# School of Library and Information Management

**Emporia State University**

**Course Title:** LI810XO

Research in Library and Information Science

3 credit hours

**Course Schedule** Class begins May 18 and ends August 6, 2011

(final grades will be posted by August 9)

**Dates/Times:** May 20, 2011 6:00 p.m. – 9:00 p.m.

May 21, 2010 8:30 a.m. – 4:30 p.m.

July 15, 2011 6:00 p.m. – 9:00 p.m.

July 16, 2011 8:30 a.m. - 4:30 p.m.

Location: Portland State University

Professor: Mirah Dow, PhD [mdow@emporia.edu](mailto:mdow@emporia.edu)

620-341-5734 (SLIM office)

1-800-552-4770 (toll free, SLIM office)

620-341-5233 (fax, SLIM office)

Please bring a copy of this syllabus and the weekend agenda to class with you.

Please bring your textbook (Beck and Manual) and the articles in e-reserves to class with you.

You will need 1-3 pieces of paper and a pen or pencil. Please bring to class with you.

APA is the required writing style for this course.



**Course Description**

Introduction to research methods and their applications in Library and Information

Science. Theoretical principles and practical procedures for planning, designing,

conducting, analyzing, and evaluating research using both qualitative and quantitative

methods are introduced. Students learn to be better consumers and critics of published

research literature. (Required)



# Course Outcomes

Student will be able to:

1. understand the nature of research, and who can do it; (assignment #1)
2. identify motivations for undertaking research and why research matters; (assignment #1)
3. critique quantitative, qualitative, and/or mixed methods research; (assignment #2)
4. analyze central research findings and research literature of library and information science; (assignment #2)
5. relate principles and methods used to assess the actual and potential value of new research; (assignment #2)
6. determine and define a topic and develop an answerable question; review literature on the topic and develop an action plan to improve practice; (assignment #3)
7. construct and share knowledge about best practices based on research-based evidence. (assignment #3)
8. articulate the role of lifelong learning of librarians and patrons including the provision of quality serve and the use of lifelong learning in the promotion of library services. (assignment #3)
9. participate in a learner-centered environment. (assignment #4)



**Target Course Outcomes, Assignments, MLS Program Outcomes, and ALA Core Competencies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Outcome** | **Related Class Assignment** | **MLS Program Outcomes** | **ALA Core Competencies** |
| 1. understand the nature of research, and who can do it; (assignment #1) | 1 | 6 |  |
| 1. identify motivations for undertaking research and why research matters; (assignment #1) | 1 | 6 |  |
| 1. critique quantitative, qualitative, and/or mixed methods research; (assignment #2) | 2 | 6 | 6A |
| 1. analyze central research findings and research literature of library and information science; (assignment #2) | 2 | 6 | 6B |
| 1. relate principles and methods used to assess the actual and potential value of new research; (assignment #2) | 2 | 6 | 6C |
| 1. determine and define a topic and develop an answerable question; review literature on the topic and develop an action plan to improve practice; (assignment #3) | 3 | 6 | 7C |
| 1. construct and share knowledge about best practices based on research-based evidence. (assignment #3) | 3 | 6 | 7D |
| 1. articulate the role of lifelong learning of librarians and patrons including the provision of quality serve and the use of lifelong learning in the promotion of library services. (assignment #3) | 3 | 6 | 7, 7A, 7B |
| 1. participate in a learner-centered environment. (assignment #4) | 4 | 6 |  |



**Course Materials (Required Reading)**

American Psychological Association. (2010). *Publication manual of the American*

*Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Below is the textbook that we will use throughout the course. Please read all of it as soon as possible (as much as possible for the first weekend). Please bring your book to class with you.

Beck, S. E., & Manuel, K. (2008). *Practical research methods for librarians and information*

*professionals.* New York, NY: Neal-Schuman Publishers, Inc.

This textbook is available in the ESU Memorial Union Bookstore.

<http://www.emporia.edu/memunion/bookstore.htm> (accessed, May 1, 2011)



**Electronic Reserves (Required Reading)**

These are the articles that we will use for the in-class analysis of research activity. Please read (and/or at least scan) all of them before the first weekend. Please bring a copy of each one to class with you.

Barrett, A. 2005. The information-seeking habits of graduate student researchers in the

humanities. *Journal of Academic Librarianship,* *31*, 324-331.

Dow, M. J. (2008). Implications of social presence for online learning: A case study of MLS

students. *Journal of Education for Library and Information Science, 49*, 231-242.

Fosmire, M., & Song, Y. 2000. Free scholarly electronic journals: How good are they?

*Issues in Science and Technology Librarianship*. Retrieved from

<http://library.ucsb.edu/istl/00-summer/refereed.html> (accessed May 1, 2011)

Smalley, T. N. 2004. College success: High school librarians make the difference. *Journal*

*of Academic Librarianship,* *30*, 193-198.

Travis, T. A., & Norlin, E. 2002. Testing the competition: Usability of commercial

information sites compared with academic library web sites. *College and Research Libraries*, 63, 433-448.

