

University of Kentucky
School of Information Science (SIS)
ICT 310 Exploring and Analyzing ICT Methodological Approaches

Information and Communication Technologies (ICTs) are pervasive in our increasingly global society and, importantly, have the potential to impact lives and society. This course is designed so that you learn to design research to understand the impact of ICTs in society affect individuals, relationships, groups, organizations, social movements, and policies and to use these methodological tools in applied settings. You'll do by learning about of the philosophy, theory, design, and analysis of both qualitative and quantitative research in Information and Communication Technologies. 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).

Primary Instructor: Fátima Espinoza Vásquez PhD.
Office Hours: Thu 1 pm – 2 pm over Zoom here
<https://uky.zoom.us/j/85930295915> , please make an appointment.
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Preferred mode of communication: Canvas Inbox
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COURSE STRUCTURE

Student Learning Outcomes

At this point you should be familiar with the fundamentals of social science. In this course we will do a deeper exploration of research methodologies, thus you are expected to already manage basic research concepts.

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 methodology from beginning to end including research questions, rationale, research design, recruitment, and data analysis
4. Analyze and interpret data
5. Present research findings in written, visual, and oral formats

Teaching Approach

The class will be mostly asynchronous; however, there will be strict deadlines and synchronous teamwork. This class is designed using a constructivist approach, meaning that students have an active role in their learning. Students will participate in setting goals, contextualizing content through discussions, team collaborations, and a variety of self-guided learning activities.

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This course also employs the "Flipped Classroom" methodology because it favors the application of conceptual knowledge over factual recall. Thus, each week, students are expected to independently familiarize themselves with the learning material (i.e., readings, videos, etc.). Then they will apply and analyze it through graded in-depth discussion, problem-solving, peer reviews, collaborations, and workshops. Students should choose a research topic shortly after the first day of class, as they will start working on it right away.

Teaching techniques will be adapted based on the course content and individual student learning styles; thus, some elements of this syllabus might be subject to change. Whenever it does, students will be notified in advance, and the newest version will be posted on CANVAS.

Course Format

There are both synchronous and asynchronous components you must engage in through the week. In other words, even though we will not meet face to face, you will meet online with teammates and you will work on your own time while abiding to the course meetings, deadlines, and participation expectations.

To have a fruitful interactive learning experience, you must engage with the course material, activities, instructor, and with your classmates throughout the week, not just before deadlines. You are expected to spend at least three hours each week on coursework (i.e., lectures, readings, exercises, and assignments).

There are **15 modules**, one per each week of the semester, each module covers a new topic. Each module has (1) a **module overview** with instructions for the week, (2) **learning material** you must read or watch and (3) **activities and assignments** you must do.

Always start each module by reading the "**Module Overview**" because it provides instructions on how to engage with the week's content.

Foundations and development of ICT Research

We will start the course with an introduction to ICT methods and research in which we will explore quantitative and qualitative approaches. We will learn about evaluating research. We will examine ethical issues when people and ICTs are involved in the research. Students will weigh the potential research benefits versus their costs. We will place particular emphasis on internet research ethics issues such as consent, data privacy, confidentiality, security and integrity of data, and intellectual property. We will also start designing and conceptualizing your final research project through the formulation of research questions or hypotheses.

Quantitative ICT Research

In this section, we will learn about the key ideas in quantitative research and the various methodologies and techniques that can be used in quantitative research.

Qualitative ICT Research

In this section we will learn the philosophical foundations of qualitative research and the type of inquiries best suited for this type of approach. We will learn about the wide variety of methodologies and data gathering approaches in qualitative research.

Other Research methods

Towards the end of the semester, we will cover novel research methodologies like Geo-Spatial Mapping, Software and Usability, and Participatory Action Research, and Case Studies.

