

09 / 25 / 08

Thursday, September 25, 2008

11:06 AM

- Communication 88 - Research Methods

- **Research Paper**
 - Start Early with your group and do things in ORDER
 - Understand your project
 - Practice thinking and speaking like a scientist
 - Policy: Due at Lecture, Tues before Thanksgiving

- **Tips for Success**
 - Don't blow off the easy stuff (research practicum, session exercises, etc.)
 - Lecture and Session
 - Attend, pay attention, and take detailed notes
 - Readings
 - Pull out important points from under each heading (not just definitions of terms)
 - Take time to digest material each week and get help early

- **Course Website**
 - Go to <http://cms.ucsb.edu>, link from there
 - Login, need U-Mail account
 - Online data web tool
 - Help for group research projects

- **Comments and Pressures**
 - Extra curricular activities (jobs, athletics, etc.) often mean missed class and limited time to devote to studies, so:
 - Do not over-extend yourself with outside responsibilities

- **Ways of Knowing**
 - Some "Truths" -- How do you know?
 - It is not raining outside
 - I was just outside
 - Weather rarely changes so quickly... it was just sunny
 - No clouds, or getting wet.
 - How is water associated with rain? Past experience.
 - Weather forecast said it wouldn't

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Tuesday, September 30, 2008

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- **Ways of Knowing (continued)**
 - Vegetables are good for you
 - Doctors say so
 - Studies conducted which show (SCIENCE!!!)
 - Media / Papers / Trainers, etc.
 - Mom
 - People who are similar to each other tend to like each other
 - Comm. 1
 - Personal Experience
 - Reasoning (must be the case because you can suspect why)
 - Also known as "Epistemology" (the science of knowing)

- **Some "Everyday" Ways of Knowing**
 - There are four ways we get through life, typically. (what do we eat, wear, who do we be friends with)
 - All have pros and cons for getting to real knowledge
 - **1) Method of tradition / tenacity**
 - "it's true because it's always been true"
 - Tenacity = stubborn, won't give up (truths which stay around despite evidence = urban legend)
 - Tofurkey = the tofu turkey for Thanksgiving even though no one knows why Turkey
 - Pro: you can operate on it, most will
 - Con: what if it was wrong back then too? Can do things just because its tradition.
 - **2) Method of Authority**
 - Precedent = a way to keep rules/laws stable
 - "Something is true because someone who has power told us it is"
 - Personal Trainer, Weather Channel, Newspaper, Surgeon General, etc.
 - Pro: you don't have to look it up yourself, centralized information
 - Con: they could be wrong (misdiagnosis?) could be competing authorities
 - Trick is finding out which is good information and what isn't
 - **3) Method of Intuition and Logic**
 - "you get to truth by reasoning it out" "right because it makes sense" "that's probably the case"
 - Breaks down into two sub-categories
 - Surface level: "common sense" (dumbed down version) (well duh, what else would be?) might make sense to you, but not valid for everyone
 - More Rigorous: "Platonic Idealism" = way to get to truth is to do a large amount of rational thinking and have to challenge your logic in debate with other people. Can't do observation with your senses, but have to sit, find your premises, and check. Could still be wrong... logic may be right, but premises could be wrong
 - **4) Method of Experience / Observation**
 - "I know because I have seen it with my eyes, heard it" "see/hear/taste it to believe it"
 - Problem: we often just see things incorrectly or only see what we want to see
 - Making connections that may or may not be there
 - Also called "Baconian Empiricism" = if you are doing observations properly that's better
 - Empiricism = good observations, rigorous, collect data

- **Problems with "Everyday" Ways of Knowing**
 - Illogical Reasoning
 - Sometimes what sounds logical really isn't
 - Gambler Fallacy: well I've been losing, so I must have a better chance at winning next time, more I lose, the more likely I am to win next time. In reality, you have the same odds each time.
 - Inaccurate Observation
 - Can't see behind your head...
 - Limitations on how much we can hear / process
 - Mistake what you see/hear (fill in your memories)
 - Overgeneralization
 - May have an accurate observation, but you only have one (or a few)
 - Then you extrapolate too far to all things like it.

