



University at Buffalo

Department of
Information Science

Graduate School of Education

We acknowledge the land on which the University at Buffalo operates, is the territory of the Seneca Nation, a member of the Haudenosaunee/Six Nations Confederacy.

LIS 575: Introduction to Research Methods



Thomas Rowlandson, *View of the Observatory, Oxford*, 1810.

Table of Contents

Instructor Information	2
Course Information	2
Course Description	3
Learning Outcomes	3
Mode of Instruction	4
Course Technologies & Required Technology Skills	4
University Libraries	5
Course Assignments	5
Grading Policy	5
Weekly Course Schedule	7
Required Course Materials	22
Course Communication	22
Course Evaluation	23
Academic Integrity	23
Accessibility Policies and Services	23
Student Success and Wellbeing Policies and Services	24

Instructor Information

Instructor: Samuel Dodson, Ph.D. ([he/him/his](#))
 Office Location: 524 Baldy Hall (North Campus)
 E-mail: smdodson@buffalo.edu
 Phone: (716) 645-1488
 Office Hours: By appointment

Course Information

Program: Information and Library Science
 Semester: Fall 2025
 Dates: 8/25/2025–12/8/2025
 Credits: 3
 Type of Instruction: Lecture
 Delivery Mode: Online
 Location: Remote
 Learning Management System: [UB Learns](#)
 Course Prerequisites: None

This course satisfies the *Research Methods* category of the [Plan of Study](#). As per the [Handbook](#), successful completion of this course is defined as completion with a grade of B

or better.

Course Description

Study of research, problem-solving, and evaluation of services in library, media and information environments. Students will learn to identify and define problems requiring systematic analysis and to review, evaluate, synthesize, appreciate, and use existing reports of research. Study includes librarianship and the philosophy of science, theory and hypothesis testing. Problems include evaluation of circulation, effectiveness, collections and overlap, online services, budgeting allocation, status of librarians, salaries, citation analysis, bibliometrics. Not a statistics course; background in mathematics and statistics is not required.

Learning Outcomes

Upon completion of this course, students will be able to:

- Describe the purposes, concepts and principles of research in library and information science;
- Develop research questions about the theory and practice of library and information science;
- Compare and select methods for answering research questions;
- Demonstrate an understanding of the research process by preparing a research proposal to study a user-centered problem in library and information science;
- Evaluate the research of library and information science; and
- Understand how research and assessment results can be applied to improve practice.

This course addresses the following Master of Science in Information and Library Science (MS ILS) [program goals](#):

1. Graduates demonstrate theoretical and conceptual understanding of information science, including the creation, representation, organization, retrieval, dissemination, use and curation of information.
2. Graduates are prepared to apply disciplinary knowledge and skills in a variety of information contexts.

3. Graduates demonstrate professional competences, including leadership, critical and analytical thinking, research, communication, collaboration, cultural competence, reflective practice, and adherence to professional ethics.
4. Graduates demonstrate values, attitudes and behaviors that are essential for information and library professionals, including diversity, equity and inclusion.

Mode of Instruction

This is a remote and asynchronous course. All course materials will be available through UB Learns, [UB Libraries](#), or the web.

The objectives for this course will be accomplished through the following:

- Instructional video lectures;
- Readings from the textbook, book chapters, journal articles, and conference papers; and
- Individual assignments.

The course and Week 1 will begin on the first day of the semester. Each subsequent week will commence on Monday at 9:00 AM EST / EDT, except for [holidays officially observed by the University and Fall / Spring Break](#). Weekly course materials will be available on UB Learns at the beginning of each week. Weekly activities should be completed six days later, on Sunday at 11:59 PM.

Course Technologies & Required Technology Skills

You must have a UBITName to log in to UB Learns and access the course materials. If you do not have a UBITName, please contact the [UB Information Technology \(UBIT\) Help Center](#) at (716) 645-3542 or ubithelp@buffalo.edu.

Reliable access to the web on a device capable of accessing UB Learns is required. A detailed description of course technology requirements may be found in the [Minimum Computer Recommendations for Students](#).