Participation, and Attendance

Student participation in online courses is crucial to enhance the learning experience. Participation will be measured in the extent to which students log into Canvas and engage with the course activities several times a week. Expect to work on this course a minimum of three hours through the week. Do not wait until the last minute to log in and do the assignments. There may be syllabus and schedule changes, so, check Canvas often for class updates or additional information. All announcements and information about the class will be posted there.

REQUIRED LEARNING MATERIAL

Textbook and Readings:

There is no required textbook for this class. All learning material will be provided weekly over Canvas under our weekly modules.

Technology

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/> ([Links to an external site.](#)).

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.

Students will also need to have online access to:

- Word processing software,
- Excel spread sheets,
- PowerPoint,
- Internet browser,
- Web Cam
- Microphone
- Canvas through their UK ID.
- [Zoom](#)

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Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

Library Services & Distance Learning Services

- <http://www.uky.edu/Libraries/DLLS> (Links to an external site.)
- 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

ASSIGNMENTS

The constructivist and flipped methodologies require students to engage in reflections, discussion, peer reviews, and the creation of artifacts where they apply learned theoretical concepts. The same way, the research process is creative, reiterative, reflective, and peer reviewed. Early and regular engagement through the week is crucial.

Assignments will include some of the following

Human Subjects Protection (HSP) Training

You will be required to complete an online training program for CITI certification prior to engaging in any research activity this semester.

Interview Reflection

You will be asked to apply what we are learning in class by conducting an interview with a person of your choosing. After completing the interview, you will be asked to reflect on the process of designing interview questions, as well as the experience of interviewing and the information gained from this method of data collection.

Exams

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 (~4 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 a quantitative 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 and synchronously with the instructor for tailored guidance to ensure quality and ethical conduct of your research project.

- Group Meeting with Instructor

Your group will be required to meet with me via Zoom to discuss your research topics and methodology prior to submitting your research proposal. At this time, I can answer any questions you have, and provide guidance on your proposals. More information will be provided in Canvas.

- Research Proposal

You will develop a 4-5 page research proposal with a literature review/rationale, hypotheses/research questions, proposed method, and the survey you will be using to collect your data (survey, cover page, abstract, and references do not count toward page total).

- Final Research Report

Your final research report should include everything from the research proposal, revised based on my feedback, as well as the complete method, results, and discussion.

- Research Soundbite

Each member of your group will be presented with a different audience/media outlet. You will record a 3–4-minute soundbite introducing yourself, your research, and what the results of your research mean to this group. In other words, what is the translational value of this research? Whom does it affect? How? Why should people, and specifically the audience you are assigned, care about your research? More information for this assignment will be provided in Canvas.

- Group Member Evaluation

Finally, team members will be evaluated by the other group members in terms of the quantity and quality of their contributions to the research project. Your group members' evaluations of your contributions and performance will be averaged for your final group member evaluation grade.

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Engagement & Participation

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).

ASSESSMENT AND EVALUATION

Students will be evaluated through participation, peer-evaluations, and tangible deliverables. Each type of assignment has its own rubric; however, overall, students must apply the principles learned in class in each assignment.

The total number of points may change and will be provided on Canvas, but the percentages will remain the same. Note that achieving an A in this course requires a minimum of 90%. Students should perform at the highest level to get an "A." There will be no extra credit projects, extra credit for attendance, good citizenship, or related reasons because these evaluation components already appear in the grading system.

Minimum Percent	Letter Grade	
90%	A	Exceptional work, outstanding effort, great attention to detail.
80%	B	Good work, as expected.
60%	C	Needs substantial improvement
<60%	F	Unable to meet the expectations of the program.

GENERAL COURSE AND UNIVERSITY POLICIES

Class Citizenship

Students should approach this course with professionalism. Which implies being punctual, participating actively in all activities, presenting high-quality work, doing readings, and maintaining an open, yet respectful, and engaged attitude.