Ward, D. (2004). Measuring the completeness of reference transactions in online chats:

Results of an unobtrusive study. *Reference & User Services Quarterly,* 44, 46-56.

These articles are available in ESU, William Allen White Library, Electronic Reserves.



**Other resources**

These are resources that are likely to be referenced in the course. These resources are listed here for your convenience. You are not required to purchase these resources. You need not bring them to class with you.

**Books**

Blaxter, L., Hughes, C., & Tight, M. (2006). *How to research* (3rd ed.). Maidenhead,

Berkshire, England: Open University Press.

Bryman, A. (2008). *Social research methods* (3rd ed.). New York, NY: Oxford University

Press.

Creswell, J W. (2007). *Qualitative inquiry & research design*. Thousand Oaks, CA: Sage.

Gay, L. R., Mills, G. E., & Airasian, P. (2009). *Educational research: Competencies for analysis & application* (9th ed.). Upper Saddle River, NJ: Merrill.

Wildmuth, B M. (2009). *Applications of social research methods to questions in*

*information and library science*. Westport, CN: Libraries Unlimited.

**Websites**

Outcome measurement in academic, school, and public libraries: A selected bibliography & webography by Rhea Joyce Rubin, October 2009. Retrieved from <http://www.rheajoycerubin.org/ombiblio.html> (accessed May 1, 2011).

The researching librarian website. Retrieved from <http://www.researchinglibrarian.com/> (accessed May 1, 2011).

**Journal**

Fall 2009 issue of *Library Trends*, a quarterly standard in the field of library science scholarship, is devoted to "Workforce Issues in Library and Information Science." The collection of articles in this issue of *Library Trends* represents an initial attempt to bring together works that discusses key projects and research issues that can be explored using the available data from previous LIS research, the WILIS study and life-course perspective from sociology.

**Learning Activities**

Below is a general list of the kinds of learning activities this course will include:

Individual

* read required textbook and journal articles (electronic reserves);
* listen and think critically and creatively about information users and information use
* discuss the nature of research and options for conducting research
* discuss structured analysis of research
* write structured analysis of research
* use technology to communicate and collaborate, and to create course documents
* discuss lifelong learning for librarians and patrons

Small and/or large group

* discussions
* analysis of research
* presentation

Students are expected to participate in all course learning activities.

Students are expected to use these criteria (listed below) while working independently to constantly determine if high quality work is being done:

* Complexity (broad, multifaceted, interconnected)
* Conscious awareness (consider current trends and issues)
* Depth of understanding (demonstrate comprehension and knowledge)
* Coherence and logic (makes sense)
* Communication (easy to follow, hear, and/or to see)



**Assignments (4)**

Assignment #1 – In-class Writing Assignment, May 20

Assignment #2 – After-class Writing Assignment, June 3

Assignment #3 – Written and Poster Presentation of Evidence-based Action Plan, July 16

Assignment #4 – First & Second Weekend Class Participation, May 20-21; July15-16

**Assignment #1 – In-Class Writing (20 points) Due May 20**

The purpose of this assignment is to demonstrate initial accurate understandings of the nature of research in LIS, motives for doing it, and who can do it.

Outcomes of assignment #1 – The student will

1. Listen and participate during in-class presentation; take notes;
2. Write response to the following question:

Within your library area of interest, what is a problem you’d like to address based on evidence in existing research literature?

1. Hand in completed paper before leaving class.

Competencies for assignment #1 – The student

1. names the kind of library and type of practice as it typically occurs.
2. describes a problem in terms of a current situation that needs improvement. Knowledge of the problem is known through prior reading and/or personal observation and/or experience.
3. states 2-3 possible outcomes of new, evidence based practices. These outcomes reflect informed expectations for the role of libraries and librarians in today’s society (based prior MLS courses).

Grading Criteria (20 total points)

1. Identify the topic in terms of kind of library or info agency

(0 - 5 points)

1. Identify the topic in terms of type of position and/or services provided (0 - 5 points)
2. Briefly describe the problem as student currently believes it to be (0 - 5 points)
3. Briefly points out possible impact that may likely result from a new, research-based action plan (0 - 5 points)

Professor will return paper the following day. No rubric will be used.

**Assignment #2 – After-class Writing, Analysis of Research, Post in BB due June 3**

The purpose of this assignment is to demonstrate advanced understandings of quantitative, qualitative, and/or mixed methods research, ability to analyze research articles following a structured framework, and abilities to relate the actual and potential value of new search to practice.

Competencies for Assignment #2 - The student will

1. actively listen and participate during in-class presentation of content; make notes;
2. actively participate during in-class small and large group analysis of research; make notes;
3. clearly construct (after class) a detailed analysis of one research article (from list provided by instructor in electronic research section above in this syllabus) following required framework for analysis; and
4. post in BB assignment column completed document by or on June 3 (before midnight).