For general questions about course technologies, please contact the UBIT Help Center. For questions about UB Learns, please see [UB Learns Guides for Students](#). You can contact UB Learns at (716) 645-6188 or ublearns@buffalo.edu.

You are expected to have [Prerequisite Technology Skills](#). It is your responsibility to gain proficiency to successfully complete the course objectives and assignments.

The University at Buffalo provides students with free licenses for a number of software programs, including Microsoft 365. Please visit <http://www.buffalo.edu/ubit/service-guides/software.html> for more information.

University Libraries

You have full access to the [University Libraries](#) resources and services. This includes online access to many full-text databases, such as: [Library Literature & Information Science](#) and [Library, Information Science & Technology Abstracts](#). Additionally, you may request physical and electronic materials through the [Delivery+](#) service. For specialized assistance, [Molly Dahl Poremski](#), the Information Science subject librarian, is available by phone at (716) 645-7750 or by e-mail at poremski@buffalo.edu. For general reference questions, you may also use the [Instant Librarian](#) service.

Course Assignments

<i>Assignment</i>	<i>Due Date</i>	<i>Weight</i>	<i>MS ILS Goals</i>
Assignment 1: Research Problem & Question(s)	September 21 (Week 4)	10%	1, 2, 3
Mini Assignment 1: Questionnaire	October 12 (Week 7)	5%	1, 2, 3
Assignment 2: Structured Summaries	October 26 (Week 9)	35%	1, 2, 3
Mini Assignment 2: Cover Letter & Informed Consent Form	November 16 (Week 12)	5%	1, 2, 3
Assignment 3: Research Design	December 7 (Week 14)	40%	1, 2, 3, 4
Participation	Throughout the semester	5%	1, 2, 3, 4

All assignment descriptions are available on the UB Learns course homepage by navigating to Content → Assignments → Assignment Descriptions.

Grading Policy

This course uses [the letter grading scale](#) established by the Office of the Registrar for both

individual assignments and the overall course grade:

<i>Letter Grade</i>	<i>Percentage</i>	<i>Description</i>
A	93-100	Well above expectations
A-	90-92	
B+	87-89	
B	83-86	Above expectations
B-	80-82	
C+	77-79	
C	73-76	Meets expectations
C-	70-72	
D+	67-69	
D	65-66	Below expectations
F	0-64	Well below expectations

You are expected to submit assignments to UB Learns by the due date. A 5% penalty will be applied for each day an assignment is late. For example, if an assignment is submitted one day late, the grade will be reduced by 5% (e.g., A- to B+). If the assignment is submitted two days late, the grade will be reduced by 10% (e.g., A- to B-). No submissions will be accepted more than one week after the due date.

Each assignment is graded starting from zero, and points are awarded based on how well you address the components in the assignment description. Completing all listed components means *meeting expectations*. Assignment feedback and grades will be posted throughout the semester in UB Learns. Final grades will be available through the [HUB Student Center](#).

The assignment of an incomplete grade (I) is at my discretion, and is only given in exceptional circumstances. Furthermore, you must have a passing average in coursework already completed. You must make a request for an incomplete grade in writing with me before the last day of final examinations. A detailed description of an interim grade of

incomplete may be found in the [Graduate Incomplete Policy](#).

Weekly Course Schedule

You are responsible for completing all readings by the dates noted in the course schedule:

<i>Date</i>	<i>Topic</i>	<i>Required & Recommended Materials</i>
Week 1 Aug. 25-31	Introduction	<p style="text-align: center;"><i>Required</i></p> <p>Ormrod, J. (2024). The nature, tools, and ethics of research. In <i>Practical research: Planning and design</i> (13th ed., ch. 1, pp. 1-32). Pearson.</p> <p style="text-align: center;"><i>Research Seminar</i></p> <p><i>Nota bene:</i> Most weeks will include a required Research Seminar recording featuring a scholar in library and information science. These talks cover a wide range of topics across libraries, archives, and related fields, and demonstrate many research methods. All Research Seminars are available at: https://ed.buffalo.edu/information/research/seminar-series/archive.html.</p> <p>Detlor, B. (2013, November 14). <i>Helping libraries conduct research</i> [Video]. Retrieved from https://ub.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=5e9e0b19-cb72-48c5-9249-a8e20057a6b9</p>
Week 2 Sept. 1-7	Research in Library and Information Science	<p><i>Nota bene:</i> Labor Day is observed on Monday.</p> <p style="text-align: center;"><i>Required</i></p> <p>Hernon, P., Dugan, R. E., & Matthews, J. R. (2014). Evaluation. In <i>Getting started with evaluation</i> (ch. 1, pp. 1-16). American Library Association.</p> <p>Hernon, P., Dugan, R. E., & Matthews, J. R. (2014). Evidence-based planning and decision making. In <i>Getting started with evaluation</i> (ch. 2, pp. 17-32).</p>

