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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 2/12/2016

1b. Department/Division: School of Information Science

1c. Contact Person

Name: Will Buntin

Email: william.buntin@uky.edu

Phone: (859) 257-3317

Responsible Faculty ID (if different from Contact)

Name: Brandi Frisby

Email: brandi.frisby@uky.edu

Phone: 859-257-9470

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ICT 610

2c. Full Title: ICT Research Methods

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: 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 statistical procedures to allow you to complete your own research projects during your time as a graduate student here at the University of Kentucky. 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.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes,

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JTHU222|Jeffrey T Huber|ICT 610 NEW Dept Review|20160212

SIGNATURE|MSBEAC2|Megan B Sizemore|ICT 610 NEW College Review|20160226

SIGNATURE|ZNNIKO0|Roshan N Nikou|ICT 610 NEW Graduate Council Review|20160331

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	6284	Grad ICT Methods.docx

First 1 Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact) Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes¹ No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain:		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

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 statistical procedures to allow you to complete your own research projects during your time as a graduate student here at the University of Kentucky. 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

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable to 10.a above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

- ▣ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ▣ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ▣ In order to change a program, a program change form must also be submitted.

Rev 8/09

ICT XXX: Exploring and Analyzing ICTs: Methodological Approaches**Instructor:** TBD**Day/Time:** TBD**Office:** TBD**Office Hours:** TBD**Email:** TBD**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 statistical procedures to allow you to complete your own research projects during your time as a graduate student here at the University of Kentucky.

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
5. Conduct correct data analysis using R
7. Write, revise, and present scholarly research

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*.

Morgan, S. E., Reichert, T., & Harrison, T. R. (2002). *From numbers to words: Reporting statistical results for the social sciences*. Boston, MA: Allyn and Bacon.

APA Manual 6th edition.

PDFs posted to blackboard

Data Sets (On days when we work with data, you should check your email for a data set)

EXPECTATIONS AND POLICIES

Attendance

It is truly in your best interest to attend every class. Given the limited number of days that we have to meet, there should be NO unexcused absences. You should be on time and stay for the entire time during each class period. You may have 2 excused absences. If you choose to use the excused absences you should give advanced notice and complete an additional assignment.

Participation

You are expected to read all of the assigned readings prior to coming to class. Class discussions will extend the information covered in the assigned readings. You are responsible for knowing this information to the extent that you are able to fully discuss it. You will engage fully in every discussion demonstrating knowledge and critical thought about readings, lecture materials, and asking thought provoking questions. Your participation in the classroom is valued and benefits the entire classroom.

Written Work

As graduate students, you are expected to have developed a strong foundation in writing at this point in your academic career. Further, as graduate students, you are expected to demonstrate continued improvement of your writing skills. All papers must follow APA 6th edition. The writing style, mechanics, and content are equally important.

Team Work

You will be working on a research project as a team in this course. This experience should simulate a realistic collaborative research project. As a team, you will be expected to a) self-manage, direct, and motivate, b) negotiate conflict and differences, and c) contribute to the project equally.

Oral Presentations

As graduate students, you are expected to have developed a strong foundation in oral communication skills. Throughout the course, you will have multiple opportunities to demonstrate your oral communication competencies (e.g., classroom discussion, team presentation). Your oral presentations should consider the purpose, topic, audience, and message in order to effectively create shared meaning in a clear and concise manner.

Assignment Submission

All assignments should be submitted via Canvas. The assignment should be attached in a word file (.doc or .docx only). You MUST confirm that the assignment was submitted and that it will open. Any file that is attached, but unable to be opened, will be treated as if it were not submitted. All assignments will be due before class begins unless otherwise noted.

Late/Make Up Work

Late work will NOT be accepted. Any work that is turned in late will receive ZERO points. Work may only be made up if the absence is pre-approved by the instructor (at least 48 hours notice). Due dates will not be arranged around due dates in other courses.

Student Behavior

You are expected to arrive to class on time and stay the entire time. We will maintain an open, yet respectful, and engaged, classroom environment. The respect should extend to those who are in the classroom (e.g., myself, other students) as well as those who are not a typical classroom member (e.g., other professors, guest speakers). A respectful and engaged environment is one where electronic devices are put away and side conversations do not occur. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

For the purposes of this class, this policy on behavior must also extend to the electronic classroom on Blackboard, or appropriate behaviors otherwise known as netiquette. Your interactions should remain professional and focused on learning without resorting to personal attacks, unsupported claims, or irrelevant conversations.

