

Research and Assessment for Information Professionals

University of Wisconsin – Madison
The Information School
Fall 2021

LIS 603, LEC: 24190

3 credits

Time: Thursdays, 9 – 11:30am in 4207 Helen C. White Hall

Instructor: Michael Zenz

Email: zenz@wisc.edu

Office: 329 Bradley Memorial Building

Office hours: Thursdays after class (& by appointment)

Course Description

Introduces students to research, evaluation and assessment practices. Prepares students to design and implement a research or assessment project. Provides an overview of commonly employed data collection methodologies and introduces students to both qualitative and quantitative analysis approaches that may be employed in evaluation, assessment and research.

Prerequisite

Graduate/professional standing

Only LIS Program Students who are not Distance Program Students may enroll in this section.

Requirements

20% - Weekly Prompts 300-600 word response to the weekly prompt. **Due before class to Canvas.**

10% - Class Material Presentation Present course material for one week with a partner.

10% - Exam 1 Timed (1hr.) Essay Exam in Canvas. Open 1 week and due **10/21**,

10% - Exam 2 Essay Exam 2nd half of class, **12/2**.

50% - Research Project Large research project with a team of 3-4 members. Final project **due 12/20 to Canvas**, but parts will be due during the semester – details will be distributed during the first few weeks of class.

Readings

We will be using the following texts. Kahneman and Silver are widely available at a number of book sellers. Trochim is an online resource that we will use during the semester.

- Kahneman, Daniel. *Thinking, Fast and Slow*. Farrar, Straus and Giroux. 2011.
– Online copy available for checkout through UW–Madison Library.
- Silver, Nate. *The Signal and the Noise: Why so many predictions fail – but some don't*. The Penguin Press:New York. 2012.
- Trochim, William M.K. *Research Methods Knowledge Base*. <https://conjointly.com/kb/>
- *The SAGE Encyclopedia of Social Science Research Methods* Michael S. Lewis-Beck, Alan Bryman & Tim Futing Liao eds. 2004. Online copy available through UW–Madison library.

Tentative Schedule

This schedule is subject to change. **For Trochim, read all items within the section specified.**

Date	Unit	Topic	Reading
9/9		Introduction	
9/16	Reasoning	Reasoning and Bias	Kahneman, Part I Trochim, Foundations/ Philosophy of Research
9/23		Scientific Reasoning	Kahneman, Part II Trochim/Foundations/ Language of Research
9/30		Scientific Process and Logic Models	Kahneman, Part III Trochim, Foundations/ Conceptualizing in Research Evaluation Research
10/07	Collection	Human Subjects, Experiments	Trochim, Measurement/ Construct Validity Trochim, Research Design/ Internal Validity Introduction to Design Types of Design Experimental Design Sage Encyclopedia, Informed Consent
10/14		Surveys, Interviews, and Coding	Trochim, Measurement/ Survey Research
10/21		Observation (Behavior)	Silver, Chap. 1-2 Trochim, Measurement/ Qualitative Measures Unobtrusive Measures Exam 1 Due
10/28	Analysis	Descriptive Statistics and Visualization	Silver, Chap. 3-5 Trochim, Analysis/ Data Preparation Descriptive Statistics
11/4		Sampling	Silver, Chap. 6-8 Trochim, Sampling
11/11		Significant Differences	Silver, Chap. 9-11 Trochim, Analysis/Inferential Statistics/ The T-Test
11/18		Statistical Relationships	Silver, Chap. 12-13 Trochim, Analysis/Inferential Statistics/ General Linear Model
11/25		Thanksgiving – No Class	
12/2		Research Workshop I	Exam 2
12/9		Research Workshop II	
12/20			Research Project Due

MA In Library And Information Studies Learning Outcomes

1. Students demonstrate understanding of societal, legal, policy or ethical information issues.
2. Students apply principles of information organization.
3. Students apply appropriate research methodologies for inquiry or decision making.
4. Students demonstrate understanding of professional competencies important for management of information organizations.
5. Students demonstrate competency with information technologies important to the information professions.
6. Students apply theory to professional practice.
7. Students demonstrate understanding of issues surrounding marginalized communities and information.

LIS 603 Learning Outcomes

1. Articulate key principles of human subjects research projection
2. Demonstrate a good understanding of the logic of social science research and evaluation approaches;
3. Critically analyze and evaluate others' research/evaluation in light of research questions, ethical considerations, research design and data collection and analysis methodologies. Effectively and critically review and synthesize the literature in a chosen area.
4. Describe and implement basic qualitative and quantitative data collection and analysis methodologies
5. Design an evaluation study including a logic model defining the evaluation project

Class Policies

Late Work

All late work will be marked down a grade (A to AB, for instance) and then another grade each week after that. Please let me know ahead of time if you anticipate being unable to make a deadline – most likely I will grant you an extension.

Accommodations

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Academic Misconduct

Academic dishonesty in any form will result, in a minimum, of a grade of 0 for the assignment in which it was demonstrated; further, I reserve the right to pursue the university level academic misconduct processes. Please see the University's policy at <http://students.wisc.edu/saja/misconduct/UWS14.html>

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be worn correctly (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason. Students with disabilities or medical conditions who are unable to wear a face covering should contact the McBurney Disability Resource Center or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or

medical condition, should contact the Dean of Students Office. Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the Office of Student Conduct and Community Standards and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or isolation due to COVID-19

Student should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.