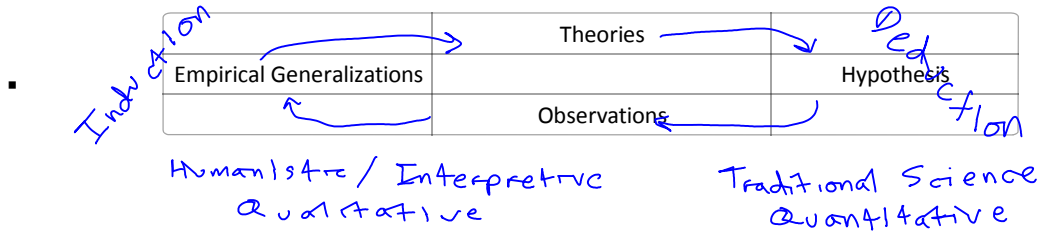
- Dangerous because you have know way of knowing that is true for the whole
 - Selective Observation
 - Can go hand in hand with any of the other ones too.
 - Observe some things but not others (either by it catching your attention or not wanting to see something)
 - Salience: something is in mind, now you see it everywhere (car on freeway you want to buy)
 - "Dress for Success" - wow, all the execs are wearing black suit, red tie... other people don't, when they may have been
 - Everyday ways of knowing can even lead to conflicting ideas about truth
 - Can learn a lot from truisms
 - Example: Long-Distance Relationships
 - Absence makes the heart grow fonder (romanticize them, don't see quirks)
 - Out of sight, out of mind (prettier people around)
 - Can these both be right? Social world might be more complex.
 - "Absence is to love what wind is to fire; it extinguishes the small, it inflames the great." - Bussy-Rabutin
- **The Scientific Method**
 - "Cures everything and is perfect" - Mullin
 - Combines "platonic idealism" with "empiricism"
 - Logic / Intuition --> constructing theories
 - Observation / Experience --> Gathering Data
 - Communication Science: Uses **empirical observations** to **test theories** about communication processes
- **Unique Characteristics of Science**
 - How is "science" different from the other "everyday" ways of knowing?
 - **Scientific Research is public**
 - Published in Journals
 - Open to review, not just your own opinions simply debated with friends
 - It is difficult to get research published
 - Opportunity to replicate studies
 - **Science is "objective"**
 - Unbiased - removed the part favoring what you want to see
 - Doesn't make the scientist unbiased, but the procedure must be
 - Explicit rules, standards, and procedures
 - Can't be 100% objective, but we try.
 - Scientists never say they get to absolute truth... only this seems to be the best explanation
 - **Science is empirical**
 - Conscious, deliberate observations (not just because we feel like it)
 - Setup a controlled environment
 - Many Observations = to avoid overgeneralizations
 - **Science is Systematic and Cumulative**
 - Don't just jump in, but you have to be systematic and look at what came before
 - Have to bring in other people's thinking and logic
 - Cumulative because it builds and corrects on past errors
 - Science makes working knowledge (add to, update, or remove old knowledge)
 - Should always be an open / never-ending process

www.JunkScience.com

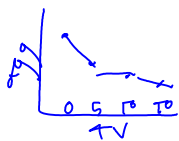
• **Goals of Scientific Research**

- **Description**
 - Look for social regularities (patterns) of aggregates [ex. what % of people have children after divorce]
 - Describe relationships between variables
- **Explanation**
 - Develop an understanding of WHY patterns exist (e.g. what causes what?)
 - Find links between variables
- **Prediction**
 - If I know two things are related, I can make predictions based on patterns
 - Predict outcomes given certain factors
- **Science CANNOT settle questions of VALUE!!!**
 - Can describe, say why things are, or predict what might happen, but science cannot test moral judgment
 - Communications Science: use **empirical observations** to **test theories** about communication processes

