

Zoom Link for Class Sessions: <https://umd.zoom.us/j/98960879240?pwd=eigyY0V5ZCszUkx5TlgyWVIRNHhBUT09>
[password: inst888]

INST 888-0101 Doctoral Seminar (Part II)

College of Information Studies, University of Maryland

Spring 2021

Tuesdays 6:00 to 7:30 PM (online)

Beth St. Jean, Associate Professor
Hornbake Building, South Wing, Room 4117K
College of Information Studies
University of Maryland, College Park
301-405-6573
bstjean@umd.edu

Office Hours: Wednesdays, 11:00 AM – 12:00 PM (<https://umd.webex.com/meet/bstjean>) or by appointment

COURSE DESCRIPTION: In the second half of this two-semester course, we will shift our focus from epistemologies and theories in Information Studies to research design and methodologies. The goal of this course is to acquaint you with various approaches to research and to provide a collaborative space in which you can learn about some of the major approaches to research (including qualitative, quantitative, mixed methods, arts-based, and community-based participatory methodologies) and then apply this knowledge to the design of your own research investigation within your particular area of interest. Following an initial introduction to the nuts and bolts of research, we will discuss research-related ethical considerations and the importance of reflexivity in the design and conduct of research. We will then focus on the specific processes of selecting a topic of interest and pinpointing a particular problem or challenge you would like to address, reviewing the literature and identifying significant gaps therein, formulating an initial set of research questions to help to focus and bound your investigation, and designing a study that will optimize your ability to answer them. We will also discuss approaches to critically evaluating the scholarly work of other researchers working in your field. The overarching goal of this course is to prepare you to write a literature review / research proposal such as your integrative paper, providing you with some scaffolding for undertaking this process and an opportunity to begin to work on this important (and fast-approaching!) milestone in your doctoral studies.

LEARNING OBJECTIVES: By the end of this course, students will be able to:

1. Consider ethical issues that may arise in the course of their (and others') research and enact reflexivity as they design and carry out their research;
2. Identify areas of personal interest within Information Studies and pursue further scholarship in these areas;
3. Find important problems or challenges that can be investigated and/or addressed through Information Studies research;
4. Conduct a literature review and identify significant gaps and potentially fruitful areas for future research;
5. Formulate specific research questions to focus and bound their investigations;
6. Design a research study that will most effectively address their particular research questions;
7. Constructively critique the scholarly work of other researchers working in their area and provide actionable suggestions that the authors can draw upon to improve their work; and
8. Prepare an in-depth research proposal, describing the problem and its significance, reviewing the literature and identifying a gap they wish to address, delineating their research questions, and describing and justifying their planned approach to their investigation.

TEACHING AND LEARNING METHODS: This course will be taught online, both synchronously and asynchronously. We will have some assigned course readings (please be sure to complete these readings before our synchronous sessions), as well as in-class (and recorded, as needed) discussions, presentations, and workshops. We will also have asynchronous class discussions (on our ELMS site) and hands-on activities (via various asynchronous modalities, such as Google Jamboard and Google Sheets) each week. For more information on the weekly activities, please see the Course Overview on page 11 of this syllabus, as well as the slide deck (“Activity Slides”) posted on our ELMS site under “Files”.

REQUIRED RESOURCES: In addition to our course website on ELMS, there is one *required* text:

Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. New York, NY: The Guilford Press. [ISBN: 978-1462514380].

The electronic version of the required text can be accessed for free through UMD Libraries: <https://umaryland.on.worldcat.org/oclc/980698821>. If you'd like to, you can purchase the book (or eBook) through Amazon: <https://ter.ps/Leavy2017>.

Also, several of our required readings this semester come from the following textbook:

Pickard, A. J. (2013). *Research Methods in Information* (2nd ed.). Chicago, IL: Neal-Schuman. [ISBN: 978-1-55570-936-5]. eBook available: <https://umaryland.on.worldcat.org/oclc/1001349768>.

All other readings will be made available as through our course Canvas site (see the “Files” section).

Some additional books on research design and methods that you may find useful for this course (and beyond):

Babbie, E. (2016). *The Practice of Social Research* (14th ed.). Boston, MA: Cengage Learning. [ISBN: 978-1305104945].

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The Craft of Research* (4th ed.). Chicago, IL: The University of Chicago Press. [ISBN: 978-0226239736].

Bryman, A. (2016). *Social Research Methods* (5th ed.). New York: Oxford University Press. [ISBN: 978-0199689453].

Connaway, L. S., & Radford, M. L. (2017). *Research Methods in Library and Information Science* (6th ed.). Santa Barbara, CA: Libraries Unlimited. [ISBN: 978-1-4408-3478-3] eBook: <https://umaryland.on.worldcat.org/oclc/963579872>

Corbin, J., & Strauss, A. (2015). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (4th ed.). Washington DC: SAGE. [ISBN: 978-1412997461]

Creswell, J. W. (2015). *A Concise Introduction to Mixed Methods Research*. Washington DC: SAGE.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Los Angeles, CA: SAGE Publications, Inc. [ISBN: 978-1-5063-8670-6].

