 3) a list of 3-5 key understandings that you hope for your classmates to gain as a result of your discussion time. This document will probably end up being approximately one page, single-spaced.

For this assignment, you will be graded on:

- evidence (from document and discussion facilitation) that you have thoroughly read and understood the source paper (group grade),
- focus and depth of the facilitated discussion and your role in leading it (individual grade), and
- effective management of 30-minute time period (group grade).

#4 – EXAM (15%)

Exam!?! Yeah, I know ... scary. But it doesn’t have to be! It is important that you internalize some of the content of this class – remember, our primary goal is to gain familiarity with a wide variety of research methods, and exams are good assessment methods for evaluating knowledge of a range of topics and issues (versus a paper or project that would only show me what you know about one topic in depth).

You will take the exam at some point during the period from 8:00am to 11:00pm Friday, 11/15. You will have up to 90 minutes to complete the exam once you open it. All exams must be completed by **Friday, 11/15 at 11:00pm**. The exam will cover material presented through the 11/8 class session (so, everything except for ethics is fair game).

This exam 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 will also have a few multiple-choice questions and statistics problems to work. We will go over sample exam questions in class.

#5 - RESEARCH PORTFOLIO (20%)

As you will hear me say many times in class, you are NOT taking this course only as preparation for your master's paper. My primary goal for the course is that you come out of it prepared to use trustworthy research methods in your professional practice, regardless of where you work. With that in mind, the final project for this course will be an **online portfolio** showcasing your understanding of and commitment to evidence-based practice, situated within the context in which you want to work.

You may choose any ad-free web platform to create your portfolio (easy options include Google sites and web.unc.edu). **You should aim your portfolio at an audience of potential employers** (my hope is that this will be something you could use on the job market). If you already have a professional website that you would like to integrate this portfolio into, that would be fine. Your portfolio should contain the following components:

- **Homepage** introducing yourself with basic information about your professional and academic experience and career goals.
- **Statement of purpose:** Why do you believe research / evidence-based practice is important for work in your field, and how do you plan to enact this as a professional? Aim for around 500 words.
- **Methodology statement:** What beliefs and assumptions do you hold re: research and research methods (in general and/or in your specific professional context)? Aim for around 1000 words. This should be a polished and expanded version of Lab Assignment #1.
- **Methods showcase:** In class, we will explore many approaches to designing research and collecting research data. Choose at least four of these approaches to showcase in

your portfolio (for example, you might choose surveys, case studies, interviews, and think-alouds). For each approach, share:

- A brief (~1 paragraph) explanation / description of the approach, including a description of the different forms the approach could take if applicable (for example, observation could be participatory or non-participatory)
- Whether and how the approach has been used in your field / is being used in your field. Include at least two specific examples (for example, papers or conference sessions that use the method)
- Trustworthiness issues that are important to consider when using the approach in your professional setting
- Your ideas for employing this approach as a professional.

A rubric for this assignment will be provided to you via Sakai. You can submit draft materials for optional instructor review no later than **Friday, November 22** (your portfolio does not have to be complete to submit something for review). Your final portfolio link must be turned in via email to the instructor no later than 11am on **Friday, December 13** (our scheduled exam date). There is no reason why you can't start on this portfolio early; completing each methods showcase section soon after we discuss that method in class would be a good strategy to ensure that you aren't overwhelmed with this project in December.

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 and instructor. 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. This is especially important for this course since we only meet once each week. More than one absence or repeated tardiness will result in a lower class participation grade.

- **Preparation:** Full participation in class will require that you have not only completed all readings and watched all recorded lectures, but also thought critically about them before coming to class. UNC’s definition of one credit hour is “not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week.” As this is a three credit-hour course, by this standard, you should be spending a minimum of 6 hours of time each week *outside of class* preparing for class and completing assignments.
- **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; however, without a variety of voices and opinions, the quality of those discussions is significantly lowered. Take notes, ask questions, and above all, actively engage your mind with the ideas we are exploring in class. Your completion of the the CITI Ethics course (due on our last day of class) will also factor into your class participation grade.
- **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.

Since class participation grades can often be a “black box,” I will ask you to self-assess your participation near the midpoint of the semester using the same rubric that I will use to grade your participation at the end of the course.

