**INLS 581: Research Methods Overview**
Mondays 10:10am – 12:55pm
Manning 208

Professor: Francesca Tripodi, PhD (she/her/hers)
Office: Manning 202
Office Hours: Wednesdays: 8:30 – 11:30am (in person w/masks for vaccinated students only – otherwise Zoom)
Email: ftripodi@email.unc.edu
If you are having trouble learning for any reason, please come and see me or the Dean of Students.

**Course Description**
This is an introductory course for graduate students learning how to conduct research in the field of information and library science. The course was created to allow students to engage in evidence-based practice so they can stay up to date with research in the field. Throughout the semester we will explore the design, interpretation, analysis and application of published research.

**Course Objectives -** By the end of this course you will be able to:
- Write a good research question
- Identify which method best matches the research question you want to ask.
- Know the concepts and terminology used in ILS research.
- Improve your ability to read, evaluate and appreciate research.
- Engage in discussions surrounding research methods (both design quality and analysis).
- Identify the ethical concerns surrounding research with human subjects.
- Expand your ability to engage in research-based practice.

**Class engagement & expectations**
On the first day of class, we will set our classroom expectations as a community. You will need a computer and an internet connection. If you need assistance accessing these technical requirements, let me know immediately.

**Evaluation**
The most frequent grade for graduate classes is P (Pass). P represents work and effort that meets all stated requirements. "H" grades are reserved for exceptional work and are very rare. There are 180 total points available across all course assignments. Course grade ranges are as follows based on UNC Registrar policy for graduate-level courses:

      H (Exceptional work that goes beyond the expectations for the course): 171-180points
      P (Work that meets all expectations of the course at an acceptable level): 144-170points
      L (Work that represents substandard performance in significant ways): 126-143points
      F (Deficient performance unworthy of graduate credit): <126 points

At the graduate level, grades are superfluous. The point of coursework is to learn and cultivate professional relationships. I do not "round up," change, or justify final grades – please don't ask.

**Student Support**
Please utilize me as a resource if you are having difficulty with the material or there are outside circumstances impeding your ability to learn. **You should also know that I am a mandatory reporter if you choose to confide in me**.

**Mental Health:** CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. *(source: Student Safety and Wellness Proposal for EPC, Sep 2018)*

**Accommodations:** 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 barriers to fully accessing University courses, programs, and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

**Title IX:** Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

**Diversity & Inclusion**
My intention as an educator is to provide a safe and inclusive environment for all learners. I work hard to include course materials and activities that promote diversity but SILS (and most disciplines in the academy) were founded by those from a privileged background. As a cisgender, straight, white, able-bodied woman, my standpoint may exclude important points of view. It is also possible that I will make unintentional mistakes. If this happens, please come and speak to me directly. I promise to acknowledge your concerns as valid and learn from critiques. Likewise, I'm always looking for new scholarship by women, BIPOC, LGBTQ+, and non-Western thinkers – please share resources you think would be useful. Suggestions and improvements are encouraged and appreciated.

**Email Policy**
It's very difficult to explain course material via email. If you need help with course content or assignments – your first stop should be office hours (Wednesdays from 8:30 – 11:30). Unless you have an emergency that requires immediate assistance, I request that students only e-mail me to set up 1:1 meetings outside of office hours (via Zoom). I also love emails that share interesting information (videos, news as it relates to class) or if you have a concern you think I should know about. Office hours are reserved for vaccinated students and masks are required. If you are not comfortable meeting in person or choose not to vaccinate, I'm happy to meet via Zoom.

**Academic Honesty**
Academic honesty and trustworthiness are important to all of us as individuals and are encouraged and promoted by the honor system. More information is available at http://www.unc.edu/depts/honor/honor.html. 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.

**COURSE ASSIGNMENTS**

**LABS (5 POINTS FOR EACH LAB - 20 POINTS TOTAL)**
At four 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 as pass/fail.

**RESEARCH REVIEW (10 POINTS)**
To gain practice critically evaluating study designs, data collection and analysis, and presentation of findings, you will work independently to write a four-page (double 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. A full description of this assignment is posted under Sakai "assignments."

