# LSSL 5367 Research Design and Methodology
# Spring 2017
*LSSL 5367 is required for Master of Library Science*
## College of Education Department of Library Science

**Instructor:** Dr. Elizabeth Gross
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**Day/time the class meets:** This class meets online. You can request a meeting using Skype or Google Hangouts anytime. Just email Dr. Gross for an appointment.

**Office Hours:** Virtual office hours Thursday evening from 6-9pm. This means that I will be available at this time via Skype, Google Hangouts, or email. Since this class meets online, you can also request a meeting using Skype or Google Hangouts anytime. Just email Dr. Gross for an appointment.

**Day and time the class meets:** ONLINE class meetings

**Location of class:** This course is virtual (online only).

**Course Description:** This course introduces the study of research methods, project designs, and data-gathering instruments pertinent to libraries. Applies research techniques related to school libraries, and especially to a particular library or media center's needs, leading to the production of a grant proposal..

**IDEA Objectives:**
In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Gaining factual knowledge (terminology, classification, methods, trends).

2. Learning fundamental principles, generalizations, or theories.

Important:

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

2. Developing skill in expressing myself orally or in writing.

**Textbooks:**

**Provided / Required readings and videos:** *[Posted on the Blackboard course site]*
Patten, M. (2009) [Selected readings from] *Understanding Research Methods: An Overview of the Essentials.* Glendale, Calif.: Pyrczak.

 **"Nurse Killam"** Ontology, Epistemology, Methodology and Methods in Research Simplified! [video] https://www.youtube.com/watch?v=hCOsY5rkRs8  and others as needed.

Rockis, T. "You CAN Win Grants for Your School" [videos] at:
    http://home.edweb.net/webinar/you-can-win-grants-for-your-school-secrets-and-strategies-from-a-pro-part-1/

http://home.edweb.net/webinar/you-can-win-grants-for-your-school-secrets-and-strategies-from-a-pro-part-2/

Wallace, D. and C. Van Fleet (2012) [Selected material from] *Knowledge into Action: Research and Evaluation in Library and Information Science*. Santa Barbara, Calif.: Libraries Unlimited.

**Recommended readings:**
Connaway, L. S. and R. R. Powell (2010) *Basic Research Methods for Librarians,* 5th ed. Santa Barbara, Calif.: Libraries Unlimited.
Hall-Ellis, S. D., *et al.* (2011) *Librarian's Handbook for Seeking, Writing, and Managing Grants*. Santa Barbara, Calif.: Libraries Unlimited.
MacKellar, P. and Gerding, S. (2010) *Winning Grants.* New York: Neal-Schuman. *(Purchase of this book, which includes many resources on a CD-ROM, is recommended.)* Note too their blog at *http://librarygrants.blogspot.com/*
Patten, M. (2011) *Questionnaire Research: A Practical Guide,* 3rd ed. Glendale, Calif.: Pyrczak.
Pyrczak, F. (2008) *Evaluating Research in Academic Journals,* 4th ed. Glendale, Calif.: Pyrczak
Schrock, Kathy. "Grant Resources for Educators" [http://school.discoveryeducation.com/schrockguide/business/grants.html]

Other readings may be provided throughout the course as a basis for discussion on Blackboard. *See the Bibliography below for further references.*

**Course Format:**
This is an online class. All class materials can be found on Blackboard.

**Course Content:**
Major concepts: Research methodology for original empirical research, school library needs assessment, and grant seeking in the school library setting.

**Specific topics**:
- Overview of research methodologies and design
- Focus on and application of interview and survey methodologies
- School library needs assessment
- Grant-seeking: identification of potential grantors through published listings
- Grant-proposal writing

**Concept objectives** - Students will:
- identify examples of major types of evidence-based research as practiced in, or related to the activities of a school or other type of library, and featuring learner diversity (gender, nationality, ethnicity or culture, ability, etc.) ;
- demonstrate an awareness of leading library media center trends as reflected in published evidence-based research in professional journals and monographs;
- evaluate key elements of evidence-based research proposals and reports;
- employ current research findings and conduct evidence-based research as a management tool for program evaluation and improvement, especially in relation to federal and state legislation and standards relevant to library media programs as these relate to funding opportunities;
- identify external sources of funding to support evidence-based research or program improvement;
- practice the steps in the evidence-based research process;
- develop grant proposals aimed at creating or improving library media center programs that complement and enrich learning throughout the school;
- develop an appropriate research or grant proposal.