American Library Association.

Hernon, P., Dugan, R. E., & Matthews, J. R. (2014). Library metrics. In *Getting started with evaluation* (ch. 3, pp. 33–48). American Library Association.

Research Seminar

Radford, M. L. (2016, March 3). “I’ve already Googled it and I can’t understand it”: Users’ perceptions of virtual references & social Q&A [Video]. Retrieved from <https://ub.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=23b29a6c-6721-4154-9f63-a8e20098eb2d>

Week 3
Sept. 8–14

Problem Statements, Theoretical Frameworks, & Literature Reviews

Required

Hernon, P., & Schwartz, C. (2008). What is a problem statement? *Library & Information Science Research*, 29(3), 307–309. <https://doi.org/10.1016/j.lisr.2007.06.001>

Ormrod, J. (2024). The problem: The heart of the research process. In *Practical research: Planning and design* (13th ed., ch. 2, pp. 33–63). Pearson.

Ormrod, J. (2024). Review of the related literature. In *Practical research: Planning and design* (13th ed., ch. 3, pp. 64–87). Pearson.

Research Seminar

Magee, R. M. (2020, February 24). *Incorporating multiple perspectives into the design of youth co-research: Listening to teens, library staff and researchers* [Video]. Retrieved from <https://ub.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=83342f06-4b0e-4376-98b0-aaf501379178>

Recommended

Hartel, J. (2019). Turn, turn, turn. In *Proceedings of the Tenth International Conference on Conceptions of Library and Information Science. Information Research*, 24(4). <http://informationr.net/ir/24-4/colis/colis1901.html>

Example Papers

Nota bene: In some weeks, you will be provided with recommended Example Papers that illustrates a specific research method. These are optional readings, selected from *Applications of Social Research Methods to Questions in Information and Library Science* (Wildemuth, 2017), and are intended to support your understanding of how the methods are applied in practice.

Focus Groups:

Large, A., Beheshti, J., & Rahman, T. (2002). Design criteria for children's web portals: The users speak out. *Journal of the American Society for Information Science and Technology*, 53(2), 79-94. <https://doi.org/10.1002/asi.10012>

Shoaf, E. C. (2003). Using a professional moderator in library focus group research. *College & Research Libraries*, 64(2), 124-132. <https://doi.org/10.5860/crl.64.2.124>

Existing Documents as Data:

Buchwald, C. C. (2000). A case study of Canada's Coalition for Public Information in the information highway policy-making process. *Library & Information Science Research*, 22(2), 123-144. [https://doi.org/10.1016/S0740-8188\(99\)00050-X](https://doi.org/10.1016/S0740-8188(99)00050-X)

Maxwell, T. A. (2005). Constructing consensus: Homeland Security as a symbol of government politics and administration. *Government Information Quarterly*, 22(2), 152–169.
<https://doi.org/10.1016/j.giq.2003.01.001>

Week 4 Research
Sept. 15–21 Design

Nota bene: Assignment 1 is due by the end of the week.

Required

Ormrod, J. (2024). Planning a research project. In *Practical research: Planning and design* (13th ed., ch. 4, pp. 88–131). Pearson.

Ormrod, J. (2024). Writing a research proposal. In *Practical research: Planning and design* (13th ed., ch. 5, pp. 132–154). Pearson.

