

ICT 310-201: Exploring and Analyzing ICTs: Methodological Approaches

Location: ONLINE via Canvas

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Office: 329 Lucille Little Library

Virtual Office Hours: Monday & Tuesday 9:00-11:00am and By Appointment

Virtual office hours will be available via Zoom. If you want to meet via Zoom, you will need to email me ahead of time to let me know. Office hours are accessible [HERE](#).

COURSE DESCRIPTION

Information and Communication Technologies (ICTs) are pervasive in our increasingly global society and, importantly, have the potential to improve lives and society. This course is designed to provide you with a sophisticated understanding of the philosophy, theory, design, and analysis of both qualitative and quantitative research in communication. During this course you will be exposed to a variety of methodological designs and analyses. Using a variety of methods ranging from the foundational (e.g., interviews, surveys) to cutting edge (e.g., big data analysis, geospatial mapping) and readings from a variety of contexts (e.g., education, healthcare, risk and crisis), this course is designed to equip you with the research and methodological tools to understand how ICTs affect individuals, relationships, groups, organizations, social movements, and policies and to use these methodological tools in applied settings.

STUDENT LEARNING OUTCOMES

After taking this course, students will be able to:

1. Compare and contrast quantitative and qualitative methodologies
2. Demonstrate understanding of research ethics
3. Conceptualize a study from beginning to end including research questions, rationale, research design, recruitment, and data analysis
4. Analyze and interpret data
5. Present research in written, visual, and oral formats

REQUIRED MATERIALS

PDFs and article links posted under Canvas Modules

TECHNICAL REQUIREMENTS

Please note: **THIS IS AN ONLINE ONLY COURSE.** Students are required to participate in activities and complete tasks online. Students must have access to Canvas through their UK ID to successfully complete this course. Students may also need access to Google Drive (For 2 instructions on setting up the Google student account, click [here](#).), and access to Zoom (which they should already have with their link blue user name and password).

Click **here** to view UK's Analytics and Technologies Department's minimum requirements for technology for eLearning, but make sure you have access to the following:

- Broadband Internet (At least 5Mbps throughput)
- [Computer Specifications](#) (Links to an external site.)
- [Supported Browsers](#) (Links to an external site.)
- Web Cam
- Microphone

Technology Information & Resources:

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <http://download.uky.edu/>.

Please note that, while Canvas does have apps you can use on your phone or other devices, you MUST have access to a computer with broadband internet. If you fail to complete or submit an assignment because of limited functions of the app, it will not be considered excused.

As your instructor, I am your first go-to person for technology problems. However, if you need more immediate assistance, please contact UKIT or Canvas Help.

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/UKIT/>

859-218-4357

Library Services & Distance Learning Services

- <http://www.uky.edu/Libraries/DLLS>
- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

COURSE POLICIES

“Attendance” and Participation

You are expected to participate fully, engaging with your instructor, peers, and the course material in order to benefit as much as possible from this course. This means you are expected to read and consider applications of course material each week and ask questions and/or make applications in small group and class discussion. **Some weeks, there will be minor activities for you to complete; these are not considered extra, out-of-class work – this IS the class, and you should consider the time you spend on this equal to the time you would spend in the classroom for an on-campus class (in addition to normal reading and work on projects).**

Late/Make-up Work

You will receive **ZERO** points for assignments submitted after the scheduled due date. There are no make-up assignments, no extensions, and no partial credit without an official excuse or extenuating circumstances. Because course material is all online and you are able to access it and complete required work on a relatively flexible schedule, few situations will warrant extensions on work. However, if there are extenuating circumstances that will prevent you from completing course work, then you are expected to contact your instructor ASAP. Alternate due dates are not guaranteed and may include earlier due dates or later due dates. “Extenuating circumstances” will be considered on a case-by-case basis.

Canvas

Things may come up or change during the semester, which means that the weekly schedule may change as well. You will be responsible for checking Canvas before beginning your coursework and activities/assignments for each week for any changes or updates. All assignments and grading rubrics will be posted in Canvas.