**Course Requirements:**
- Students will begin course work by sharing introductions through the Blackboard Discussion Board (DB).
- Learning activities will then move to readings and video lecture that renew familiarity with research methods and standards in the academic world.
- Application of those research methods and academic standards will lead to assessment of the needs of student-identified libraries.
- To address those needs, grant writing and application skills will be examined and practiced.
- Specifics for assessment of course activities are provided in this syllabus on p. 7.

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**Student Syllabus Guidelines**

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SHSU Academic Policy Manual -- Students

     Procedures in Cases of Academic Dishonesty #810213

     Disabled Student Policy #811006

     Student Absences on Religious Holy Days #861001

     Academic Grievance Procedures for Students # 900823

SHSU Academic Policy Manual – Curriculum and Instruction

     Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728

Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

## NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

> NCATE Standards
> CAEP Standards

## The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research. T

The candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students.

Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

- Knowledge Base (CF1),

- Technological Learning Environment (CF2),

- Communication (CF3),

- Assessment (CF4), and

- Effective Field Experience with Diverse Learners (CF5)

# SHSU Dispositions and Diversity Proficiency (DDP) Standards

| | DDP | CF | CAEP | NCATE |
|---|---|---|---|---|
| **1.** | Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. | 2 | 1.1 (InTASC #10) & 3.3 | 1. c., 1.g., & 4. c |
| **2.** | Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. | 2 | 1.5 & 3.4 | 1.b, 4.a., & 6.d. |
| **3.** | Practices ethical behavior and intellectual honesty. | 3 | 1.1(InTASC #9) , 3.3, & 3.6 | 1.g. & 4.a. |
| **4.** | Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. | 3 | 3.1, 3.3 | 4.a. |
| **5.** | Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. | 3 & 5 | 1.1 (InTASC #2) | 4.a.& 4.d. |
| **6.** | Demonstrates ability to be understanding, respectful and inclusive of diverse populations. | 3 & 5 | 3.1 | 4.a. & 4.d. |
| **7.** | Uses assessment as a tool to evaluate learning and improve instruction for all learners | 4 | 1.1 (InTASC #6) | 1.d. & 4.a. |
| **8.** | Demonstrates a commitment to literacy, inquiry, and reflection. | 1 & 4 | 1.1 (InTASC #9) & 3.3 | 1. d, 1. g., & 4.a. |
| **9.** | Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains. | 5 | 1.1 (InTASC, & #2) | 4.a. |
| **10.** | Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. | 5 | 1.1 (InTASC #2 and #9), & 1.4, 2.3 | 1.c., 3.c., 4.a., & 4.d. |

CF: Conceptual Framework CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)
NCATE: National Council for the Accreditation of Teacher Education

**College of Education Information:**
Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

**Matrix:**
- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
  - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
  - State Standards/Competencies for certification if applicable
  - Conceptual Framework Alignment
  - NCATE Alignment by indicator

| Topic(s)/Objective(s) | Activities/Assignments (including field-based activities) | Measurement (including performance-based) | Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator |
|---|---|---|---|
| Participate in online discussion on research methodologies | Log into Blackboard and post a substantive comment and response on the assigned topic | At least two timely and appropriate postings are required | S-1.1c TS-19:7:239:B:239.55:f2; g3 CF-1,3 N-1.1a D/DP-1,3,5 |
| Identify, evaluate, and report on survey or action research in a school library setting | Submit a one-page report reflecting the specifications provided for this assignment in Blackboard | Timely submission and adherence to the specifications document for writing a report on research | S-1.1a TS-19:7:239:B:239.55:f2; g3 CF-1,3,4 N-1b-e D/DP-1,3,4 |
| Identify, evaluate, and report on experimental, exploratory, or journalistic research in a school library setting | Submit a one-page report reflecting the specifications provided for this assignment in Blackboard | Timely submission and adherence to the specifications document for writing a report on research | S-1.1a TS-19:7:239:B:239.55:f2; g3 CF-1,3,4 N-1b-e D/DP-1,3,4 |
| Carry out a needs assessment for the local school library | Submit a summary report reflecting the specifications provided for this assignment in Blackboard | Timely submission and adherence to the specifications document for a local needs assessment | S-2.1a, 4.3a TS- 19:7:239:B:239.55:c1; c:5 CF-1,4 N-3a,c, 4a,d D/DP-2,9 |
| Evaluate print and/or online resources that provide information on potential grantors | Submit a summary report reflecting the specifications provided for this | Timely submission and adherence to the specifications document for writing a | S-1.1a,b TS-19:7:239:B:239.55:f2; g3 CF-4,5 N-1.1e |

