

St. Catherine University
Master of Library and Information Science Program

LIS7050: RESEARCH METHODS
3 Credit Course
Fall 2016

Wednesday, 6-9 PM, Coeur de Catherine (CDC) Room 18

Course delivery method: Classroom
Contact hours: 15 lectures
Prerequisite: LIS 7010

Syllabus date: September 9, 2016

Notes: Please check the syllabus date and make sure that you have the latest version of this syllabus before you come to the first class.

Instructor: Sook Lim, Associate Professor
Office: CDC Room 46
Office Hours: 4:30 - 5:45 PM on Tuesday, Wednesday, before and after class and by appointment
Office Phone: 651 690 6888
Email: slim@stkate.edu (best way to contact me)
Homepage: <http://sooklim.org>
Course syllabus at <http://www.sooklim.org/teaching/teaching.html> (A final version of this syllabus will be posted to both this site and D2L)

Course description

A basic research methods course for those with no previous course work or background in research methods. The course covers basic research concepts, measurement, and quantitative/qualitative data collection methods and analysis techniques, including some statistics. Because this course assumes no background in statistics, the focus is on major statistics concepts that will enable you to understand the research of others and do basic data analysis. Through readings, class workshops, and assignments, you will develop important research skills for evaluating published research and for designing and conducting your own research project.

Course goal

This course is designed to prepare you to acquire basic research knowledge and skills.

Course objectives

Upon completing this course, you will be able to:

- Understand the elements of research design

- Evaluate the research of others with a critical eye
- Design and select appropriate research methods for exploring your own research inquiries
- Conduct your own research
- Understand the limitations and problems of doing research on human behaviors
- Understand ethical issues involving human subjects

Course objectives	Assessment
<ul style="list-style-type: none"> • Understand the elements of research design 	Class discussion, variable exercise, class exercise, data collection assignment, presentation on a qualitative research method
<ul style="list-style-type: none"> • Evaluate the research of others with a critical eye 	Article analysis
<ul style="list-style-type: none"> • Design and select appropriate research methods for exploring your own research inquiries 	Research proposal
<ul style="list-style-type: none"> • Conduct your own research 	Questionnaire assignment, research proposal
<ul style="list-style-type: none"> • Understand the limitations and problems of doing research on human behaviors 	Article analysis, discussion, research proposal
<ul style="list-style-type: none"> • Understand ethical issues involving human subjects 	Discussion, online postings, class exercise

Relevant MLIS Student Learning Outcomes

- Demonstrate basic understanding of research methods and the interdisciplinary nature of LIS knowledge (SLO3)
- Apply basic research knowledge and skills to improve practice, critically evaluate the works of others, and answer questions in the profession (SLO4)

MLIS Program Curriculum Area Addressed

- Research

Teaching/learning activities: Instructional methods include lectures, exercises, group discussions, and research projects, and include a variety of evaluation methods.

Required text

- Babbie, E. (2012). The practice of social research, 13th ed. Belmont, CA: Wadsworth.
- Useful resources
 - Wildemuth, B.M. (2009). Applications of social research methods to questions in information and library science. Westport, CT: Libraries Unlimited.
 - Powell, R. (2010). Basic research methods for librarians, 5th ed. Westport, CT: Libraries Unlimited.
 - Trochim, W. M. (2006). Research methods knowledge base, available at <http://www.socialresearchmethods.net/kb/>

Assignments

- Online posting regarding research ethics: 5 points (due: 6 PM on 9/20)
- Variable exercise: 5 points (due: 10/5)
- Exam: 40 points (10/19)
- Data collection assignment, questionnaire: 15 points
 - Questionnaire items: ungraded (due: 10/27)
 - Data collection, analysis and interpretation (due: 12/7)
- Presentation on one qualitative research method: 10 points (due: 11/9)
- Article analysis: 20 points (due: 11/30)
- Final project (research proposal) and presentation: 25 points (due: 12/14)
- Participation: bonus point(s)

Total: 120 points

1. Online posting regarding research ethics on D2L (pass/fail)

Each student signs up for a topic/case from a list I provide in class. Each student is expected to explore her/his topic as a team. Not all topics are described in the readings for this topic. If your topic is from one of the readings, I encourage you to further explore one or two more resources (e.g., a YouTube video clip, an encyclopedia entry or article, an Internet source, etc.). Each team posts a description of its topic or case (about 100-150 words) and key ethical issue(s) and 1-2 questions to Discussions on D2L by 6 PM on 9/20.