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.¹ This course will occasionally require the use of a laptop computer or tablet for class activities, and you may wish to have digital copies of readings accessible to you during class. However, other activities such as checking e-mail, social networking, etc. should be restricted to before and after class and break times. **You may find that taking notes on paper is easier and more**

¹ 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.

effective for this course, however you are welcome to use whatever suits your own needs and preferences. I will provide copies of all presentation slides and handouts via Sakai, so you will not need to worry about copying down what you see on the screen during class unless that helps you learn.

GRADING SCALE

In general, you should expect to earn a P (Pass) for this course, which represents work and effort that meets all stated requirements. The “H” grade is reserved for work that goes *above and beyond* stated expectations in some way; this may look different depending on the nature of the assignment. 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.

STUDENTS WITH DISABILITIES

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the

Accessibility Resources and Service Office. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

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.

CLASS SCHEDULE

A NOTE ON THE READINGS

All PDF readings will be downloadable from the Sakai resources folder for that day's class session. 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). **I have color-coded the readings below to help you plan your reading time in this course:**

- **Red** – recorded lectures that introduce the topic and raise key questions and issues about its application. **Watch these first – they are ESSENTIAL to your ability to participate fully in class.**
- **Yellow** – foundational readings that reinforce the material presented in the lectures; many of these come from the SAGE Research Methods database; **read these after watching the lectures.**
- **Blue** – example studies that use the method being discussed that day; choose from these for Assignment 3; **everyone should read these carefully after watching the**

lecture and reading the yellow texts - we will spend significant time discussing these in class.

- **Green** – optional articles or other texts that either provide additional, higher-level information about a topic or provide additional examples of that topic in action; suggested to read after class to reinforce in-class discussions and activities.

| Date | | Topic | Readings | Assignments Due |
|------------------------|-------------------------------------|--|---|--|
| Week 1, Lesson 1: 8/23 | Issues Common to All Studies | Introduction to the course (and each other); Overview of research in ILS; Research Philosophies and Approaches | <p>Intro Lecture</p> <p>Course syllabus</p> <p>Creswell, J. W., & Creswell, J. D. (2018). The selection of a research approach. In <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (5th Ed.). Los Angeles: SAGE.</p> <p>Wilson, V. (2016). Conducting your own research: Something to consider. <i>Evidence Based Library and Information Practice</i>, 11(1(S)), 18-21.</p> | |
| Week 2, Lesson 2: 8/30 | | Research Questions; Research as Conversation (theory and lit reviews); Sampling | <p>Lectures 1 - 3</p> <p>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.) <i>Theories of Information Behavior</i>. ASIST Monograph Series, Information Today, Inc.: Medford, NJ.</p> <p>Daniel, J. (2012). Choosing between nonprobability sampling and probability sampling. In <i>Sampling essentials: Practical guidelines for making sampling choices</i> (pp. 66-80). Thousand Oaks, CA: SAGE.</p> <p>CONT'D, next page</p> | Lab 1: Initial research philosophy due by start of class. |