Groves, R. M., Fowler, Jr., F. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2009). *Survey Methodology* (2nd ed.). NJ: John Wiley & Sons, Inc. [ISBN: 978-0470465462]. eBook: <https://umaryland.on.worldcat.org/oclc/302189175>

Hansen, D., Shneiderman, B., Smith, M. A., & Himelboim, I. (2019). *Analyzing Social Media Networks with NodeXL: Insights from a Connected World* (2nd ed.). Boston, MA: Cambridge, MA: Morgan Kaufmann. [ISBN: 978-0128177563]. First edition (2011) available as an eBook: <https://umaryland.on.worldcat.org/oclc/664571269>

Jolivet te, A. J. (Ed.) (2015). *Research Justice: Methodologies for Social Change*. Chicago, IL, Policy Press. [ISBN: 978-1447324638]

Kottler, J. & Sharp, L. (2018). *Understanding Research: Becoming a Competent and Critical Consumer* (2nd ed.). NJ: Pearson Education, Inc. [ISBN: 978-1516526253]

Krathwohl, D. R. (2009). *Methods of Educational and Social Science Research* (3rd ed.). Long Grove, IL: Waveland Press, Inc. [ISBN: 978-1577665762]

- Lazar, J., Feng, J. H., & Hochheiser, H. (2017). *Research Methods in Human-Computer Interaction* (2nd ed.). Cambridge, MA: Morgan Kaufmann [ISBN: 978-0128053904]. eBook: <https://umaryland.on.worldcat.org/oclc/985364166>
- Leedy, P. D., & Ormrod, J. E. (2019). *Practical Research Planning and Design* (12th ed.). New York, NY: Pearson Education, Inc. [ISBN: 978-0134775654]
- Rallis, S. F., & Rossman, G. B. (2012). *The Research Journey: Introduction to Inquiry*. New York, NY: The Guilford Press. [ISBN: 978-1462505128] eBook: <https://umaryland.on.worldcat.org/oclc/784957815>
- Sanders, E. B.-N., & Stappers, P. J. (2013). *Convivial Toolbox: Generative Research for the Front End of Design*. Laurence King Publishing. [ISBN: 978-9063692841]
- Vogt, W. P., Gardner, D. C., & Haeffele, L. M. (2012). *When to use what research design*. New York, NY: The Guilford Press. [ISBN: 978-1462503537]
- Weiss, R. S. (1994). *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: The Free Press. [ISBN: 978-0684823126]
- Wildemuth, B. M. (Ed.). (2016). *Applications of Social Research Methods to Questions in Information and Library Science* (2nd ed.). Santa Barbara, CA: ABC-CLIO. [ISBN: 978-1440839047] eBook: <https://umaryland.on.worldcat.org/oclc/956774548>

Although it is not required for this course, you may wish to browse through some relevant journals/magazines and/or sign up to receive automatic alerts as new issues come out. Here are some LIS-related examples:

- *Journal of the American Society for Information Science and Technology (JASIS&T)*
- *Library & Information Science Research (LISR)*
- *Journal of Information Science (JIS)*
- *The Information Society (TIS)*
- *Information Processing & Management (IP&M)*
- *Journal of Documentation (JDOC)*
- *Library Quarterly (LQ)*
- *Journal of the Society of Archivists*
- *The American Archivist*
- *Archivaria*
- *Archival Issues*
- *Information Research* (<http://informationr.net/ir/>)
- *First Monday* (<http://www.firstmonday.org/>)
- *Annual Review of Information Science and Technology (ARIST)* [discontinued after 2011]

COURSE STRUCTURE: We will meet synchronously on Zoom each Tuesday evening, 6:00 to 7:30 PM (EST). We will also have asynchronous class discussions (on ELMS), as well as weekly activities.

TIPS FOR SUCCESS IN AN ONLINE COURSE

1. **Participate.** Discussions and group work are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Make time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** Log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me, and your classmates, for support.

COURSE POLICIES:

Attendance & Course Participation: Your attendance and active participation in our synchronous sessions is strongly encouraged; please let me know before each class session if you will be unable to attend. Your course participation (whether synchronous, asynchronous, or both) will count for 10% of your grade. Course participation includes your contributions to our synchronous and asynchronous discussions, as well as your engagement with the weekly activities. For more information on the weekly activities, please see the Course Overview on page 11 of this syllabus, as well as the slide deck (“Activity Slides”) posted on our ELMS site. Please note that you can skip up to any two activities that seem less relevant for you. With regard to discussion contributions, please keep in mind that grades will take into account both the quantity and quality of your contributions; however, the quality of your contributions (whether questions, viewpoints, responses to others’ questions, etc.) to a meaningful, ongoing discussion will be much more heavily weighted. Discussions must remain professional and respectful at all times.

Written Work: For all written work in this course, please use Times New Roman 12-point font and one-inch margins. Be sure to organize your papers, using section and subsection headings to identify portions of your work. Use APA Style for in-text citations and reference lists. There is a very helpful APA Style Guide put out by Purdue’s Online Writing Lab (the OWL) – see: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html. Please be sure to carefully proofread (and revise, as needed) all of your work before submitting it.

