

WINTER 2024

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*Office hours:* By appointment

## 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.

## COURSE DELIVERY

*\*I will deliver this course in person. Classes will consist of lectures, in-class exercises, and discussions in a classroom setting. If you cannot attend class due to illness, quarantine, vaccinations, or other health-related issues. Please let me know! I can try and accommodate virtual, with the recognition that the experience may not be as rich as in the classroom. In addition, classes will be recorded, and the video posted to Brightspace.*

*Any materials provided through Brightspace would be for your educational use only. Do not distribute them outside this class.*

## 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	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Adaptation	I, III, IV, V, VI, VII	Lit Review, Ethics, Proposal, Poster, IWB Reflection
Collaboration	I-VII	Lit Review, Ethics, Proposal, Poster, Group Discussion
Commitment to equity, diversity, inclusion, accessibility, and decolonization	I, III, IV, V	Lit Review, Ethics, Proposal, Poster, IWB Reflection
Communication	II, IV, V, VI, VII	Lit Review, Ethics, Proposal, Poster, IWB Reflection
Digital and technological literacy	III, V, VI, VII	Proposal, Poster
Evidence-based practices	I-VII	Lit Review, Ethics, Proposal, Poster, IWB Reflection
Leadership	I-VII	Ethics, Proposal, Poster, Group Discussion
Learning	I-VII	Lit Review, Ethics, Proposal, Poster, Group Discussion, IWB Reflection
Management	I-VII	Lit Review, Ethics, Proposal, Poster, Group Discussion, IWB Reflection
User-centred design	I-VII	Ethics, Proposal, Poster, Group Discussion

## 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. Note: Thesis students will complete all assignments individually. See also the [FOM Grading Policy](#).

## 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.

## Assignments

<i>Assignment name</i>	<i>Group or Individual?</i>	<i>Worth (%)</i>	<i>Due date</i>
A01: Literature Review	Individual	25%	29 January
IWB Reflection	Individual	5%	29 March
A02: Ethics/TCPS CORE	Group	15%	26 Feb
A03: Poster	Group	15%	1 April
A04: Research Proposal	Group	30%	8 April
Group Discussion	Individual	10%	continuous
<b>Total</b>		<b>100%</b>	

## 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.

*Note: It is important that you communicate with your group members 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. If you are having difficulty raising concerns with your peers, please contact me ASAP and I will facilitate the communication.*

To facilitate group work, the last part of each class will be devoted to **Group Discussion Sessions**. Each week, your group will meet with me and briefly update me on your progress. Individual Researchers will meet with me as a group for the purposes of Group Discussion Sessions.

### Group Discussion Schedule (*this may be subject to change to accommodate guest speakers*)

<i>Week: Date</i>	<i>Topic of discussion</i>	<i>Participation points</i>
<b>2: 15 January</b>	Assigning individual lit review sections	1
<b>3: 22 January</b>	Lit review Q&A	1
<b>4: 5 February</b>	Choosing a qualitative methodology; potential participants	1
<b>6: Week of Feb 12</b>	Choosing a qualitative data collection method; Ethics Q&A	1
<b>7: 26 February</b>	Ethics Q&A	1
<b>9: 4 March</b>	Choosing a quantitative data collection method; potential participants	1
<b>10: 11 March</b>	Survey and/or Interview questions	1
<b>11: 18 March</b>	Posters and Final proposal Q&A	1
<b>12: 25 March (week of 1 April)</b>	Final proposal Q&A	1
	<b>Symposium</b>	1
<b>TOTAL</b>		<b>10</b>

## 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 older or 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](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.

**NOTE: this syllabus was originally created by Jennifer Grek Martin. I acknowledge her significant input.**

## INSTRUCTIONAL METHODS

The course was originally designed as a combination of traditional lecture, in-class exercises and discussion. This means:

- **Lecture and in-class exercises.** Lectures covering theory and methodology and exercises to highlight aspects of lecture topics will be delivered live during class time (5:35pm-8:25pm Mondays). Pdfs of lecture slides will be posted to Brightspace.
- **Readings.** There is a required textbook (see above) and some readings in the course schedule or posted to Brightspace for the week in question. Weekly readings supplement lectures, so they should at least be skimmed prior to class and cited for assignments.
- **Group Discussion Sessions.** There will be class time to meet with your group every week - use this time wisely! I will meet with your group during class time to see how things are going and take attendance during Group Discussion Sessions, which will constitute the 10% mark for Group Discussion in your course Evaluation.
- **Contact.** I will be available to answer questions via email or in-person or virtually at your convenience. I have tried to find a convenient time for all for office hours, but given the range of electives you may be taking, I am leaving it open to set up times at your convenience.
- **Course Site.** Brightspace is the main website for the course. Course materials, announcements, and notifications will be posted to this site and Discussion Boards may also be created 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 about the assignments with classmates, but students should submit their own work for Individual Assignments (see University and Faculty of Management statements on Academic Integrity).**

## TECHNOLOGY USED

The course website is housed on Brightspace. I will use this site to communicate with you through Announcements and email. 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.