**CLASS DISCUSSION FACILITATION (15 POINTS)**

Once during the semester you will be assigned to lead discussion with another classmate or two. Discussants should come prepared with questions to spur discussion, an activity designed to facilitate conversation, and an understanding of the key arguments from the reading including what methods were used and why they were appropriate. Slides are highly discouraged.

**GETTING TO KNOW SILS FACULTY (20 POINTS)**

As graduate students engaging in higher-level academic work, it is important to know which faculty are working on subjects that pertain to your professional goals. Early on in the semester, you will take the time to familiarize yourself with SILS faculty (via lighting talks, ask me anythings, and their publications). The goal of this assignment is to figure out who best matches your research interests.

**RESEARCH OUTLINE (35 POINTS)**

The primary goal for the is for you to have a basic understanding of how to conduct and evaluate research. The final project for this course will be an annotated bibliography showcasing your understanding of and commitment to evidence-based practice, situated within the context in which you want to work. This project will help you identify your research interests, locate other researchers you are in conversation with, help figure out what methods best match your interests, and focus in on a research question. A full description of this assignment is posted under Sakai "assignments."

**CLASS PARTICIPATION (0 POINTS)**

I take a considerable amount of time to prepare for this class and I expect you do to the same. This course, and life is general, is best when you engage. Your active participation in class is vital not only for your own learning, but for the learning of everyone in the class. It's difficult to participate if you're posting to TikTok, sending Snaps, checking Instagram, shopping online, sending private Zoom messages to classmates, or engaging with people outside of class during class. A full description of how I grade participation is available posted under Sakai "assignments." You participation will not be graded, but missing more than two classes (unexcused) or being disruptive to the learning environment will result in a failing grade.

**SILS DIVERSITY STATEMENT**

In support of the University's diversity goals and the mission of the UNC School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include ability, age, ethnicity, gender, gender identity, gender expression, immigration status, national origin, race, religion, sexual orientation, and socioeconomic status. 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 perspectives and experiences are valued
- Recruit and retain students, faculty, and staff from traditionally underrepresented groups
- Participate in outreach to underserved groups in North Carolina and beyond

The statement is our commitment to the ongoing cultivation of an academic environment that is open, representative, and reflective of the concepts of equity and fairness.

*~The Faculty and Staff of the UNC School of Information and Library Science*

**COURSE SCHEDULE**

*A note on the readings:* All course readings will be accessible in PDF format via Sakai. I have selected these readings with different purposes in mind, and the Sakai lesson site for each week's class will let you know when you should read each (before or after class) and what parts you should focus on. Readings marked with a * below are options for your class discussion facilitation assignment.

| Week One 8/23 | **Welcome to class** <br> • Create our norms/classroom expectations | *No Assignments Due* |
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| Week Two 8/30 | **Research Philosophies and Approaches** <br><br> • Bates, M. J. (2005). An introduction to metatheories, theories and models (Ch. 1). In K. E. Fisher, S. Erdelez, & L. E. F. McKechnie's (Eds.) *Theories of Information Behavior*. ASIST Monograph Series, Information Today, Inc.: Medford, NJ. <br><br> • Creswell, J. W., & Creswell, J. D. (2018). The selection of a research approach. In *Research design: Qualitative, quantitative, and mixed methods approaches* (5th Ed.). Los Angeles: SAGE. <br><br> • Wilson, V. (2016). Conducting your own research: Something to consider. Evidence Based Library and Information Practice, 11(1(S)), 18-21. | *No Assignments Due* |
| Week Three 9/6 | *University Holiday – No classes held* | |
| Week Four 9/13 | **Research Questions and Research Conversations** <br><br> • Luker, K. (2008) *Salsa Dancing into the Social Sciences: Research in an Age of Info-glut*. Chapter 4 – What is this a Case of, Anyway? <br><br> • Luker, K. (2008) *Salsa Dancing into the Social Sciences: Research in an Age of Info-glut*. Chapter 5 – Reviewing the Literature | Bring into class your "daisy" to discuss in small groups. |
| Week Five 9/20 | **Ethics & Experiments** <br> The Basics: <br><br> • Kirk, R. E. (2009). Experimental design. In Millsap, R. E. & Maydeu- Olivares, A. (Eds.), *The SAGE Handbook of Quantitative Methods in Psychology* (pp. 23-45). Thousand Oaks, CA: SAGE. <br><br> • Punch, K. F. (2014). Ethics in social science research. In Punch, K. F. *Introduction to Social Research: Quantitative and Qualitative Approaches* (pp. 35-56). Los Angeles, CA: SAGE. (Hint: read this before you take the CITI Ethics Course.) <br><br> In Action: | **Lab One**: CITI Ethics Course upload confirmation of CITI course completion in assignments |

