



INLS 581: RESEARCH METHODS OVERVIEW

FALL 2021
TUESDAYS, 11:00 – 1:45
MANNING 307

COURSE DESCRIPTION

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

INSTRUCTOR

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She / Her / Hers



TABLE OF CONTENTS

- | | |
|--|--|
| I. Overview | e. Research Agenda |
| II. Course Objectives | f. Class Participation |
| III. Inclusion and Student Support | VI. Course Schedule |
| IV. Grading | VII. University Honor System |
| V. Assignments | VIII. Students with Disabilities |
| a. Labs | IX. SILS Diversity Statement |
| b. Research Review | |
| c. Class Discussion Facilitation | |
| d. Exam | |

OVERVIEW

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 hope this course will help you prepare for your master's paper work, the long-term goals above are ultimately why you are here. This course is designed to help you understand the basics of LIS research with the expectation that you will employ this knowledge to engage in evidence-based practice as a 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.





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. 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, able-bodied, 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. This is especially true as we continue to deal with the COVID pandemic. If this happens to you, please reach out. I will do my best to work with you to ensure that you can succeed in the course and that you are aware of SILS and university resources that might help you more generally. One place to find such resources is the Dean of Student’s Student Support page:

<https://odos.unc.edu/student-support>.

GRADING

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. There are 200 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): 190-200 points

P (Work that meets all expectations of the course at an acceptable level): 161-189 points

L (Work that represents substandard performance in significant ways): 141-160 points

F (Performance that is seriously deficient and unworthy of graduate credit): <141 points

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.

The assignments for this semester are described individually below.

LABS (4 POINTS EACH FOR LABS 1-6; 6 POINTS FOR LAB 7; 30 POINTS TOTAL)

At six 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 4-point scale. In general, you will receive 3 points on the assignment if you satisfactorily complete all parts as assigned, 4 points if you go *above and beyond* the assignment requirements in some way, and 2 or 1 points if you do not meet all of the assignment requirements. Specific assessment criteria may vary, since each lab will be unique. A simple rubric will be provided with each lab to explain the criteria for each point level. One point will be deducted for late submission (however, if you know in advance that you will need an extension for a lab assignment, please get in touch).

The final lab will be a quantitative analysis practice set which will assess your understanding of the statistics concepts taught toward the end of the semester. This lab will be somewhat longer than the others and will be scored out of 6 possible points.

RESEARCH REVIEW (20 POINTS)

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 **Tuesday, November 9 at 11am. 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 **Tuesday, November 16 at 11am.**

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.

CLASS DISCUSSION FACILITATION (20 POINTS)

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, at least pre-COVID) 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).

EXAM (50 POINTS)

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 Tuesday, November 2. You will have up to three hours to complete the exam once you open it. The exam will cover material presented through the 10/26 class session (in other words, it will cover everything *except* quantitative data analysis and ethics).

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. We will go over sample exam questions in class.

RESEARCH AGENDA (50 POINTS)

Regardless of whether you intend to pursue academic research after graduation, creating a research agenda will help you succeed both at SILS and in your career. As stated in *Inside Higher Ed*:

Creating a research agenda should be a major goal for all graduate students — regardless of theoretical interests, methodological preferences, or career aspirations. A research agenda helps you orient yourself toward both short- and long-term goals; it will guide your selection of classes, help you decide which academic conferences (and within those, which specific divisions) to engage in, and steer you in recruiting mentors and research collaborators.¹

So, what is a research agenda? Simply put, it is a description of your specific interests and focus areas within a subset of your field, along with a description of how those interests might be addressed through empirical research. As we will discuss in class, Library and Information Science is a broad, multidisciplinary field, encompassing everything from children’s library services and rare book preservation to machine learning and natural language processing. Identifying where your own professional passions lie, understanding what the “big questions” are within that subfield, and exploring ways that you might contribute to answering those questions will help you become a stronger professional, and that is precisely the purpose of this assignment. Ideally, this assignment will also help prepare you for your master’s paper or project work (though you will not be required to commit to any particular paper or project topic until you take INLS 781).