| for the identified needs | assignment in Blackboard | report evaluating print and/or online grant information resources | D/DP-3,6,10 |
|---|---|---|---|
| Prepare an approval form for applying for an identified grant, to be signed by the school administrator | Submit the completed topic approval form provided in Blackboard, reflecting the identified need and grantor, and signed by the local principal and/or grants administrator | Timely submission and adherence to the specifications document for the topic approval form | S-4.3a<br>TS- 19:7:239:B:239.55:c:1; c5; d5<br>CF-3<br>N-3a,c, 4a,d<br>D/DP-4,5 |
| Write a grant proposal for funding for an identified, approved need | Submit the completed grant application for grading prior to submission to grantor | Timely submission and strict adherence to the approved grantor's specifications for proposals | S-3.3c, 4.1d<br>TS- c19:7:239:B:239.55:c:1; c5; d5; f4<br>CF-3,5<br>N-1.1e<br>D/DP-5,6 |

NCATE Unit Standards
   http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf
   http://www.ncate.org/Standards/NCATEUnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx *[includes information on rubrics]*

State Standards: https://www.tsl.state.tx.us/ld/schoollibs/sls/index.html

Web address for specialty organization standards:
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_and_items_with_statements_of_scope.pdf

Web link on *Educator Preparation Services* site for *Conceptual Framework:*
http://www.shsu.edu/~edu_edprep/

| Assignment | Points | DUE DATE |
|---|---|---|
| START HERE tasks | | |
| Read Syllabus | | 23 Aug |
| Introduction through Discussion Board (DB)) | 5 | 26 Aug |
| Banerji video notes | 5 | 2 Sep |
| DB on Banerji video | 5 | 2 Sep |
| Patten readings 1-5; Part B answers | 5 | 2 Sep |
| Patten readings 6-14; Part B answers | 5 | 9 Sep |
| Patten reading #15; Part B answers | 5 | 16 Sep |
| Bibliography from Electronic searching | 10 | 23 Sep |
| Recent Academic Articles | 10 | 30 Sep |
| Rockis video notes | 10 | 7 Oct |
| Evaluating Research | 10 | 14 Oct |
| Needs Assessment survey/data (submission link is in Module 3) | 20 | 21 Oct |
| Needs Assessment Proposal | 15 | 28 Oct |
| Second Impact Studies Annotated Bibliography | 10 | 4 Nov |
| Completed Grant Application | 30 | 11 Nov |
| Work on assessment of peer application | 20 | 25 Nov |
| Cumulative learning assessment | 20 | 2 Dec |
| Total Points | 185 | |

**Expectations**:

• Technology Requirements – It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving email messages, attaching documents to email messages, and conducting online searches. Microsoft Word is the word processing program that is necessary to complete all assignments. It is necessary that students have access to a computer AT HOME. It is expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to begin on the first official day of classes for the university.

• Check your university email EVERY DAY. And follow the Department of Library Science at http://shsulibsci.libguides.com/home (Once there, click on highlighted link:



**Keep Up With Us**

**Follow SHSU LIBSCI**
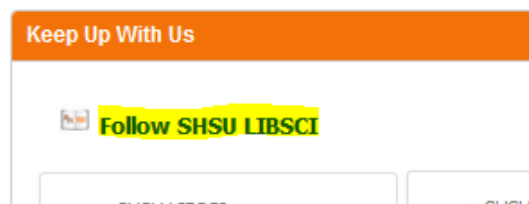
• <u>Publication Style usage</u> – As a librarian,
you are expected to be familiar with a variety of research and publishing styles. For this
course you will use APA 6th Edition. You may get further assistance on the Newton
Gresham Library site: http://shsulibraryguides.org/APA.• Assignment completion – All
assignments must be completed on time in order to pass this course.