Be prepared to discuss your case and key issues in class.

Pass (5 points): Your posting/presentation demonstrates that you understand key issues.

Fail (3 points or less): Your posting includes a list of topics without sufficient content. Key issues are not covered.

2. Variable exercise (outline)

Variables are things that are observed. Identify the variables in a description of a study or an article that I'll provide for this assignment. You may complete this assignment as a team of 2-3 students.

- Independent variable
 - Conceptual variable
 - Operational variable
- Dependent variable
 - Conceptual variable
 - Operational variable

3. Simple questionnaire assignment

The purposes of this assignment are to develop a set of questions to measure an abstract concept and to test a simple hypothesis with a minimum of 40 people. This is not real research. Rather, it is a scaled-down project that teaches basic elements of research without taking so much time. This exercise involves the four major activities: questionnaire development, data collection, data analysis and the interpretation of your findings. I encourage you to complete this assignment as a team. You can develop questions together, divide labor for collecting data and analyze the data together. If this is the case, each team is expected to write one report.

Part I: Questionnaire development

A. Task 1 (to test a hypothesis)

Central concept

Select a behavior, belief or attitude you are interested in and which could be measured in a wide variety of ways. I suggest that you choose a concept in library and information science or related fields. Your task is to develop at least 5 closed-ended questions, which can lead to an index of the concept by summing up all items. Each item is to measure a different aspect of the same concept. One question should be a general question that captures the main concept you are interested in.

Independent variable

Select one independent variable that you believe is related to your central concept. This is the variable you will use for your hypothesis. Background variables such as gender, age, race, etc. usually serve as independent variables. A concept can be an independent variable as well in real research. For this course, select one of the background variables as your independent variable.

B. Task 2 (to explore a phenomenon of your interest)

Develop two exploratory questions (one closed-ended and one open-ended), which you'd like to explore and are relevant to your central concept.

Format

All questions should meet the following criteria: The question items should be unbiased and clear. The closed-ended categories should be mutually exclusive. The items should be logically presented. I will provide further instructions for this assignment.

Part 2: Data collection, data analysis and interpretation

(1) Data collection

You need to collect data from a minimum of 40 people. For this assignment, employ a convenience sampling method. However, try to get as much variation as possible for your dependent variable.

(2) Data analysis

You will do data entry and data analysis involving both descriptive and inferential statistics. Obtain the descriptive statistics (frequencies or means) of all of the variables. Do a test of the reliability of the items in the index of your dependent variable. Test your hypothesis.

(3) Interpretations of your findings and discussions

Report your findings. Is your hypothesis supported? What are the implications of the findings? What are the limitations of your study?

Format of part 2: I do not expect an essay, but an outline. You should include all of the following elements in your outline.

Introduction

Task 1:

- The central concept/dependent variable
- Independent variable
- Research hypothesis

Task 2:

- State your closed-ended exploratory question.
- Note: Your open-ended question will be used to learn a qualitative data analysis in class. Do not include the open-ended question in this report.

Methodology

- Sample and your sampling method
 - Sample: e.g., students, friends, etc.
 - Type of sampling method: e.g., convenience sampling method
 - Way of distributing your survey: e.g., email, Facebook, etc.
- Measurements of your central concept (task 1) & exploratory items (task 2)

Findings

- **IMPORTANT: DO NOT provide me with your raw SPSS output. Include necessary data only in your report. See the findings section of a peer-reviewed journal article, which gives you some ideas of how to report findings.**
- Task 1

- Obtain appropriate and necessary descriptive statistics (frequency and/or mean). Present this information in a table(s). Include data that are informative to your reader and avoid unnecessary statistics.
- Conduct a reliability test of your survey items that measured your central concept- Report your reliability coefficient (See my articles in this syllabus).
- If your items are reliable (a high reliability coefficient (e.g., $\alpha > .70$), sum up all items and make an index for the items (measured for a concept). Otherwise, consult me. You will need to use that index to test your hypothesis using an appropriate statistical test (e.g., t-test, regression analysis, etc.).
- Task 2
 - Obtain the descriptive stats of the closed-ended exploratory question only.
- Please report the findings in a logical way (e.g., descriptive stats first, a reliability test for the items for your dependent variable first and then testing your hypothesis).
- Interpret the results of both Task 1 and 2. Is your hypothesis supported? What did you learn through your exploratory question? What do the findings mean? What are the implications of the findings? What are the limitations of your study?