• **The Wheel of Science**



- **Hypothesis:** testable predictions about a subject
- **Observations:** repeated trials
- Deductive = starting with theories then testing
- Inductive = starting with observation then forming theories
- Testing a Hypothesis: Example
 - Researcher A: Social Cognitive Theory (Children learn behavior by watching how models behave)
 - Hypothesis: Watching TV violence will increase Kid's aggressive behavior
 - Hypothesis comes from the theory (run a study to test this one thing)
 - Huge grant, randomly 600 kids of various ages California-Wide
 - Ask How much violent TV viewed?
 - View How much aggression on the playground?
 - Overall happy with these results.
 - Conclusion: TV violence (increases) [is related to] aggression
 - Researcher B: Catharsis Theory: watching others behave allows "purging" of pent-up feelings
 - Hypothesis: watching TV violence will reduce kids' aggressive behavior
 - Goes over to one elementary school, ends up with 60 kids
 - Not going to ask questions
 - Let kids watch 1 of 4 clips edited (0, 5, 10, 20 acts of violence)
 - Afterwards, whole bunch of different toys, count hits on toys
 - Separated into groups and calculated from there
 - Violence decreased hits on toys significantly
 - Conclusion: TV Violence decreases aggression [for these Ps, these conditions, etc.]



10 / 07 / 08

Tuesday, October 07, 2008

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- Overview of Major Research Methods
 - **Quantitative Research**
 - Adheres strongly to the scientific goals and principles
 - Employs numerical measures and data analysis
 - Example methods: surveys, experiments, content analysis
 - Researchers A and B (from last time) use two of these major quantitative methods.
 - **Survey / Correlational Research**
 - Researcher measures variables (uses set of survey questions or makes other observations), looks at relationships between variables
 - Survey: only when entire study is a survey
 - Questionnaire: a component of a study
 - Important issues
 - Representative sample of participants
 - Good questions and measures
 - Advantage (of a good survey)
 - Able to generalize results (to other people and to "normal life" settings) = high external validity
 - Disadvantages
 - Cannot make causal claims = low internal validity
 - Reliance of self-reports usually (people can lie)
 - ◆ Potential "social desirability effects" don't want to feel judged or give the answer that makes them look the best
 - **Experimental Research**
 - Researcher manipulates variable(s), controls everything else, then measures the effects
 - Important Issues
 - Random assignment to conditions (probability theory divides cases evenly)
 - Precision and control
 - Advantage
 - Can make definitive causal connections = high internal validity
 - Disadvantages:
 - Difficult to generalize beyond participants and the lab conditions = low external validity
 - Greater potential for "reactivity" effects (response because they know they are being studied, highly aware of being watched)
 - **Qualitative Research**
 - A humanistic form of social science (in between area)
 - Also called interpretive research or naturalistic inquiry
 - Researcher subjectively observes people
 - Ex. Participant observations, depth interviewing
 - OR
 - Researcher subjectively analyzes texts (or media messages... anything instead of people)
 - Important Issues
 - Gaining trust with people (need them to open up to you)
 - Researcher interpretations (instead of measures)
 - Advantages
 - Richness of detail, depth
 - Study people that cannot be tested in a lab
 - Disadvantages
 - Difficult to generalize (beyond the people in your study)
 - Difficult to disentangle complexities (too much data for patterns to be easily found)
 - Potential for researcher influence (not removing personal bias)

- **Using Theories in Research**
 - Theory: an attempt to explain some aspect of social life
 - a scholar's ideas about how/why events/attitudes occur
 - Includes a set of concepts and their relationships
 - Scientific theories usually aim to be :
 - **Deterministic**
 - ◆ everything happens for a reason,
 - ◆ explain things in terms of causes and effects
 - **Falsifiable**
 - ◆ Means it is able to be directly tested
 - ◆ There is a way to prove it wrong
 - ◆ If you can't get this data, there is no way to test your theory
 - ◆ Cannot actually prove a theory true no matter how well you test it
 - ◇ Can only gain support/evidence
 - Theories are build of "concepts"
 - Terms for things/ideas/parts of the theory
 - Researchers must define these
 - Ex. Uses and Gratifications Theory
 - ◆ We use/choose media to meet certain needs... pleasure, info, escape, identity
 - ◆ What concepts are involved here?
 - ◇ Media, media use, choice (selectivity), needs, etc.