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We strive to build a respectful atmosphere; thus, interactions should remain professional, supportive, respectful, and focused on learning. In online environments this is particularly critical, because we don't have the cues to convey message that we do in face-to-face environments. That is why it is crucial to be **extremely mindful** of the language we use and the way we address each in our communication. Avoid personal attacks or references, be kind, polite, courteous, avoid overcriticizing or negativity, avoid making premature assumptions, be empathetic, and value other people's opinions.

Written Work

This course requires students to have strong writing skills, willingness to receive criticism, and a positive attitude towards improving their writing skills. Graduate students are expected to have a strong foundation in writing. The writing style, mechanics, and content are equally important.

Oral Presentations and Videos

The same way, graduate students are expected to have developed a strong foundation in verbal communication skills. Throughout the course, students will have multiple opportunities to demonstrate their communication competencies (e.g., video recordings and presentations). Oral presentations should consider the purpose, topic, audience, and message to create shared meaning clearly and concisely. Presentations should adhere to the time allotted. PowerPoints should have a minimal amount of text while including graphs, figures, charts, and diagrams to illustrate your point. Provide detailed notes (with citations) for each slide in the notes section of the PowerPoint presentation. Include a slide with your APA style references at the end.

Assignment Submission

All assignments should be submitted via Canvas. The assignment should be attached as a Word file (.doc or .docx only). You **MUST** confirm that the assignment was sent 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 due date will be posted clearly on Canvas.

Late/ Makeup Work

Students are responsible for informing the Instructor about excused absences in advance and no later than one week following the period of the excused absence. Late work from an excused absence will only be accepted upon discussion with the instructor.

Unexcused late work submitted within 24 hours will receive a 40% penalty.

Unexcused late work submitted within 48 hours will receive a 50% penalty.

No unexcused work will be accepted after 48 hours.

Turnitin

This class may use the plagiarism detection and prevention system Turnitin (through Canvas). Turnitin compares submitted documents against documents on the Internet and student papers submitted to Turnitin at UK and other colleges and universities. Students will have the option to submit papers to Turnitin early to check that all sources have been appropriately acknowledged and cited. I will take your knowledge of the subject matter of this course and your writing level and style into account in

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interpreting the originality report. Keep in mind that all papers submitted for this class will become part of the Turnitin.com reference database solely to detect plagiarism of such papers.

E-mail Policy

The preferred method of communication: Canvas message

Secondary: Email fatima.espinoza@uky.edu

Please allow 24 hours for your instructor to respond to your e-mail during the school week. On weekends, responses may not be made until Monday. Before you e-mail with questions, please read your assignment information and syllabus carefully. If you have not heard from your instructor within 24 hours, please send a follow-up e-mail or message. The policies about class citizenship apply here too, so be professional, respectful, and mindful of the language you use when addressing your instructor. Avoid personal attacks or references, be kind, polite, courteous, avoid overcriticizing or negativity, avoid making premature assumptions, be empathetic.

Finally, please adhere to the following rules when sending an email. Your instructor receives hundreds of emails every day, following these rules helps her help you better.

<u>Always</u>	<u>Example</u>
Include the class code and a description of the email topic in the subject line.	Subject: ICT310 Team project question
Include an appropriate salutation. Begin with a greeting and address your professor by her appropriate title and last name.	Good afternoon, Professor Espinoza, Or Hello, Dr. Espinoza
Include an appropriate signature with your full name, class code, and section	Jane Doe ICT310 Section 001
Use standard punctuation, capitalization, spelling, and grammar.	Instead of writing "idk what 2 rite about in my paper can you help??" try something like, "I am writing to ask about the topics you discussed in class yesterday."

Inclusion and Diversity

My experience as a minority instructor in the United States' multicultural classrooms has shaped my teaching style. Thus, I embrace and foster the creation of an intellectual community enriched and enhanced by diversity along many dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, and religion.