Submitting Assignments: Written assignments must be submitted by 11:59 PM (EST) on the indicated due date through our Canvas site (“INST888”). Please submit only one file per assignment (Word or pdf format for papers; PowerPoint for presentations). Please remember to put your name on all of your work for this class.

Late Work: Unless you are facing an emergency situation AND you request an extension from me at least 48 hours in advance of the due date, late work will automatically be graded down by one step for each day that it is late. Assignments more than seven days late will not be accepted.

Academic Integrity: All assignments in this class must reflect your own original work. You must cite and properly attribute any material quoted or paraphrased from some other source. Please be sure to read and adhere to the University of Maryland Code of Academic Integrity (<https://policies.umd.edu/assets/section-iii/III-100A.pdf>). The Code of Academic Integrity defines five major types of Academic Dishonesty:

CHEATING: fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise.

FABRICATION: unauthorized falsification or invention of any information or citation in an academic course or exercise.

FACILITATING ACADEMIC DISHONESTY: knowingly helping or attempting to help another to violate any provision of this Code.

PLAGIARISM: representing the words or ideas of another as one's own in any academic course or exercise.

SELF-PLAGIARISM: the reuse of substantial identical or nearly identical portions of one's own work in multiple courses without prior permission from the current instructor or from each of the instructors if the work is being submitted for multiple courses in the same semester.

The Office of Student Conduct website on Academic Dishonesty provides further details and examples for each of these categories – see: <https://www.studentconduct.umd.edu/academic-dishonesty>. Please note that academic dishonesty may result in a penalty, such as a failing grade on a specific assignment or for the entire course or even expulsion from the University.

Emergency Preparedness: Please see the University’s Emergency Preparedness Website (<https://prepare.umd.edu/>) for information about the current status of the campus. If one of our class sessions needs to be rescheduled for any reason, I will e-mail you as soon as possible to let you know.

Syllabus Change Policy: This syllabus is a guide for the course and is subject to change with advance notice. If a change becomes necessary, I will announce the change in class and e-mail all of you. The version posted on Canvas will always be the most up-to-date.

UMD Graduate School Graduate Course Related Policies and Graduate Student Rights & Responsibilities: For a current and complete list of the Graduate School's course-related policies and graduate students' rights and responsibilities, see: <https://gradschool.umd.edu/course-related-policies>

RESOURCES & ACCOMMODATIONS:

Accessibility and Disability Services: The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The Accessibility & Disability Service (ADS) (<https://www.counseling.umd.edu/ads/>) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Services at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about sharing your accommodations with instructors (<https://www.counseling.umd.edu/ads/accommodations/sharingwithinstructors/>), note taking assistance (<https://www.counseling.umd.edu/ads/notetaking/>), and more is available from the Counseling Center (<https://counseling.umd.edu/ads/>).

Student Resources and Services: Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit UMD's Student Academic Support Services website (<https://tutoring.umd.edu/>) to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting UMD's Writing Center (<https://english.umd.edu/writing-programs/writing-center>) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need. UMD's Student Resources and Services website (<https://sph.umd.edu/content/student-resources-and-services>) may help. If you feel it would be helpful to have someone to talk to, visit UMD's Counseling Center (<https://www.counseling.umd.edu/>) or one of the many other mental health resources on campus (<https://tltc.umd.edu/supporting-whole-student>).

Basic Needs Security: If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit UMD's Division of Student Affairs website (<https://studentaffairs.umd.edu/basic-needs-security>) for information about resources the campus offers you and be sure to let me know if I can help in any way.

Student Course Evaluations (CourseEvalUM): Toward the end of the term, please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for Spring semester courses. Please go directly to the CourseEvalUM website (<https://www.courseevalum.umd.edu/>) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

EVALUATION:

Your final grade will be calculated based on the weighting of course assignments shown in the following table. Written (non-presentation) assignments must be submitted through our class Canvas site by 11:59 PM (EST) on the due date indicated.

#	Assignment Description	Due Date	%
n/a	Course Participation (Discussions/Activities/etc.)	Ongoing	10%
1	Research Interest Presentation [Individual]	February 9, 2021	5%
2	Research Article Critique [Individual]	March 9, 2021	15%
3	Research Method Presentation [Pairs]	April 13, 2021	10%
4-P	Final Paper: Proposal [Individual]	March 2, 2021	Check-off
4-LR	Final Paper: Literature Review [Individual]	April 6, 2021	15%
4-Pr	Final Paper: Presentation [Individual]	April 27, 2021	20%
4-Pa	Final Paper [Individual]	Friday, May 14, 2021	25%

Please see the last few pages of this syllabus for specific instructions regarding each of the assignments. The weighted average of your grades on all of the assignments (including your course participation grade) will be converted to a letter grade according to the following table:

Weighted Average	Letter Grade
97.0 and above	A+
94.0-96.9	A
90.0-93.9	A-
87.0-89.9	B+
84.0-86.9	B
80.0-83.9	B-
77.0-79.9	C+
74.0-76.9	C
70.0-73.9	C-
67.0-69.9	D+
64.0-66.9	D
60.0-63.9	D-
Below 60.0	F

COURSE SCHEDULE:

Week	Date	Topic	Readings	Assignment Due
Part I: Introduction to Research, Research Ethics, and Peer Review; Writing a Research Proposal				
1	1/26	Course Overview / Introduction to Research	<p>Leavy, P. (2017). Chapter 1: Introduction to social research. In <i>Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches</i> (pp. 3-22). New York, NY: The Guilford Press. [eBook: https://umaryland.on.worldcat.org/oclc/980698821]</p> <p>Olson, J. (2009). "10 Questions."</p> <p>Bødker, S., Hornbæk, K., Oulasvirta, A., & Reeves, S. (2016). Nine questions for HCI researchers in the making. <i>Interactions</i>, 23(4), 58-61. Available: http://interactions.acm.org/archive/view/july-august-2016/nine-questions-for-hci-researchers-in-the-making</p> <p>FOR FURTHER READING:</p> <p>Rallis, S. F., & Rossman, G. B. (2012). <i>The Research Journey: Introduction to Inquiry</i>. New York, NY: The Guilford Press. eBook: https://umaryland.on.worldcat.org/oclc/784957815</p> <p>Kottler, J. & Sharp, L. (2018). <i>Understanding Research: Becoming a Competent and Critical Consumer</i> (2nd ed.). NJ: Pearson Education, Inc.</p>	
2	2/2	Research Ethics	<p>Leavy, P. (2017). Chapter 2: Ethics in social research. In <i>Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches</i> (pp. 23-53). New York, NY: The Guilford Press. [eBook: https://umaryland.on.worldcat.org/oclc/980698821]</p> <p>Babbie, E. (2016). Chapter 3: The ethics and politics of social research. In <i>The Practice of Social Research</i> (14th ed., pp. 60-85). Boston, MA: Cengage Learning.</p> <p>Vitak, J., Shilton, K., & Ashktorab, Z. (2016, February). Beyond the Belmont principles: Ethical challenges, practices, and beliefs in the online data research community. In <i>Proceedings of the 19th ACM Conference on Computer-Supported Cooperative Work & Social Computing</i> (pp. 941-953). ACM.</p>	
3	2/9		*** Research Interest Presentations ***	1. Research Interest Presentation
4	2/16	Designing a Research Project	<p>Leavy, P. (2017). Chapter 3: Getting started designing a project. In <i>Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches</i> (pp. 54-83). New York, NY: The Guilford Press. [eBook: https://umaryland.on.worldcat.org/oclc/980698821]</p> <p>Krathwohl, D. R. (2009). Chapter 5: Creating research problems. In <i>Methods of Educational and Social Science Research</i> (3rd ed., pp. 83-104). Long Grove, IL: Waveland Press, Inc.</p> <p>Hernon, P. & Schwartz, C. (2007). What is a problem statement? <i>Library & Information Science Research</i>, 29(3), 307-309.</p>	

Week	Date	Topic	Readings	Assignment Due
5	2/23	Use of Theory; Writing a Research Proposal	<p>Creswell, J. W., & Creswell, J. D. (2018). Chapter 3: The use of theory. In <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (5th ed., pp. 49-74). Los Angeles, CA: Sage Publications, Inc.</p> <p>Imenda, S. (2014). Is there a conceptual difference between theoretical and conceptual frameworks? <i>Journal of Social Sciences</i>, 38(2), 185-195.</p> <p>Pickard, A. J. (2013). Chapter 4: The research proposal. In <i>Research Methods in Information</i> (2nd ed., pp. 49-58). Chicago, IL: Neal-Schuman. [eBook: https://umaryland.on.worldcat.org/oclc/1001349768]</p>	
6	3/2	Finding, Reviewing, and Critiquing the Literature	<p>St. Jean, B., Gorham, U., & Bonsignore, E. (in press). Chapter 7: Finding, reading, and critiquing information behavior studies. In <i>Understanding Human Information Behavior: When, How, and Why People Interact with Information</i>. Lanham, MD: Rowman & Littlefield.</p> <p>Denney, A. S., & Tewksbury, R. (2013). How to write a literature review. <i>Journal of Criminal Justice Education</i>, 24(2), 218-234.</p> <p>Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. <i>Educational Researcher</i>, 34(6), 3-15.</p> <p>FOR FURTHER READING:</p> <p>Fink, A. (2019). <i>Conducting Research Literature Reviews: From the Internet to Paper</i> (5th ed.). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Hinckley, K. (2015). <i>So You're a Program Committee Member Now: On Excellence in Reviews and Meta-Reviews and Championing Submitted Work That Has Merit</i>. https://www.microsoft.com/en-us/research/wp-content/uploads/2016/10/Excellence-in-Reviews-MobileHCI-2015-Web-Site.pdf</p> <p>Kottler, J. & Sharp, L. (2018). <i>Understanding Research: Becoming a Competent and Critical Consumer</i> (2nd ed.). NJ: Pearson Education, Inc.</p>	4-P. Final Paper Proposal
Part II: Research Design, Research Methods, and Presenting & Writing Up Research				
7	3/9	Quantitative Research Design	<p>Leavy, P. (2017). Chapter 4: Quantitative research design. In <i>Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches</i> (pp. 87-123). New York, NY: The Guilford Press. [eBook: https://umaryland.on.worldcat.org/oclc/980698821]</p> <p>Pickard, A. J. (2013). Chapter 24: Quantitative Analysis. In <i>Research Methods in Information</i> (2nd ed., pp. 283-310). Chicago, IL: Neal-Schuman. [eBook: https://umaryland.on.worldcat.org/oclc/1001349768]</p> <p>FOR FURTHER READING:</p> <p>Jaisingh, L. R. (2006). <i>Statistics for the Utterly Confused</i> (2nd ed.). New York, NY: McGraw-Hill.</p> <p>Lazar, J., Feng, J. H., & Hochheiser, H. (2017). Chapter 4: Statistical Analysis. In <i>Research Methods in Human-Computer Interaction</i> (2nd ed., pp. 71-104). Cambridge, MA: Morgan Kaufmann [eBook: https://umaryland.on.worldcat.org/oclc/985364166]</p> <p>Pallant, J. (2020). <i>SPSS survival manual: A step by step guide to data analysis using IBM SPSS</i> (7th ed.). New York, NY: Open University Press.</p>	2. Research Article Critique

