

Syllabus

1. **Course Title, style, and credit:** Information Behaviour Research, ()lecture, (x) Discussions ()practice], 2 credit

2. **Appropriate grade level and Eligible Departments:** (x)1, (x)2, (x)3, (x)4, (x)5: (x) School of Cultural and Social Studies(x) All Departments, () Other ()

3. **Lecturer(s):** Makiko Miwa

Contacts to the lecturer (e-mail address, Phone and Fax numbers, and the office):

The first contact and submission of the paper by e-mail are most welcome.

miwamaki@nime.ac.jp, Phone: +81-43-298-3208 Fax: +81-43-298-3487, 608 in Research Bldg.

4. **Time:** 10:00-12:00 on every Thursday from April. 19-July. 19, 2007

5. **Place:** 8F lecture room of the Research Bldg., National Institute of Multimedia Education

6. Prerequisites and Styles

It is desirable to have basic knowledge on differences in approaches to design and evaluation of quantitative and qualitative research projects, but it is not the prerequisites. Each class will be structured with lectures, discussions, and presentations. Lectures, presentations, and prints are in Japanese. Students are expected to use Japanese language.

7. Contents:

This course will guide research design for modeling, theory building, and elicitation of information behavior including information seeking, browsing, and information rejection. The information seeking is considered as a self-motivated learning behaviour, a new approach to e-learning, which calls for conceptual models and theoretical frameworks to connect conceptual and methodological bases of informatics and pedagogy. This course will introduce models, theories, and meta-theories generated from information behavioral research and provide opportunity in bringing them into research design.

8. Course objectives:

1. Two paradigmatic frameworks, system-oriented; and user-oriented, dominate information behaviour research, and research activities in the latter paradigm have recently received much attention. Students are expected to understand historical evolution and methodological differences of these two paradigms.
2. Students are expected to understand how to use major data collection and analysis techniques as tools for information behavior research.
3. Students are expected to understand major models and theories generated from information behavioral research and how to incorporate them into their research

design.

4. Students will be able to design a user-oriented information behaviour research project.

9. Schedule:

(Oral)	Topic
1. Apr 19	Orientation.
2. Apr 26	Research approaches.
3. May 10	Models, theories, and meta-theories.
4. May 17	Framework for research design
5. May 24	Design of research proposal
6. May 31	Ethical consideration for user-oriented information behaviour research
7. June 7	Major models and theories in information behaviour research
8. June 14	Methods and methodologies for information behavior research
9. June 21	Data collection techniques
10. June 28	Data analysis techniques
11. July 5	Presentation of research design (by students)
12. July 12	Presentation of research proposal (by students)
13. July 19	Review

10. Lecture materials and readings

Textbook: 三輪眞木子. 情報検索のスキル : 未知の問題をどう解くか. 東京, 中央公論新社, 2003,214p. (中公新書 1714)

Handouts: provided in class.

Additional readings for research approaches:

Creswell, J. Research Design: Qualitative, Quantitative, and Mixed Method Approaches, 2nd ed. Sage Publication (ISBN: 0761924426) 2nd edition, 2002.

Case, D.O. Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior. San Diego, Academic Press, 2002, 350p.

11. Grades:

The grades will be either “passed” or “failed”, which is determined by the quality of the research proposal (within 5 pages in A4 format), which must be submitted to the lecturer by the provided deadline (Sep. 27, 2007). The research proposal must include four important aspects that are presented in the above Course Objectives.

12. Notes

Models, theories and methods introduced in this course will reflect students’ research objectives. Hence the research proposal will follow topics and approaches of students’ doctoral thesis.