Acknowledging the multiple dimensions of diversity in the classroom means implementing several measures for student participation, learning, and evaluation. I plan my courses so that students from diverse backgrounds and perspectives be well-served. I work so that students' learning needs be addressed both in and out of class. I view diversity as a resource, strength, and benefit. I intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Also, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements. I am especially committed to increasing the

representation of those that have been historically excluded from participation in U.S. higher education. Thus, in my classes, students are safe and will encounter new experiences.

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 is 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 adequately citing that work in the form of a verbal footnote. Whenever you use outside sources or information, you must carefully acknowledge precisely 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.

Questions

If students have questions of a personal nature regarding grades, attendance or other issues, the classroom or email is not the appropriate platform for that discussion. Students should contact the instructor to schedule an appointment to discuss.

Reference Librarians

There is a librarian specialized in ICTs. Her name is Stacey Greenwell, her phone number is 218-1322, and her email is stacey@uky.edu. I encourage you to contact her for help finding the resources for this class.

Also, the reference librarians on the 2nd floor, North Wing of W.T. Young Library are more than happy to help you with your research for this class and any class you have. Please feel free to visit, call (859218-2048), e-mail (refdesk@uky.edu), or chat (<http://libraries.uky.edu/libchat.html>) with them, unless your assignment requests that you do not seek their assistance. See the Libraries' Homepage for more information.

Other University Resources

[Distance Learning Library Services](#)

Carla Cantagallo, Distance Learning Librarian,

859-218-1240

University of Kentucky Writing Center

<https://uky.mywconline.com/>

The UK Counseling Center (UKCC)

Provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

The Martin Luther King Center (MLKC)

Supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ*'s website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ* Resources](#).

Violence Intervention and Prevention (VIP) Center

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, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859)), and

the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts walk-in appointments.**

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Ombud

Dr. Joe McGillis, the Academic Ombud will assist you with a variety of issues, including grade disputes. She is in 109 Bradley Hall, and her number is 859-257-3737. You can e-mail her at ombud@uky.edu.

Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).

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. 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. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

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<http://www.uky.edu/DisabilityResourceCenter>.

Sustainability Statement

This is a sustainable classroom. Here your instructors aim

- (1) to create the healthiest, most collaborative and innovative learning environments possible,
- (2) to reduce your costs and improve your intellectual development through thoughtful resource conservation and waste reduction,
- (3) to foster a culture of involvement in sustainability through education and engagement, and
- (4) to enable UK students, faculty, our campus, and our Commonwealth to become more sustainable through the use of University resources.

Sustainability starts with you taking care of yourself so that you can be at your best in this class. Do the readings and homework assignments. Come to class. Join in the discussion. Get enough sleep, water, and food, beforehand. If you are facing challenges securing classroom materials, food, or housing, and this is affecting your performance in class, please contact the Dean of Students, Nicholas Kehrwald, at nkehrwald@uky.edu or 859-257-3754. Furthermore, please notify your instructor if you are comfortable doing so. This will enable her to provide any resources that she may possess.

COURSE SCHEDULE

Readings will be available on Canvas; they are the basis for all exercises and assignments. Note: the course schedule might subject to change based on student needs.

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Course Schedule

Week and Module #	Date	Topic
1	Jan 09	Introduction / Qualitative vs Quantitative Methods
2	Jan 16	Research Ethics
3	Jan 23	Designing Research
4	Jan 30	Key Elements in Quantitative Methods / Exam 1
5	Feb 06	Design, Analysis, and Presentation of Quantitative Data
6	Feb 13	Group Meetings with Dr. Espinoza
7	Feb 20	Experimental Design, Big Data, and Social Media Analysis
8	Feb 27	Team Research Proposals / Exam 2
9	Mar 6	Key Elements in Qualitative Methods
Mar 13 Spring Break		
10	Mar 20	Big Data
11	Mar 27	Qualitative Methods
12	Apr 03	Qualitative Analysis
13	Apr 10	Quantitative Analysis
14	Apr 17	Consultation
15	Apr 24	Semester Wrap-up and Final Projects