DALHOUSIE UNIVERSITY

WINTER 2021

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COURSE DESCRIPTION

All information professionals require knowledge of formal research processes to support the goals of their organizations through evidence-informed decision-making. The course introduces students to the fundamental concepts of research; the nature and uses of research; philosophical underpinnings of qualitative and quantitative research frameworks; tools and methodologies, research ethics; evaluation of published reports; writing research proposals; and project management.

NOTE: *Due to the Covid-19 pandemic this course will be taught online. Delivery will include live, synchronous lectures and discussion sessions; other course material, including recordings of lectures, will be delivered asynchronously.*

Course Pre-requisites

None. This is a required course for the MI program and full-time students typically take it in the second semester of first year. It is helpful but not required to have completed INFO 5500 (Information and Society) and INFO 5530 (Information Sources, Services, & Retrieval).

Learning Objectives

1. To provide an understanding of the principles and methodologies of research appropriate to information managers. This understanding will enable students and graduates to be managers who engage in evidence-informed decision-making. This understanding will also aid students to comprehend the role of research in adding to knowledge and advancing the field of IM.
2. To enable students to become intelligent consumers of research, which involves the ability to read and critically analyse relevant research literature.
3. To offer students an opportunity to understand the steps involved in research and to apply concepts central to the research process, e.g., to formulate a research question about an information studies problem, and to apply appropriate research methodologies to that problem.
4. To allow students to become familiar with the entire research process in order to assist clients who are themselves engaged in research.

Learning Outcomes

By the conclusion of the course, students will:

I. Demonstrate an understanding and appreciation of the research process.
II. Be capable of critically evaluating published and unpublished research.
III. Demonstrate an understanding of selected research methods.
IV. Have a firm grounding in ethical research.
V. Possess an understanding of research in practice in various contexts.
VI. Develop, propose, and execute a research proposal.
VII. Produce a research report.

Integration of MI Competencies

PROGRAM COMPETENCY	LEARNING OUTCOME	COURSE ASSESSMENT
1. Management of Information Technology 1.6	III	Literature Review, Presentation, Research Proposal
2. Information Management Leadership 2.2, 2.3	V	Ethics, Research Proposal
3. Risk & Change Management 3.8	IV, V	Ethics, Research Proposal
4. User-centred Information Services 4.1, 4.2, 4.6	V	Presentation
5. Research and Evaluation 5.1, 5.2, 5.3	I-VII	All
6. Workplace Skills & Attributes:		
(a) Collaborate & communicate 6.1.1, 6.1.3, 6.1.6	III, V	All
(b) Organize, Plan & Manage 6.2.1, 6.2.3, 6.2.4	I-VII	All
(c) Develop Personally & Professionally 6.3.1, 6.3.2, 6.3.3	I-VII	All

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided separately. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection. See also the SIM Grading Policy.

Assignments

Assignment name	Group or Individual?	Worth (%)	Due date
A01: Literature Review	Individual	25%	1 February
A02: Ethics/TCPS CORE	Group	20%	1 March
A03: Poster	Group	15%	5 April
A04: Research Proposal	Group	30%	5 April
Group Discussion	Individual	10%	continuous
Total		**100%**	

Citation Style

Please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or the APA's Frequently Asked Questions about APA

Group Work & Discussion Sessions

This course will involve the dreaded group work! The rationale behind this decision is sound: few research projects are undertaken solo (even PhD work has a supervisor or supervisory committee). In the non-academic work environment group work is even more common.

It is important that you communicate, with your group members and with me or our TA, if problems start to arise. Do not wait, nor assume problems will 'just disappear'. Take the initiative while you still have feelings of kindness, acceptance, and patience and express your concerns as concerns, not judgements or accusations.

To facilitate group work, Discussion Sessions will, in effect, be meetings with me and/or the TA and your Research Group. Individual Researchers will meet as a group for the purposes of Group Discussion Sessions.