Week	Date	Topic	Readings	Assignment Due
	3/16	*** SPRING BREAK ***		
8	3/23	Qualitative Research Design	<p>Leavy, P. (2017). Chapter 5: Qualitative research design. In <i>Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches</i> (pp. 124-163). New York, NY: The Guilford Press. [eBook: https://umaryland.on.worldcat.org/oclc/980698821]</p> <p>Pickard, A. J. (2013). Chapter 23: Qualitative Analysis. In <i>Research Methods in Information</i> (2nd ed., pp. 267-281). Chicago, IL: Neal-Schuman. [eBook: https://umaryland.on.worldcat.org/oclc/1001349768]</p> <p>FOR FURTHER READING:</p> <p>Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i>, 3(2), 77-101.</p> <p>Corbin, J., & Strauss, A. (2014). <i>Basics of qualitative research: Techniques and procedures for developing grounded theory</i> (4th ed.). Washington DC: Sage Publications.</p> <p>Lazar, J., Feng, J. H., & Hochheiser, H. (2017). Chapter 11: Analyzing qualitative data. In <i>Research Methods in Human-Computer Interaction</i> (2nd ed., pp. 299-327). Cambridge, MA: Morgan Kaufmann [eBook: https://umaryland.on.worldcat.org/oclc/985364166]</p>	
9	3/30	Mixed Methods Research Design	<p>Leavy, P. (2017). Chapter 6: Mixed methods research design. In <i>Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches</i> (pp. 164-190). New York, NY: The Guilford Press. [eBook: https://umaryland.on.worldcat.org/oclc/980698821]</p> <p>FOR FURTHER READING:</p> <p>Creswell, J. W., & Clark, V. L. P. (2017). <i>Designing and conducting mixed methods research</i> (3rd ed.). Washington DC: Sage Publications.</p> <p>DeCuir-Gunby, J. T., & Schutz, P. A. (2016). <i>Developing a mixed methods proposal: A practical guide for beginning researchers</i>. Washington DC: Sage Publications.</p> <p>Fetters, M. D. (2019). <i>The Mixed Methods Research Workbook: Activities for Designing, Implementing, and Publishing Projects</i>. Washington, DC: SAGE Publications.</p>	
10	4/6	Arts-Based Research Design; Presenting / Writing up Research	<p>Leavy, P. (2017). Chapter 7: Arts-based research design. In <i>Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches</i> (pp. 191-223). New York, NY: The Guilford Press. [eBook: https://umaryland.on.worldcat.org/oclc/980698821]</p> <p>Pickard, A. J. (2013). Chapter 25: Presenting the research. In <i>Research Methods in Information</i> (2nd ed., pp. 311-316). Chicago, IL: Neal-Schuman. [eBook: https://umaryland.on.worldcat.org/oclc/1001349768]</p> <p>Bryman, A. (2016). Chapter 28: Writing up social research. In <i>Social Research Methods</i> (5th ed., pp. 661-687). New York: Oxford University Press.</p>	4-LR. Final Paper: Literature Review

Week	Date	Topic	Readings	Assignment Due	
11	4/13	Research Methods	<p>*** Research Method Presentations ***</p> <p>St. Jean, B., Gorham, U., & Bonsignore, E. (in press). Chapter 8: Research methods. In <i>Understanding Human Information Behavior: When, How, and Why People Interact with Information</i>. Lanham, MD: Rowman & Littlefield.</p> <p>Plus, select any three chapters (chapters 8 through 22) from: Pickard, A. J. (2013). <i>Research Methods in Information</i> (2nd ed.). Chicago, IL: Neal-Schuman. [eBook: https://umaryland.on.worldcat.org/oclc/1001349768]</p>	3. Research Method Presentations [Pairs]	
12	4/20	*** Final Paper Workshop I ***			
13	4/27	*** Final Paper Presentations ***			4-Pr. Final Paper: Presentations
14	5/4	Community-based Participatory Research Design	<p>Leavy, P. (2017). Chapter 8: Community-based participatory research design. In <i>Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches</i> (pp. 224-253). New York, NY: The Guilford Press. [eBook: https://umaryland.on.worldcat.org/oclc/980698821]</p> <p>FOR FURTHER READING:</p> <p>Jolivéte, A. J. (Ed.) (2015). <i>Research Justice: Methodologies for Social Change</i>. Chicago, IL, Policy Press.</p>		
15	5/11	*** Final Paper Workshop II ***			
		*** 4. Pa. FINAL PAPERS DUE BY FRIDAY, MAY 14th ***			