| Date | | Topic | Readings | Assignments Due |
|-----------------------|--|--|--|--|
| | | | <p data-bbox="578 226 1182 380">Ward, J. (2017). What are you doing on Tinder? Impression management on a matchmaking mobile app. <i>Information, Communication, & Society</i>, 20(11), 1644-1659.</p> <p data-bbox="578 401 1182 632">[If you're interested more in quantitative research] Bron, M., Van Gorp, J., & de Rijke, M. (2016). Media studies research in the data-driven age: How research questions evolve. <i>Journal of the Association for Information Science and Technology</i>, 67(7), 1535-1554.</p> <p data-bbox="578 653 1182 842">[If you're interested more in qualitative research] Agee, J. (2009). Developing qualitative research questions: a reflective process. <i>International Journal of Qualitative Studies in Education</i>, 22(4), 431-447.</p> <p data-bbox="578 863 1182 1010">Rioux, K. S. (2010). Metatheory in library and information science: A nascent social justice approach. <i>Journal of Education for Library and Information Science</i>, 51(1), 9-17.</p> | |
| Week 3, Lesson 3: 9/6 | | Research Quality; Qualitative Approaches to Research | <p data-bbox="578 1035 769 1066">Lectures 4 & 5</p> <p data-bbox="578 1087 1182 1199">"Step-by-step guide to critiquing research part 1: Quantitative research" by Michael Coughlan, Patricia Cronin, and Frances Ryan.</p> <p data-bbox="578 1220 1182 1331">"Step-by-step guide to critiquing research part 2: Qualitative research" by Frances Ryan, Michael Coughlan, and Patricia Cronin</p> <p data-bbox="578 1352 1182 1505">Harviainen, J. T. (2015). Information literacies of self-identified sadomasochists: An ethnographic case study. <i>Journal of Documentation</i>, 71(3), 423 - 439.</p> <p data-bbox="578 1526 1182 1673">Sandelowski, M. (2004). Qualitative research. In Lewis-Beck, M. S., Bryman, A. & Futing Liao, T. (eds.). <i>The SAGE encyclopedia of social science research methods</i>: SAGE.</p> <p data-bbox="578 1736 829 1778">CONT'D, next page</p> | Lab 2: Sampling due by start of class. |

| Date | | Topic | Readings | Assignments Due |
|------------------------|----------------------------|--|---|---------------------------------------|
| | | | <p data-bbox="578 226 1175 380">Emary, L. R. (2015). Librarians are already in the field: How and why to begin ethnographic fieldwork. <i>Bibliothek – Forschung und Praxis</i>, 39(2), 138-142.</p> | |
| Week 4: 9/13 | Major Study Designs | Mixed methods research; Surveys Part 1 | <p data-bbox="578 422 769 457">Lectures 6 & 7</p> <p data-bbox="578 478 1175 632">Creswell, J. W. (2009). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. Thousand Oaks, CA: SAGE. (Chapter 10)</p> <p data-bbox="578 653 1122 762">Wilson, V. (2016). Research Methods: Triangulation. <i>Evidence Based Library and Information Practice</i>, 11(1(S)), 66-68.</p> <p data-bbox="578 783 1175 936">SKIM: Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). <i>Internet, Mail and Mixed-Mode Surveys (3rd Edition)</i>. John Wiley & Sons, Inc.: Hoboken, NJ. Chapters 1-2 & 4-5.</p> <p data-bbox="578 957 1175 1146">Gibson, A. N., & Hanson-Baldauf, D. (2019). Beyond sensory story time: An intersectional analysis of information seeking among parents of Autistic individuals. <i>Library Trends</i>, 67(3), 550-575.</p> <p data-bbox="578 1167 1175 1320">Wyllys, R. E. (2002). Evaluating reports of research. Retrieved from https://www.ischool.utexas.edu/~wyllys/IRLIS/Materials/evaluatingres.html</p> <p data-bbox="578 1341 1175 1488">Franks, T. P. (2017). Should I stay or should I go? A survey of career path movement within academic, public, and special librarianship. <i>Journal of Library Administration</i>, 57(3), 282-310.</p> | |
| Week 5, Lesson 5: 9/20 | | Surveys Part 2; Case studies | <p data-bbox="578 1549 769 1585">Lectures 8 & 9</p> <p data-bbox="578 1606 1175 1759">Martin, E. (2006). Survey questionnaire construction. <i>U.S. Census Bureau Research Report Series (Survey Methodology #2006-13)</i>.</p> <p data-bbox="578 1833 829 1869">CONT'D, next page</p> | Lab 3: Surveys due by start of class. |

