ICT 390 002: Exploring and Analyzing ICTs: Methodological Approaches

Instructor: Nick Tatum, M.A. (nick.tatum@uky.edu)

Day/Time: Tuesday/Thursday, 2:00pm – 3:30pm

Office: LCLI 303a

Office Hours: Wednesday, 9:00am – 12:00pm

> *By Appointment*: http://bit.ly/2gRTLzm

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

Frey, L. R., Botan, C. H., & Kreps, G. L. (1999). *Investigating Communication: An Introduction*

> *to Research Methods.*

Rogers, Y., Sharp, H., & Preece, J. (2012). *Interaction Design: Beyond Human-Computer*

> *Interaction.*

APA Manual 6th edition.

PDFs posted to Canvas

COURSE POLICIES

Attendance and Participation

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information *before* coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due, you will be allowed to hand in or make-up that work *only* if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made *prior* to such absences. Other extenuating circumstances resulting in absence (e.g., emergency room visit) will be considered on a case by case basis. No make-up work is available for in-class exercises, or workshops unless approved in advance by your instructor.

Late/Make-up Work:

You will receive **ZERO** points for assignments handed in after the scheduled due date. There are no make-up assignments, no extensions, and no partial credit without an official excuse or extenuating circumstances. If you anticipate missing class for a university function, then you are expected to negotiate when the make-up work is due with your instructor and may include earlier due dates or later due dates. "Extenuating circumstances" will be considered on a case-by-case basis.

Excused Absences
Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the

work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required **prior** to the absence.

Academic Integrity
Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules

shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

E-mail Policy

All emails should be professionally written. Unprofessional emails will not receive a response.

Please allow 24 hours for a response to your e-mail. If you haven't heard back within 24 hours, a) send a polite and professional follow-up email and b) or ask your question before, during, or after class.

Canvas

We are responsive to student requests for changes in the schedule, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. We will post all assignments and grading rubrics on Canvas. If you lose an assignment page or handout, you are expected to get a copy from Canvas rather than from one of us.

All of your work in this class must be posted on Canvas unless otherwise instructed. 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). You <u>MUST</u> confirm that the assignment was submitted and that it will open through the Canvas application. <u>Any file that is attached, but unable to be opened, will be treated as if it were not submitted. All assignments are due before class begins.</u>

Classroom Behavior:

You are expected to arrive to class on time, stay the entire time, and stay awake. During class, you will engage fully in every discussion demonstrating knowledge and critical thought about readings and lecture materials. We will maintain an open, yet respectful, classroom environment that is inclusive of each other, instructors, and guest speakers. A respectful and engaged environment is one where electronic devices are used minimally (notice that I don't say they can

never be used) and side conversations occur at a minimum. During class, you will be expected to engage in work with partners, in small groups, and to informally present frequently. I will treat you like adults and expect that you will behave like adults who are responsible for, and care about, their own education.

ASSIGNMENTS

*Grading Rubrics are provided at the end of this syllabus.

Participation (Individual Grade; 50 points)

Discussion in this class is critical to your success. You should come to class prepared every day to fully engage with me and with your peers. I will look for evidence that you have read the assigned readings, critically analyzed the readings, prepared questions for discussion, and that you thoughtfully and respectfully respond to others questions and opinions. This grade will be determined by attendance, in class questions and comments, small group participation, and discussion questions turned in during class.

Position Paper (Individual Grade; 100 points)

Based on readings and discussion from the foundational unit, the student should choose a position in response to the following question: **Are qualitative or quantitative methods most effective for studying ICT?** The student should spend 2-3 pages answering this question with strong arguments and cite at least 5 sources to support the stance.

Exams (Individual Grade; 25 points each)

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). Quizzes will only include information covered prior to the exam; they will not be cumulative.

Group Project

In groups of 3-4 students, you will conceptualize and design your own study of an important ICT issue. Over the course of the semester, your group will practice the skills we are reading about and discussing by conducting this study. The project proposed must be of social significance and include at least one methodological tool learned in this class. All group members must be equally involved in the project. To ensure each individual and each group stays on track with the project, there will be three research checkpoints during the semester in which the groups will have time to work together in class using an instructor guided workshop format.

Research Checkpoints

> *#1 – Topic Proposal (Group Grade, 20 points)* – Your group should jointly construct a 2-3 page research proposal that answer the following questions. The proposal is due within one week of this workshop.
> > What type of technology would you like to study and why?
> > Why is the study you are proposing important to study?
> > What are some things we already know about this topic? What don't we know?
> > What are potential research questions and hypotheses?
> > Which two methods (one quantitative and one qualitative) will you use to study this topic and why?

#2 – Annotated Bibliography (Individual Grade; 10 points per annotated bibliography) – Your group should jointly construct an annotated bibliography of research articles that are relevant to your research topic. Each annotated bibliography should be 200 words long and summarize the key points of the article while also noting how it relates to your topic. Each person is responsible for contributing 3 annotated bibliographies to the group and will present 3 annotated bibliographies during the research checkpoint to his or her group. The final document is due at the end of class.