All of your work in this class must be submitted in Canvas, unless specifically instructed otherwise. You are responsible for keeping back-up (we recommend several) copies of all your work since electronic texts can be lost. The assignment should be attached in a word file (.doc or .docx only), unless otherwise instructed. You MUST confirm that the assignment was submitted and that it will open through the Canvas application. **Any file that is attached, but unable to be opened, will be treated as if it were not submitted. All assignments are due by the time specified in Canvas.**

Canvas Announcements

Each week, I will post at least one announcement with an overview of what will be expected that week. I will also post reminders, helpful tips, answers to student questions, or updates to the schedule or assignments as announcements in Canvas. **You are responsible for reading all announcements. If you have not already, please be sure to update your notification settings so that you are receiving these announcements to your email – if you miss information that is posted, it is not the fault of the instructor.**

E-mail Policy

Email is the best and preferred way to reach me. I will be checking it frequently throughout the business day (i.e., Monday-Friday 9:00am-5:00pm). However, I will not be on email 24/7 and will not expect you to be, either! Please send all email correspondence to the email address provided above, and put ICT 310 in the subject line each time. *Please allow 24 hours for a response to your e-mail.* If you have not heard back within 24 hours, send a polite and professional follow-up email.

Additionally, use your emails as an opportunity to practice professional communication. All emails must include an appropriate greeting (e.g., “Hello, Dr. Vallade,” “Hi, Dr. V,” etc.), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. If your email does not include these components, I may choose not to respond. Writing emails to your friends/family can be informal, but when you are writing emails to your instructors, professors and potential employers, they should be well written with as few mistakes as possible – particularly given the fact that mediated communication is more likely to be misinterpreted! Additionally, *if you email me with a question that could be easily answered by checking our Canvas site or syllabus, I may choose not to respond.*

Learning in the Time of COVID-19

Although this is a rigorous academic course and I have high expectations for what I know you can accomplish, I am also aware that we are living through an unprecedented time with the ongoing global COVID-19 pandemic. My intention is that we move through this course with care and compassion for ourselves and our community. If you are struggling at any point during the semester, do not hesitate to reach out to me. Please keep in mind that your professors and TAs may also face hardship during the semester; I ask that you also extend us flexibility and grace as we navigate this situation together.

For more information, please visit the University of Kentucky’s Learn Anywhere website (<https://learnanywhere.uky.edu/>) where you can access information about various support services (wellness, technical, academic, advising, student services, online course tips) available to help during this unusual semester.

Diversity, Equity, & Inclusion

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

I am, personally, committed to creating an inclusive and caring classroom community. If you experience any behavior or treatment, from your classmates or myself, that you feel inhibits this goal, I sincerely hope that you will reach out and let me know.

UNIVERSITY POLICIES

ACADEMIC POLICIES

Please access and familiarize yourself with UK's [Academic Policy Statements](#), established in the *University Senate Rules*. For the purposes of brevity, I have not included these statements in full here, but I will expect that you have familiarized yourself with them and I will hold you to these standards (as you should hold me to them in return). These statements include policies related to:

- Excused absences,
- Religious observances,
- Verification of absences,
- Make-up work,
- Excused absences for military duties,
- Unexcused absences,
- Prep week and reading days,
- Accommodation due to disability, and
- Non-discrimination statement and Title IX information

ACADEMIC INTEGRITY

Please also read and familiarize yourself with UK's [Academic Offenses Rules](#). In a nutshell: **Students shall not plagiarize, cheat, or falsify or misuse academic records.** Procedural information (i.e., what happens if you violate these policies) can be found on the [University Ombud's website](#).

Please note that, whether or not you choose to read these policies in full, you will be held to these standards and subject to these penalties.

COURSE ASSIGNMENTS

Engagement & Participation (100 points)

Discussion in this class is critical to your success. You should begin each week prepared to fully engage with me and with your peers. I will look for evidence that you have read and critically analyzed the assigned readings, prepared questions for discussion, and that you thoughtfully and respectfully respond to others' questions and opinions. This grade will be determined by discussion questions and comments, small group participation, homework completion, and overall respectful interaction in this course. Discussions and weekly exercises/minor assignments will be determined as needed throughout the semester; they may not add up to exactly 100 points. At the end of the semester, your percentage will be calculated, and that percentage will be applied for your final engagement and participation grade (e.g., if we complete 80 points of participation activities, and you get 70/80 points, your final grade would be 87.5).

Human Subjects Protection (HSP) Training (25 points)

You will be required to complete an online training program for CITI certification prior to engaging in any research activity this semester.

Interview Reflection (50 points)

You will be asked to apply what we are learning in class by conducting an interview with a person of your choosing. After completing the interview, you will be asked to reflect on the process of designing interview questions, as well as the experience of interviewing and the information gained from this method of data collection.

Exams (100 points each; 300 points total)

Exams will test both conceptual and applied knowledge and may consist of multiple choice, true/false, and open-ended questions. Additionally, exams may include skills in data analysis (e.g., coding, SPSS). Exams will only include information covered prior to the exam; they will not be cumulative.