Many professional organizations in LIS have published research agendas that are intended to help advance information professions by encouraging individuals and organizations to conduct research on topics that the professional organizations have identified as critical. Examples of this type of research agenda include:

- YALSA’s [National Research Agenda on Libraries, Learning, and Teens](#)
- CLIR’s [Digital Preservation Research Agenda](#)
- ACRL’s [Research Agenda for Library Instruction and Information Literacy](#)

Some individual libraries or library systems also have organizational research agendas (for example, [IUPUI has one for their university libraries](#)). While documents like this might give you a good place to start for your own research agenda, the document you will write for this course will be more personalized, similar to what might be asked of a doctoral student or a tenure-track librarian or faculty member.

I have created a research agenda template in Canva that you will use to complete and turn in this assignment, and you will receive a link via email inviting you to join our class Canva site where you can access this template along with a sample completed agenda. Your agenda will include the following sections:

¹ Reedy, J. (2009). Creating a research agenda. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/advice/2009/05/20/creating-research-agenda>

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- An introduction describing your overarching area of interest and why you are interested in that area. We will discuss an appropriate scope for this section in class.
 - A research philosophy section in which you discuss the values, beliefs, and assumptions that underlie your interests and goals (this will be a refined version of your first lab assignment).
 - A brief literature review in which you summarize the current status of the “research conversation” in your area of interest.
 - Three question + methods sections. In each of these sections, you will develop one specific research question that you might be interested in exploring within your overarching area of interest. Then, you will describe multiple (at least two) methodological approaches you might take to address that question, outlining the strengths and weaknesses of each as they pertain to that question. The methods you outline should include at least a brief discussion of sampling, data collection, and data analysis approaches. For example, it would not be enough to simply say you could address your question through a survey; what population would you survey and how would you access that population? What type of survey (or survey questions) would be best and why? Would you analyze the results quantitatively or qualitatively, and why?

Additional guidance for each of these sections will be provided in the Canva template. This assignment is due on our scheduled exam date, **Thursday, December 9 at noon.**

CLASS PARTICIPATION (30 POINTS)

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 into 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.

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.

Date	Prepare for Class	Assignments Due
8/24	<p>Intro; Research Philosophies and Approaches</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>[Optional Extension Reading] Wilson, V. (2016). Conducting your own research: Something to consider. <i>Evidence Based Library and Information Practice</i>, 11(1(S)), 18-21.</p>	
8/31	<p>Research Questions; Research as Conversation (theory and lit reviews); Sampling</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</i></p>	<p>Lab I (Beginning-of-Semester Research Philosophy)</p>

Date	Prepare for Class	Assignments Due
	<p><i>sampling choices</i> (pp. 66-80). Thousand Oaks, CA: SAGE. Wilson, V. (2016).</p> <p>*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>[Optional Extension Reading] 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>[Optional Extension Reading] 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>[Optional Extension Reading] 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>	
9/7	<p>Research Quality; Qualitative Approaches</p> <p>"Step-by-step guide to critiquing research part 1: Quantitative research" by Michael Coughlan, Patricia Cronin, and Frances Ryan.</p> <p>"Step-by-step guide to critiquing research part 2: Qualitative research" by Frances Ryan, Michael Coughlan, and Patricia Cronin</p> <p>*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>[Optional Extension Reading] 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>[Optional Extension Reading] 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>	Lab 2 (sampling)
9/14	<p>Mixed Methods; Surveys Part I</p> <p>Creswell, J. W. (2009). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. Thousand Oaks, CA: SAGE. (Chapter 10)</p> <p>Wilson, V. (2016). Research Methods: Triangulation. <i>Evidence Based Library and Information Practice</i>, 11(1(S)), 66-68.</p> <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. (Chapter 2)</p>	