LEARNING MATERIALS

Leedy, P. D. & Ormrod, J. E. (2015). *Practical Research: Planning and Design* **(11th ed.) Boston: Pearson.***
*You may use whatever edition of the text that is available to you. Page numbers may vary.

This **required** textbook (Leedy & Ormrod) is available at the bookstore and [wherever fine books are sold](). Some previous editions are floating around. There are key differences (in page numbers and content) but more recent editions, in either ebook or print, are perfectly acceptable. Additional required or recommended readings appear in the course outline.

I will also select chapters from the following e-book:

Tobias, T. N. (2000). *Chief Kerry's moose: A guidebook to land use and occupancy mapping, research design and data collection.* **Vancouver: Union of BC Indian Chiefs and Ecotrust Canada.**
https://fngovernance.org/wp-content/uploads/2020/06/Land_Use__Occupancy_Mapping_Guidebook.pdf NOTE: This source is specifically for a mapping research project, but it reinforces many positive aspects of research from an Indigenous Canadian perspective.

Readings supplement the lectures. They can help you understand a topic better or act as a resource you can access anytime. I have tried to provide a wide range of resources in addition to the text: some are academic articles, others are shorter, more general (more fun?) articles or podcasts. Readings may be found on the Brightspace site, through Dalhousie Libraries, or via the InterWeb.

INSTRUCTIONAL METHODS

The course was originally designed as a combination of traditional lecture and discussion but has been redesigned to be delivered online for Winter 2021. This means:

- **Synchronous lecture**. Lectures covering theory and methodology will be delivered live during class time (5:35pm-8:25pm Mondays). Lectures will be recorded, and pdfs of slides will be posted to Brightspace. Weekly readings supplement lectures.
- **Synchronous Group Discussion Sessions.** The Instructor will be available for live chat on course topics during scheduled class time or during Group Discussion Sessions, which will be determined based on student, professor, and TA availability.
- **Contact**. The Instructor and TA will be available to answer questions via email. Personal phone calls or Teams meetings can also be requested.
- **Course Sites.** An MS Team will be created for the class to facilitate delivery of Lectures and Discussion Sessions, and for personal communication (chat). Brightspace Discussion Boards will also be created and maintained by the Instructor and TA for general comments and questions. Students may form their own discussion groups (if they wish) on other platforms.

- **Assignments**. All assignments will be handed in via Brightspace. ***NOTE: It is acceptable to talk <u>about</u> the assignments with classmates, but students should submit their own work for Individual Assignments (see University and Faculty of Management statements on Academic Integrity).***

The Brightspace course site will house all course materials and be maintained as a resource and vehicle for announcements and notifications.

TECHNOLOGY USED

The course website is housed on Brightspace. I will use this site to communicate with you through Announcements and email. All assignments will be submitted through this site. ***If you are unable to submit an assignment through Brightspace, email the assignment to me directly.*** Assignments will require skills in information search and retrieval, much of which may be online. You should be familiar with word processing and spreadsheet software. Lectures and Discussion Sessions will take place through MS Teams.

CLASS POLICIES

Working in an Online Environment

In a face-to-face class, the instructor, students, and guests are responsible for demonstrating mutual respect for others in their roles, knowledge, and expertise – and this respect is just as important in the virtual world. Operating successfully in an online environment requires cooperation, acceptance, inclusiveness, kindness, courtesy, and above all patience.

Online learning demands time management on the part of students and instructors. It sometimes seems like we are 'always available': we are not. Online learning puts a heavier burden of responsibility on the student to make time for learning the material, but offers increased flexibility of when and how that happens. Instructors and TAs must work harder to deliver the material in various forms, but at the same time we are faced with the potential misuse of our intellectual property. The instructors do not share your assignments with anyone else, please do not share their recorded lectures or other materials with anyone outside the class.

Stay in contact with instructors, TAs, and classmates. We recognize the situation remains highly unusual, but above all we want a successful term for everyone!

Attendance

Attendance is a funny thing to ask for in an online course! However, the more resources you access via Brightspace and the more engaged you are with the instructor or other students in the class will result in a better understanding of the course materials. I won't record attendance for lectures but ***attendance at Group Discussion Sessions is mandatory***.

