

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

Location: ONLINE via Canvas

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Office: 329 Lucille Little Library

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

I will also be available for virtual office hours via a web conferencing program called Zoom. More information for using Zoom is provided in Canvas.

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. **Most 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 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, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) 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.

In situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a “W”) from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a ‘W’, or the Instructor of Record may award an ‘I’ for the course if the student declines to receive a ‘W.’

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 when feasible and in no case more than one week after the absence.

Regarding University Health Services Health Notes:

1. *Tier 1* excuses are not accepted as a valid excused absence.
2. *Tier 2* excuses are accepted as a valid excused absence. However, the instructor reserves the right to request additional or alternative documentation if the instructor, under the circumstances, has concerns about the validity of the Tier 2 documentation.
3. *Tier 3* excuses are always accepted as a valid excused absence. The UHS restricts students from attending class with Tier 3 excuses

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 or appointment. 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/DisabilityResourceCenter>.

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at 859-257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

Non-Discrimination Statement

The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy.

Discrimination is prohibited at UK. If you experience an incident of discrimination we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, (859) 257-8927.

Acts of Sex- and Gender-Based Discrimination or Interpersonal Violence

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals **MUST** report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, the Violence Intervention and Prevention (VIP) program (Frazee Hall – Lower Level; <http://www.uky.edu/StudentAffairs/VIPCenter/>), the Counseling Center (106 Frazee Hall, <http://www.uky.edu/StudentAffairs/Counseling/>), and the University Health Services (<http://ukhealthcare.uky.edu/uhs/student-health/>) are confidential resources on campus.

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 the online syllabus and schedule before beginning your homework for each week for any changes or updates. All assignments and grading rubrics will be posted in Canvas. If you lose an assignment page or handout, you are expected to get a copy from Canvas.

All of your work in this class must be submitted in Canvas. 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. **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 will not be 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.*

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.

Position Paper (25 points total)

Based on readings, class discussion, and your own experience engaging in research over the semester, you will be provided with a question on which you will need to choose a position and articulate a well-supported argument.

Interview Reflection (25 points)

After completing and transcribing an 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.

Observation/Field Notes (25 points)

You will spend 30 minutes observing behavior in a public place, taking detailed field notes and reflecting on the experience.

Exams (100 points each; 200 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 (~3 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 multiple forms of 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, either in person or virtually, for tailored guidance to ensure quality and ethical conduct of your research project.

Research Checkpoints (250 points)

#1 – Annotated Bibliography (Individual Grade; 50 points) – Designing and conducting your own research requires you to be aware of the research that has come before. To this end, each individual will construct an annotated bibliography of research articles that are relevant to your research topic. Each annotation 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 5 annotations (10 points each).**

#2 – Topic Proposal (Group Grade; 50 points) – You will develop a 3-4 page research proposal that answers the following questions in a cohesive, well-written paper (not a numbered list).

1. What type of technology would you like to study and why?
2. Why is the topic/research question you are proposing important to study?
3. What are some things we already know about this topic? What don't we know?
4. What are potential research questions and hypotheses?
5. Which two methods (one quantitative and one qualitative) will you use to study this topic and why?

#3 – Group Meeting with Instructor (25 points) – After submitting your topic proposal, your group will sign up for a specified date and time to meet with me; at this time, I will be able to provide more detailed guidance and feedback on your proposed project, talk through your plans for data collection, answer any questions that you might be encountering, and monitor the quality of your research materials. More information will be provided in Canvas.

#4 – Qualitative Data Checkpoints (Individual Interview Materials; 50 points. Group Code Book; 25 points) – Your group should demonstrate considerable progress on the qualitative data collection portion of your project. Specifically, this will include the audio recording and typed transcript of an interview, as well as the collective codebook developed by your group.

#5 – Quantitative Data Checkpoints (Group Grade; 50 points) – Your group should demonstrate considerable progress on the quantitative portion of your project. Prior to data collection, you will submit a draft of your survey questions (15 points). Once you receive feedback and collect your data, this will include a brief write-up of the method and preliminary descriptive statistics (participant information, means, standard deviations) (35 points).

Final Research Report (100 points)

A final research report should be provided to me prior to the presentation of your research results. More detailed information will be provided in Canvas.

Research Soundbite (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 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. These evaluations will be averaged for the final group member evaluation grade.

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.*

Please NOTE: I absolutely CANNOT legally discuss grades via email. If you have questions or issues related to a grade, you MUST come and talk to me in my office or schedule a Zoom meeting to discuss your grade “in person.”