Appendix: Attach your survey instrument.

4. Presentation regarding one qualitative research approach: due: 11/9

- Prepare an oral presentation on one qualitative research approach. I will send around a sign-up sheet from which you will choose a qualitative method. The presentation will last 15-20 minutes (TBA). I will give more instructions for this assignment in class.
- Presentation should include:
 - A sufficient description of the method (description, characteristics and types, etc.).
 - Appropriate topics to the method (when to use)
 - Specific features/problems/ considerations employing the method
 - Strengths and weaknesses of the method
 - One or two exemplary studies employing this method in library and information science. Try to find a recent study that was done within 5 years.
 - Provide a brief citation in your slide (e.g., Cool (2013)) for your audience
 - Include the key elements of the study (e.g., research question(s), data collection method(s), sample, and key finding(s))
 - Bibliography of works used to prepare your presentation/other useful resources
 - Try to use current sources.
 - Use at least 4 sources.
 - Notes:

- Demonstrate the evidence of your research/ investigation of your topic for this presentation instead of presenting a collection of piece of convenient information on the web
 - Use a good quality of sources
 - Use a visual presentation program (e.g., PowerPoint)
- Post your presentation file to the Discussions on D2L.
- A list of qualitative research approaches/ data collection methods:
 - Case studies, historical research, ethnographic fieldwork, qualitative interview, focus group, non-participating observation, think-aloud protocol, research diaries.

5. Article analysis assignment (Due: 11/30): Individual or group assignment

(1) Criteria

The purpose of this assignment is to develop skills for evaluating published research articles with a critical eye. The article must be a research paper reporting the basic elements of research. This means that the article reports variables, data collection method, data analysis and conclusions. Review articles that analyze or summarize the research of others must not be used. The scholarly articles are found in professional journals. The exemplary journals in LIS are as follows, but not limited to: *College & Research Libraries (C&RL)*, *Information Processing and Management (IPM)*, *Information Research (IR)*, *Information Systems Research (ISR)*, *The Journal of Academic Librarianship (JAL)*, *Journal of the Association for Information Science and Technology (JASIST)*, previous title: *the Journal of the American Society for Information Science and Technology*, *Library and Information Science Research (LISR)*, and *The Library Quarterly (LQ)*.

I will assign an article for this assignment. You may complete this assignment as a team.

Example:

Bergström, A. & Höglund, L. (2014). A national survey of early adopters of e-book reading in Sweden. *Information Research*, 19(2) paper 621. [Available at <http://InformationR.net/ir/19-2/paper621.html>]

(2) Outline for your article analysis

Answer the below questions. **I do not expect an essay, but an outline.**

Introduction

- What are the major research questions and/or hypotheses?
- What is the major data collection method? (e.g. questionnaire, experiment, interview, documents, etc.) If there are two or more data collection methods, list all.
- What are the key findings? (a few sentences)

Measurement

- What is (are) the unit(s) of analysis (sampling unit)?
- What are the variables or key concepts? Does the study have independent and dependent variables? Which are dependent and independent variables if applicable (e.g., quantitative research)?
- List all of the conceptual and operational variables in this research. Some articles distinguish between two variables, while some make no distinction.
- Are the reliability and validity of each of the variables assessed?
- Provide your own evaluation of how good the measurement is and discuss your own rationale for your evaluation.

Design: external and internal validity

- Sampling procedures
 - What is the targeted population?
 - What is the sample?
 - What is the sampling frame?
 - Is the sampling method probability or non-probability?
 - What kind of sample is it (convenience, simple random, etc.)?
 - What is the sample size?
 - Does the author discuss any weaknesses in the sampling procedures? If so, what are they?
 - To what population can the results of this research be generalized? Are you hesitant to generalize the results of the study? Why or why not?
 - Provide your own evaluation of how good the sampling is.
 - Internal validity (causality) if applicable (e.g., an experiment)
 - Is randomization done if applicable? If this is the case, what is the purpose of randomization?
 - Are there any extraneous variables that either the author discusses or (you think) have not been adequately controlled? Identify variables that potentially threaten internal validity.
 - Evaluate this research with regard to internal validity.
- Validity of design, data analysis and report of relevant findings:
 - Is the design of the study appropriate in answering the research questions? Why or why not?
 - What statistical procedures were used to test the hypotheses or to answer research questions? Are the statistical tests appropriate to test the hypotheses or answer the research questions?
 - What are the findings? Are relevant findings reported?