COURSE OVERVIEW [NOTES: The table below has been uploaded as a “Page” on our ELMS site; Feel free to skip up to 2 activities]

Week	Dates	Topic(s)	Readings	Discussion Questions (DQ) / Activities (A) [Due Date] [For more information, see “Activity Slides.pptx”]	Assignment Due	
1	1/26 - 2/01	Course Overview / Introduction to Research	Leavy, Ch. 1 Olson Bødker et al.	Introduce yourself (ELMS) [Due 1/26] Week 1 DQs [Due 2/2] A1: Research Interest Collage (https://ter.ps/Jam1) [2/2]		
2	2/02 - 2/08	Research Ethics	Leavy, Ch. 2 Babbie, Ch. 3 Vitak et al.	Week 2 DQs (ELMS) [Due 2/9] A2: CITI (IRB) Training (https://ter.ps/CITITraining) [2/16] <ul style="list-style-type: none"> Human Subjects Research training for Social and Behavioral Research Investigators Responsible Conduct of Research 		
3	2/09 - 2/15	Research Interest Presentations		Week 3 Meet & Greet (ELMS) [due 2/16] A3: Positioning your research (https://ter.ps/JamWk3) [Due 2/16]	1. Research Interest Presentation (on/due 2/9)	
4	2/16 - 2/22	Designing a Research Project	Leavy, Ch. 3 Krathwohl, Ch. 5 Hernon & Schwartz	Week 4 DQs (ELMS) [Due 2/23] A4: Research Interest Topic Map (https://ter.ps/JamWk4) [Due 2/23]		
5	2/23 - 3/1	Use of Theory in Research Design; Writing a Research Proposal	Creswell & Creswell, Ch. 3 Pickard, Ch. 4	Week 5 DQs A5: Theoretical or Conceptual Framework (https://ter.ps/GS5Framework) [Due 3/2]		
6	3/2 - 3/8	Finding, Reviewing, and Critiquing the Literature	St. Jean et al., Ch. 7 Denney & Tewksbury Springer tutorial	Week 6 DQs A6a: “UMD Library Resources for LIS Students” Tutorial: https://umd.libwizard.com/f/welcomeLIS ; A6b: Springer “How to Peer Review” Tutorial (https://ter.ps/PRTutorial) [Due 3/9]	4-P. Final Paper Proposal (due 3/2)	
7	3/9 - 3/15	Quantitative Research Design	Leavy, Ch. 4 Pickard, Ch. 24	Week 7 DQs A7: Analyzing a quantitative study (https://ter.ps/GS7Quant) [Due 3/23]	2: Research Article Critique (due 3/9)	
	3/16 - 3/22	*** Spring Break ***				
8	3/23 - 3/29	Qualitative Research Design	Leavy, Ch. 5 Pickard, Ch. 23	Week 8 DQs A8: Analyzing a qualitative study (https://ter.ps/GS8Qual) [Due 3/30]		
9	3/30 - 4/5	Mixed Methods Research Design	Leavy, Ch. 6	Week 9 DQs A9: Analyzing a mixed methods study (https://ter.ps/GS9Mixed) [Due 4/6]		
10	4/6 - 4/12	Arts-Based Research Design; Presenting and Writing up Research	Leavy, Ch. 7 Pickard, Ch. 25 Bryman, Ch. 28	Week 10 DQs A10: Prepare for your Research Method Presentation [working in pairs] [Presentations on or due by 4/13]	4-LR. Final Paper: Literature Review (due 4/6)	
11	4/13 - 4/19	Research Method Presentations Research Methods	St. Jean et al., Ch. 8 Pickard (any three chapters, ch. 8 – 22)	Week 11 DQs A11: Prepare for Final Paper Workshop I	3. Research Method Presentation (on/due 4/13)	
12	4/20 - 4/26	Final Paper Workshop I		A12: Prepare for Final Paper Presentations [Presentations on or due by 4/27]		
13	4/27 - 5/3	Final Paper Presentations		A13: Continue to work on your Final Papers	4-Pr. Final Paper Presentation (on/due 4/27)	
14	5/4 - 5/10	Community-based Participatory Research Design	Leavy, Ch. 8	Week 14 DQs A14: Prepare for Final Paper Workshop II		
15	5/11 - 5/14	Final Paper Workshop II		A15: Polish and submit your Final Papers	4-Pa. Final Paper (due Friday, 5/14)	

Assignment 1. Research Interest Presentation [Individual]

Due: February 9, 2021 (5%)

Please prepare to give a 5-minute presentation about your research interests in class on February 9th. If you're unable to attend the synchronous session, please upload a video of your presentation by 5:00 PM on this day, so that we can view your recording during our class session that evening. Your presentation can focus on a broad topic(s) of interest, a particular societal challenge or problem you'd like to investigate/address, and/or specific research questions that you would like to focus on. If you already have some ideas regarding your likely research approach and/or particular research methods that you are thinking about using, please share those with us, as well.

