



LSSL 5367-02
Research Design and Methodology
Fall 2017

LSSL 5367 is a required course for the MLS degree and Library Science Certification.

College of Education, Department of Library Science

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Office hours: Online "Virtual Office" available online in course shell
Instructor is available to meet using Skype or Collaborate by appointment.
E-mail: Normally students can expect a response within 24 hours.

Day, time, and Location of class: Online class format

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

Course Objectives: See matrix below (p. 6) providing objectives stated in measurable performance terms/behavior.

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 or linked on the Blackboard course site]

- Banerji, D. “Introduction to Research Methodology” [video] at:
<https://youtu.be/pwgxI-JjKDQ>
- Patten, M. (2009) [Selected readings from] *Understanding Research Methods: An Overview of the Essentials*. Glendale, Calif.: Pyrczak.
- Rockis, T. “You CAN Win Grants for Your School” [videos] at:
1 <http://home.edweb.net/webinar/you-can-win-grants-for-your-school-secrets-and-strategies-from-a-pro-part-1/>
2 <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. (ebook format available through the SHSU library)

Recommended readings:

Hall-Ellis, S. D. (2011). *Librarians handbook for seeking, writing, and managing grants*. Santa Barbara, CA: Libraries Unlimited.

MacKellar, P. and Gerding, S. (2010) *Winning grants*. New York: Neal-Schuman.

(If grant-writing proves helpful for your library, 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.

Powell, R. R., & Connaway, L. S. (2010). *Basic research methods for librarians*. Santa Barbara, CA: Libraries Unlimited.

Pyrczak, F. (2008) *Evaluating research in academic journals* (4th Ed.). Glendale, Calif.: Pyrczak

Other readings may be provided throughout the course as a basis for discussion on Blackboard.

See the References on final page for further resources.

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/Instructor Requirements:

- Assignments: Detailed guidelines for assignments shown on the following page are given in the appropriate Blackboard course units along with the materials for reading and learning. Units close on Saturdays before midnight, and begin on Monday (with the intention of one day a week when you may rest and connect with family).
- ALL assignments (including discussion board posts, even if they are late and you receive no credit points) must be submitted to pass the course.
- Please do not submit assignments by email. Use the unit's submission link as provided.
- Late assignment policy: Due dates are clearly given, and in general, **late work is not accepted**. In exceptional cases, when pre-arranged in collaboration with the instructor, late work may be accepted with loss of points.

Professionalism policy: It is expected that

- Graduate students be active, enthusiastic, and collegial participants during the semester.
- ACADEMIC WRITING WILL BE CLEAR, CONCISE, AND WILL FOLLOW GRAMMATICAL CONVENTIONS. Attention will be paid to –and points earned from– learning and correctly using conventions of APA style (6th edition).
- In addition, it is expected that communications with the instructor, LSSL department, and other SHSU individuals will be courteous in tone and respectful in approach.

Course Activities and Assessment

As you further into your formal education, how much you learn becomes increasingly your decision. As you go beyond the minimum requirements, you are preparing yourself to be a stronger librarian professional.

Ideally, your grade in this course will represent the extent of your learning, but ultimately your choices will determine your growth, not the scores that you earn. Make strong choices! Go deeper!

Your final grade for this course derives from points earned from the Discussion Board, readings, and assignments. The points you earn (out of 155 possible) are converted to

letter grades on the following scale:

Grading Scale

A92% or more of total pts

B.....84 % or more of total pts

C.....76 or more % of total pts

Fbelow 76%

Course Outline

Schedule of Units, Learning, and Assignments

<i>Unit</i>	<i>Dates</i>	<i>Activity</i>	<i>Points available</i>
1	Aug 23 – Aug 26	Read START HERE and the syllabus; Navigate online course; First assignment is your Introduction through Discussion Board (DB).	5
	Aug 28 – Sept 2	Begin viewing and learning from Banerji video; Take careful notes using VideoNot.es	--
2	Sept 4 – Sept 9	Complete Banjeri video and submit notes;	10
		Contribute to DB on Banerji video	5
		Patten readings 1-5; Part B answers	5
3	Sept 11 – Sept 16	Patten readings 7, 11-14; Part B answers	5
		Needs Assessment planning and 2 documents	20
4	Sept 18 – Sept 30 (two-week unit)	Patten reading 15	5
		Electronic searching tasks bibliography	20
5	Oct 2 – Oct 7	Bibliography of grant research articles	10
		Rockis Videos 1 and 2 shared notes	10
		DB post: Title and Grant Sources	5
6	Oct 9 – Oct 21 (two-week unit)	Impact Research Articles critique	10
		Research to define Needs Assessment	--
		Proposal for Needs Assessment	15
		DB post: Locating grant source	5
7	Oct 23 – Oct 28	Second Bibliography on impact studies	10
8	Oct 30 – Nov 4	Completed Grant Application	25
9	Nov 6 – Nov 11	Work on assessment of peer application	20
		Submission of peer-evaluated application	
10	Nov 13 – Nov 25 (two-week unit)	Review of semester learning	--
		Thanksgiving break	
	Nov 27 – Dec 2	Completion of Cumulative Learning Assessment	20
		<i>total possible points</i>	205

Student Syllabus Guidelines

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. The scheduled review conducted in November 2015 should result in continued accreditation.