Overall evaluation

- What things were done well? What things were done poorly? Were the findings truthful? Why or why not? Evaluate the study regarding the validity and reliability of measurements and the validity of the design.
- Did the methods and findings support the hypothesis (hypotheses) and interpretations? Were all research questions clearly answered?
- What improvements would you make?

6. Final project and presentation: Individual or group project (Due: 12/14)

Research proposal (See also the text pp. 118-119 and/or pp.512-519)

Select a topic in LIS or related areas. Do not choose a topic in sciences, which requires strictly scientific investigation (e.g., the effect of coffee on health).

Your research proposal must include the following elements:

- Problem statement
 - This section should include the purpose and the importance of your study, and your research questions. Why does your study matter? What do you hope to achieve through your study? What are your research questions or research hypotheses? Integrate the relevant literature into your statement.
- Literature review
 - Discuss some relevant literature that supports your hypotheses or leads to your research questions. It should discuss relevant theories (if any) or concepts, and summarize the results of previous studies, leading to the variables of your interest. See the section of the literature review of my articles in the readings (JASIST 2009, LISR, 2010 or IPM 2013) or any research articles in well-regarded scholarly journals.
- Methodology
 - Design/data collection method
 - Describe your research design or data collection method(s) to be used (survey, interview, experimental design, etc.) and explain your rationale for that method. Is the method appropriate to your study? Why?
 - Do you need to submit an IRB application? If this is the case, what category of your study (e.g., exempt, expedited or full) is yours and why? Does your sample fall into the category of vulnerable populations? Do you need both assent and consent forms?
 - Measurement
 - Describe and define the key variables of your study. Provide a brief description of how you measure them.
 - Sampling procedures
 - Describe both the population and sample of your study. It is useful to distinguish between theoretical and accessible population. Describe how you will recruit your subjects. Your recruiting method should be feasible and realistic.

Presentation: You will make a presentation of your proposal to class (duration: TBD). **You must use a visual program (e.g., PowerPoint) for your presentation.**

Post your presentation slides by noon on 12/14 to Discussions on D2L.

Due: paper on 12/14

Assessment

Grading scale

- A: 95-100%, excellent
- A-: 90-94%, good, need a few work
- B+: 87-89%, need some work
- B: 83-86%, need significant work
- B-: 80-82%, poor
- C: 70- 79%, unacceptable for graduate work
- F: Below 70%, fail

A general format of your assignments

- Your name, date submitted, and assignment title (e.g., Article analysis)
- Page numbers
- An original title for the assignment, if any
- 1" margins
- 12 point Times New Roman or a similarly readable font style
- Subheadings with the document (your final paper)
- Double space
- APA citations of works cited if applicable

Course policies

1. Regular class attendance is expected of all students. Attendance means that (1) students are expected to arrive at class on time and stay for the duration of the class; and (2) students, whether present or not, are responsible for in-class content. First day attendance is required. It is very difficult to keep up without attending every class. If you know you have to miss class, you should notify me in advance. If you miss more than two classes, your attendance will affect your grade.
2. Class participation is critical in your learning process. You are fully expected to complete the readings and to participate in class discussions.
3. All assignments are due on the specified dates. Absence from class is not an excuse for a late assignment. In the event of an emergency that prevents you from submitting an assignment on the specified date, you should contact me and get my permission in advance. Without my permission, there will be a penalty for a late assignment (a 5% reduction in grade for each day).
4. In case of an excused absence, make-up course requirements (e.g., presentation, article analysis, etc.) must be scheduled at a mutually convenient time. It is the student's responsibility to arrange a make-up schedule with me. In case of an unexcused absence, make-up of course requirements that were missed must be completed by the student within three school days of their original date. If not completed within this timeframe, the total point value of this course requirement is forfeited.
5. INCOMPLETE GRADE: A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within your control, such as illness. If you wish to receive an incomplete grade you must complete a Petition for Incomplete Grade

form (available online) no later than the last day of the term in which course requirements are due. You must be making satisfactory progress in the course and you must have completed 75% of the course at the time the petition is filed. Incompletes are awarded at my discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or sub-session in which the course is offered. I may establish a due date after the normal deadline if you request it and special circumstances warrant it. I will submit an alternate grade that will automatically be recorded if you do not complete the requirements for the course by the deadline. If you complete the course requirements in the time allotted, I must submit the final grade by the deadline. Extensions to the due date originally agreed to by you and I must be approved by the appropriate academic dean.

