TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Information Management

INFO 528 RESEARCH METHODS FOR INFORMATION MANAGEMENT ENVIRONMENTS

Trimester 2, 2016

COURSE OUTLINE

Prescription
An introduction to the common forms of research for libraries, archives, records centres, and other information management environments; including quantitative, qualitative and mixed methods research, as well as the evaluation and application of such methods within the discipline.

Course Learning Objectives
By the end of the INFO 528 course, students should be able to:
1.   Demonstrate an understanding of how research is applied to problem solving in an information environment.
2.   Demonstrate an understanding of, and appreciation for, the research process.
3.   Review the literature on a specific topic.
4.   Develop a proposal for an actual problem in library and information studies.

Course Content

Week/ Module	Topic	Reading from Text
1	Course overview; What is research? Role of research in professional practice	Chapter 1
2	Identifying research topics and research problems; Reviewing literature	Chapters 2, 3
3	Planning a research project; Using theory in research	Chapter 4 (up to p.81)
4	Overview of research methodologies	Chapter 4 (p.94-104)
5	Quantitative methods	Chapter 4 (p.81-94), 8, 9
6	Quantitative analysis	Chapter 11
Mid-Trimester Break (22nd Aug – 4th Sep)		
7	Qualitative methods	Chapter 6
8	Qualitative analysis	Chapter 6
9	Other approaches: Mixed methods, Design science, Critical research, Content analysis; Bibliographic research	Chapter 10
10	Ethics in research	Chapter 4 (pp.104-109)
11	The research proposal; Reporting and disseminating research	Chapters 5, 12
12	Topic discussion	-

Trimester Dates
From Monday 11th July to Monday 17th October 2016.

Withdrawal from Course
1. Your fees will be refunded if you withdraw from this course on or before Friday 22nd July 2016.

2. The standard last date for withdrawal from this course is Friday 23rd September 2016. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late'* including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or online.

Names and Contact Details
Course Coordinator and Lecturer: Brenda Chawner
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Class Times and Room Numbers
INFO 528 will be delivered using a blended/flexible learning approach. There will be no weekly classes—instead introductory videos will be provided for each module, and for the three assignments. Optional tutorials will be offered in Auckland on Saturday, 23 July, Saturday, 20 August, and Saturday, 1 October, and by iConferencing the preceding weeks for students in other parts of the country, with a choice of times on Monday and Tuesday evenings. Additional information about these sessions will be available on the course Blackboard site.

Course Delivery
Course materials
Weekly study guides, readings and other materials will be made available on Blackboard.

Online discussion
Blackboard online discussion boards will be used to discuss topics covered in INFO 528, and will also provide a forum for students to ask questions about the course material and assessments.

IST programmes information
Information relating to the Information Studies Programmes will be found in the Blackboard Community *Information Studies*, and through the IST-students email list.

iConferencing

iConferencing tutorial sessions will be conducted using the interactive Saba Classroom platform. You will need an Internet-connected device, microphone, and headphones/speakers to participate in these session. (A webcam is optional). Further information about using the iConferencing software and the platform requirements are available in the Information Studies Community on Blackboard. If a scheduled tutorial session does not run, please check Blackboard for an announcement of any alternative arrangements that the lecturer may make. iConferencing session recordings will also be available on Blackboard.

Readings

Required Text
Leedy, P. D. and Ormrod, J. E. (2015). *Practical Research: Planning and Design* (International edition; 11th edition). Boston, MA: Pearson Education.

Students must have access to a copy of the text. If you cannot get access to this edition, the 10th edition will also be acceptable.

This text is available from Vic Books. To order online click the link below and select Information Management from the list of disciplines then follow the prompts.
https://www.vicbooks.co.nz/victoria-university/vuw-textbooks2

A preliminary list of required readings is available at the end of this document. Links to these readings will be available in the course Blackboard site, along with suggestions for further reading.

Mandatory course requirements
In addition to achieving an overall pass mark of at least 50%, students must: submit all assignments by the deadlines specified in the course outline, unless an arrangement has been made with the course coordinator prior to the deadline, or a major personal emergency prevents submission (evidence supporting this must be supplied as soon as possible to the course coordinator)

If you believe that exceptional circumstances may prevent you from meeting the mandatory course requirements, contact the Course Coordinator for advice as soon as possible.

If you cannot complete an assignment or sit a test or examination, refer to
www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Expected Workload
To achieve satisfactory grades, you will need to spend approximately 12.5 hours per week on INFO 528, including time spent at the iConferencing tutorial sessions and contributing to the INFO 528 Blackboard discussion forums. The balance of your time should be spent reading material posted on Blackboard, doing any practical work required for the weekly modules, and working on assignments.

Assessment
The Assessment Handbook will apply to all VUW courses: see
http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf.

INFO 528 is internally assessed, with the following assignments to be completed in order to satisfy the mandatory course requirements. Additional details will be available under "Assessment" on Blackboard.

Assignments	Date due	Value	Length	Learning objectives
1. Draft topic statement	Monday, 22 August 2016	20%	1000 words	Relates to LOs 1, 2 & 4
2. Preliminary Literature Review	Monday, 19 September 2016	30%	1500 words maximum	Relates to LO 3
3. Draft Research Proposal	Monday, 17 October 2016	40%	3500 words maximum	Relates to LOs 1-4
4. Discussion board postings	Various	10%	2 postings with a maximum of 500 words each	Relates to LOs 1-2

Penalties
Word count
Each submitted assignment *must* contain a word count, easily available from your word-processing program. The penalty for not including your word count, or going over the word count, will be 5%.

Late assignments
Assignments submitted after they are due will have a 10% penalty imposed unless an extension has been granted by the course coordinator. Assignments submitted more than one week after they are due will not be accepted unless there are exceptional circumstances and the late submission has the prior approval of the course coordinator.

