Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies

MLIS 7700
Research Methods
Three Credit Hours

Guiding Principles (DEPOSITS)
 (Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

 ALA's Core Competences of Librarianship

 (Extracted from ALA's Core Competences of Librarianship 2009, available from http://www.ala.org/education careers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.

2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.

3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

4. <u>Technological Knowledge and Skills</u>: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

5. <u>Reference and User Services</u>: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

6. <u>Research</u>: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.

7. <u>Professionalism</u>. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.

8. <u>Administration and Management</u>: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the VSU MLIS Program will:

PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCE 4]*

PO 3. Integrate relevant research to enhance work in libraries and information centers. *[ALA CORE COMPETENCE 6]*

PO 4. Demonstrate professionalism in their work in libraries and information centers. *[ALA CORE COMPETENCE 7]*

INSTRUCTOR

Name: Changwoo Yang, PhD

Office Number: Room 4600, Odum Library

Telephone Number: 229-333-7185

Email Address: cyang@valdosta.edu

Office Hours: Tuesday - Thursday (9:30am-12:30pm)

Website: http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php

COURSE DESCRIPTION

Prerequisite: MLIS 7000. An introduction to the various approaches to social science research and research methods. Students will perform small scale research projects and develop skills in the research uses of libraries and the needs of library patrons.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Neuman, W. L. (2012) *Basics of Social Research: Qualitative and Quantitative Approaches* (3rd ed.). Boston: Pearson. ISBN-10: 0205762611. ISBN-13: 9780205762613.

Hollister, Christopher V. (2013). *Handbook of Academic Writing for Librarians.* Association of College and Research Libraries (ACRL, a division of ALA). ISBN-10: 083898648X. ISBN-13: 978-0838986486.

Nahl, D. *Strategic Research Approaches for Reference Librarians.* Kendall-Hunt, 2000. (This is a workbook – currently out-of-print. We have permission from the author to copy the content, so chapters are available in PDF format on the BlazeVIEW site for this course.)

COURSE OBJECTIVES (*with alignment to MLIS Program Objectives***)**

Upon completion of this course, the student will be able to meet these Student Learning Outcomes (SLOs):

SLO 1. Recognize the inter-relationships of theory, research, and scientific inquiry (PO3).
SLO 2. Discuss basic ethical issues associated with conducting research (PO3, PO4).
SLO 3. Distinguish between qualitative and quantitative research methods (PO3).
SLO 4. Identify the basic elements in the design of social research studies (PO3).
SLO 5. Relate terminology, concepts, and processes of social research to studies conducted in the library and information science (LIS) field (PO3).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

MLIS 7700 includes an assignment called **Writing a Research Project Proposal** that fulfills the Program Objective 3. You will find it marked as "necessary to fulfill requirements for this course" on page 4 of this syllabus. You will need a subscription to LiveText and must submit the final copy of the Research Proposal to your LiveText account.

There are a number of assessments developed to meet ALA accreditation requirements on student learning outcomes. These assessments are part of all the MLIS core courses plus certain electives. LiveText is the software that the MLIS Program selected for keeping track of these assessments, and all MLIS students are REQUIRED to purchase access to the LiveText system. The LiveText subscription is not tied to when you entered the program or to when you plan to graduate. Once you purchase your subscription to LiveText, it is good for up to five years. You will also have personal access to other LiveText features you may find useful once you have your subscription. Please consider the purchase of your LiveText subscription as you would the purchase of any other textbook or piece of software required for a course.

Assignments in Brief

The following list is a brief overview of the activities included in this course in order of their assignment. Look for complete instructions and grading criteria for each assignment on the BlazeVIEW course site.

CITI certificates & Discussion (10 points)
Post your reactions to questions related to ethical issues. In addition, you are required to complete an online tutorial on human subjects and institutional review board procedures. Submit certificates to the CITI Certificate Assignment tool. [SLOs 2, 5]

Individual Exercise A: Analysis of a Qualitative Research Report (10 points)
An exercise that involves identifying the basic components of **<u>qualitative</u>** research design using an example from the library and information science literature. [SLOs 4, 5]

Individual Exercise B: Methods for Collecting Data (15 points)
You will identify various data collection methods looking for good qualities and flaws. [SLOs 4, 5]

Individual Exercise C: Identifying Elements of Research Design (15 points)
An exercise that involves identifying the basic components of **<u>quantitative</u>** research design using excerpts from actual research articles from the library and information science literature. [SLOs 3, 5]