Research Seminar

Agosto, D. (2022, March 8). “*We were beaten down*”: Parents’ perspectives on benefit and risks of children’s digital media use [Video]. Retrieved from https://youtu.be/MhZoEMD5_nA

Recommended

Eldredge, Jonathan D. (2004). Inventory of research methods for librarianship and informatics. *Journal of the Medical Library Association* 92(1), 83–90. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC314107/>

Example Papers

Visual Data Collection:

Foster, N. F., & Gibbons, S. (eds.). (2007). Studying students: The undergraduate research project at the University of Rochester. Association of College & Research Libraries. <http://hdl.handle>.

[net/1802/7520](https://doi.org/10.1108/00220411011087841)

Hartel, J. (2010). Managing documents at home for serious leisure: A case study of the hobby of gourmet cooking. *Journal of Documentation*, 66(6), 847–874. <https://doi.org/10.1108/00220411011087841>

Direct & Participant Observation:

Curry, A. (2005). If I ask, will they answer? Evaluating public library reference service to gay and lesbian youth. *Reference & User Services Quarterly*, 45(1), 65–75. <https://www.jstor.org/stable/20864443>

Prigoda, E., & McKenzie, P. J. (2007). Purls of wisdom: A collectivist study of human information behaviour in a public library knitting group. *Journal of Documentation*, 63(1), 90–114. <https://doi.org/10.1108/00220410710723902>

Rubenstein, E. L. (2015). “They are always there for me”: The convergence of social support and information in an online breast cancer community. *Journal of the Association for Information Science and Technology*, 66(7), 1418–1430. <https://doi.org/10.1002/asi.23263>

Week 5
Sept. 22–28

Qualitative
Methods

Required

Ormrod, J. (2024). Qualitative research methods. In *Practical research: Planning and design* (13th ed., ch. 8, pp. 248–289). Pearson.

Research Seminar

Hartel, J. (2016, April 26). *Pictorial metaphors for information* [Video]. Retrieved from <https://ub.>

hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=7b5d5646-a2ad-4214-8863-a8e200a6aa3d

Recommended

Ryan, F., Coughlan, M., & Cronin, P. (2007). Step-by-step guide to critiquing research. Part 2: Qualitative research. *British Journal of Nursing*, 16(12), 738–744. <https://doi.org/10.12968/bjon.2007.16.12.23726>

Example Papers

Unstructured & Structured Interviews:

Attfield, S., & Dowell, J. (2003). Information seeking and use by newspaper journalists. *Journal of Documentation*, 59(2), 187–204. <https://doi.org/10.1108/00220410310463860>

Hara, N., Solomon, P., Kim, S. L., & Sonnenwald, D. H. (2003). An emerging view of scientific collaboration: Scientists' perspectives on collaboration and factors that impact collaboration. *Journal of the American Society for Information Science and Technology*, 54(10), 952–965. <https://doi.org/10.1002/asi.10291>

Marcella, R., & Illingworth, L. (2012). The impact of information behaviour on small business failure. *Information Research*, 17(3). <https://informationr.net/ir/17-3/paper525.html>

Rieh, S. Y. (2004). On the web at home: Information seeking and web searching in the home environment. *Journal of the American Society for Information Science and Technology*, 55(8), 743–753. <https://doi.org/10.1002/asi.20018>

Think-Aloud Protocols:

Branch, J. L. (2001). Junior high students and think alouds: Generating information-seeking process data using concurrent verbal protocols. *Library & Information Science Research*, 23(2), 107–122. [https://doi.org/10.1016/S0740-8188\(01\)00065-2](https://doi.org/10.1016/S0740-8188(01)00065-2)

Pomerantz, J. (2004). Factors influencing digital reference triage: A think-aloud study. *The Library Quarterly*, 74(3), 235–264. <https://doi.org/10.1086/422765>

Research Diaries:

Koufogiannakis, D. (2012). Academic librarians' conception and use of evidence sources in practice. *Evidence Based Library and Information Practice*, 7(4), 5–24. <https://doi.org/10.18438/B8JC8J>

Pattueli, M. C., & Rabina, D. (2010, May). Forms, effects, function: LIS students' attitudes towards portable e-book readers. *Aslib Proceedings*, 62(3), 228–244. Emerald. <https://doi.org/10.1108/00012531011046880>

Week 6 Quantitative
Sept. 29–Oct. 5 Methods

Required

Ormrod, J. (2024). Descriptive research. In *Practical research: Planning and design* (13th ed., ch. 6, pp. 155–204). Pearson.

