



INLS 581 RESEARCH METHODS OVERVIEW

SPRING 2019
FRIDAYS, 10:10 – 12:55, MANNING 001



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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.

There is no required textbook for this course. Instead, we will use various texts from the *Sage Research Methods* database, accessible through the UNC Libraries site.



There is one **optional** textbook which you will use again in your proposal development course:

Wildemuth, B. M. (2017). *Applications of Social Research Methods to Questions in Information & Library Science* (2nd ed.). Libraries Unlimited: Westport, CT.

***The first edition of this textbook is also acceptable, just note that some content was added for the second edition, including a chapter on mixed methods.

In addition, you will need to have a laptop computer capable of accessing UNC's Virtual Lab software (virtuallab.unc.edu).

INSTRUCTOR

Dr. Casey Rawson

Email: crawson@email.unc.edu

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.

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. 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.”

We will spend most of our class time on large- and small-group discussion and/or debate, thinking protocols, case studies, and self and peer reflection. We will frequently engage in small group activities, and I will ask you to move around the room quite a bit so that you work with as many different classmates as possible over the course of the semester. Every semester, I hear students say that their favorite classes are ones in which:

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 – 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 <http://tinyurl.com/SILSmgs>.

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, 3/29 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 6:00pm on **Friday, 4/5 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 – MID-TERM (15%) AND FINAL (20%) 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 – 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 mid-term exam at some point during the period from 8:00am to 11:00pm Friday, 3/1. You will have up to 90 minutes to complete the exam once you open it. All exams must be completed by **Friday, 3/1 at 12:00pm**. The midterm exam will cover material presented through the 2/22 class session.

The final exam will be a three-hour online exam, and you will all take that exam between **8am and 8 pm on Monday, April 29** (the registrar's scheduled exam end 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 will also have a few multiple-choice questions and statistics problems to work. We will go over sample exam questions in class.

CLASS PARTICIPATION (15%, INCLUDING 8% FOR 3,2,1 REFLECTIONS AND 7% FOR ATTENDANCE / IN-CLASS PARTICIPATION)

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. So that I can maximize the amount of class time reserved for activities while still addressing any questions you have about the recorded lecture material, you will be asked to turn in a brief **3, 2, 1 reflection** each week there is a recorded lecture that includes **three ideas or concepts** that stood out to you from that week's recording and/or readings, **two connections** you made to other course material or to your own experiences outside of class, and **one question** you have about the material (this could be something you're confused about, or a question that might extend your understanding of the material beyond what you've read / watched so far). You will turn these in via Sakai. 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 (Week 15) 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 effective for this course.**

GRADING SCALE

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.

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 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.

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.**

- **Purple** – like the blue articles, we will spend significant time discussing these in class, however the instructor will lead these conversations. **Everyone should read these carefully after watching the lecture and reading the yellow texts.**
- **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: 1/11	Issues Common to All Studies	Introduction to the course (and each other); Overview of research in ILS; Research Questions	<p>Intro Lecture</p> <p>Course syllabus</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> <p>Read EITHER:</p> <p>[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>[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>	
Week 2, Lesson 2: 1/18		Grounding your study (Theory); Sampling	<p>Lectures 1 & 2</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>	3,2,1 reflection Lab 1: Interest group introductions & Research questions; part 1 (post a question on the forum) due by 1/14 at 6pm; remainder due

Date		Topic	Readings	Assignments Due
			<p data-bbox="578 216 1182 363">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="578 384 1182 531">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>	by start of class.
Week 3, Lesson 3: 1/25	Major Research Designs	Research Quality; Qualitative Approaches to Research	<p data-bbox="578 560 769 590">Lectures 3 & 4</p> <p data-bbox="578 611 1182 758">Thyer, B. A. (2001). Reliability and validity in quantitative measurement. In Thyer, B. A. <i>The handbook of social work research methods</i> (pp. 52-67).: SAGE.</p> <p data-bbox="578 779 1182 968">Gorman, G. E., & Clayton, P. (2005). Evaluating qualitative research. In Gorman, G. E. & Clayton, P., <i>Qualitative Research for the Information Professional</i>. London: Facet Publishing, pp. 20-33.</p> <p data-bbox="578 989 1182 1136">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 1157 1182 1304">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 1325 1182 1472">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>	3,2,1 reflection Lab 2: Sampling due by start of class.
Week 4: 2/1		Mixed methods research; Surveys Part 1	<p data-bbox="578 1518 769 1547">Lectures 5 & 6</p> <p data-bbox="578 1568 1182 1715">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 1736 1182 1850">Wilson, V. (2016). Research Methods: Triangulation. <i>Evidence Based Library and Information Practice</i>, 11(1(S)), 66-68.</p>	3,2,1 reflection

Date		Topic	Readings	Assignments Due
			<p>SKIM: Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). <i>Internet, Mail and Mixed-Mode Surveys</i> (3rd Edition). John Wiley & Sons, Inc.: Hoboken, NJ. Chapters 1-2 & 4-5.</p> <p>Tufekci, Z. Beyond the deficit model: Gender schemas, computing preferences, and I.T. career choices (grant application).</p> <p>Wyllys, R. E. (2002). Evaluating reports of research. Retrieved from https://www.ischool.utexas.edu/~wyllys/IRLIS/Materials/evaluatingres.html</p> <p>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: 2/8		Surveys Part 2; Interviews and Focus Groups	<p>Lectures 7 & 8</p> <p>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>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> <p>Morgan, D. L. (1997). <i>Focus Groups as Qualitative Research</i> (Chapters 1 & 2). SAGE Publications.</p> <p>Caswell, M., Gabiola, J., Zavala, J., Brilmeyer, G., & Cifor, M. (2018). Imaging transformative spaces: The personal-political sites of community archives. <i>Archival Science</i>, 18(1), 73-93.</p> <p>Greyson, D. (2013). Information world mapping: a participatory, visual, elicitation activity for information practice interviews. <i>Proceedings of the 76th ASIS&T Annual</i></p>	3,2,1 reflection Lab 3: Surveys due by start of class.