#3 – Data Progress Checkpoint (Group Grade; 50 points) – Your group should demonstrate considerable progress on the data collection and/or analysis portion of your project. If you are using qualitative methods, this may include, but is not limited to, at least one focus group transcription, development of a codebook, or observation notes from each group member. If you are using quantitative methods, this may include, but is not limited to, a fully developed survey, data analysis/result, or visual representations of quantitative data. This is due at the beginning of class. *The grading rubric for this will be developed in partnership with your instructor to be tailored to your specific project.

Executive Summary Report and Presentation (75 points group grade, 25 points individual grade)

As a group, you will present the results of your study. The presentation should be 12-15 minutes long, include presentational aids, and each group member should speak. During the presentation, you should present your research problem, topic background, method, results, and proposed practical applications, policy recommendation(s), or other evidence of translational value of the results. Group fields at least 3 questions during a Q&A session at the end of the presentation. A copy of your 2-3 page executive summary report should be provided to me prior to the presentation.

GRADING

Assignment	Points Possible	Points Earned
Participation	50	
Position Paper	100	
Exams	E1: 25 E2: 25 E3: 25 E4: 25	E1: E2: E3: E4:
Topic Proposal	20	
Annotated Bibliography	30	
Data Progress Checkpoint	50	
Executive Summary and Presentation	Group: 75 Individual: 25	Group: Individual:
Total	**450**	

Group Grade = 145 points; Individual Grade = 305

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)

A note about grades: 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.

Readings/References

Aslan, B. (2015). The mobilization process of Syria's activists: The symbiotic relationship between the use of ICTs and the political culture. *International Journal of Communication, 92*, 507-525.

Clark, L. S., Demont-Heinrich, C., & Webber, S. (2005). Parents, ICTs, and Children's Prospects for Success: Interviews along the Digital "Access Rainbow". *Critical Studies In Media Communication*, *22*, 409-426.

Doran, M., & Daniel, S. (2014). Geomatics and Smart City: A transversal contribution to the Smart City development. *Information Polity: The International Journal Of Government & Democracy In The Information Age*, *19*, 57-72.

Favier, T. T., & van der Schee, J. A. (2014). The effects of geography lessons with geospatial technologies on the development of high school students' relational thinking. *Computers & Education*, *76,* 225-236.

Kania-Lundholm, M., & Torres, S. (2015). The divide within: Older active ICT users position themselves against different 'Others'. *Journal Of Aging Studies*, *35*26-36. doi:10.1016/j.jaging.2015.07.008

Lu, R., Chorus, C., & Wee, B. v. (2014). Travelers' use of ICT under conditions of risk and constraints: an empirical study based on stated and induced preferences. *Environment & Planning B: Planning & Design*, *41*, 928-944.

Maxian, W. (2014). Power to the people? Emotional components of media power, mobile ICTs, and their potential to alter individual-media dependency relations. *Mass Communication & Society*, *17*, 274-298.

Schoon, A. (2014). Digital hustling: ICT practices of hip hop artists in Grahamstown. *Technoetic Arts: A Journal Of Speculative Research*, *12*, 207-217.

Svanaes, D., Alsos, O. A., & Dahl, Y. (2010). Usability testing of mobile ICT for clinical settings: Methodological and practical challenges. *International Journal of Medical*

Informatics, 79, 24-34.

Position Paper Grading Rubric

Content (30 points)	
Clearly chooses a position	1 2 3 4 5 6 7 8 9 10
Develops logical arguments to defend position	1 2 3 4 5 6 7 8 9 10
Provides sufficient support for arguments	1 2 3 4 5 6 7 8 9 10
	Comments:
Writing (20 points)	
Mechanics	1 2 3 4 5 6 7 8 9 10
APA	1 2 3 4 5
Organization/Clarity	1 2 3 4 5
	Comments:

Grade: _____

Topic Proposal Grading Rubric

CONTENT (15 points)	
Clear description of topic area	1 2 3
Establishes need to study area	1 2 3
Demonstrates initial research	1 2 3
Proposes potential RQs and Hypotheses	1 2 3
Proposes and defends potential methods	1 2 3
	Comments:
WRITING (5 points)	
Mechanics	1 2 3
Organization	1 2
	Comments:

Grade: _____

Annotated Bibliography Grading Rubric

Source #1

Content (5 points)	
Clear summary of article Explained connection to group project	1 2 3 1 2 Comments:
Writing (5 points)	
Mechanics APA citation Clarity	1 2 1 1 2 Comments:

Source #2

Content (5 points)	
Clear summary of article Explained connection to group project	1 2 3 1 2 Comments:
Writing (5 points)	
Mechanics APA citation Clarity	2 2 1 2 2 Comments:

Source #3

Content (5 points)	
Clear summary of article Explained connection to group project	1 2 3 1 2 Comments:
Writing (5 points)	
Mechanics APA citation	3 2 1

Clarity	2 2
	Comments:

Executive Summary and Final Presentation Grading Rubric

Executive Summary (Group 20 points)	
Summarizes group research process Clearly and visually presents results Provides implications/recommendations Mechanics, organization, and clarity	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 Comments:
Group Presentation (Group 55 points)	
Well prepared/practiced as a group Covered all required parts of presentation Adapted to audience Demonstrates methodological knowledge from class Visual appeal/clarity of presentational aid Q&A	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 Comments:
Individual Delivery and Evaluation (Individual 25 points)	
Eye contact Voice Body Language Preparation/Practice Evident Group Members' Evaluation	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 Comments:

Grade: _____