**Bibliography:**
*Note that additional resources may be added during the course; you will be notified via
Blackboard's "Course Notifications" and occasionally by e-mail.  This bibliography
includes some resource lists for potential grants.*

Note on all references: Use new editions as they become available.

American Association of School Librarians and Association of Education
        Communications and Technology (1998). *Information Power*:  *Building
        Partnerships for Learning*. American Library Association.

The ALA Book of Library Grant Money, 8th ed. Ann Kepler, editor. American Library
        Association, 2012. [Information at:
        http://www.alastore.ala.org/detail.aspx?ID=2887]
        http://unicorn.shsu.edu/uhtbin/cgisirsi.exe/?ps=00wLvSz1k7/0/242620005/8/1
        006912/The+ALA+book+of+library+grant+money+^2F  [NGL has both hard
        copy and e-book "print" copies.]
Bauer, David G. (2003). *The "How To" Grants Manual: Successful Grantseeking
        Techniques for obtaining Public and Private Grants.  5th ed.*  Praeger,.
Beck, Susan E. & Manuel, K. (2008). *Practical Research Methods for Librarians and
        Information Professionals.*  Neal-Schuman
Corson-Finnerty, Adam & Blanchard, L (1998).  *Fundraising and Friend-Raising on the
        Web*. American Library Association
eHow Contributor. "How to Write a Successful Nonprofit Grant Proposal."
        http://www.ehow.com/how_5196503_write-grant-proposal-nonprofit-
        organization.html
eSchool News. http://www.eschoolnews.com/category/grants-and-funding/
Everhart, Nancy (1998) *Evaluating the School Library Media Center: Analysis
        Techniques and Research Practice* (Selections). Libraries Unlimited
Gajda, Rebecca (2005). *Getting the Grant: How Educators Can Write Winning
        Proposals and Manage Successful Projects.*  Association for Supervision and
        Curriculum Development
Hall-Ellis, Sylvia D. and Ann Jerabek (2003). *Grants for School Libraries*. Libraries
        Unlimited
Meyer, Doris (1997). *The Aldine Grant$eeker Handbook*. Aldine Independent School
        District.
Miner, Jeremy T (2005).  *Models of Proposal Planning & Writing*.  Praeger
Mondowney, JoAnn G. (2001). Hold Them in Your Heart: Successful Strategies for
        Library Services to At-Risk Teens.  Neal-Schuman
New, Cheryl Carter (1998). *Grantseeker's Toolkit: A Comprehensive Guide to Finding
        Funding*. Wiley.
Payne, Mary Ann. Grant Writing DeMYSTiFied. 1st Ed. New York: McGraw-Hill, 2011

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Salem Press. The Library Grants Center. http://salempress.com/Store/grants/grants.htm

Snyder, Herbert & Davenport, E. (1997). *Costing and Pricing in the Digital Age: A Practical Guide for Information Services*. Neal-Schuman

Sproull, Natalie L. (1995). *Handbook of Research Methods*. 2nd ed. Scarecrow.

Swan, James. (2002). *Fundraising for Libraries: 25 Proven Ways to Get More Money for Your Library*. Neal-Schuman Publishers.

Sykes, Judith A. (2002). *Action Research: A Practical Guide for Transforming Your School Library*. Libraries Unlimited.

Scholastic. Activities & Programs
http://www.scholastic.com/librarians/programs/grants.htm

TeacherPlanet. http://www.grants4teachers.com

Thompson, Waddy. (2011). *The Complete Idiot's Guide to Grant Writing. 3rd ed*. New York: Alpha Books, ed. 2011.

Warner, Alice Sizer.(1998). *Budgeting: A How-To-Do-It Manual for Librarians*. Neal-Schuman.

Woolls, Blanche. (2004). *The School Library Media Manager, 3rd ed*. Libraries Unlimited.

*N.B.* An addendum to this syllabus will be distributed as appropriate by the course professor regarding requirements for graduate students in all College of Education programs. These requirements include 1) varied field experiences with diverse P-12 students, and 2) providing evidence of professional dispositions and diversity proficiencies.