

ICT 310-001: Exploring and Analyzing ICTs: Methodological Approaches

Meeting Time: Tuesdays & Thursdays 2:00-3:15pm

Location: 311 Lucille Little Library

Instructor: Jessalyn I. Vallade, Ph.D.

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Office: 329 Lucille Little Library

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

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 in Canvas

Technology Information & Resources:

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.

Information Technology Customer Service Center (UKIT)

For technical assistance, contact ITS Customer Services 24/7 at 859-218-HELP (4357) for urgent needs. For non-urgent matters, choose the option that works best for you at

<https://techhelpcenter.uky.edu/gethelp>

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, show up to class both physically and mentally, and ask questions and/or make applications in small group and class discussion.

Late/Make-up Work

You will receive **ZERO** points for assignments submitted after the scheduled due date without any communication with me. There are no make-up assignments, no extensions, and no partial credit without an official excuse or extenuating circumstances. If there are extenuating circumstances that will prevent you from completing course work, please reach out to me so that I can support you as you navigate them. “Extenuating circumstances” will be considered on a case-by-case basis.

Although this is a rigorous academic course and I have high expectations for what I know you can accomplish, I am also aware that many things can disrupt learning. 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 may also face hardship during the semester; I ask that you also extend us flexibility and grace as we navigate this situation together.

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.

Assignment Submission

All of your work in this class must be submitted in Canvas. You are responsible for keeping back-up (I 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.**

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.*

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.

STUDENT RESOURCES

The University of Kentucky offers a variety of resources to support students academically and personally. The University Senate has compiled a list of [resources available to students](#), but please note that this list is not exhaustive. If you are experiencing challenges or disruptions to your learning or have needs that may not be served by the resources listed, and you feel comfortable disclosing to me, I would be happy to help you find the support that you need.

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

See below for a general overview of course assignments. More detailed information on the requirements and assessment for each assignment will be provided in Canvas as they become relevant.

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 classroom discussion (questions and comments), small group participation, homework completion, and overall respectful interaction in this course. In-class discussions and activities and homework 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 130 points of participation activities, and you earn 106/130 points, your final grade would be 81.5).

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. **Pro tip: use the interview exercise as an opportunity to gather intel related to your research project topic.**

Research in the News (50 points)

You will find and read a news article that uses, cites, or reviews/summarizes research or data that was collected. You will then find and read the *original research report* and provide your analysis of the news article's use and presentation of the data and/or findings. You will deliver a mini-presentation and facilitate discussion on your articles and analysis to the class.

Exams/Quizzes (150 points total)

Exams and/or quizzes will be used throughout the semester to assess both students' conceptual and applied knowledge and may consist of multiple choice, true/false, and open-ended questions. Additionally, exams/quizzes may include skills in data analysis (e.g., coding, SPSS).

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. Throughout 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 your own 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 with the instructor for tailored guidance to ensure quality and ethical conduct of your research project, and there will be opportunities provided for group work and instructor support both in and outside of class.

Group Meeting with Instructor (25 points)

Your group will be required to meet with me 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.

Research Proposal (Group Grade; 100 points)

You will develop a 4-5 page research proposal with a literature review/rationale, specific 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 (based on your data analyses).

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	14.29%
HSP Training	25	3.57%
Interview Reflection	50	7.14%
Research in the News	50	7.14%
Exams/Quizzes	150	21.43%
Group Meeting with Instructor	25	3.57%
Research Proposal	100	14.29%
Final Research Report	100	14.29%
Research Soundbite	50	7.14%
Group Member Peer Evaluation	50	7.14%
Total	700	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%	630-700	A	<i>Exceptional</i>
80-89%	560-699	B	<i>High</i>
70-79%	490-559	C	<i>Average</i>
60-69%	420-489	D	<i>Below Average</i>
0-59%	0-419	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 pay attention to announcements in class and check Canvas for any updates regarding course readings or weekly activities prior to completing your weekly work.*

- The Due Dates 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 homework and minor assignments throughout the semester (often assigned/discussed in class), checking Canvas regularly, and reading all updates in Canvas Announcements.