## CLASS POLICIES

### Working in an 'In-person' Environment

In a face-to-face, in-person class, the instructor, students, and guests are responsible for demonstrating mutual respect for others in their roles, knowledge, and expertise. However, it is entirely possible that we will be working in an in-person and online *hybrid* environment. Operating successfully in *any* environment requires cooperation, acceptance, inclusiveness, kindness, courtesy, and above all patience.

### Attendance

I will keep track of attendance, but we live in a changed world, so there may be significant 'ups' and 'downs' for you personally. I get that. **However, attendance at Group Discussion Sessions is mandatory, so let us know if you will be absent.**

### Late penalties for assignments

We are always available and infinitely flexible. Things come up, and 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.

## FOM 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

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit [www.dal.ca/access](http://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. Visit [https://www.dal.ca/campus\\_life/academic-support/accessibility/accommodations-/classroom-accommodation.html](https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html) for more details.

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

## ACADEMIC INTEGRITY

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](mailto: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

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

### ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide [Student Accommodation Policy](#) working across all programs and faculties.

### 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).

### INTERNATIONALIZATION

At Dalhousie, “thinking and acting globally” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

### RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

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](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

### FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.



## 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 government or business report, cover letter, grant proposal, or academic 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.*

### Week 1: January 8th

**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.

**TO DO:** Problem, Purpose, Research questions. Literature Reviews I. Form and Confirm Research Groups.

**Research Groups:** If you are not approved for thesis work by myself or Kim Humes, 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 during the first class, but if you are having trouble forming or finding a group, I will assist! I strongly recommend you base the group on shared interests, e.g., data management, archives, public libraries, user experience, etc.

#### READINGS:

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

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: January 15th

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:** Philosophical frameworks of research. How to start answering a research question. Literature Reviews II.

**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* (4<sup>th</sup> 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.

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

Baimyrzaeva, Mahabat. (2018). [Beginners' guide for applied research process: what is it, and why and how to do it.](#) *Occasional Papers No. 4*, University of Central Asia.

### **Week 3: January 22nd**

**THEMES:** Research Design, Research Ethics. Literature Reviews III.

**TO DO:** Begin TCPS 2 CORE Tutorial, Download the Dalhousie University ethics form.

**READINGS:**

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

Reder, D. (2022). Using Indigenous-Informed Close-Reading and Research Skills to Unlearn. *Studies in American Indian Literatures*, 34(1), 59-74. <https://doi.org/10.1353/ail.2022.0006> (This article has great resources for Indigenous research methodologies, it also explains the more Humanistic practice of ‘Close reading’)

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 [https://achh.ca/wp-content/uploads/2018/07/Guide\\_Ethics\\_AFN.pdf](https://achh.ca/wp-content/uploads/2018/07/Guide_Ethics_AFN.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 4: January 29th

**Due: Literature Review, 8:35am, via Brightspace**

Guest Speaker: Samantha Adema, Indigenous Services Librarian (via voiceover PPT on Brightspace) - or, TBA  
**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* (5<sup>th</sup> ed., pp. 225-256). Sudbury, MA: Jones and Bartlett Publishers. (pdf on Brightspace)

## Week 5: Feb 5

**THEMES:** Qualitative methods, continued: Ethnographic and Case Studies

**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

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)

## Week 6: Feb 12. (Online Asynchronous Class)

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

**TO DO:** Individual 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](https://doi.org/10.1191/1478088706qp063oa)

Leedy & Ormrod, Chapter 11 (“Analyzing Qualitative Data”)

Tobias, T. *Chief Kerry’s Moose*, Chapter 7 (“Measuring Quality”)

## Week 7: Feb 26

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

### 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”)

Statistics Canada (2003) Ch.13 “[Survey Planning and Management](#)”, Survey methods and practices. Pp.279-303

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: Mar 4

**DUE:** Ethics, including PDFs of TCPS CORE Tutorial, 11:35am, Brightspace

**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: Mar 11

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

**TO DO:** Posters, presented by Lindsay! 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](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](https://doi.org/10.1207/s15427625tcq1304_5)

## Week 10: Mar 18

*THEMES: Mixed Methods*

*TO DO:* How to write a results section of a proposal (e.g., how to write about data analysis when you don't have data to analyze). How to talk to your Posters in Class

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")

Reder, D. (2022). Using Indigenous-Informed Close-Reading and Research Skills to Unlearn. *Studies in American Indian Literatures*, 34(1), 59-74. <https://doi.org/10.1353/ail.2022.0006> (This article has great resources for Indigenous research methodologies, it also explains the more Humanistic practice of 'Close reading')

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 11: Mar 25

*Class Cancelled for IWB - See Assignment*

## Week 12: April 1

**DUE 11 April: Poster Presentation in class. Symposium.**

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

Note: DIS Faculty may be in attendance!

**Final Research Proposal will be due April 8<sup>th</sup>.**