Date		Topic	Readings	Assignments Due
			<p><i>Meeting: Beyond the Cloud: Rethinking Information Boundaries</i>. Silver Springs, MD: American Society for Information Science. [Read the brief paper AND look over the research poster, both in Sakai].</p>	
Week 6, Lesson 6: 2/15		Case Studies; Experiments and Hypotheses	<p>Lectures 9 & 10</p> <p>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>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>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> <p>Shachaf, P., & Horowitz, S. (2006). Are virtual reference services color blind? <i>Library & Information Science Research</i>, 28(4), 501-520.</p>	
Week 7, Lesson 7: 2/22	Data Sources	Existing Content	<p>Lecture 11</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 in advance which of the two papers in blue they would like to focus on; the instructor will lead discussion on the other article.</p> <p>Williams, A., & Gonlin, V. (2017). I got all my sisters with me (on Black Twitter): second screening of How to Get Away with Murder as a discourse on Black womanhood.</p>	3,2,1 reflection Lab 4: Content Analysis DUE WEDNESDAY, 2/20 by noon.

Date		Topic	Readings	Assignments Due
			<p><i>Information, Communication, and Society</i>, 20(7), 984-1004.</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>	
Week 8: 3/1		<p>No class – Midterm</p> <p>Mid-term exam completed by 3/1 @ 11pm Link will be sent out at 8:00am on 3/1; take the exam during any 90-minute period.</p>		
Week 9, Lesson 8: 3/8		Think-Alouds, Diaries, and Observation	<p>Lectures 12 & 13</p> <p>Foster, P. (2006). Observational research. In Sapsford, R. & Jupp, V. (Eds.), <i>Data Collection and Analysis</i> (pp. 58-92). Read pp. 2-9 and pp. 20-27.</p> <p>Hertzum, M. (2016). A usability test is not an interview. <i>Interaction</i>, 23(2), 82-84.</p> <p>Vannini, P. (2012). Research diaries and journals. In Given, L. (Ed.), <i>The SAGE Encyclopedia of Qualitative Research Methods</i> (pp. 764-765).</p> <p>McKechnie, L. E. F. (2000). Ethnographic observation of preschool children. <i>Library & Information Science Research</i>, 22(1), 61-76.</p> <p>Toms, E. G. & Duff, W. (2002). "I Spent 1 1/2 Hours Sifting Through One Large Box... Diaries as Information Behavior of the Archives User: Lessons Learned. <i>JASIST</i>, 53(14), 1232-1238.</p> <p>Walhout, J., Oomen, P., Jarodzka, H., & Brand-Gruwel, S. (2017). Effects of task complexity on online search behavior of adolescents. <i>Journal of the Association for Information Science and Technology</i>, 68(6), 1449-1461.</p>	3,2,1 reflection Lab 5: Observation due by start of class.

Date		Topic	Readings	Assignments Due
Week 10: 3/15	SPRING BREAK			
Week 11, Lesson 9: 3/22	Data Analysis	Qualitative data analysis / Coding	<p>Lecture 14</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>Crawford Barniskis, S. (2013). Embedded, participatory research: Creating a grounded theory with teenagers. <i>Evidence Based Library and Information Practice</i>, 8(1), 47-58.</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>	3,2,1 reflection Lab 6: Qualitative coding software due by start of class.
Week 12, Lesson 10: 3/29	Data Analysis	Quantitative data analysis 1: Hypotheses, errors, types of variables Quantitative data analysis 2: Descriptive statistics	<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>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>	Research Review due (post to Sakai forum).

Date		Topic	Readings	Assignments Due
Week 13, Lesson 10: 4/5		<p>Quantitative data analysis 3: Statistical significance, Chi-square tests</p> <p>Quantitative data analysis 4: T-tests and ANOVAs</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>	<p>Read and comment on at least 2 other reviews by start of class today; respond to comments on your review.</p>
Week 14, Lesson 10: 4/12		<p>Quantitative data analysis 5: Correlation and regression; sample sizes</p> <p>Quantitative data analysis wrap-up</p>	<p>Daniel, J. (2012). Choosing the size of the sample. In <i>Sampling essentials: Practical guidelines for making sampling choices</i> (pp. 236-253). Thousand Oaks, CA: SAGE Publications Ltd</p>	
Week 15: 4/19	No class – University holiday			
Week 16, Lesson 11: 4/26	Ethics	<p>Research Ethics; Review & Wrap Up</p>	<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>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>CITI ethics course (please send Casey a PDF or screenshot of your completion page)</p> <p>Lab 7 due 12/5 by start of class.</p>

Date		Topic	Readings	Assignments Due
			<p data-bbox="581 218 1179 327">Direct link to CITI registration for UNC-CH: https://www.citiprogram.org/index.cfm?pageID=155&icat=3&ac=0</p> <p data-bbox="581 348 1162 533">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>	
4/29		Final Exam	Final exam link will be sent out at 8am on Monday, April 29. Exam must be submitted by 8pm that evening.	