6. Writing is one of the most important skills in your graduate education. You are expected to understand the elements of good formal writing at the graduate level, and you should work hard to improve your writing skills. If you need some help with your writing, St. Catherine University provides writing assistance through the O'Neill Writing Center (room 21) in the Coeur de Catherine building.
7. You are responsible for checking your St. Kate's email account for messages from me. Check your email at least once a day.
8. You are expected to conduct yourself in accordance with the highest standards of academic honesty and integrity. Appropriate credit must be given to original creators of all works used. Please see the college's Academic Integrity Policy at http://minerva.stkate.edu/academiccatalog.nsf/web_retrieve/mina-7lgbze?OpenDocument.

Students with disabilities

St. Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University's goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your achievement, please contact me and the Resources for Disabilities office as soon as possible. Access Consultants can be reached in the O'Neill Center at [651-690-6563](tel:651-690-6563) to discuss academic adjustments or accommodations (<https://www2.stkate.edu/oneill-center/home>).

Congruence with university mission

Research Methods, LIS 7050 advances the vision and mission of St. Catherine University and the University "Goals of Liberal Arts Education." Specific arts goals addressed in the course include Leadership and Collaboration, Ethics and Social Justices, Critical and Creative Inquiry and Discipline-Based Competence.

Learning resources

There is a D2L web site for this course. I will post course materials on the course site.

Course outline and schedule

(Note: Schedule and readings subject to change)

Week 1, 9/7

Topics: Course overview and introduction to social science research

Read:

- Babbie, Ch.1

Week 2, 9/14

Topic: Paradigms and theories of social science research and research design

Read:

- Babbie, Ch. 2. &Ch. 4.
- Skov, M. (2013). Hobby-related information-seeking behaviour of highly dedicated online museum visitors *Information Research*, 18(4) paper 597. [Available at <http://InformationR.net/ir/18-4/paper597.html>]
 - Pay attention to the design of this study.

Week 3, 9/21

Topics: Developing research questions and research ethics

Read:

- Babbie, Ch. 3
- View St. Kate's Institutional Review Board (IRB) website at, <https://www2.stkate.edu/irb/home>
 - Review Process and Levels of Review under Institutional Review Board
 - CITI Training: You need to register to gain access to CITI (Collaborative Institutional Training Initiative).
 - The Social/behavioral course option (Take the required modules.)
- Goel, V. (2014, June 29). Facebook tinkers with users' emotions in news feed experiment, stirring outcry, *The New York Times*,
- <http://www.nytimes.com/2014/06/30/technology/facebook-tinkers-with-users-emotions-in-news-feed-experiment-stirring-outcry.html>

Recommendations

- Skloot, R. (2010). *The Immortal life of Henrietta Lacks*. Crown. A brief introduction of this book is described in my blog entry at <http://sooklim.wordpress.com/2010/05/14/the-immortal-life-of-henrietta-lacks>
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- **Due on 9/20, Online posting**

Week 4, 9/28

Topic: Conceptualization and operationalization

Read:

- Babbie, Ch. 5 (pp. 123-147)
- Hatfield, E., & Sprecher, S. (1986). Passionate Love Scale (PLS) at <http://www.elainehatfield.com/Passionate%20Love%20Scale.pdf>
- PBS (2014, May 8). Study measuring value of college prizes engagement over elite for long-term well-being, at <http://www.pbs.org/newshour/bb/study-measuring-value-college-prizes-engagement-elite-long-term-well/>
 - We'll discuss this article for the topic next week as well.
- Deng, S., Fang, Y., Liu, Y. & Li, H. (2015). Understanding the factors influencing user experience in social question and answer services. *Information Research*, 20(4), paper 694. Retrieved from <http://InformationR.net/ir/20-4/paper694.html>
 - Pay attention to the literature review and method (especially, variables/constructs).