[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)

	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.

SHSU Dispositions and Diversity Proficiency (DDP) Standards

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 for the identified needs	Submit a summary report reflecting the specifications provided for this assignment in Blackboard	Timely submission and adherence to the specifications document for writing a report evaluating print and/or online grant information resources	S-1.1a,b TS-19:7:239:B:239.55:f2; g3 CF-4,5 N-1.1e 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 TS- 19:7:239:B:239.55:c:1; c5; d5 CF-3 N-3a,c, 4a,d 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 TS- c19:7:239:B:239.55:c:1; c5; d5; f4 CF-3,5 N-1.1e 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/

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.

Late Work Submissions Policy: In exceptional cases, late work may be accepted with loss of points when pre-arranged with instructor.

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:



- Publication Style usage – 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.

References

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. (Note: This page does not demonstrate APA formatting.)

- American Association of School Librarians and Association of Education Communications and Technology. *Information Power: Building Partnerships for Learning*. American Library Association, 1998.
- 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/cgiirsi.exe/?ps=o0wLvSz1k7/0/242620005/8/1006912/The+AL+A+book+of+library+grant+money+^2F> [NGL has both hard copy and e-book "print" copies.]
- Bauer, David G. *The "How To" Grants Manual: Successful Grantseeking Techniques for Obtaining Public and Private Grants*. 5th ed. Praeger, 2003.
- Beck, Susan E. and Kate Manuel. *Practical Research Methods for Librarians and Information Professionals*. Neal-Schuman, 2008.
- Corson-Finnerty, Adam and Laura Blanchard. *Fundraising and Friend-Raising on the Web*. American Library Association, 1998.
- 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. *Evaluating the School Library Media Center: Analysis Techniques and Research Practice* (Selections). (Libraries Unlimited, 1998)
- Gajda, Rebecca. *Getting the Grant: How Educators Can Write Winning Proposals and Manage Successful Projects*. Association for Supervision and Curriculum Development, 2005.
- Hall-Ellis, Sylvia D. and Ann Jerabek. *Grants for School Libraries*. Libraries Unlimited, 2003.
- Meyer, Doris. 1997. *The Aldine GrantSeeker Handbook*. Aldine Independent School District.
- Miner, Jeremy T. *Models of Proposal Planning & Writing*. Praeger, 2005.
- Mondowney, JoAnn G. *Hold Them in Your Heart: Successful Strategies for Library Services to At-Risk Teens*. Neal-Schuman, 2001.
- New, Cheryl Carter. *Grantseeker's Toolkit: A Comprehensive Guide to Finding Funding*. Wiley, 1998.
- Payne, Mary Ann. *Grant Writing DeMYSTiFied*. 1st Ed. New York: McGraw-Hill, 2011
- Salem Press. *The Library Grants Center*. <http://salempress.com/Store/grants/grants.htm>
- Snyder, Herbert and Elizabeth Davenport. *Costing and Pricing in the Digital Age: A Practical Guide for Information Services*. Neal-Schuman, 1997.
- Sproull, Natalie L. *Handbook of Research Methods*. 2nd ed. Scarecrow, 1995.
- Swan, James. *Fundraising for Libraries: 25 Proven Ways to Get More Money for Your Library*. Neal-Schuman Publishers, 2002.
- Sykes, Judith A. *Action Research: A Practical Guide for Transforming Your School Library*. Libraries Unlimited, 2002.
- Scholastic. Activities & Programs <http://www.scholastic.com/librarians/programs/grants.htm>
- TeacherPlanet. <http://www.grants4teachers.com>
- Thompson, Waddy. *The Complete Idiot's Guide to Grant Writing*. 3rd ed. New York: Alpha Books, ed. 2011.
- Warner, Alice Sizer. *Budgeting: A How-To-Do-It Manual for Librarians*. Neal-Schuman, 1998.
- Woolls, Blanche. *The School Library Media Manager*, 3rd ed. Libraries Unlimited, 2004.