Assignment 2. Article Critique [Individual]

Due: March 9, 2021 (15%)

For this assignment, you will identify and critique a peer-reviewed article in which the authors report results from an empirical study of interest to you. Please fill out the review form below.

I. Citation (in APA style): _____

II. Overall Recommendation (please select one):

- _____ Accept as is
- _____ Accept, Minor revisions
- _____ Accept, Major revisions
- _____ Revise and resubmit
- _____ Reject

III. Using a 5-point scale (1: Poor; 2: Fair; 3: Good; 4: Very Good; 5: Excellent), please rate the article on each of the following factors, providing a brief rationale to justify each of your ratings:

- **Fit:** The fit of the article for the journal in which it appeared and for the journal's primary readership;
- **Title:** The degree to which the title of the article clearly, accurately and succinctly describes the entire scope of the paper;
- **Abstract:** The extent to which the abstract clearly, accurately, and succinctly conveys the entire scope of the paper and addresses the "so what" (i.e., who cares?) question;
- **Introduction:** The clarity of the introduction section of the paper and the precision and investigability of the authors' research questions or hypotheses;
- **Literature Review:** The quality of the literature review, including the sufficiency and relevance of the connections the author(s) have drawing to existing literature in the field and the significance and potential impact of the literature gap, research problem, and/or societal challenge that the authors have identified before moving into their methods section;
- **Methods:** The clarity of the authors' descriptions of their overall research design and the specific methods they used to conduct their study, including their recruitment, data collection, and data analysis methods as well as the processes they used to ensure that they protected their study participants (e.g., informed consent, confidentiality); The suitability and rigor of the methods that the authors used, including their recruitment, data collection, and data analysis methods;
- **Findings:** The clarity of the authors' description of both their set of participants and their findings, as well as the sufficiency of the evidence they have provided in support of each of their findings, such as participant quotes and/or results from statistical analyses;
- **Discussion:** The extent to which the authors have drawn on their findings to address each of their research questions; The extent to which the authors have compared and contrasted their findings with those of earlier researchers and have drawn on their findings and associated evidence to clearly describe the significance and implications of their work for research, practice, and/or society more broadly;
- **Conclusion:** The extent to which the authors have drawn conclusions that are clearly rooted in their findings; The accuracy and comprehensiveness of the authors' description of the limitations of their study; The extent to which the authors have looped back around to their initial goals and research questions for their study; The relevance, feasibility, and potential fruitfulness of the authors' implications/suggestions for practice and/or future research;
- **Contribution:** The value of the contribution(s) that the paper seems likely to make to research and/or practice;
- **Writing Quality:** The overall quality of the writing in terms of clarity, organization, and ease of reading.

IV. Please write 2 to 3 paragraphs, summarizing your overall thoughts on the article. Please be sure to include specific, actionable suggestions that the authors can draw on to strengthen their work.

Assignment 3. Research Method Presentation [Pairs]

Due: April 13, 2021 (10%)

This assignment entails selecting a particular research method (whether a data collection method such as interviewing or a data analysis technique such as content analysis) and working with a partner to investigate and present this method to your classmates. I will circulate a sign-up sheet to ensure that every pair of students will cover a different method so that we can maximize our coverage. Some examples of methods that you might like to select include (but I'm open to ones not on this list, as well!):

- Case Studies
- Usability Testing
- Lab or Field Experiments
- Ethnography
- Action Research
- Questionnaires / Surveys
- Diaries
- Observation
- Interviewing
- Focus Groups
- Grounded Theory
- Content Analysis
- Log Analysis
- Social Network Analysis
- Participatory Design
- Photovoice
- Experience Sampling Method

In order to prepare for your presentation, please read at least one “how to” article or book chapter that goes into your selected method in detail. One option that you might consider is using the relevant chapter from Pickard’s textbook: Pickard, A. J. (2013). *Research Methods in Information* (2nd ed.). Chicago, IL: Neal-Schuman. [eBook: <https://umaryland.on.worldcat.org/oclc/1001349768>]. Additionally, please find two peer-reviewed articles that report empirical studies that have made use of this method, either alone or in combination with other methods.

Prepare a 12- to 15-minute presentation in which you and your partner:

1. Provide an overview of the method, detailing its advantages and disadvantages, as well as the types of studies for which it might make sense to use this method;
2. Describe each of the studies you read, covering the authors’ research questions or hypotheses, how they implemented your selected method (and any other methods they may have employed), and the major findings they reached;
3. Critically appraise the authors’ use of your selected method, as well as the entire suite of methods they used (as applicable);
4. Discuss how and why your selected method might (or might not) prove useful to each of you in your own proposed investigation;
5. Invite and address questions/comments from your classmates.

Please be ready to deliver your presentation in class on April 13th. If you and/or your partner are unable to attend class on that day, please post a video of your presentation by 5:00 PM on this day so that we all can view it. Please invite the audience to post their questions and comments on a specific discussion thread that you have initiated on our ELMS site.