Major Research Project

Over the course of the semester, you will be working in groups (~4 students) to conceptualize and design your own study of an important ICT issue. I recognize the difficulties of group work in an online course, but also encourage you to consider the value of learning to work in teams, even in a mediated context, which is both good practical experience for the workforce, and will make elements of the project much more manageable.

Over the course of the semester, your group will practice the skills we are reading about and discussing by (a) reading and synthesizing existing research in ICT and (b) designing and implementing a quantitative data collection. The project proposed must be of social significance and all members must be equally involved in the project. Each group will meet individually and synchronously with the instructor for tailored guidance to ensure quality and ethical conduct of your research project.

Group Meeting with Instructor (25 points)

Your group will be required to meet with me via Zoom to discuss your research topics and methodology prior to submitting your research proposal. At this time, I can answer any questions you have, and provide guidance on your proposals. More information will be provided in Canvas.

Research Proposal (Group Grade; 100 points)

You will develop a 4-5 page research proposal with a literature review/rationale, hypotheses/research questions, proposed method, and the survey you will be using to collect your data (survey, cover page, abstract, and references do not count toward page total).

Final Research Report (Group Grade; 100 points)

Your final research report should include everything from the research proposal, revised based on my feedback, as well as the complete method, results, and discussion.

Research Soundbite (Individual Grade; 50 points)

Finally, each member of your group will be presented with a different audience/media outlet. You will record a 3-4 minute soundbite introducing yourself, your research, and what the results of your research mean to this group. In other words, what is the translational value of this research? Whom does it affect? How? Why should people, and specifically the audience you are assigned, care about your research? More information for this assignment will be provided in Canvas.

Group Member Evaluation (50 points)

Finally, team members will be evaluated by the other group members in terms of the quantity and quality of their contributions to the research project. Your group members' evaluations of your contributions and performance will be averaged for your final group member evaluation grade.

Assignment	Points Possible	% of Final Grade
Participation	100	12.5%
HSP Training	25	3.125%
Interview Reflection	50	6.25%

Exam 1	100	12.5%
Exam 2	100	12.5%
Exam 3	100	12.5%
Group Meeting with Instructor	25	3.125%
Research Proposal	100	12.5%
Final Research Report	100	12.5%
Research Soundbite	50	6.25%
Group Member Peer Evaluation	50	6.25%
Total	800	100%

GRADING

Grading Policy

I do not GIVE grades. Instead, you EARN grades. I do not believe in giving grades that are not earned. I do not grade effort; I grade product. Therefore, do not ask me to bump a grade, to give you an extra opportunity to earn points, or to change a grade. I give partial credit when possible and use standard mathematical rounding rules. For example, if you earn a 79.4%, then your grade is a 79%. If you earn a 79.5%, then your grade is an 80%. This is non-negotiable.

Additionally, I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to come and discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must also come and talk to me within one week (7 days) of receiving the grade. Once that one-week period has passed, the grade will not be changed under any circumstances. *Please note: when you come to discuss a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received.*

Grading Scale

Percentage	Points	Grade	Achievement Level
90-100%	720-800	A	<i>Exceptional</i>
80-89%	640-719	B	<i>High</i>
70-79%	560-639	C	<i>Average</i>
60-69%	480-559	D	<i>Below Average</i>
0-59%	0-479	E	<i>Failing</i>

Mid-term Grade: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

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Tentative Course Schedule

This schedule is tentative and subject to change. Please check Canvas for any updates regarding course readings or weekly activities prior to completing your weekly work. ALL lecture material and course readings are located under Canvas Modules

- In this course, each week begins on Monday and ends on Sunday in order to give you the weekends to complete your work and accommodate various schedules during the week.
- However, please note that, in some cases, assignments are due during the week, typically when they require peer or instructor feedback during the second half of the week. All assignments are due by 11:59pm Eastern Standard Time (EST), unless specifically stated otherwise.
- Additionally, if you complete all of your coursework on weekends, please be aware that I will not be checking my email as regularly and may not be able to respond to issues or questions as quickly during this time.
- The Assignments column is not a comprehensive list of due dates and only represents major course assignments; weekly activities, discussions, video quizzes are not listed here. You are responsible for keeping up with weekly activities, checking Canvas regularly, and reading all updates in Canvas Announcements.