Grading Scale

Percentage	Points	Grade	Achievement Level
90-100%	765-850	A	<i>Exceptional</i>
80-89%	680-764	B	<i>High</i>
70-79%	595-679	C	<i>Average</i>
60-69%	510-594	D	<i>Below Average</i>
0-59%	0-509	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>)

Assignment	Points Possible	% of Final Grade
Participation	100	11.76%
HSP Training	25	2.94%
Position Paper	25	2.94%
Interview Reflection	25	2.94%
Observation/Field Notes	25	2.94%
Exam 1	100	11.76%
Exam 2	100	11.76%
Annotated Bibliography	50	5.89%
Topic Proposal	50	5.89%
Group Meeting with Instructor	25	2.94%
Qualitative Checkpoint - Individual	50	5.89%
Qualitative Checkpoint - Group	25	2.94%
Quantitative Checkpoint - Survey	15	1.76%
Quantitative Checkpoint – Data	35	4.12%
Final Research Report	100	11.76%
Research Soundbite	50	5.89%
Group Member Peer Evaluation	50	5.89%
Total	850	100%

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Tentative Course Schedule

Note: Course schedule is tentative and subject to change. Additionally, the DUE on Canvas Column is not a comprehensive list of due dates; be sure to check Canvas regularly and defer to your instructor's updates in Canvas Announcements. **Note that, unless otherwise stated, assignments are due by 11:59pm on Sunday. *ALL PDFs located on Canvas under Modules***

FOUNDATIONS & DEVELOPMENT OF ICT RESEARCH			
DATE	TOPIC	READINGS	ASSIGNMENTS
WEEK 1 1/15-1/19	Introduction to ICT Methods and Research		
	Quantitative vs. Qualitative Approaches	<ul style="list-style-type: none"> • Davis, Powell, & Lachlan (2013) 	
WEEK 2: 1/20-1/26	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 1/27-2/2	Designing Research: Conceptualization & Operationalization Formulating Research Questions and Hypotheses	<ul style="list-style-type: none"> • Gray et al. (2007): Ch. 3 • Sawyer & Chen (2002) • Ragu-Nathan et al. (PDF) 	Annotated Bibliography
QUALITATIVE ICT RESEARCH			
DATE	TOPIC	READINGS	ASSIGNMENTS
WEEK 4 2/3-2/9	Key Ideas in Qualitative Methods	<ul style="list-style-type: none"> • Qualitative Methods (PDF) 	
	Observation & Field Research	<ul style="list-style-type: none"> • Schoon (2014) • Nemer (2016) 	

WEEK 5 2/10-2/16	Interviewing	<ul style="list-style-type: none"> Asking Questions (PDF) Clark, Demont-Heinrich, & Weber (2005) 	
	Focus Groups	<ul style="list-style-type: none"> Kania-Lundholm & Torres (2015) 	Topic Proposal Due
WEEK 6 2/17-2/23	Individual Group Meetings with Dr. V		
WEEK 7 2/24-3/1	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 	
	Case Studies	<ul style="list-style-type: none"> Preece, Sharp, & Rogers (2015): Ch. 13.4: <i>Evaluation Case Studies</i> 	
WEEK 8 3/2-3/8	Work Week: Qualitative Data Collection		Individual Qualitative Checkpoint
WEEK 9 3/9-3/15	Exam 1		
	Research Checkpoint		Group Qualitative Data Checkpoint Interview Reflection
WEEK 10 3/16-3/22	SPRING BREAK		
QUANTITATIVE ICT RESEARCH			
DATE	TOPIC	READINGS	ASSIGNMENTS
WEEK 11 3/23-3/29	Key Ideas in Quantitative Methods: Levels of Measurement Types of Quantitative Relationships	<ul style="list-style-type: none"> Quantitative Methods (PDF) Osherson & Lane (n.d.) Frey et al., 2000): Ch. 4 Frey et al., 2000): Ch. 8 	Download & Install SPSS
	Survey Design, Reliability and Validity	<ul style="list-style-type: none"> Wagner & Skowronski (2019) Stassen & Carmack (2019) 	Quantitative Checkpoint - Survey

WEEK 12 3/30-4/5	Analyzing Quantitative Data: Descriptive Statistics and Frequencies Finding Relationships and Group Differences	<ul style="list-style-type: none"> • Salkind (2008): Ch. 2 • Salkind (2008): Ch. 3 • Field (2009): Ch. 6 • Field (2009): Ch. 9 	
	Presenting Quantitative Results: From Numbers to Words Graphical Data/Data Visualization	<ul style="list-style-type: none"> • PDF on Canvas from Numbers to Words • Borner & Polley (2014): Ch. 1 	Quantitative Data Checkpoint
WEEK 13 4/6-4/12	Experimental Design	<ul style="list-style-type: none"> • Davis et al. (2013): Ch. 12 • Preece, et al. (2015): Ch. 14.3: <i>Conducting Experiments</i> • Maxian (2014) 	
	Big Data & Social Media Analysis/Analytics <i>Guest Lecture: Dr. Spencer Greenhalgh</i>	<ul style="list-style-type: none"> • TBA 	
ADDITIONAL ICT RESEARCH METHODS			
DATE	TOPIC	READINGS	ASSIGNMENTS
WEEK 14 4/13-4/19	Geo-Spatial Mapping <i>Guest Lecture: Dr. Sean Burns</i>	<ul style="list-style-type: none"> • Favier & Van der Schee (2014) • Doran & Daniel (2014) 	
	Software and Usability Studies	<ul style="list-style-type: none"> • Preece, Sharp, & Rogers (2015): Ch. 14 	
WEEK 15 4/20-4/26	Research Group Work Time		Position Paper
	Exam 2		

WEEK 16 4/27-5/3	Final Research Reports & Semester Wrap-Up	Research Report Research Soundbite Group Member Evaluations
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