

## Syllabus

**Department:** Division of Library and Information Science

**Course Number and Title:** LIS 239 Research and Evaluation Methods in Library and Information Science

**Bulletin Description:** [25 words maximum]

This (hybrid) graduate-level course is an introduction to research and evaluation methods that are used by LIS practitioners and researchers as well as many patrons.

**Prerequisite(s):** None

**Co-requisite(s):** None

### Course Objectives:

Through readings, online discussions, and written assessments, students completing this course will be able to:

- Discuss the importance of research and evaluation in library and information science;
- Articulate ethical concerns and issues related to research and evaluation;
- Critique published research effectively;
- Describe social science research strategies and methodologies that are applicable in Library and Information Science;
- Construct a research proposal that involves:
  - Identifying and selecting a research problem;
  - Developing research questions to address the research problem;
  - Conducting a review of the literature associated with the research problem;
- Selecting appropriate research strategies for gathering data on the identified research problem;
- Designing a methodology for implementing the selected research strategy;
- Writing a rationale that explains the contributions of the proposed research effort.

### Program Goals and Outcomes:

1A) Demonstrate knowledge of the ethics, values, and foundational principles and the role of library and information professionals in the promotion of democratic and legal principles and intellectual freedom.

1B) Understand the history of human communication and its impact on libraries, and the importance of effective verbal and written advocacy for libraries, librarians, other library workers and library services.

1D) Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.

3A) Understand the principles involved and the developmental, descriptive, and evaluative skills needed in the organization, representation and retrieval of recorded knowledge and information resources.

6A) Understand the fundamentals of quantitative and qualitative research methods, including central research findings and research literature of the field, and the principles and methods used to assess the actual and potential value of new research.

### Units of Instruction:

The table below lists the required reading in the Singleton and Straits text. It is imperative that you set aside time to carefully read the text.

Chapters Title
1 Introduction
3 Research Ethics
4 Elements of Research Design
5 Measurement
6 Sampling
7 Experimentation
8 Experimental Design
9 Survey Research
10 Survey Instrumentation
11 Field Research
12 Research Using Available Data
14 Evaluation Research
15 Data Processing and Elementary Data Analysis
17 Writing Research Reports

## Bibliography:

- Singleton, R. and B. Straits (2010). *Approaches to Social Research* (5th ed.). New York: Oxford University Press. ISBN 978-0195372984
- Altman, E. and P. Hernon, eds. *Research Misconduct: Issues, Implications, and Strategies*. Greenwich, CT: Ablex Publishing, 1997.
- Bar-Ilan, J. and B. Peritz. “Informetric Theories and Methods for Exploring the Internet: An Analytic Survey of Recent Research Literature.” *Library Trends* 50 (Winter 2002): 371-92.
- Benard, R. H. *Social Research Methods: Qualitative and Quantitative Approaches*. Thousand Oaks, CA: Sage Publications, 2000.
- Clark, H. and M. Schober. “Asking Questions and Influencing Answers.” In *Questions About Questions: Inquiries into the Cognitive Bases of Surveys*, edited by Judith Taylor, 15-48. New York: Russell Sage Foundation, 1992.
- Fowler, F. J. *Survey Research Methods*. 3<sup>rd</sup> ed. Newbury Park, CA: Sage Publications, 2001.
- Krathwohl, D. R. *Methods of Educational and Social Science Research: An Integrated Approach*. 2<sup>nd</sup> ed. New York: Longman, 1998.
- Powell, R., L. Baker, and J. Mika. “Library and Information Science Practitioners and Research.” *Library and Information Science Research* 24 (2002): 49-72.
- Powell, R., and L. Connaway. *Basic Research Methods for Librarians*. 4<sup>th</sup> ed., Westport, CT: Libraries Unlimited, 2004.
- Singleton, R. and B. Straits (2010). *Approaches to Social Research* (5<sup>th</sup> ed.). New York: Oxford University Press. ISBN-13 978-0-19-514794-0
- Westbrook, L. *Identifying and Analyzing User Needs*. New York: Neal-Schuman, 2001.

## New York State Education Department Requirements

### 1. Contact Hours – 30 hours

Comprised of the following:

- Periodic announcements/discussion posts by the instructor
- Lecture (online or face to face)

- Monitoring group discussions
- Reviewing assignments
- Advising on semester projects
- Email interaction

2. Supplementary Hours – 120 hours

Comprised of the following:

- Assigned reading
- Weekly assignments (individual and group)
- Research for semester projects
- Presentations (online or face to face)
- Academic Service-Learning projects (where appropriate)