Ormrod, J. (2024). Experimental, quasi-experimental, and ex post facto designs. In *Practical research: Planning and design* (13th ed., ch. 7, pp. 205–247). Pearson.

Research Seminar

O'Brien, H. L. (2015, November 11). *Evaluating concepts, evaluating measures: The case of the User Engagement Scale* [Video]. Retrieved from <https://ub.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=eb9c71fc-f203-4d8f-a2ca-a8e200867d9a>

Recommended

Coughlan, M., Cronin, P., & Ryan, F. (2007). Step-by-step guide to critiquing research. Part 1: Quantitative research. *British Journal of Nursing*, 16(11), 658–663. <https://doi.org/10.12968/bjon.2007.16.11.23681>

Example Papers

Survey Research:

Hirsh, S., & Dinkelacker, J. (2004). Seeking information in order to produce information: An empirical study at Hewlett Packard Labs. *Journal of the American Society for Information Science and Technology*, 55(9), 807–817. <https://doi.org/10.1002/asi.20024>

O'Neill, K. L., & Guilfoyle, B. A. (2015). Sign, sign, everywhere a sign: What does “reference” mean to academic library users? *The Journal of Academic Librarianship*, 41(4), 386–393. <https://doi.org/10.1016/j.acalib.2015.05.007>

Measuring Cognitive & Affective Variables:

Ford, N., Miller, D., & Moss, N. (2005). Web search strategies and human individual differences: A combined analysis. *Journal of the American Society for Information Science and Technology*, 56(7), 757–764. <https://doi.org/10.1002/asi>

20173

Ryker, R., Nath, R., & Henson, J. (1997).
 Determinants of computer user expectations and
 their relationships with user satisfaction: An
 empirical study. *Information Processing &
 Management*, 33(4), 529–537. [https://doi.org/
 10.1016/S0306-4573\(97\)00016-2](https://doi.org/10.1016/S0306-4573(97)00016-2)

Week 7
 Oct. 6–12
 Action
 Research &
 Mixed
 Methods

Nota bene: Mini Assignment 1 is due by the end of the
 week.

Required

Ormrod, J. (2024). Mixed-methods designs. In
Practical research: Planning and design (13th ed.,
 ch. 9, pp. 290–315). Pearson.

Ormrod, J. (2024). Action research and
 participatory designs. In *Practical research:
 Planning and design* (13th ed., ch. 10, pp.
 316–353). Pearson.

Research Seminar

Genuis, S. K. (2014, September 24). *Working with
 youth co-researchers: Promoting personal and
 community engagement with health information*
 [Video]. Retrieved from [https://ub.hosted.
 panopto.com/Panopto/Pages/Viewer.aspx?id=
 6b0f2c81-2457-4d27-af81-a8e2005ba24f](https://ub.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=6b0f2c81-2457-4d27-af81-a8e2005ba24f)

Recommended

Boyd, M. R. (2014). Community-based research:
 Understanding the principles, practices,
 challenges, and rationale. In P. Leavy (Ed.), *The
 Oxford handbook of qualitative research* (pp.
 498–517). Oxford University Press.

→PDF available on UB Learns.

Week 8
Oct. 13–19

Ethics

Nota bene: Fall Break is observed on Monday and Tuesday.

Required

Wallace, D. & Fleet, C. (2012). Ethics and politics in library and information science research and evaluation. In *Knowledge into action: Research and evaluation in library and information science* (ch. 3, pp. 67–96). Libraries Unlimited.

→PDF available on UB Learns.

Research Seminar

Olsson, M. (2017, November 2). *Making sense of the past: The information practices of field archaeologists* [Video]. Retrieved from <https://ub.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=852bf652-0dd1-4e23-93ec-a8e2010db4f8>

Recommended

Traianou, A. (2014). The centrality of ethics in qualitative research. In P. Leavy (Ed.), *The Oxford handbook of qualitative research* (pp. 62–77). Oxford University Press.