Late penalties for assignments

The virtual environment does not mean that we are always available and infinitely flexible. Things come up, and if we are not used to working in the online environment, they may come up unexpectedly.

If you need more time with an assignment, email me. I give extensions for extended illness, and for medical, or family emergencies (see below), but other reasons are subject to my assessment. Try to submit assignments on time, however; extensions have a way of piling up at the end of term…

Late assignments that do not have my prior permission will be assessed a penalty of five percent per day, including weekends. I will not accept an assignment (without prior permission) seven days or more after the due date. In such cases the student will receive a grade of zero for the assignment.

MISSED OR LATE ACADEMIC REQUIREMENTS DUE TO STUDENT ABSENCE:

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by email prior to the deadline or scheduled time. For extended absences, please contact the instructor and the graduate coordinator of your program. NOTE: I will not require submission of the Student Declaration of Absence form, but I insist on an email to document the absence.

SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

ACADEMIC INTEGRITY

In general:

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Academic Dishonesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:
If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

ACCESSIBILITY

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

COURSE OUTLINE
Course Readings are subject to change! Check Brightspace often…

I want you to learn something practical and useful. I want you to be better IMs, no matter what your specific job title will be. I want you to be able to look at a report, cover letter, proposal, or article and be able to ask it intelligent questions so that you know what it is and whether it does what it says it does.

I want you to understand that there are many ways to know and understand the world and that they each have their strengths and weaknesses.

I want you to gain confidence by doing some of the hard things, so you can say you did them and put them on your CV.

Brightspace Opens: 6 - 8 January

THEMES: Getting back into the swing of an online university semester…

TO DO: Read the syllabus. Familiarize yourself with the Brightspace page. <u>Form research groups</u>.

Research Groups: If you are not approved for thesis work by Janet Music and Dr. Sandra Toze, you will be part of a research group for this course. Each research group will be comprised of 4-5 people. I will allow you to form your own groups, but if you are having trouble forming or finding a group, I am happy to assist. I strongly recommend you base the group on shared interests, e.g., data management, archives, public libraries, user experience, etc.

Week 1: 11 – 15 January

THEMES: What is research and why is it important for IM? Introduction to key terms and concepts (ontology, epistemology, methodology, methods) and disciplines (Humanities, Social Sciences, 'Hard' or STEM Sciences). Research Design: the components, what they are, why they are there, and what they look like in the Humanities, Social Sciences, and STEM Sciences.

Also: What is a Literature Review? What is an Annotated Bibliography? Why aren't they the same thing?

TO DO: Problem, Purpose, Research questions. Good literature reviews.

READINGS:

Dilevko, J. (2007). Guest editorial: Reading literature and literature reviews. *Library & Information Science Research, 29*(4), 451-454.

Jennifer's Research Proposal for NURS5100 Qualitative Methods (pdf on Brightspace) For now, read the literature review, and skim the rest, paying attention to what components are included.

SKIM: Grek Martin, J. (2016). Will the real Joan of Arc please stand up? Problems of preservation and restoration. Canadian Journal of Film Studies / Revue Canadienne D'Études Cinématographiques, 25(2), 104-117. (pdf on Brightspace)

Leedy & Ormrod: Preface, page v, and Chapter 1 ("The Nature and Tools of Research") and Chapter 2 ("The Problem: The Heart of the Research Process")

Week 2: 18 - 22 January
Guest speaker: Carla Heggie, Adjunct Professor in Computer Science and Information Management. Topic: The importance of Research Ethics

THEMES: Ethics and Rigour in Research.