Use of Turnitin
Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine http://www.turnitin.com. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Materials and Equipment
As part of this course you will need to use resources available from selected databases and online services. You will require access to the Internet to use these databases, and will also need to authenticate for some databases using your student username and password.

Student feedback
Student feedback on University courses may be found at
www.cad.vuw.ac.nz/feedback/feedback_display.php.

Class Representative
The IST programmes have a student committee which provides a communication channel to liaise with the Programmes Director and course coordinators on behalf of students.

Communication of Additional Information
Additional information about the course, including announcements, a weekly study guide and discussion forums, is available on Blackboard.

Link to general information

For general information about course-related matters, go to
http://www.victoria.ac.nz/vbs/studenthelp/general-course-information

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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Preliminary list of readings

Module 1	• Text Chapter 1 The Nature and Tools of Research • Tolich, M. and Davidson, C. (2011). The world of social science, in *An Introduction to Research Methods: Getting Started* (pp. 8-21). Auckland: Pearson. • Wallace, D.P. and van Fleet, C. (2012). Knowing, Research, and Evaluation. In *Knowledge into Action: Research and Evaluation in Library and Information Science* (pp. 5-38). Oxford: Libraries Unlimited. • Haddow, G. and Klobas, J.E. (2004). Communication of research to practice in library and information science: Closing the gap. *Library & Information Science Research, 26*(1), 29-43. • Booth, A. (2012). Evidence Based Library and Information Practice: Harnessing Professional Passions to the Power of Research. *New Zealand Library and Information Management Journal, 52*(4).
Module 2	• Text Chapter 2 The Problem: The Heart of the Research Process • Text Chapter 3 Review of the Related Literature • O'Leary, Z. (2010). Working with literature. In *The essential guide to doing your research project* (2nd ed., pp. 71-87). Los Angeles: Sage. • Rocco, T.S. and Plakhotnik, M.S. (2009). Literature review, conceptual frameworks, and theoretical frameworks: terms, functions, and distinctions. *Human Resource Development Review, 8*(1), 120-130. • Levy, Y. and Ellis, T.J. (2006). A systematic approach to conduct an effective literature review in support of information systems research. *Informing Science Journal, 9*, 181-212.
Module 3	• Text Chapter 4 Planning Your Research Project (up to p.81) • Williamson, K. (2002). The beginning stages of research. In *Research methods for students, academics, and professionals: Information management and systems* (2nd ed., pp. 49-65). Wagga Wagga, NSW: Centre for Information Studies, Charles Stuart University. • Creswell, J.W. (2009). The use of theory. In *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed., pp. 49-71). Thousand Oaks, Calif.: Sage. • Bates, M. J. (2005). An introduction to metatheories, theories, and models. In K. E. Fisher, S. Erdelez & L. E. F. McKechnie (Eds.), *Theories of information behavior* (pp. 1-24). Medford, NJ: Information Today for ASSIST.
Module 4	• Text Chapter 4 Planning Your Research Project (pp. 95-104) • Bryman, A. (2012). Research designs. In *Social Research Methods* (4th ed, pp. 44-78). Oxford: Oxford University Press. • Williamson, K. (2013) Action research: Theory and practice. In Williamson, K. and Johanson, G. (eds.) *Research Methods: Information, Systems and Contexts* (pp.188-202). Prahan, Victoria; Tilde Publishing.
Module 5	• Text Chapter 4 Planning Your Research Project (p.81-94) • Text Chapter 8 Descriptive research • Text Chapter 9 Experimental, Quasi-experimental, and Ex Post Facto Designs
Module 6	• Text Chapter 11 Strategies for Analyzing Quantitative Data • Sheard, J. (2013). Quantitative data analysis. In Williamson, K. and Johanson, G. (eds.) *Research Methods: Information, Systems and Contexts* (pp.395-416). Prahan, Victoria; Tilde Publishing. • Ghauri, P. and Gronhaug, K. (2010). Preparation and analysis of data. In *Research Methods in Business Studie*s (4th ed., pp.150-166). Harlow: Prentice Hall.

Module 7	• Text Chapter 6 Qualitative Research • Re-read pp. 26-30 of Wallace, D.P. and van Fleet, C. (2012). Knowing, Research, and Evaluation. In *Knowledge into Action: Research and Evaluation in Library and Information Science* (pp. 5-38). Oxford: Libraries Unlimited.
Module 8	• Text Chapter 6 Qualitative research
Module 9	• Text Chapter 10 Mixed-Methods Research • Stokes, P. & Urquhart, C. (2013). Qualitative interpretative categorisation for efficient data analysis in a mixed methods information behaviour study, *Information Research, 18*(1). • Herring, S. C. (2010). Web content analysis: Expanding the paradigm. In J. Hunsinger, M. Allen, & L. Klastrup (Eds.), *The International Handbook of Internet Research* (pp. 233-249). Berlin: Springer Verlag.
Module 10	• Text Chapter 4 Planning Your Research Project (pp.104-109) • Hudson, M. et al. (2010). Te Ara Tika - Guidelines for Māori research ethics: A framework for researchers and ethics committee members. Auckland, N.Z.: Health Research Council of New Zealand on behalf of the Pūtaiora Writing Group. • Pickard, A.J. (2013). Ethics in research. In *Research Methods in Information* (2nd ed., pp. 87-96). London: Facet Publishing.
Module 11	• Text Chapter 5 Writing the Research Proposal • Text Chapter 12 Writing the Final Research Report • Punch, K. F. (2006) Writing the proposal. In *Developing effective research proposals* (2nd ed., pp. 59-74). London: Sage.
Module 12	No assigned reading