Grading Criteria (20 total points)

* + - 1. Listens and engages during content presentation (0-5 points)
      2. Follows and learns to use structured analysis of research document. Talks and listens during small and large group work (0-5 points)
      3. Writes and succinctly outlines an analysis of one research article using required structure; demonstrates ability to clearly state research findings in a form appropriate for a literature review; and, posts on time a detailed analysis using required structured analysis of research document (no late work will be accepted). (0-10 points)

The required framework for analysis of research will be provided by the professor and available in BB, Course Documents.

This is an individual assignment that will not be read by anyone other than the professor. The professor will read and evaluate, and return a rubric with scores and comments. The rubric that will be used is in BB, assignments.

**Assignment #3 – Evidence-Based Action Plan to Improve Practice Due July 16, mock research forum; July 22 Paper Posted in BB**

The purpose of this assignment is to demonstrate abilities to define a topic and demonstrate an answerable question; review literature on the topic and develop an action plan to improve practice. The student will demonstrate her/his abilities to write the action plan and to present it during an open research forum. In so doing, the student demonstrates the role of life-long learning including the provision of quality serve to promote high quality library services.

Competencies for Assignment #3 – The student will

1. actively listen and participate during in-class presentation of content; make notes;
2. define a topic, describe a problem to be improved/resolved; and state an answerable question to be answered;
3. review literature on the topic, and identify literature (5 publications) on the topic that suggestions reasons and/or ways to undertake best practice; and
4. develop on the basis of research a written action plan addressing the librarian’s approach to improving practice.
5. Present a poster during a mock open research forum during second class weekend.

Grading Scale (40 total points)

1. Clearly names the kind of library and type of practice as it typically occurs.

(0-5 points)

1. Clearly describes a problem in terms of current situation that needs improvement. Knowledge of the problem is well-supported with research-based evidence, and personal observation and/or experience. (0-5 points)
2. Clearly states a question that can be answered through analysis of existing research-based literature. (0-5 points)
3. Thoroughly reviews existing research, identifies and cites five (5) publications that offer evidence for changing practice(s). (0-5 points)
4. Develops on the basis of research a written action plan addressing the librarian’s approach to improving practices. The action plan includes a minimum of clearly and logically stated 5 steps. (0-10 points)
5. Develops on the basis of the written action plan a poster for presentation at in-class open research forum (second weekend). (0-10 points)

This is an individual assignment that will not be read by anyone other than the professor. The professor will read and evaluate and written paper, and return a rubric with scores and comments. The rubric that will be used is in BB, assignments.

The professor will observe student participation in the mock research forum.

**Assignment #4 – First & Second Weekend Class Participation (10 points) - Completed May 20-21, 2011; and, July 15-16, 2011**

Class participation is an important part of the learning process for this class. The goal is to create a learner-centered environment wherein the student is an active participant in her/his own learning.

* Arrives on time, prepared, and focused
* Actively participates in small group activities
* Listens and responses to class discussion
* Proactively approaches learning activities with creativity and in a manner that demonstrates leadership and professionalism
* Expresses passion for problem-solving and/or making positive changes

through research and inquiry in library and information science

Total 20 points

8 – 10 points Participation throughout the weekend is active and effective; meets all of the outlined criteria.

6 – 7 points Participation is active and effective much of the time; meets

most of the outlined criteria. Points are deducted due to failure to stay active and interested in some small group and/or in class activity.

<5 points Participant is not active and appears to be disinterested most

of the time.

Note: Participation points (10/weekend) will be awarded using Blackboard Gradebook immediately following the class weekend. No rubric for this assignment.



**Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment #** | **Assignment Title** | **Number Points (100)** | **Due Date** |
| Assignment #1 | In-class Writing | 20 | May 20 |
| Assignment #2 | After-class Writing Analysis of Research | 20 | June 3 |
| Assignment #3 | Evidence-based Action Plan to Improve Practice | 40 | July16, Mock Research Forum; July 22, Written Paper Posted |
| Assignment #4 | Class Participation First Weekend  Class Participation Second Weekend | 10  10 | May 20-21  July15-16 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **96 – 100** | A  Pass |  | 77 – 79 | C+  Fail |
| **90 – 95** | A- Pass |  | 74 – 76 | C   Fail |
| **87 – 89** | B+ Pass |  | 70 - 73 | D  Fail |
| **84 – 86** | B Pass |  | 0 - 69 | F Fail |
| **80 – 83** | B- Pass |  |  |  |

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**Grading Policy**

All work, including Blackboard postings, must be submitted as required on or before the due date and reflect professional care in presentation, appearance, and technical quality. On a conceptual level, content presented should reflect a high degree of original thinking, logic, and careful analysis. When cited, the work of others must be properly credited. In addition, each assignment will include directions specific to that activity.



# ESU Academic Dishonesty Policy

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishment of another without giving credit to the source or sources).

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question, and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.



### “I” Incomplete Grading Policy

The grade of incomplete will be given only for verified personal emergencies and only when the student has done passing work in the course. A student must contact the instructor to request an incomplete. In the absence of an instructor-approved request, a course grade will be given based on the work submitted.



### Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

End

Contact information for the Office of Disability Services and Non-Traditional Student Programs is provided here for your convenience: 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail [disabser@emporia.edu](mailto:disabser@emporia.edu).



**End**