TO DO: Begin TCPS 2 CORE Tutorial, Download the Faculty of Management course-based ethics form

READINGS:

Faculty of Management Ethical Conduct of Course-Based Research. Alison Brown, FoM Ethics Officer (slides or video, posted to Brightspace)

Leedy & Ormrod: Chapter 3 ("Review of the Related Literature")

Tobias, T. *Chief Kerry's Moose*, Chapter 6 ("Principles of Research Design and Implementation")

USEFUL LINKS:
Assembly of First Nations. (2009) *Ethics in First Nations research*. Retrieved from http://www.afn.ca/uploads/files/rp-research_ethics_final.pdf

Faculty of Management Research Ethics Forms (course-based)
https://www.dal.ca/faculty/management/current-students/research-ethics-forms.html

Dalhousie University Research Ethics
https://www.dal.ca/dept/research-services/responsible-conduct-/research-ethics-.html

TCPS 2 CORE Tutorial
https://tcps2core.ca/welcome

Week 3: 25 - 29 January
To paraphrase from Brian Cantwell Smith (2002):
Any given text you come across may not be in a language with which you are familiar or comfortable. That does not mean it has no value to you; assume the person or persons writing it are dedicated and intelligent and that they believe that what they are writing is true. Figure out what inspired them to write this piece and translate the salient points into something you understand. Try to see where those points would lead if the research were to continue.

Cantwell Smith, B. (2002). Cummins—or something isomorphic to him, in Hugh Clapin (ed.), *Philosophy of mental representation*, 170-190. Oxford: Oxford University Press.

THEMES: Research in SIM (a.k.a., Faculty Research Day!) Philosophical frameworks of research.

READINGS:
Creswell, J. W. & Poth, C. N. (2018). Chapter 2: Philosophical assumptions and interpretive frameworks, in *Qualitative inquiry and research design. Choosing among five approaches* (4th ed, pp. 3-29). Thousand Oaks, CA: Sage (pdf on Brightspace)

Chu, H. (2015). Research methods in library and information science: A content analysis. *Library & Information Science Research, 37,* 36-41.

Faculty Research videos! Check Brightspace for a selection of videos brought to you by SIM Faculty.

Leedy & Ormrod, Chapter 4 ("Planning your Research Project")

Week 4: 1 - 4 February (5 February is Munro Day, University closed)
Due: Literature Review, 5:35pm (Brightspace)
Guest Speaker: Samantha Adema (?)

THEMES: Indigenous Research Methods; Introduction to Qualitative methods: Grounded Theory, Phenomenology, Narrative Inquiry

READINGS:

Leedy & Ormrod, Chapter 9 ("Qualitative Research Methods")

Tobias, T. *Chief Kerry's Moose.* Chapter 4 ("Doing Quality Research")

Wuest, J. (2012). Grounded theory: The method. In P. Munhall (Ed.), *Nursing research: A qualitative perspective* (5th ed., pp. 225-256). Sudbury, MA: Jones and Bartlett Publishers. (pdf on Brightspace)

Week 5: 8 – 12 February

THEMES: Qualitative methods, continued: Ethnographic and Case Studies; Qualitative Observation

TO DO: Working with photographs (**Bring a Photo to Class Day! Topic: "This is graduate student life."**)

READINGS:
Holm, G. (2008). Photography as performance. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 9*(2). Retrieved from http://www.qualitative-research.net/index.php/fqs/article/viewArticle/394/856

Leedy & Ormrod, Chapter 9 (continued from previous week)

Smith, L., & Ebooks Corporation. (2012). *Decolonizing methodologies: Research and indigenous peoples* (2nd ed.). London: Zed Books. (Chapter 10, pdf on Brightspace, also available as an e-book through Dal Libraries)

15 – 19 FEBRUARY = WINTER BREAK!

Week 6: 22 – 26 February
Guest Speaker Siobhan Wiggans

THEMES: Qualitative methods, continued: Qualitative Descriptive (Thematic Analysis); Qualitative Data Analysis

TO DO: In-class exercise: Thematic analysis

Readings:
Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. doi: 10.1191/1478088706qp063oa

Leedy & Ormrod, Chapter 11 ("Analyzing Qualitative Data")

Tobias, T. *Chief Kerry's Moose,* Chapter 7 ("Measuring Quality")

Week 7: 1 - 5 March
DUE: Ethics, including PDFs of TCPS CORE Tutorial, 5:35pm (Brightspace)