If you are ever uncomfortable or upset by something that happens in the classroom or on Blackboard, please come see me.

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) 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 anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. 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. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must

put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. 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.

ASSIGNMENTS

Quizzes (25 points each, 100 points total)

Quizzes will test both conceptual and applied knowledge and may consist of multiple choice, true/false, and open ended questions. Additionally, quizzes may include skills in data analysis (e.g., coding, R). Quizzes will only include information covered prior to the quiz and may include cumulative information.

Article Selection and Discussion Facilitation (50 points)

At one point during the semester, each student will select one article they consider exemplary for that day's methodological topic and will lead a 30 minute discussion to end the class. First, the facilitator should select the article and make it available on the course site for all other students 2 weeks in advance of the discussion day. The discussion facilitator is expected to prepare 5-6 discussion questions (submitted to me 48 hours in advance of class) and to use those questions to engage the entire class in critical thinking and analysis of the methodology and implications of the article. Discussion facilitators will select presentation days on the first day of class to fill in the schedule.

Method Critique (50 points)

Each student should select a reading not already included in the reading list and not selected by a peer for discussion facilitation. First, the student should very briefly summarize the method used in the article. Then, using knowledge gleaned from our class, you should critique the article. You may comment on issues of recruitment, sampling, ethics, reliability, internal and external validity, design, analysis, or any other issue with the research. End the critique with 2 specific and research supported suggestions to improve the study. Note: You may not critique things that are already addressed in the limitation section. The critique should be 4-5 pages long.

Rationale/Literature Review (100 points)

In 10-12 pages, the student will submit a fully developed literature review/rationale for studying a topic of your choice. This document should include a strong argument supported by exhaustive and up to date relevant literature which is logically organized to lead to appropriate research questions and/or hypotheses.

Method Section (100 points)

In 5-6 pages, the student will submit a fully developed method section for studying the topic covered in your rationale/literature review. This document should include information on sampling, participants, ethical and methodological considerations, applicable research instruments (e.g., scales, interview questions), and a data analysis plan. The methodological decisions should not only be sound, but supported by course readings and other literature.

Final Presentation (100 points)

Each student will present his or her complete prospectus (rationale and proposed method) to the class in a conference style 10 minute poster presentation. Following the 10 minute presentation, students will have a 5 minute question and answer session.

GRADING

When grading assignments and projects for a course, it is only possible to grade an actual product. Similarly, putting in a certain amount of time or “effort” on a project does not guarantee a high grade. Only meeting the established criteria can earn an acceptable grade (C). If you intend to earn higher than a C, then this will constitute above average (B) or excellent (A) work that exceeds expectations. All grading rubrics are included on pages 13-17 of this syllabus. Further, I do not GIVE grades, you EARN grades. Thus, do not ask me to bump a grade or offer extra credit to improve your grade.

Assignment	Points Possible	Points Earned
Quizzes	Q1: 25 Q2: 25 Q3: 25 Q4: 25	Q1: Q2: Q3: Q4:
Article/Facilitation	50	
Method Critique	50	
Rationale/Literature Review	100	
Method Section	100	
Final Presentation	100	
TOTAL	500	

TENTATIVE SCHEDULE

IC = Investigating Communication, ID = Interaction Design, NW = Numbers to Words

DATE	TOPIC	READINGS/ASSIGNMENTS
UNIT ONE: FOUNDATIONS		
Week 1	Introduction to Studying ICT, Research Ethics, and Quantitative vs. Qualitative Approaches	Walsham (2012) Sale, Lohfeld, and Brazil (2002) Mahoney & Goertz (2006) IC 6
Week 2	Conceptualization, Research Questions, Hypotheses, Variables and Levels of Measurement	IC Chapter 2, 3, 4 ID 7
UNIT 2: QUALITATIVE APPROACHES		
Week 3	Interviews/Focus Groups	Clark, Demont-Heinrich, & Weber (2005) Qiu (2008) Kania-Lundholm & Torres (2015) Agosto, Abbas, & Naughton (2012) Unit 1 Quiz; Topic Proposal Due Discussion Facilitator 1: _____ Discussion Facilitator 2: _____
Week 4	Observation, Case Study, and Ethnography	Cifuentes & Vanderlinde (2015) Schoon (2014) Rangaswamy & Nair (2012) Browning & Sornes (2008) Cheng, Mitomo, & Otsuka (2015) Discussion Facilitator 1: _____