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Thursday, October 09, 2008

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- **Using Theories in Research**
 - Concepts are studied as "variables"
 - They have variations that can be measured
 - EX: Media use - overall amount; or different types (TV, newspapers, internet)
 - EX: Needs - types (information, pleasure identity); intensity (strong identity, vs. weak)
 - EX: Selectivity - actively seeking, actively avoiding, vs. channel surfing
 - From theory (and/or from prior findings) we derive a hypothesis
 - Hypothesis: a specific testable prediction about the relationships between variables
 - EX: From Uses and Gratifications Theory
 - H1: People who identify strongly with their age group will select media that they see as supportive of that age group.
 - H2: People who identify strongly with their age group will avoid media that they see as "unfair" to their age group
 - What are the variables involved here? (identify strongly, unfairness, selecting media)
 - If no theory or previous research OR if previous findings conflict/inconclusive:
 - Pose research question instead of hypothesis (although these are preferred)
 - EX RQ: To what extent does a person's media use relate to their identity with a particular age group?
 - Hypotheses and Research Questions can be causal or relational
 - Greater physical attractiveness creates impressions of greater friendliness.
 - Causal or relational?
 - Causal: it is also "directional" (tells which way the causal relationship goes)
- **Variables in Experimental Research**
 - Independent Variable (IV)
 - Variable manipulated by the researcher
 - The "cause" in the cause-effect relationship
 - Dependent Variable (DV)
 - Sometimes referred to as the dependent measure
 - Variable affected/changed by the independent variable
 - Example: Greater physical attractiveness creates impressions of greater friendliness
 - IV: physical attractiveness (e.g. manipulate level of attractiveness)
 - DV: impressions of friendliness
- **Variables in Survey/Correlational Research**
 - In Can't be cause-effect, so...
 - IV: "predictor" variable (the driving thing)
 - DV: "criterion" variable
 - Example: Strong identification with "being young" predicts exposure to "youth-orientated" media
 - Relational... The two go together, one predicts the other
 - IV: identification with being young (e.g. score on an age identification scale)
 - DV: exposure to "youth-orientated" media (measure how often prefer MTV, shows featuring young characters, etc.)
 - Can it go in reverse... switch IV and DV? Yes, because it is only relational, but the hypothesis would be rephrased.
 - Why bother? Theories like to get to causality if they can.
 - "Uses and Grats" approach (participant is active) vs. "Media Effects" approach (media is active)
- **Defining Concepts**
 - **Conceptual (nominal) definition**
 - A working definition of what the concept means for purposes of investigation
 - Doesn't have to be defined for all times everywhere... just in the context of the study
 - Often based on the theory being studied (don't always have to come up with it yourself)
 - **Operational Definition**
 - A definition of how exactly the concept will be measured in a study

- **Measurement (operationalizing variables)**
 - Types of Measures
 - **Physiological measures**
 - EX: heart rate, BP, brain waves
 - **Behavioral measures**
 - EX: voting, donating time/money, non-verbal reactions
 - **Self-Report measures** (or other report, what your roommate thinks, etc.)
 - Items on a questionnaire