→PDF available on UB Learns.

National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. U.S. Department of Health and Human Services. Retrieved from <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>

Week 9
Oct. 20–26

Qualitative
Data Analysis

Nota bene: Assignment 2 is due by the end of the week.

Required

Ormrod, J. (2024). Analyzing qualitative and mixed-methods data. In *Practical research: Planning and design* (13th ed., ch. 12, pp. 402–432). Pearson.

Research Seminar

Spiteri, L. (2017, April 26). *In the readers' own words: How user content in the catalogue can enhance readers' advisory service* [Video]. Retrieved from <https://ub.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=f41a9995-0adb-4e62-b0ef-a8e200e95da8>

Recommended

Example Papers

Content Analysis:

Garner, J., Davidson, K., & Williams, V. K. (2008). Identifying serials trends through twenty years of NASIG conference proceedings: A content analysis. *Serials Review*, 34(2), 88–103. <https://doi.org/10.1016/j.serrev.2007.12.007>

Kracker, J., & Pollio, H. R. (2003). The experience of libraries across time: Thematic analysis of undergraduate recollections of library experiences. *Journal of the American Society for Information Science and Technology*, 54(12), 1104–1116. <https://doi.org/10.1002/asi.10309>

Discourse Analysis:

Frohmann, B. (1997). “Best books” and excited readers: Discursive tensions in the writings of Melvil Dewey. *Libraries & Culture*, 32(3) 349–371. <https://www.jstor.org/stable/25548545>

Radford, M. L., & Radford, G. P. (1997). Power, knowledge, and fear: Feminism, Foucault, and the stereotype of the female librarian. *The Library Quarterly*, 67(3), 250–266. <https://doi.org/10.1086/629951>

Week 10 Quantitative
Oct. 27–Nov. 2 Data Analysis

Required

Ormrod, J. (2024). Analyzing quantitative data. In *Practical research: Planning and design* (13th ed., ch. 11, pp. 354–401). Pearson.

Research Seminar

Gruzd, A. (2016, September 28). *Studying online interactions using social network analysis* [Video]. Retrieved from <https://ub.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=cf0ecb95-a115-4505-9f24-a8e200b9c3aa>

Recommended

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

Example Papers

Descriptive Statistics:

Carter, D. S., & Janes, J. (2000). Unobtrusive data analysis of digital reference questions and service at the Internet Public Library: An exploratory study. *Library Trends*, 49(2), 251–265. <https://hdl.handle.net/2142/8340>

Weise, F. O., & McMullen, T. D. (2001). Study to assess the compensation and skills of medical

library professionals relative to information technology professionals. *Bulletin of the Medical Library Association*, 89(3), 249-262.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC34558>

Frequencies, Cross Tabulation, & the Chi-Square Statistic:

Harris, R. M., Wathen, C. N., & Fear, J. M. (2006). Searching for health information in rural Canada. Where do residents look for health information and what do they do when they find it. *Information Research*, 12(1).

<https://informationr.net/ir/12-1/paper274.html>

Morey, O. (2007). Health information ties: Preliminary findings on the health information seeking behaviour of an African-American community. *Information Research*, 12(2).

<https://informationr.net/ir/12-2/paper297.html>

Tenopir, C., King, D. W., Boyce, P., Grayson, M., & Paulson, K. L. (2005). Relying on electronic journals: Reading patterns of astronomers. *Journal of the American Society for Information Science and Technology*, 56(8), 786-802.

<https://doi.org/10.1002/asi.20167>

Week 11
Nov. 3-9

Project
Management

Required

Wells, K., and Kloppenborg, T. (2018). *Project management essentials* (2nd ed.). Business Experts Press.