		<p>Discussion Facilitator 2: _____</p>
Week 5	Coding and Intercoder Reliability/Agreement	<p>ID 8</p> <p>Golafshani (2003)</p> <p>Hayes & Krippendorff (2007)</p> <p>Discussion Facilitator 1: _____</p> <p>Discussion Facilitator 2: _____</p>
UNIT 3: QUANTITATIVE APPROACHES		
Week 6	Recruitment, Sampling, and Survey Design	<p>Anderson (2005)</p> <p>IC 4, 5, and 8</p> <p>Unit 2 Quiz</p> <p>Discussion Facilitator 1: _____</p> <p>Discussion Facilitator 2: _____</p>
Week 7	Experimental Design	<p>Maxian (2014)</p> <p>Lu, Chorus, & Wee (2014)</p> <p>IC 7</p> <p>Discussion Facilitator 1: _____</p> <p>Discussion Facilitator 2: _____</p>
Week 8	Big Data and Databases	<p>Pfeffer, Verrest, & Poorthuis (2015)</p> <p>Kuiler (2014)</p> <p>Honavar (2014)</p>

		Assunção, Calheiros, Bianchi, Netto, & Buyya (2015) Discussion Facilitator 1: _____ Discussion Facilitator 2: _____
Week 9	Usability Testing	ID 12 and 14 Liu, Lo, & Wang (2013) Svanæs, Alsos, & Dahl (2010) Weinerth, Koenig, Brunner, & Martin (2014) Discussion Facilitator 1: _____ Discussion Facilitator 2: _____
Week 10	Geo-spatial Mapping and Social Media	Favier & Van der Schee (2014) Doran & Daniel (2014) Aslan (2015) Liu (2015) Longo (2014) Rationale and Method Section Due Discussion Facilitator 1: _____ Discussion Facilitator 2: _____
UNIT 4: DATA ANALYSIS, INTERPRETATION, AND REPORTING		
Week 11	Descriptive Statistics, Frequencies, Reliability, and Validity	IC 5 and 11 NW 3

		<p>Cortina (1993)</p> <p>Unit 3 Quiz</p> <p>Discussion Facilitator 1: _____</p> <p>Discussion Facilitator 2: _____</p>
Week 12	Relationships and Group Differences: Correlations, T-tests, and (M)ANOVA	<p>IC 11 and 14</p> <p>NW 5, 6, & 7</p> <p>Discussion Facilitator 1: _____</p> <p>Discussion Facilitator 2: _____</p>
Week 13	Predictive Modeling: Regressions, SEM, and Path Models	<p>ID 15</p> <p>NW 7</p> <p>Discussion Facilitator 1: _____</p> <p>Discussion Facilitator 2: _____</p>
Week 14	From Numbers to Arguments: Inferring from Data and Presenting Data Textually and Visually	<p>NW 8</p> <p>Unit 4 Quiz</p>
Week 15	Final Project Presentations	Final Paper and Presentations Due