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- **Levels of Measurement**
 - **Categorical Variables**
 - **Nominal** (categorical / discreet)
 - Naming things... categories in particular
 - Variable is measured merely with different categories
 - No scale, no greater than or less than, check a box
 - **Categories must be mutually exclusive!** (gender not an issue, but what about ethnicity? Can have more than one identified with)
 - **Categories must be exhaustive!** (have to have something they can check off... not just republican or democrat)
 - Examples (sex m/f; ethnicity; yes/no questions; TV viewing (high, medium, low))
 - **Ordinal**
 - Variable is measured with rank ordered categories
 - ◆ Ex. Rank top five favorite TV shows; Olympic medal winners (Gold, Silver, Bronze)
 - ◆ Doesn't tell you much though... don't know by how much they are difference
 - **Continuous Variables**
 - **Interval** (continuous variable)
 - Variable is measured with Successive points on a scale, separated by equal intervals
 - Not do you approve or disapprove, but how much do you approve?
 - Ex: mesure on immigration policy opinion. The US should build a fence along the border.
 - ◆ Strongly Oppose 1 2 3 4 5 6 7 Strongly Favor
 - Points don't mean anything in particular, but are just relative units
 - ◆ Strongly Oppose -2 -1 0 +1 +2 Strongly Favor
 - 0's are not meaningful.
 - **Ratio** (continuous variable)
 - Interval measurement with a true, meaningful zero point... anchors the scale
 - Point of the absence of data (Time = 0 means no time has elapsed)
 - Ex. Test Scores (if 0 is possible)
- **Constructing Questionnaire Items**
 - Open-ended
 - Responses provide their own answers
 - Example: What is your age? ____ Years
 - Example: What effects, if any, do you think this program has on children under the age of 12? _____
 - Don't want to preface their opinions or create new opinions
 - Advantages:
 - Allows in depth responses
 - Allows for unforeseen types of answers
 - Good in "pilot" studies (practice study / how long does it take / see stuff people generate)
 - Disadvantages
 - Can be difficult to code and analyze
 - Could misinterpret people's responses
 - Closed-ended
 - Respondents select from a list of choices
 - Choices must be exhaustive and mutually exclusive (can't check more than one) (if they have no opinion, you need to give them that option)
 - Advantages:
 - Faster, easier to process
 - With continuous variables can do more powerful statistical analyses
 - Disadvantages:
 - May miss other possible responses or more complex attitudes (Which you may not know about)
- **Some closed-ended formats**
 - Likert-type items
 - Respondents indicate their agreement with a particular statement
 - Ex. Parents should talk openly with their children: Strongly agree 1 2 3 4 5 6 7 Strongly Disagree
 - Other response options possible, not all , very much, almost never, almost always, etc.)
 - Semantic Differential

- Respondents make ratings between two opposite (bipolar) adjectives
- Not agreeing or disagreeing or favoring... rating on a number of qualities
- Ex: My best friend is: Warm __:__:__:__:__ Cold
- You decide what adjectives to use, connotations should be avoided. Terms should be detached (unintelligent versus stupid) Do they have to be opposite? (warm and cold are not)
- When you enter it in, the corresponding spaces have numbers
- If you don't put in the numbers, the number doesn't impact the decision (Ex: positive qualities are higher numbers)

- **Composite Measures**

- Measure a variable by combining multiple questionnaire items into an "index" (or "scale")
 - Must have several different items for one variable
 - Uni-dimensional index: all items added (or averaged) into one overall score ("uni" because it is still only one variable)
 - Multi-dimensional index -> several "subscales"
- Example Variable: Credibility of a Speaker
 - knowledgeable __:__:__:__:__ not knowledgeable
 - Experienced__:__:__:__:__ inexperienced
 - Trustworthy/untrustworthy, honest/dishonest, biased/unbiased, competent/incompetent
 - Treat each one as a separate variable
 - Options for composite measures
 - Uni-dimensional "credibility": add scores for all items into one total "credibility" score
 - Multi-dimensional "credibility":
 - ◆ Know + exp + comp = expertise dimension
 - ◆ Trust + honest + biased = trustworthiness dimension

10 / 16 / 08

Thursday, October 16, 2008

11:04 AM

<https://lists.lsit.ucsb.edu/listinfo/precommundergrad.com>

Practice Questions are on GauchoSpace

- **Measurement Accuracy**
 - Is your measurement consistent? (do it more than once!)
 - Inter-item reliability
 - Administer items more than once (Ex: test-retest; split-half)
 - Look at internal consistency of items in a scale / index (Ex: Cronbach's alpha)
 - If you have a bunch of items that you want to add together, add values together as a scale
 - Alpha value = .67, .62 Through all scale items together and computer generates number. If it's high that's good, if not, that's bad
 - Inter-observer (inter-coder) reliability
 - Compare multiple coders
 - Intra-observer (intra-coder) reliability
 - Compare multiple observations of same coder
 - Are you really measuring the concept you intended to be measuring?