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| | • Harviainen, J. T. (2015). Information literacies of self-identified sadomasochists: An ethnographic case study. *Journal of Documentation, 71*(3), 423 – 439.<br><br>• Meyer, R. (2014). Everything we know about Facebook's secret mood-manipulation experiment. *The Atlantic* | |
| **Week Six**<br>**9/27** | **What is Objectivity? How do we know when it's "good" science?**<br>The Basics:<br><br>• "Step-by-step guide to critiquing research part 1: Quantitative research" by Michael Coughlan, Patricia Cronin, and Frances Ryan.<br><br>• "Step-by-step guide to critiquing research part 2: Qualitative research" by Frances Ryan, Michael Coughlan, and Patricia Cronin<br><br>In Action:<br><br>• Harding, S. (1993). Rethinking Standpoint Epistemology: What is "Strong Objectivity?" *In Feminist Epistemologies* ed. By Linda Alcoff and Elizabeth Potter. Routledge.<br><br>• Hill Collins, P. (1986). Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems.* 33(6). | **Discussion Leaders**<br>Ali Alrabeach<br>Molly Dignam<br>Zoey Ye |
| **Week Seven**<br>**10/4** | **Sampling, Surveys, and Scraping**<br>The basics:<br><br>• Daniel, J. (2012). Choosing between nonprobability sampling and probability sampling. In *Sampling essentials: Practical guidelines for making sampling choices* (pp. 66-80). Thousand Oaks, CA: SAGE.Wilson, V. (2016).<br><br>• Martin, E. (2006). Survey questionnaire construction. U.S. Census Bureau Research Report Series (Survey Methodology #2006-13).<br><br>In action:<br><br>• Freelon, D., Bossetta, M., Wells, C., Lukito, J., Xia, Y., & Adams, K. (2020). Black trolls matter: Racial and ideological asymmetries in social media disinformation. Social Science Computer Review<br><br>• Gil de Zuniga, H. V. Garcia-Perdomo, S. McGregor. (2015). What is second screening? Exploring motivations of second screen use and its effect on online political participation. *Journal of Communication* 65(5): 793-815 | **Discussion Leaders**<br>Sara Barclay<br>Mariah Finkelstein<br>Robert Wells<br><br>**Lab 2** (Sampling and Surveys) |
| **Week Eight**<br>**10/11** | **Qualitative Methods (Ethnography & Participant Observation)**<br>The Basics | **Discussion Leaders**<br>Randall Blanco |

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| | • Luker, K. (2008) *Salsa Dancing into the Social Sciences: Research in an Age of Info-glut*. Chapter 8 selections<br><br>• Flybergg, B. (2010). Five misunderstandings about case study research. In Atkinson, P., & Delamont, S. (Eds.), *SAGE Qualitative Research Methods* (pp. 220-245). Thousand Oaks, CA: SAGE<br><br>In action:<br><br>• Gibson, A. and J. Martin. (2019) Re-situating Information Poverty: Information Marginalization and Parents of Individuals with Disabilities. *Journal of the Association for Information Science and Technology* 70(5): 476-487<br><br>• Melo, M. (2020). How do makerspaces communicate who belongs? Examining gender inclusion through analysis of user journey maps in a makerspace. *Journal of Learning Spaces* 9(1): 59-68 | Chance Foley<br>Sheri Thomas<br><br>**Lab 3** (Ethnography in action) |
| **Week Nine**<br>10/18 | **Qualitative Approaches (Interviews, Focus Groups, Digital Diaries)**<br>The Basics:<br><br>• Brinkmann, S. (2012). Interviewing. In Given, L. M. (Ed.). *The SAGE Encyclopedia of Qualitative Research Methods* (p. 471-472). Thousand Oaks, CA: SAGE.<br><br>• Morgan, D. L. (1997). Focus Groups as Qualitative Research (Chapters 1 & 2). SAGE Publications.<br><br>In Action:<br><br>• Jarrahi, M. et. al. (2021). Digital Diaries as a Research Method for Capturing Practices in Situ. In: *Research Methods for Digital Work and Organization.* Oxford University Press<br><br>• March, L. and S. Dasgupta. (2020). Wikipedia Edit-a-Thons as sites of public pedagogy. *Proc. ACM Hum-Comput.Interact.* 4, Article 100. | **Discussion Leaders**<br>Mary Cash<br>Yujia Hou<br>Connor Smith<br><br>Research Review (post to Sakai Form) |
| **Week Ten**<br>10/25 | **Mixed Methods**<br>The Basics:<br><br>• Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, CA: SAGE. (Chapter 10)<br><br>• Wilson, V. (2016). Research Methods: Triangulation. *Evidence Based Library and Information Practice, 11*(1(S)), 66-68<br><br>In Action:<br><br>• Tripodi, F.(2021). Ms.Categorized: Gender, notability, and inequality on Wikipedia. *New Media & Society*<br><br>• Zhou, Z., Wen, X., Wang, Y., & Gotz, D. (2021, May). Modeling | **Discussion Leaders**<br>Kevin Collins<br>Alia Kempton<br>Delaney Sheehan |