Assignment 4: Final Paper [Individual]

Due Dates:

- a) **Proposal (4-P)**: Due March 2, 2021 (check-off)
- b) **Literature Review (4-LR)**: Due April 6, 2021 (15%)
- c) **Presentation (4-Pr)**: Due April 27, 2021 (20%)
- d) **Paper (4-Pa)**: Due Friday, May 14, 2021 (25%)

Your final project for this course will be a literature review / research proposal, similar to the integrative paper that you will soon be completing. In this paper, you will weave together various strands of literature to motivate the identification of a research problem, the development of specific research questions, and the design of a study that would allow you to effectively investigate your research questions. Your main goal for this assignment is to make an original contribution through your integration of several different areas from the literature, through your identification of a novel research problem and original research questions, and through your proposal of a research design that could be used to effectively investigate these research questions.

Following your completion of required coursework here in the doctoral program, you will need to write an integrative paper in which you synthesize and apply knowledge from three broad areas across the information field. These three areas must include a “core” area, a “research methods” area, and a “specialization” area. For more information regarding this requirement, please see the current Doctoral Program Handbook (<https://ischool.umd.edu/sites/default/files/users/user37/DoctoralProgramHandbook2020-2021.pdf>). The purpose of this assignment is to give you an opportunity to practice writing an integrative paper. Please note that you are not required to actually conduct a study and gather empirical data for this assignment. This assignment consists of several sub-assignments, as described in the following paragraphs.

By March 2nd, you will need to submit a **proposal** (approximately 4 to 6 double-spaced pages) in which you describe the three areas which you will be integrating in your final paper, including a “core” area, a “research methods” area, and a “specialization” area. Your proposal also needs to include your general thoughts as to how you will be knitting these three areas together. Eventually, you will need to develop your thoughts about this intersection into a specific (and novel) research problem and specific (and novel) research questions. Your proposal should include APA-style citations for at least three articles relevant to your “core” area, two articles relevant to your “research methods” area, and five articles relevant to your “specialization” area (so at least 10 articles in total). These articles should be ones you are planning to read and use for your final presentation and paper.

By April 6th, you will need to submit a **literature review**. In this paper, you will present a well-synthesized summary and critical appraisal of the set of articles that you have identified. Please organize your literature review around a set of a few key themes that you have identified across the literature. Also, please be sure to include a reference list (formatted using APA style). This paper should be approximately 6 to 8 pages long (double-spaced).

On April 27th, please come to class prepared to deliver a 10-minute **presentation** covering your work on your final project this semester. If you are unable to attend our class session on this day, please upload a video of your presentation by 5 PM so that we all can view it. As you will have some time to continue to work on your paper following your presentation, please be sure to consider incorporating any feedback you receive from me and/or from your classmates during or following your presentation.

By Friday, May 14th, please upload your **final paper** to our Canvas site. Your final paper needs to include a cover page which contains the paper title, your name, and an abstract of no more than 150 words. Your final paper should be between 20 and 25 pages double-spaced and should not exceed 7,500 words (including your abstract, tables, figures, and appendices, but not including your reference list). When you submit your final paper, please also upload a recently published article from the same sub-field as your paper. This article should be one that you feel provided an important foundation or model for your paper. The topic of this article should be closely related to the topic of your final paper.

Please note that both your **presentations** and **papers** need to include the following sections:

- a. Introduction/Motivation: An overview of your topic, a description of what you will be discussing in your paper, and a brief explanation of why your selected topic and your proposed study are interesting and important to carry out;
- b. Literature Review: A synthesized discussion of the literature you have read from your selected “core” area, “research methods” area, and “specialization” area;
- c. Research Problem and Research Questions: A description of the original research problem and research questions you are proposing to investigate, including a more detailed explanation of why you believe your proposed research questions are important to investigate;
- d. Research Design: A description of your overall research design, as well as a discussion of the specific recruitment, data collection, and data analysis methods you plan to use and why you have selected these particular methods;
- e. Potential Significance/Impact: A discussion of the potential significance and impact of any findings you may be able to obtain as a result of conducting your proposed study;
- f. Potential Advantages/Limitations: A discussion of the strengths and weaknesses of your proposed study.

As you work on your final presentations and papers, please keep in mind the 8 indicators from the official rubric that will be used to evaluate your integrative paper [see pages 53 through 56 of the 2020 – 2021 Doctoral Program Handbook: <https://ischool.umd.edu/sites/default/files/users/user37/DoctoralProgramHandbook2020-2021.pdf>]:

1. Identifies and clearly states the research problem;
2. Details the motivations for undertaking the research;
3. Identifies key literature supporting the study;
4. States research question(s) clearly and succinctly;
5. Designs study appropriate to the field of study and the research question(s);
6. Presents data and findings clearly and thoroughly;
7. Prepares an Integrative Paper that makes an original contribution;
8. Produces material that is suitable for publication.

NOTE: While all final papers must be completed independently by each student, international students may seek editing and grammatical assistance from the English Editing for International Graduate Students (EEIGS) program (<https://gradschool.umd.edu/graduate-school-writing-center/english-editing-international-graduate-students>) or the Maryland English Institute (MEI) (<http://mei.umd.edu/>). Any student who does seek the assistance of either of these organizations will need to submit a letter from the organization that details the specific grammatical and editing assistance that was provided.