



THE UNIVERSITY OF BRITISH COLUMBIA

iSchool (Library, Archival & Information Studies)

Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hə́n̓q̓əmiṇ̓ə́m̓ speaking Musqueam people.

**iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.**

## **LAIS 605 – Course Syllabus (3) – Advanced Seminar in Research Methods**

**Program:** iSchool Doctoral

**Year:** Winter Term 1, 2019-20

**Course Schedule:** Monday, 2:00 – 5:00 pm

**Location:** TBA

**Instructor:** R. Kopak

**Office location:** Barber 495

**Office phone:** (604) 822-2898

**Office hours:** By appointment

**E-mail address:** [r.kopak@ubc.ca](mailto:r.kopak@ubc.ca)

**Learning Management Site:** [canvas.ubc.ca](https://canvas.ubc.ca)

### **Course Goal:**

The goal of this course is to enable students to design good research based on a thorough understanding of the research process, and of methods of data collection frequently used in social sciences and humanities research. As such, the course focuses on the comparative advantages and disadvantages of qualitative, quantitative, and mixed methods research designs, and of knowing how differences in the worldview underlying these approaches and associated methods contribute to the choices we make when designing our research.

### **Course Objectives:**

Upon completion of this course students will be able to:

1. Understand the basic characteristics of qualitative, quantitative, and mixed methods research and the differences among these approaches.
2. Define the major strategies of inquiry used in the various approaches to research.
3. Understand the role of literature and theory in the various approaches to research.
4. Develop writing strategies for qualitative, quantitative, and mixed methods research proposals and reports.
5. Anticipate and resolve ethical issues related to research.
6. Write an effective introduction to research.
7. Write a purpose statement for qualitative, quantitative, and mixed methods research.
8. Develop research questions and/or hypotheses for qualitative, quantitative, and mixed methods research.
9. Understand the procedures involved in developing quantitative, qualitative, and mixed methods plans.
10. Identify, review, and critique qualitative, quantitative, and mixed methods research studies.
11. Develop a plan for a research study.
12. Present scholarly research in an effective manner.

### **Course Topics:**

- The process of research
- Establishing a research focus
- Developing an actionable research question
- The role and use of existing literature



- The kinds of and use of theory
- Research ethics
- Kinds of quantitative methods
- Kinds of qualitative methods
- Mixed-methods research

**Prerequisites:**

- Registration in the iSchool doctoral program, or permission of the instructor.

**Format of the course:**

- Weekly seminars. The instructor will typically begin each session with introductory remarks concerning the specific topic of the week. As the term advances, students are expected to present on topics of choice, chosen in conversation with the instructor.

**Required and Recommended Reading:**

**Required:**

- Creswell, John W., and Creswell, J. David. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage: Thousand Oaks.

This is the anchor book for the course, and we'll be referring to it throughout the course. Many have found this book very useful later in their programs when thesis research starts in earnest.

**Recommended:**

- Bryman, Alan. (2015). *Social Research Methods*, 5th ed. Oxford: Oxford University Press.

This is a general research methods text that I find pretty good (I use it for the main text in the masters program research methods course. You may find this useful as a resource on a broader array of research methods including both qualitative and quantitative ones. I have a few copies of this book (in various editions) on the bookshelf outside of my office.

**Course Assignments:**

Assignment Name	Due Date	Weight %
	Individual due dates determined in class	
Dissertation Comparison/presentation		25%
Quantitative method paper/presentation		25%
Qualitative method paper/presentation		25%
Mixed methods journal article review/discussion		25%

**Course Schedule [week-by-week]:**



Topic	Date
<p><b>Introduction to Course</b></p> <p>I note that a number of the Mondays are statutory holidays, but for now I've just slotted in topics, etc., without attention to these. Once the class meets, we can discuss the best way to alter the schedule given the various long weekends during the term.</p>	September 9
<p><b>The Selection of a Research Approach</b> - Creswell: Chapter 1</p> <p><b>The Purpose Statement</b> - Creswell: Chapter 6</p> <p><b>Research Questions and Hypotheses</b> - Creswell: Chapter 7</p> <p>Take a research topic that you are interested in and bring to class a purpose statement and research questions relevant to a study that you might carry out on that topic.</p>	September 16
<p><b>Review of the Literature</b> - Creswell: Chapter 2</p> <p><b>The Use of Theory</b> - Creswell: Chapter 3</p>	September 23
<p><b>The Use of Theory (cont'd)</b> - Creswell: Chapter 3</p> <p><b>Dissertation Review Presentations</b> - <i>Dissertation Review Presentations (schedule determined first class of term)</i> - <i>Written review due within two weeks of presentation</i></p>	September 30
<p><b>Writing Strategies and Ethical Considerations</b> - Creswell: Chapter 4 - <i>Dissertation Review Presentations (cont'd)</i></p>	October 7
<p><b>Introduction to Quantitative Methods</b> - <i>Creswell: Chapters 5 and 8</i></p>	October 14
<p><b>Quantitative Methods (cont'd)</b> - <i>Quantitative Methods Presentations</i> - <i>Written review due within two weeks of presentation</i></p>	October 21
<p><b>Quantitative Methods (cont'd)</b> - <i>Quantitative Methods Presentations (cont'd)</i></p>	October 28



<p><b>Introduction to Qualitative Methods</b> - <i>Creswell: Chapter 9</i></p>	November 4
<p><b>Qualitative Methods (cont'd)</b> - <i>Qualitative Methods Presentations</i> - <i>Written review due within two weeks of presentation</i></p>	November 11
<p><b>Qualitative Methods (cont'd)</b> - <i>Qualitative Methods Presentations</i></p>	November 18
<p><b>Mixed Methods</b> - <i>Creswell: Chapter 10</i> - <i>Mixed Methods Article Presentations</i></p>	November 25
<p><b>Mixed Methods (cont'd)</b> - <i>Mixed Methods Article Presentations</i></p>	TBD

**Attendance:**

- Attendance at every class is expected. If you know you are going to be absent be sure to inform me beforehand.
- Prolonged absence will require a note from a healthcare provider or an accommodation notice from Accessibility Services. Failure to provide this documentation can result in a lower course mark.
- Any penalties imposed for excessive absences are at the discretion of the instructor.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

For late assignments, a deduction of ½ letter grade will be made for each 3 day period in which an assignment is handed in past the due date. For example, if an assignment is handed in (posted to Canvas) on the Thursday, Friday, or Saturday after a Wednesday due date, the mark given to the assignment will be reduced from, e.g., A- to B+. If handed in on the following Sunday, Monday, or Tuesday, a further ½ mark deduction will be made.

Please see next three sections below concerning factors for exceptions to the late deduction rule. Be sure to inform the instructor beforehand if any of these apply to you.

**Policies and Resources to Support Student Success:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)



**Centre for Accessibility:** Centre for Accessibility works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Centre for Accessibility unit: [<https://students.ubc.ca/about-student-services/centre-for-accessibility>]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

**Religious Accommodation:** The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

## **Academic Integrity**

### Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.