Date	Topic	Readings	Due Dates
T 8/23	Introduction to ICT Methods and Research Quantitative vs. Qualitative Approaches	<ul style="list-style-type: none"> • Davis, Powell, & Lachlan (2013) 	
Th 8/25	Research Ethics: Human Subjects Protection (HSP) Training	<ul style="list-style-type: none"> • Gray et al. (2007): Ch. 5 	
T 8/30	Finding, Reading, and Evaluating Research	<ul style="list-style-type: none"> • Rumrill et al. (2000) 	HSP Completion Report
Th 9/1	Designing Research: Conceptualization & Operationalization	<ul style="list-style-type: none"> • Gray et al. (2007): Ch. 3 • Sawyer & Chen (2002) 	
T 9/6	Designing Research: Formulating Research Questions and Hypotheses		
Th 9/8	Flex Day/Review Session		
QUANTITATIVE ICT RESEARCH			
T 9/13	Foundations of Quantitative Methods	<ul style="list-style-type: none"> • Quantitative Methods (PDF) • Osherson & Lane (n.d.) • Frey et al., 2000): Ch. 4 	Exam 1
Th 9/15	Survey Design, Reliability and Validity	<ul style="list-style-type: none"> • Wagner & Skowronski (2019) • Stassen & Carmack (2019) 	
T 9/20	Experimental Design	<ul style="list-style-type: none"> • Davis et al. (2013): Ch. 12 • Chiang (2015) 	

		<ul style="list-style-type: none"> • Social Research Methods: Experimental Design • Experimental Research Designs 	
Th 9/22	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 	
T 9/27	Individual Group Meetings with Dr. V/ Group Work Time		
Th 9/29	Individual Group Meetings with Dr. V/ Group Work Time		
T 10/4	Research in the News		Research in the News Due
Th 10/6	Research in the News		
T 10/11	Social Media Analysis/Analytics	<ul style="list-style-type: none"> • Lazer & Radford (2016) • TBA 	
CI Career Week!	<i>Guest Speaker: Dr. Spencer Greenhalgh</i>		
Th 10/13	TBA		Research Proposal Due
QUALITATIVE ICT RESEARCH			
T 10/18	Key Ideas in Qualitative Methods	<ul style="list-style-type: none"> • Qualitative Methods (PDF) 	Exam 2
Th 10/20	Community-Based and Participatory Research <i>Guest Speaker: Dr. Fatima Espinoza</i>	<ul style="list-style-type: none"> • TBA 	
T 10/25	Fall Break – No Class		
Th 10/27	Observation & Field Research	<ul style="list-style-type: none"> • Schoon (2014) • Nemer (2016) 	
T 11/1	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) 	

Th 11/3	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) 	
ADDITIONAL RESEARCH METHODS IN ICT			
T 11/8	Software and Usability Studies <i>Guest Speaker: Dr. Firaz Peer</i>	<ul style="list-style-type: none"> • Preece, Sharp, & Rogers (2015) – ch. 14 • Usability Testing • Guide to Usability Testing (Slingshot) • Quantitative vs. Qualitative Usability Testing 	Interview Reflection Due
Th 11/10	In Class Workday		
T 11/15	Geospatial Mapping <i>Guest Lecture: Dr. Sean Burns</i>	<ul style="list-style-type: none"> • TBA 	
Th 11/17	Out of Class Workday <i>(Dr. V will be out of town attending NCA)</i>		
T 11/22	Case Studies	<ul style="list-style-type: none"> • Yuen et al. (2003) • Preece, Sharp, & Rogers (2015) – ch. 13.4: <i>Evaluation Case Studies</i> 	
Th 11/24	Thanksgiving Break – No Class		
T 11/29	TBA/Flex Day		
Th 12/1	TBA/Flex Day		Final Research Report Due Group Member Evaluations Due
T 12/6	Research Presentations		Research Soundbites Due