Week 5, 10/5

Topics: Criteria of Measurement and Indexes

Read:

- Babbie, Ch5. (pp147-156) & Ch. 6 (158-175)
- Trochim (2006), Reliability, <http://www.socialresearchmethods.net/kb/reotypes.php>
- Trochim, W. M. (2006), "Level of measurement" in Research Methods Knowledge Base at <http://www.socialresearchmethods.net/kb/measlevl.php>
- Deng, S., Fang, Y., Liu, Y. & Li, H. (2015). Understanding the factors influencing user experience in social question and answer services. *Information Research*, 20(4), paper 694. Retrieved from <http://InformationR.net/ir/20-4/paper694.html>
 - Pay attention to the variables (constructs) and the measurement items (Table 1).

Due: Variable exercise

Week 6, 10/12

Topic: Survey

Read:

- Babbie, Ch. 9
- Lim, S. (2009). How and why do college students use Wikipedia? *Journal of the American Society for Information Science and Technology*, 60(10), 2189-2202. Available at <http://sooklim.org/doc/WPJASISTLim09.pdf>

Note:

- Think about a topic for your questionnaire items.

Week 7, 10/19

Topics: **Exam** and sampling

Read:

- Babbie, Ch. 7
Trochim, W. M. (2006). "Sampling," in Research Methods Knowledge Base, <http://www.socialresearchmethods.net/kb/sampling.php>

Week 8, 10/26

Topic: workshop for survey

Bring your topic to class.

Week 9, 11/2

Topics: Qualitative research and your presentation

Read:

- Babbie, Chs. 10 & 11
- Rieh, S. Y., Jeon, G. YJ, Yang, J., & Lampe, C (2014). Audience-aware credibility: From understanding audience to establishing credible blogs. Proceedings of the Eight International AAAI Conference on Weblogs and Social Media (ICWSM 2014). At http://deepblue.lib.umich.edu/bitstream/handle/2027.42/106426/Rieh_ICWSM2014_final_0324.pdf?sequence=1
- Post your presentation slides to the Discussions on D2L by noon on 11/2.

Week 10, 11/9

Topic: Data processing quantitative data analysis: basic statistics

Read:

- Babbie, Ch. 14
- My lecture notes (D2L)
- Carol T., King, D. W., Spencer, J. and Wu, L. (2009). Variations in article seeking and reading patterns of academics: What makes a difference? *Library and Information Science Research*, 31(3), 139-148.
- Ross, M., Perkins, H. and Bodey, K. (2013). Information literacy self-efficacy: The effect of juggling work and study, *Library and Information Science Research*, 35, 279-287 [Pay attention to data analysis].

Week 11, 11/16

Topics: Statistical tests & SPSS I

Read:

- My lecture notes (D2L)
- My handouts
- Babbie, Ch. 16 (pp. 460-480; pp. 486-488)

Week 12, 11/23 [online]

Topic: Experimental design

Read:

- Babbie, Ch. 8

- Lim, J., Kim, M., Chen, S. S. and Ryder, C. E. (2008). An Empirical investigation of student achievement and satisfaction in different learning environments. *Journal of Instructional Psychology*, 35(2), 113-119.
- Lim, S., & Steffel, N. (2015). Influence of user ratings, expert ratings and purposes of information use on the credibility judgments of college students. *Information Research*, 20(1), paper 658. Retrieved from <http://InformationR.net/ir/20-1/paper658.html>

Optional readings:

- Oettingen, G. (2014, October 24). The problem with the positive thinking, The New York Times, at http://www.nytimes.com/2014/10/26/opinion/sunday/the-problem-with-positive-thinking.html?hp&action=click&pgtype=Homepage&module=c-column-top-span-region®ion=c-column-top-span-region&WT.nav=c-column-top-span-region&_r=0

Week 13, 11/30

Topics: SPSS II and your data analysis

Read: My handouts

Due: Article analysis

Week 14, 12/7

Topic: Qualitative data analysis

Topic: Qualitative data analysis

Read:

- Zhang and Wildermuth (2009). Qualitative analysis of content in B. M. Wildermuth (Ed.), *Applications of social research methods to questions in information and library science* (pp. 308-319). Westport, CT: Libraries Unlimited (e-reserve). Note: This one is more readable than Babbie's chapter.
- Optional reading: Babbie, Ch. 13 (pp.390-403)
- **Due: Questionnaire assignment**

Week 15, 12/14

Topics: Student presentation

Post your presentation slides to the Discussions on D2L by noon.

Due: Final proposal