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| | and Leveraging Analytic Focus During Exploratory Visual Analysis. In *Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems* (pp. 1-15). Presentation video: https://www.youtube.com/watch?v=kTEtWzRkHs0 | |
| **Week Eleven** **11/1** | **Qualitative Analysis – Part 1** <br> The Basics <br> • Gibbs, G. R. (2007). Thematic coding and categorizing. In Gibbs, G., *Analyzing Qualitative Data* (pp. 38-55). London: SAGE. <br> • Brewer, J. (2003). Content analysis. In Miller, R. J. & Brewer, J. (Eds.), *The A-Z of Social Research* (pp. 44-45). Thousand Oaks, CA: SAGE. <br> In Action: <br> • Sturm, B. And M. Gaherty. (2013). The Door Has Never Opened for Us. The Roma in Recent Children's Fiction for Grades 4-6. | **Discussion Leaders** <br> Sam Dalsheimer <br> Owen King <br> Elizabeth Ranatza <br><br> **Lab 4** (content analysis) |
| **Week Twelve** **11/8** | **Qualitative Analysis – Part 2** <br> *No new reading, finish up from last week.* | In class assignment – work on Dedoose in Small Groups |
| **Week Thirteen** **11/15** | **Check-in on Final Project** <br> *No new readings for this week – breakout groups based on subject area to work on final project.* Workshop with classmates and Prof. T to finalize a research question or use time to pull relevant literature. | Two Comments to other students due on RR |
| **Week Fourteen** **11/22** | **Quantitative Analysis Part 1** <br> The Basics: <br> • Banerjee, A., Chitnis, U. B., Jadhav, S. L., Bhawalkar, J. S., & Chaudhury, S. (2009). Hypothesis testing, type I and type II errors. *Industrial Psychiatry Journal, 18*(2), 127-131. <br> • Neuman, W. L. (2005). *Social research methods: Qualitative and quantitative approaches* (6th Edition). Allyn and Bacon Publishing, pp. 160-166: The Language of Variables and Hypotheses; pp. 181-188: Conceptualization and Operationalization; pp. 198-200: Levels of Measurement. <br> In Action: <br> • Qu J., Arguello J., Wang Y. (2021) A Deep Analysis of an Explainable Retrieval Model for Precision Medicine Literature Search. In *Advances in Information Retrieval*, *ECIR 2021*. Lecture Notes in Computer Science, vol 12656. Presentation video: https://www.youtube.com/watch?v=BExBzCcWMxk | **Discussion Leaders** <br> Reid Dickie <br> Andrew Price <br> Zoey Ralston |
| **Week Fifteen** | **Quantitative Analysis Part 2** | Group work – in |

| 11/29 | *No new reading, finish up from last week.* | small groups we will analyze statistical problems and make sure we understand the concepts |
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| **Thursday, December 9** | Final Project Due by 10am (schedule final exam time, not flexible) | Submit final biography by 10am |