| Date | | Topic | Readings | Assignments Due |
|------------------------|--------------|--|---|-----------------|
| | | | <p data-bbox="578 228 1157 422">Flybergg, B. (2010). Five misunderstandings about case study research. In Atkinson, P., & Delamont, S. (Eds.), <i>SAGE Qualitative Research Methods</i> (pp. 220-245). Thousand Oaks, CA: SAGE.</p> <p data-bbox="578 443 1174 636">O’Kelly, M., Scott-Webber, L., Garrison, J., & Meyer, K. (2017) Can a library building’s design cue new behaviors? A case study. <i>Portal: Libraries and the Academy</i>, 17(4), 843-862.</p> | |
| Week 6, Lesson 6: 9/27 | Data Sources | Experiments and Hypotheses; Interviews and Focus Groups; | <p data-bbox="578 678 808 709">Lectures 10 & 11</p> <p data-bbox="578 730 1179 919">Kirk, R. E. (2009). Experimental design. In Millsap, R. E. & Maydeu-Olivares, A. (Eds.), <i>The SAGE Handbook of Quantitative Methods in Psychology</i> (pp. 23-45). Thousand Oaks, CA: SAGE.</p> <p data-bbox="578 940 1157 1094">Brinkmann, S. (2012). Interviewing. In Given, L. M. (Ed.). <i>The SAGE Encyclopedia of Qualitative Research Methods</i> (p. 471-472). Thousand Oaks, CA: SAGE.</p> <p data-bbox="578 1115 1153 1224">Morgan, D. L. (1997). <i>Focus Groups as Qualitative Research</i> (Chapters 1 & 2). SAGE Publications.</p> <p data-bbox="578 1245 1162 1354">***Sydnor, S., & Hammond, R. (2014). Using focus groups to study African American wine consumers.</p> <p data-bbox="578 1375 1170 1564">***Strangfeld, J. A. (2018). Examining plagiarism among first-generation and historically underrepresented college students through semi-structured interviews. <i>SAGE Research Methods Cases</i>.</p> <p data-bbox="578 1585 1141 1694">*** Note: These are relatively brief articles. Today’s student group will lead us in a discussion of BOTH (still 30 minutes total).</p> <p data-bbox="578 1770 829 1801">CONT’D, next page</p> | |

| Date | | Topic | Readings | Assignments Due |
|------------------------|--|------------------|---|---|
| | | | <p>**Shachaf, P., & Horowitz, S. (2006). Are virtual reference services color blind? <i>Library & Information Science Research</i>, 28(4), 501-520. **Note: Dr. Rawson will lead discussion of this article.</p> <p>Potter, J., & Hepburn, A. (2012). Eight challenges for interview researchers. In Gubrium, J. F., Holstein, J. A., Marvasti, A. B., & McKinney, K. D. (Eds.), <i>The SAGE Handbook of Interview Research: The Complexity of the Craft</i> (Chapter 38, pp. 555-570). Thousand Oaks, CA: SAGE.</p> | |
| Week 7, Lesson 7: 10/4 | | Existing Content | <p>Lecture 12</p> <p>Brewer, J. (2003). Content analysis. In Miller, R. J. & Brewer, J. (Eds.), <i>The A-Z of Social Research</i> (pp. 44-45). Thousand Oaks, CA: SAGE.</p> <p>Special note for today's readings: We will only have one student-led discussion today. This group should decide which of the two papers in blue they would like to focus on; the instructor will lead discussion on the other.</p> <p>Carney, N. (2016). All lives matter, but so does race: Black Lives Matter and the evolving role of social media. <i>Humanity and Society</i>, 40(2), 180-199.</p> <p>Segesten, A. D., & Bossetta, M. (2017). A typology of political participation online: How citizens used Twitter to mobilize during the 2015 British general elections. <i>Information, Communication, and Society</i>, 20(11), 1625-1643.</p> <p>Wilson, V. (2016). Research Methods: Bibliometrics. <i>Evidence Based Library and Information Practice</i>, 11(1(S)), 50-52.</p> | Lab 4: Content Analysis DUE WEDNESDAY, 10/2 by noon. |