Small Group Exercise: Read-Observe-Analyze Project (15 points)
Many courses on research methods save discussions of qualitative research for last. However, qualitative research lays the foundation for much of what happens in quantitative research. This exercise is designed to introduce you to elements associated with qualitative research. You will work in groups of three to investigate a construct currently of interest in the field of library and information science. To conduct your examination, you will use the tools of qualitative research (e.g., observations and a scan of the literature) to look for indicators that this construct is influencing library practice. Together, you will assemble a short, collaborative paper that reports your findings. An explanation of the construct and details on formatting the report and grading criteria will be on the BlazeVIEW course site. [SLOs 4, 5]

Pre-requisite Drafts on Research Proposal Topic
Select a research problem related to the field of library and information science and use it as the basis for drafting the parts of your final research proposal. Four documents showing your progress on developing your proposal must be submitted – one each week. These include: a worksheet outlining the parts of your proposal idea; a second worksheet stating your research problem-questions-design-methods; a draft of your literature review; and an abstract submitted to Discussion Board 3 for instructor and peer review. Submission of these drafts is mandatory. You will receive feedback from the professor on each draft. Your final proposal is worth 35 points. **Not submitting a draft results in a <u>5 point deduction for each missed draft</u> from your final proposal. (Late submission- 2 point deduction for each last draft)**

Final Project: Writing a Research Project Proposal (35 points)
Using your preliminary drafts and the feedback on this work, refine and combine your work into a research proposal that articulates how to investigate the research problem you selected. This is a proposal specifying what you would do if you had the opportunity to conduct research on your problem. You do not actually do the research. The final proposal must include: Abstract; Literature review; Problem statement and research question(s); Explanation of the purpose of the research; Objectives or hypothesis; Type of research approach proposed (e.g., qualitative or quantitative design with details); Research design particulars (e.g., procedures on selecting materials or participants, names of variables, and data collection and analysis methods); and Potential application(s) or implication(s) of the proposed research. Details on formatting the report and grading criteria will be on the BlazeVIEW course site. **Successful completion of this project is necessary to fulfill requirements for this course.** [SLOs 1, 2, 3, 4, 5]

COURSE GRADES

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows:
- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- D: 60 – 69 points
- F: fewer than 60 points.

Standards for MLIS core courses: Must earn a grade of **B or higher** in this course or repeat it.

To be eligible to receive an A in this course requires completing every assignment.

An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citing. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected. If you are unsure about the parameters of an assignment, ask for clarification.

Your final grade will be one of these letter grades:	
Exceptionally exceeds minimum standards	A
Exceeds minimum standards	B
Meets minimum standards	C
Barely meets minimum standards	D
Fails to meet minimum standards	F

COURSE EVALUATION

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy (see page 5 of this document). See the COEHS *Policy on Plagiarism* on page 7 and the *MLIS Guide to Ethical Conduct* at http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf).

ATTENDANCE POLICY

All other course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

COMMUNICATION

Please post course-related questions that may be relevant to the class on the **Ask** discussion board. You are expected to read the discussion boards regularly. If you have a personal question please send it to the instructor via BlazeView course e-mail. If you would like to speak with the instructor in person or by telephone please make contact during office hours.

SUBMITTING WRITTEN ASSIGNMENTS

All written work must be submitted as instructed on the BlazeView course website using Word formats (.doc or .docx suffixes only) or other formats designated by the instructor. The university's Information Technology (IT) department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at http://www.valdosta.edu/administration/it/helpdesk/welcome-old.php course learning system. D2L provides 24/7 support 365 days a year. To contact D2L, go to https://D2LHelp.view.usg.edu or call the hotline at 855-772-0423.

LATE POLICY

Most graded assignments are due Monday, 11:30 pm. You have a one-day grace period to submit assignments for full credit – Tuesday, 11:30 pm is the deadline. Assignments received after Tuesday, 11:59 pm, lose points. Completely skipping an assignment is not acceptable in graduate school. To be eligible to receive an A in this course requires completing every assignment and submitting within the specified deadlines.

A grade of Incomplete is not an option unless a non-academic situation interferes with completion of assignments after the option to withdraw without academic penalty passed. A petition for an Incomplete must be submitted with documentation to the professor at the time an assignment is missed.

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The

student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academics/academic-affairs/sois/directions-for-accessing-and-completing-sois.php