Research Seminar

Sawyer, S. (2024, September 12). *Trajectories of knowledge work: Evidence from an online*

freelance labor market [Video]. Retrieved from <https://ub.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=5f475a7f-ca70-448c-9fa4-b1ea011eb427>

Recommended

Example Papers

Correlation:

Duy, J., & Vaughan, L. (2003). Usage data for electronic resources: A comparison between locally collected and vendor-provided statistics. *The Journal of Academic Librarianship*, 29(1), 16-22. [https://doi.org/10.1016/S0099-1333\(02\)00400-7](https://doi.org/10.1016/S0099-1333(02)00400-7)

Pennanen, M., & Vakkari, P. (2003). Students' conceptual structure, search process, and outcome while preparing a research proposal: A longitudinal case study. *Journal of the American Society for Information Science and Technology*, 54(8), 759-770. <https://doi.org/10.1002/asi.10273>

Comparing Means - T Tests & Analysis of Variance:

Toms, E. G., & Taves, A. R. (2004). Measuring user perceptions of web site reputation. *Information Processing & Management*, 40(2), 291-317. <https://doi.org/10.1016/j.ipm.2003.08.007>

Wildemuth, B. M., Marchionini, G., Yang, M., Geisler, G., Wilkens, T., Hughes, A., & Gruss, R. (2003). How fast is too fast? Evaluating fast forward surrogates for digital video. *Proceedings of the Joint Conference on Digital Libraries*, 221-230. <https://doi.org/10.1109/JCDL.2003.1204866>

Week 12
Nov. 10–16

Anti-
colonialism &
Anti-racism
Research

Nota bene: Mini Assignment 2 is due by the end of the week.

Required

Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous research. *Research Ethics*, 14(2), 1–24.

<https://doi.org/10.1177/1747016117733296>

Dei, G. J. S. (2005). Chapter one: Critical issues in anti-racist research methodologies: An introduction. *Counterpoints*, 252, 1–27.

<http://www.jstor.org/stable/42978742>

Research Seminar

Shiri, A. (2020, November 20). *Inuvialuit voices: Integrating digital storytelling in digital libraries for cultural heritage preservation and access* [Video]. Retrieved from <https://youtu.be/Ao50AZw9igs>

[Video]. Retrieved from <https://youtu.be/Ao50AZw9igs>

Recommended

Smith, L. T. (2021). *Decolonizing methodologies: Research and Indigenous peoples* (3rd ed.). Bloomsbury Publishing.

Week 13
Nov. 17–23

Disseminating
Research

Required

Ormrod, J. (2024). Planning and preparing a final research report. In *Practical research: Planning and design* (13th ed., ch. 13, pp. 433–458). Pearson.

Research Seminar

Wolfram, D. (2022, February 8). *Scholarly communication practices in the open science era: We still have work to do* [Video]. Retrieved from

<https://youtu.be/TMWIWJ7A7dY>

Nov. 24–30	No Class (Thanksgiving Break)	No readings.
Week 14 Dec. 1–7	No Class (Final Project Preparation)	<i>Nota bene:</i> Assignment 3 is due by the end of the week. No readings.

Required Course Materials

The textbook, [*Practical research: Design and process*](#) by Ormrod (2024), is available to rent for ~\$10 per month from Pearson, the publisher. The textbook is available in multiple editions. While you are not required to use the latest 13th edition, it is strongly recommended. All assigned readings, including chapters and page numbers, are based on the latest edition. If you choose to use a different edition, you are responsible for identifying the correct chapters and matching the content on your own.

All other course materials will be freely available through UB Learns, UB Libraries, or the web. The required and recommended readings are listed in the course schedule.

Course Communication

I endeavor to create a learning environment in which people of all identities are welcomed and supported. I ask you to, optionally, share your name, gender identity, or pronouns with me at the beginning of the semester. Similarly, you can update your [name, gender identity, or pronouns](#) in the HUB Student Center.

I encourage you to actively participate in the UB Learns discussion forum throughout the semester. You will find that reading your peers' posts and writing your own will be beneficial to your understanding of the course materials. I read all discussion forum posts, but am not always able to respond. In this class, you are expected to engage in respectful communication. I will not tolerate any form of disrespect directed towards anyone in the class.

If you have any questions or comments about the course, please do not hesitate to contact me. Because this is an asynchronous online course, I prefer to communicate by e-mail. All messages sent to me should come from your @buffalo.edu e-mail address. When contacting me, please include the course number in the subject of your e-mail. I will do my

best to respond to you within 48 hours between Monday at 9:00 AM and Friday at 5:00 PM.