THEMES: Positivism and Post-Positivism Recap; Introduction to Quantitative methods: Descriptive; Survey Questions

TO DO: Support Series: Opinio presented by Deborah Hemming

Readings:

Byrne, G. (2007). A statistical primer: Understanding descriptive and inferential statistics. *Evidence Based Library and Information Practice, 2*(1), 32-47. Retrieved from
https://journals.library.ualberta.ca/eblip/index.php/EBLIP/article/view/168/239

Dillman, D. A., Smyth, J. D., Christian, L. M. (2009). Chapter 4 The basics of crafting good questions. In *Internet, mail, and mixed-mode surveys: The tailored design method. (3rd Ed.),* pp. 65-89. Hoboken, NJ: John Wiley & Sons. (pdf on Brightspace)

Leedy & Ormrod, Chapter 6 ("Descriptive Research")

Wheater, C. P. & Cook, P.A. (2000). Describing data. In *Using statistics to understand the environment* (pp. 25-49). New York: Routledge. (*optional; pdf on Brightspace)

Week 8: 8 – 12 March
Guest Speaker: Phillippe Mongeon

THEMES: Quantitative methods, continued: Experimental research; Quantitative Data Analysis

READINGS:

Doucette, L. (2017). Quantitative Methods and Inferential Statistics: Capacity and Development for Librarians. *Evidence Based Library and Information Practice*, *12*(2), 53-58. https://doi.org/10.18438/B82940

Leedy & Ormrod, *skim Chapter 7 ("Experimental …Designs")* & read Chapter 8 ("Analyzing Quantitative Data")

Walter, M., Andersen, Chris, & Ebooks Corporation. (2013). *Indigenous statistics: A quantitative research methodology*. Walnut Creek, CA: Left Coast Press. (Chapter 5, pdf on Brightspace or as an e-book through Dal Libraries)

Week 9: 15 - 19 March

THEMES: Mixed Methods

TO DO: How to write your proposal (e.g., how to write about data analysis when you don't have data to analyze)

Readings:

Bartlett, C., Marshall, M., & Marshall, A. (2012). Two-Eyed seeing and other lessons learned within a co-learning journey of bringing together Indigenous and mainstream knowledges and ways of knowing. *Journal of Environmental Studies and Sciences, 2*(4), 331-340.

Fidel, R. (2008). Are we there yet? Mixed methods research in library and information science. *Library & Information Science, 30*, pp. 265-272.

Leedy & Ormrod, Chapters 12 ("Mixed-Methods Designs") & Chapter 5 ("Writing the Research Proposal")

Week 10: 22-26 March

THEMES: Representing Research: Text, slides, posters, data visualizations

TO DO: Posters, presented by Jennifer! Create draft of poster.

Readings:
Bear Nicholas, A. (2017, June 27). Who owns Indigenous cultural and intellectual property? Retrieved from
http://policyoptions.irpp.org/magazines/june-2017/who-owns-indigenous-cultural-and-intellectual-property/

Rosling, H. (2006). The best stats you've ever seen [video]. Retrieved from
https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen#t-583640

Zachry, M. & Thralls, C. (2004) An interview with Edward R. Tufte, *Technical Communication Quarterly, 13(*4), 447-462,
DOI: 10.1207/s15427625tcq1304_5

Week 11: 29 March - 2 April

THEMES: Humanism; Geospatial research methods

TO DO: How to talk to your poster or slides

Readings:
ESRI (2019). Story maps. Retrieved from https://www.esri.com/en-us/arcgis/products/arcgis-storymaps/overview

Leedy & Ormrod, Chapter 10 ("Historical Research")

Tobias, T. *Chief Kerry's Moose*, Chapter 3 ("Map Biographies and Composites")

Week 12: 5-8 April
DUE: Poster Presentation and Research Proposal, 5:35pm (Brightspace). Digital Symposium.

THEMES: Disseminating research; conferences and symposia. Course Wrap-up.

NOTE: no Group Discussions this week!