Readings

- Agosto, D. E., Abbas, J., & Naughton, R. (2012). Relationships and social rules: Teens' social network and other ICT selection practices. *Journal Of The American Society For Information Science & Technology*, 63(6), 1108-1124.
- Anderson, B. (2005). The value of mixed-method longitudinal panel studies in ICT research. *Information, Communication, and Society*, 8, 343-367.
- 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, 507-2525.
- Assunção, M. D., Calheiros, R. N., Bianchi, S., Netto, M. A., & Buyya, R. (2015). Big data computing and clouds: Trends and future directions. *Journal Of Parallel & Distributed Computing*, 79/803-15.
- Browning, L. D., & Sornes, J. O. (2008). The challenge of doing corporatized research: An ethnography of ICT use. *Qualitative Inquiry*, 14, 1223- 1244.
- Cheng, J. W., Mitomo, H., Otsuka, T., & Jeon, S. Y. (2015). The effects of ICT and mass media in post-disaster recovery – A two model case study of the Great East Japan Earthquake. *Telecommunications Policy*, 39(6), 515-532.
- Cifuentes, G., & Vanderlinde, R. (2015). ICT Leadership in higher education: A multiple case study in Colombia. *Comunicar*, 23(45), 133-141.
- 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.
- Cortina, J. M. (1993). What is coefficient alpha: An examination of theory and applications. *Journal of Applied Psychology*, 78, 98-104.
- 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.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8, 597-607.
- Hayes, A. F., & Krippendorff, K. (2007). Answering the call for a standard reliability measure for coding data. *Communication Methods and Measures*, 1, 77-89.
- Honavar, V. G. (2014). The promise and potential of big data: A case for discovery informatics. *Review Of Policy Research*, 31(4), 326-330.
- Kania-Lundholm, M., & Torres, S. (2015). The divide within: Older active ICT users position themselves against different 'Others'. *Journal Of Aging Studies*, 3526-36.
doi:10.1016/j.jaging.2015.07.008
- Kuiler, E. W. (2014). From big data to knowledge: An ontological approach to big data analytics. *Review Of Policy Research*, 31(4), 311-318.
- Liu, Y. (2015). Tweeting, re-tweeting, and commenting: microblogging and social movements in China. *Asian Journal Of Communication*, 25, 567-583.
- Liu, G., Lo, H., & Wang, H. (2013). Design and usability testing of a learning and plagiarism avoidance tutorial system for paraphrasing and citing in English: A case study. *Computers & Education*, 691-14.
- 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.
- Longo, B. (2014). Using social media for collective knowledge-making: Technical communication between the global north and south. *Technical Communication Quarterly*, 23, 22-34.
- Mahoney, J. & Goertz, G. (2006). A tale of two cultures: Contrasting quantitative and qualitative research. *Political Analysis*, 14, 227-249.
- 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.

- Pfeffer, K., Verrest, H., & Poorthuis, A. (2015). Big data for better urban life? - An exploratory study of critical urban issues in two Caribbean cities: Paramaribo (Suriname) and Port of Spain (Trinidad and Tobago). *European Journal Of Development Research*, 27, 505-522.
- Qiu, J. L. (2008). Working-class ICTs, migrants, and empowerment in South China. *Asian Journal Of Communication*, 18(4), 333-347. doi:10.1080/01292980802344232
- Rangaswamy, N. & Nair, S. (2012). The PC in an Indian urban slum: enterprise and entrepreneurship in ICT4D 2.0. *Information Technology for Development*, 18, 163-180.
- Sale, J. M., Lohfeld, L. H., & Brazil, K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. *Quality & Quantity*, 36, 43-53.
- 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.
- Walsham, G. (2012). Are we making a better world with ICTs? Reflections on a future agenda for the IS field. *Journal of Information Technology*, 27, 87-93.
- Weinerth, K., Koenig, V., Brunner, M., & Martin, R. (2014). Concept maps: A useful and usable tool for computer-based knowledge assessment? A literature review with a focus on usability. *Computers & Education*, 78201-209.

Article Selection and Discussion Facilitation Grading Rubric

Criteria	Score and Comments
Article selected is relevant, appropriate, and complementary to topic and other readings	1 2 3 4 5 6 7 8 9 10 Comments:
Discussion questions are open ended and thoughtful	1 2 3 4 5 6 7 8 9 10 Comments:
Effectively engages peers in the conversation	1 2 3 4 5 6 7 8 9 10 Comments:
Makes direct connections to other readings for the day	1 2 3 4 5 6 7 8 9 10 Comments:
Demonstrates preparedness and credibility in discussion facilitation	1 2 3 4 5 6 7 8 9 10 Comments:

Grade: ____/50

Method Critique Grading Rubric

Criteria	Score and Critique
Includes a summary of the methods and results.	1 2 3 4 5 Comments:
Critiques the methodological decisions and/or data analyses used by the authors using class readings and discussions to support your critiques.	1 2 3 4 5 6 7 8 9 10 Comments:
Thoroughly and accurately applies course concepts and "best practices" for effective research design and analyses.	1 2 3 4 5 6 7 8 9 10 Comments:
Offers at least two suggestions for improvement that you believe are feasible and will address the major flaws you identify with the method/analyses.	1 2 3 4 5 6 7 8 9 10 Comments:
The writing is concise, accurate, error-free, and organized.	1 2 3 4 5 Comments:
All APA conventions are followed.	1 2 3 4 5 Comments:
The writing reads like typical scholarly/academic writing.	1 2 3 4 5 Comments:

GRADE: ____/50

Literature Review/Rationale Grading Rubric

Criteria	Feedback/Grade
Content (70 points):	
Compelling Introduction; and study timeliness and publication worthiness	1 2 3 4 5 6 7 8 9 10
Thoroughly summarizes theory or framework of study	1 2 3 4 5 6 7 8 9 10
Conceptualizes and reviews relevant constructs	1 2 3 4 5 6 7 8 9 10
Contextualizes study in existing research and as socially significant	1 2 3 4 5 6 7 8 9 10
Uses synthesized empirical support	1 2 3 4 5 6 7 8 9 10
Strong arguments with evidence	1 2 3 4 5 6 7 8 9 10
Proposes logical research questions and/or hypotheses	1 2 3 4 5 6 7 8 9 10
	Comments:
Writing and APA (30 points):	
Writing should be error free and organized	1 2 3 4 5 6 7 8 9 10
Correct APA formatting	1 2 3 4 5 6 7 8 9 10
Clear, concise, and scholarly in tone/language	1 2 3 4 5 6 7 8 9 10

GRADE: ___/100

Method Grading Rubric

Content	Points and Critique (70 points)
Includes all parts of a complete method section	1 2 3 4 5 6 7 8 9 10
Clear and feasible recruitment procedures	1 2 3 4 5 6 7 8 9 10
Clear and replicable study procedures	1 2 3 4 5 6 7 8 9 10
Research instrument/protocol descriptions/appendices	1 2 3 4 5 6 7 8 9 10
Correct data analysis plan for RQs and hypotheses and for data type collected	1 2 3 4 5 6 7 8 9 10
Method selected is appropriate for proposed research questions/hypotheses	1 2 3 4 5 6 7 8 9 10
Provides arguments/rationale where appropriate to support methodological decisions	1 2 3 4 5 6 7 8 9 10 Comments:
Writing and APA	Points and Critique (30 points)
Writing should be error free and organized	1 2 3 4 5 6 7 8 9 10
Correct APA formatting	1 2 3 4 5 6 7 8 9 10
Clear, concise, and scholarly in tone/language	1 2 3 4 5 6 7 8 9 10 Comments:

Grade: ___/100

Presentation Grading Rubric

Content (50 points)	
Presents a summary of the theory and topic area while building an argument for the study.	1 2 3 4 5 6 7 8 9 10
Defines important terms so that the audience can understand what is being discussed.	1 2 3 4 5 6 7 8 9 10
Presents the research questions and/or hypotheses.	1 2 3 4 5 6 7 8 9 10
Discusses methodological decisions	1 2 3 4 5 6 7 8 9 10
Discusses implications, strengths, weaknesses, and future directions.	1 2 3 4 5 6 7 8 9 10
Structure (15 points)	
The presentation has a clear introduction (attention getter, credibility, relevance, thesis, and preview)	1 2 3 4 5
Clear main points with transitions	1 2 3 4 5
Memorable conclusion (restatement of thesis, review of main points, and clinching statement).	1 2 3 4 5
Delivery (20 points)	
The presentation is delivered in an engaging, conversational, and natural way.	1 2 3 4 5
Strong eye contact	1 2 3 4 5
Intelligible rate and volume	1 2 3 4 5
Avoids nervous movements or verbal fillers.	1 2 3 4 5
PowerPoint (15 points)	
Effective and easy to read	1 2 3 4 5
engaging, visually appealing, and enhancing	1 2 3 4 5
integrated into the presentation	1 2 3 4 5

Comments:

Presentation Time:

Presentation Grade: _____/100