| Date | Topic | Readings | Assignments Due |
|----------------------------|--|---|--|
| Week 8, Lesson 8: 10/11 | ONLINE CLASS: Think-Alouds, Diaries, and Observation | Dr. Rawson out of town – this class session will be facilitated asynchronously online via Sakai and will include lectures 13-15. The lesson will open on Monday, October 7 and will be due on Friday, October 11. | Lab 5: Observation turned in via Sakai as part of lesson. |
| Week 9: 10/18 | FALL BREAK | | |
| Week 10, Lesson 9: 10/25 | Data Analysis Qualitative data analysis / Coding | <p>Lecture 16</p> <p>Gibbs, G. R. (2007). Thematic coding and categorizing. In Gibbs, G., <i>Analyzing Qualitative Data</i> (pp. 38-55). London: SAGE.</p> <p>Floegel, D., & Costello, K. L. (2019). Entertainment media and the information practices of queer individuals. <i>Library and Information Science Research</i>, 41, 31-38.</p> <p>Prescott, J., & Mackie, L. (2017). “You sort of go down a rabbit hole... you’re just going to keep on searching”: A qualitative study of searching online for pregnancy-related information during pregnancy. <i>Journal of Medical Internet Research</i>, 19(6), e194.</p> <p>Zakaria, N. & Zakaria, N. (2016). <i>Qualitative content analysis: A paradigm shift from manual coding to computer-assisted coding using ATLAS.ti</i>. London: SAGE Publications Ltd.</p> | Lab 6: Qualitative coding software due by start of class. |
| Week 11, Lesson 10: 11/1 | Quantitative data analysis 1: Hypotheses, errors, types of variables Quantitative data analysis 2: Descriptive statistics | <p>Lectures 17-18</p> <p>Banerjee, A., Chitnis, U. B., Jadhav, S. L., Bhawalkar, J. S., & Chaudhury, S. (2009). Hypothesis testing, type I and type II errors. <i>Industrial Psychiatry Journal</i>, 18(2), 127-131.</p> <p>CONT'D, next page</p> | Research Review due (post to Sakai forum). |

| Date | | Topic | Readings | Assignments Due |
|---------------------------|--------------------|---|--|---|
| | | | <p>Neuman, W. L. (2005). <i>Social research methods: Qualitative and quantitative approaches (6th Edition)</i>. 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.</p> <p>Coker-Cranney, A. M., Wooding, C. B., & Byrd, M. (2018). How an interest in American football and criminal behavior led to refining quantitative research skills: A research journey. <i>SAGE Research Methods Cases</i>.</p> | |
| Week 12, Lesson 11: 11/8 | | <p>Quantitative data analysis 3: Statistical significance, Chi-square tests</p> <p>Quantitative data analysis 4: T-tests, ANOVAs, correlation; sample sizes</p> | <p>Lectures 19-20</p> <p>SKIM: Brennan, K., Kelly, D., & Arguello, J. (2014). The effect of cognitive abilities on information search for tasks of varying levels of complexity. <i>Proceedings of the Information Interaction in Context Conference (IliX)</i>, Regensburg, Germany.</p> <p>SKIM: Adler, R. F. & Benbunan-Fich, R. (2013). Self-interruptions in discretionary multitasking. <i>Computers in Human Behavior</i>, 29, 1441---1449.</p> | Read and comment on at least 2 other reviews by start of class today; respond to comments on your review. |
| Week 13: 11/15 | Online exam | | | |
| Week 14, Lesson 12: 11/22 | Ethics | Research Ethics; Review & Wrap Up | <p>Punch, K. F. (2014). Ethics in social science research. In Punch, K. F. <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> (pp. 35-56). Los Angeles, CA: SAGE. (Hint: read this before you take the CITI Ethics Course.)</p> <p>CONT'D, next page</p> | CITI ethics course (send Casey a PDF or screenshot of completion page) |

| Date | | Topic | Readings | Assignments Due |
|-------|-------------------------------|--|--|---|
| | | | <p>Complete the CITI Ethics course: http://research.unc.edu/offices/human-research-ethics/getting-started/training/ (only complete Social and Behavioral Research Module)</p> <p>Direct link to CITI registration for UNC-CH: https://www.citiprogram.org/index.cfm?pageID=155&icat=3&ac=0</p> <p>Williams, P., Block, L. G., & Fitzsimons, G. J. (2006). Simply asking questions about health behaviors increases both healthy and unhealthy behaviors. <i>Social Influence</i>, 1(2), 117---127.</p> | <p>Lab 7 due by start of class.</p> <p>Deadline for sending draft portfolio materials to Dr. Rawson for instructor review.</p> |
| 11/29 | No class (Thanksgiving Break) | | | |
| 12/13 | Portfolio due | Final research portfolio due by 11am on Friday, 12/13. | | |