Date	Prepare for Class	Assignments Due
	<p>*Terras, M. M., McGregor, S. A., & Jarrett, D. (2016). Examining the use of accessible information in the health care of adults with learning disabilities: A mixed-method approach. <i>SAGE Research Methods Cases in Health</i>.</p> <p>[Optional Extension Reading] Wyllys, R. E. (2002). Evaluating reports of research. Retrieved from https://www.ischool.utexas.edu/~wyllys/IRLISMaterials/evaluatingres.html</p> <p>[Optional Extension Reading] 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>	
9/21	<p>Surveys Part 2; Case Studies</p> <p>Martin, E. (2006). Survey questionnaire construction. U.S. Census Bureau Research Report Series (Survey Methodology #2006-13).</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>*Fiesler, C., Morrison, S., & Bruckman, A.S. (2016). An archive of their own: A case study of feminist HCI and values in design. #chi4good, CHI 2016, San Jose, CA, pp. 2574-2585.</p>	Lab 3 (surveys)
9/28	<p>Experiments; Interviews and Focus Groups</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>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>Morgan, D. L. (1997). <i>Focus Groups as Qualitative Research</i> (Chapters 1 & 2). SAGE Publications.</p> <p>*Kitchen, D. (2019). Insider interviewing: How to get good data when you are already native. <i>SAGE Research Methods Cases</i>.</p> <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>[Optional Extension Reading] 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>	

Date	Prepare for Class	Assignments Due
10/5	<p>Content Analysis</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><i>Special note for today's readings:</i> We will only have one student-led discussion today. This group should decide which of the two papers below 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>*Tillery, A. B. (2019). What kind of movement is Black Lives Matter? The view from Twitter. <i>Journal of Race, Ethnicity, and Politics</i>, 4(2), 297-323.</p> <p>[Optional Extension Reading] 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 Friday, 10/1 by noon.
10/12	University Day - No Class	
10/19	<p>Observation, Think-Alouds, and Diaries</p> <p>Read pp. 2-9 and pp. 20-27: Foster, P. (2006). Observational research. In Sapsford, R. & Jupp, V. (Eds.), <i>Data Collection and Analysis</i> (pp. 58-92).</p> <p>Vannini, P. (2012). Research diaries. In Given, L.M. (Ed.), <i>The SAGE encyclopedia of qualitative research methods</i> (pp. 764-765). Thousand Oaks, CA: SAGE.</p> <p>*McKechnie, L. E. F. (2000). Ethnographic observation of preschool children. <i>Library & Information Science Research</i>, 22(1), 61-76.</p> <p>Hertzum, M. (2016). A usability test is not an interview. <i>Interaction</i>, 23(2), 82-84.</p>	Lab 5 (observation)
10/26	<p>Qualitative Analysis</p> <p>Saldana, J. (2016). An introduction to codes and coding. In <i>The Coding Manual for Qualitative Researchers</i> (3rd Ed.), Chapter 1. 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>[Optional Extension Reading] Prescott, J., & Mackie, L. (2017). "You sort of go down a rabbit hole... you're just going to keep on searching": A</p>	Lab 6 (qualitative coding software)

Date	Prepare for Class	Assignments Due
	<p>qualitative study of searching online for pregnancy-related information during pregnancy. <i>Journal of Medical Internet Research</i>, 19(6), e194.</p> <p>[Optional Extension Reading] 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> <p>[Optional Extension Reading] Gibbs, G. R. (2007). Thematic coding and categorizing. In Gibbs, G., <i>Analyzing Qualitative Data</i> (pp. 38-55). London: SAGE.</p>	
11/2	Exam (No in-person class today)	
11/9	<p>Quantitative Analysis Part I</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>Neuman, W. L. (2005). <i>Social research methods: Qualitative and quantitative approaches</i> (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.</p> <p>[Optional Extension Reading] 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>	Research Review (post to Sakai forum)
11/16	<p>Quantitative Analysis Part 2</p> <p>[Optional Extension Reading] 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 (IIX)</i>, Regensburg, Germany.</p> <p>[Optional Extension Reading] Adler, R. F. & Benbunan-Fich, R. (2013). Self-interruptions in discretionary multitasking. <i>Computers in Human Behavior</i>, 29, 1441-1449.</p>	Comments on at least 2 peer research review posts
11/23	<p>Research Agenda Conferences and In-Class Workshop</p> <p>Come to class prepared to work on your research agenda document.</p>	
11/30	<p>Research Ethics and Course 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.</p>	Lab 7 (quantitative analysis practice set)



Date	Prepare for Class	Assignments Due
	<p>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>Direct link to CITI registration for UNC-CH: https://www.citiprogram.org/index.cfm?pageID=155&icat=3&ac=0</p> <p>[Optional Extension Reading] 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>CITI Ethics Course completion (send a screenshot or forward completion certificate to Casey)</p>
Thursday, 12/9	Research Agendas Due	Send document to Casey by noon.

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 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