Course Evaluation

Course evaluations are an important part of the University's commitment to academic excellence. Once you complete the course, you will receive an e-mail from [UB Course Evaluations](#) notifying you that course evaluations are open. When you complete a course evaluation, you give me the tools to strengthen the course offerings and improve student learning. I cannot see individual responses; I receive a summary report that compiles responses across all students in the class. I do not receive a copy of the report until after grades have been submitted.

Academic Integrity

The University is founded on civility, honesty, and integrity. As a member of the community, you are expected to understand and follow the codes of conduct regarding academic integrity. [Academic integrity](#) is critical to the learning process. It is your responsibility to work in an honest fashion, upholding my expectations. The goal is to ensure that students learn in accordance with the University's academic integrity principles, regardless of whether instruction is in-person or remote. The use of any tools, including artificial intelligence-based large language models (e.g., ChatGPT), to produce whole or parts of assignments in this course is prohibited. Thank you for upholding your integrity and ensuring the University's tradition of academic excellence. A detailed description of academic integrity, including the University's policies and procedures, may be found in the [Graduate Academic Integrity Policy](#).

Accessibility Policies and Services

The University is committed to providing equal access to individuals with disabilities, in part, through [Accessibility Resources](#). If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources and also me during the first week of class. It is your responsibility to make a request for academic accommodation with Accessibility Resources:

Accessibility Resources

University at Buffalo

60 Capen Hall (North Campus)

Buffalo, NY 14260

Phone: (716) 645-2608

Web: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

Accessibility Resources will review appropriate arrangements for reasonable accommodations. If Accessibility Resources determines a request is reasonable, a memorandum describing the recommended academic adjustments or auxiliary aids will be issued. It is your responsibility to provide the memorandum to me and to arrange to meet with me regarding implementation of the recommendations. I may contact Accessibility Resources for consultation if there are any questions or concerns about a recommendation.

Student Success and Wellbeing Policies and Services

The University provides resources to support student learning and wellbeing. You can learn more about these programs and services by contacting:

Counseling Services

University at Buffalo
120 Richmond Quadrangle (North Campus)
Buffalo, NY 14261
Phone: (716) 645-2720
Web: <https://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html>

Health Promotion

University at Buffalo
114 Student Union (North Campus)
Buffalo, NY 14260
Phone: (716) 645-2837
Web: <https://www.buffalo.edu/studentlife/who-we-are/departments/health-promotion.html>

Health Services

University at Buffalo
Michael Hall, 3435 Main Street (South Campus)
Buffalo, NY 14214
Phone: (716) 829-3316
Web: <https://www.buffalo.edu/studentlife/who-we-are/departments/health.html>

The University values and respects all members of the community. Harassment and discrimination are not tolerated. A detailed description of discrimination and harassment may be found in the [Discrimination and Harassment Policy](#).

The University provides appropriate accommodation for religious and cultural observances. Students who require a religious accommodation should make the request

directly to me. A detailed description of religious accommodation may be found in the [Religious Accommodation and Expression Policy](#).

If you have experienced violence or harassment on the basis of sex or gender, the University has resources to help. For more information, please contact the Title IX Coordinator:

Office of Equity, Diversity and Inclusion

University at Buffalo

406 Capen Hall (North Campus)

Buffalo, New York 14260

Phone: (716) 645-2266

Web: <https://www.buffalo.edu/equity.html>

For confidential assistance, you may also contact a Crisis Services Campus Advocate at (716) 796-4399.

University at Buffalo faculty are mandated to report violence or harassment on the basis of sex or gender. This means that if you tell me about a situation involving violence or harassment, I will need to report it to the Office of Equity, Diversity and Inclusion. If you do not wish to have the University proceed with an investigation, your request will be honored unless the University's failure to act does not adequately mitigate the risk of harm to you or other members of the community. You also have the option of speaking with trained counselors who can maintain confidentiality. A full explanation of the resources and services available may be found in the [Options for Confidentially Disclosing Sexual Violence](#).