FOUNDATIONS & DEVELOPMENT OF ICT RESEARCH			
DATE	TOPIC	READINGS	ASSIGNMENTS
WEEK 1 8/23-8/29	Introduction to ICT Methods and Research		
	Quantitative vs. Qualitative Approaches	<ul style="list-style-type: none"> • Davis, Powell, & Lachlan (2013) 	
WEEK 2: 8/30-9/5	Research Ethics: Human Subjects Protection (HSP) Training	<ul style="list-style-type: none"> • Gray et al. (2007): Ch. 5 	HSP Completion Report
	Finding, Reading, and Evaluating Research	<ul style="list-style-type: none"> • Rumrill et al. (2000) 	
WEEK 3 9/7-9/12 <i>Labor Day</i>	Designing Research: Conceptualization & Operationalization Formulating Research Questions and Hypotheses	<ul style="list-style-type: none"> • Gray et al. (2007): Ch. 3 • Sawyer & Chen (2002) 	
QUANTITATIVE ICT RESEARCH			
DATE	TOPIC	READINGS	ASSIGNMENTS
WEEK 4	Exam 1		

9/13-9/19	Key Ideas in Quantitative Methods	<ul style="list-style-type: none"> Quantitative Methods (PDF) Osherson & Lane (n.d.) Frey et al., 2000): Ch. 4 	Download & Install SPSS
WEEK 5 9/20-9/26	Survey Design, Reliability and Validity	<ul style="list-style-type: none"> Wagner & Skowronski (2019) Stassen & Carmack (2019) 	
	Analyzing & Reporting Quantitative Data	<ul style="list-style-type: none"> Salkind (2008): Ch. 2 Salkind (2008): Ch. 3 Field (2009): Ch. 6 Field (2009): Ch. 9 From Numbers to Words Borner & Polley (2014): Ch. 1 	
WEEK 6 9/27-10/3	Individual Group Meetings with Dr. V		
WEEK 7 10/4-10/10	Experimental Design	<ul style="list-style-type: none"> Davis et al. (2013): Ch. 12 Chiang (2015) Social Research Methods: Experimental Design Experimental Research Designs 	
	Big Data & Social Media Analysis/Analytics <i>Guest Lecture: Dr. Spencer Greenhalgh</i>	<ul style="list-style-type: none"> Lazer & Radford (2016) 	
WEEK 8 10/11-10/17	Exam 2		
	Group Work Time (to finalize research proposal)		Research Proposal Due
QUALITATIVE ICT RESEARCH			
DATE	TOPIC	READINGS	ASSIGNMENTS
WEEK 9 10/18-10/24	Key Ideas in Qualitative Methods	<ul style="list-style-type: none"> Qualitative Methods (PDF) 	

*Midterm	Observation & Field Research	<ul style="list-style-type: none"> • Schoon (2014) • Nemer (2016) 	
WEEK 10 10/27-10/31 <i>Fall Break</i>	Interviewing & Focus Groups	<ul style="list-style-type: none"> • Asking Questions (PDF) • How to Conduct Focus Groups • Clark, Demont-Heinrich, & Weber (2005) • Kania-Lundholm & Torres (2015) 	
WEEK 11 11/1-11/7	Analyzing and Reporting Qualitative Data	<ul style="list-style-type: none"> • Lindlof & Taylor (2011) – Ch. 8 • Maguire & Delahunt (2007) • Preece, Sharp, & Rogers (2015) – ch. 8 • Colucci & Cho (2014) 	Interview Reflection
ADDITIONAL ICT RESEARCH METHODS			
DATE	TOPIC	READINGS	ASSIGNMENTS
WEEK 12 11/8-11/14	Software and Usability Studies	<ul style="list-style-type: none"> • Preece, Sharp, & Rogers (2015) – ch. 14 • Usability Testing • Guide to Usability Testing (Slingshot) • Quantitative vs. Qualitative Usability Testing 	
	Case Studies	<ul style="list-style-type: none"> • Yuen et al. (2003) • Preece, Sharp, & Rogers (2015) – ch. 13.4: <i>Evaluation Case Studies</i> 	
WEEK 13 11/15-11/21	Group Work Time <i>(Dr. V will be out of the office attending a conference)</i>		
WEEK 14 11/22-11/28 <i>Thanksgiving Break</i>	Geo-Spatial Mapping <i>Guest Lecture: Dr. Sean Burns</i>		

WEEK 15 11/29-12/5	Exam 3	
	Group Work Time <i>(Final research report)</i>	Final Research Report Group Member Evaluations
WEEK 16 12/6-12/8 NOTE: This week ends on a Wednesday	Research Soundbites & Semester Wrap-Up	Research Soundbite