- **Assessing Validity**
 - Note: Textbook confuses these terms; use lecture notes only on this!
 - **Face Validity**
 - Most used, because it is the easiest (no numbers involved, arguable)
 - The measure looks/sounds good "on the face of it"
 - Usually only discussed during criticism (that doesn't even sound right)
 - **Content Validity**
 - The measure captures the full range of meanings / dimensions of the concept
 - Ex: Racism (would you be willing to work with someone of another race?... Doesn't cover nearly enough of the dynamics to have content validity)
 - **Criterion / Predictive Validity**
 - The measure is shown to predict scores on an appropriate future measure
 - Ex: High School GPA --> College GPA (though this one is weak)
 - **Construct Validity**
 - The measure is shown to be related to other concepts that should be related (and not to ones that shouldn't)
 - Ex: Acceptance drug use <-- --> Acceptance of alcohol use

- **Relationship between Validity and Reliability**
 - Can a measure be reliable but not valid?
 - Yes, Ex: 2 incorrect measuring sticks, give same measure every time, but really only 2 feet.
 - Yes, Ex: measure everyone in a class, tall people get A's (reliable but not relevant)
 - Can a measure be valid but not reliable?
 - No, must at least have reliability. (Necessary but not sufficient)

- **Triangulation of Measurement**
 - Use several different measures of one variable, then compare them
 - Ex: different types of measures (facial fear, heart rate, and self-reported fear)
 - Ex: differently phrased scales (yes/no scared, how scared/frightened/terrified)
 - Can triangulate measures within one study or across different studies

- **Sampling - How research participants are obtained**
 - **Sample:** a subset of the population of interests
 - Ex: American voters, college students, sports fans, teenagers, etc.
 - Sampling units can be:

- Individuals
 - Groups (Ex: couples, organizations, countries)
 - Social Artifacts (Ex: ads, TV shows)
- CAUTION: "Ecological Fallacy"
 - Making unwarranted assertions about individuals based on observations about groups
 - Ex: Countries consuming more red wine are less prone to heart disease. Does not mean that individuals who drink it are less likely to get heart disease... they may be the ones inflating wine consumption and having heart disease.
- **Two General types of samples**
 - **Representative Samples**
 - Intended to be a "miniature version" of the population
 - Typical of surveys and content analyses
 - **Non-Representative Samples**
 - Not intended to generalize (can't assume they look like the population)
 - Typical of experimental designs and qualitative research (get who you can get and want causality, variation is not an issue)
- **Representative Sampling (probability sampling)**
 - Works because of probability theory
 - Probability Theory: works based on how chance works in the world

Discussion Section - Project Stuff

Friday, October 17, 2008

11:44 AM

- Age... novell experience (vote because I can)
- Elections are important
- Political Involvement
- News - Debates
- Entertaining!

- Motivations:
 - What are people's motivations for voting?

 - Issues
 - Age (of the Candidate)
 - Race

 - Family Participation
 - Civic Obligation

Personal Identity

Age, Ethnicity, etc.

Category

Question

10 / 21 / 08

Tuesday, October 21, 2008

11:07 AM

- **Midterm Exam Information**
 - See review guide on Gaucho Space
 - Don't worry about Letter Patterns!!!
 - Multiple Choice: 47 Questions (96 points)
 - Sit in TA's section
 - Bring Parscore (PINK), #2 Pencil, ID Just in Case
 - Notes on 4 - get basic ideas about topic generation, searching for evaluating prior research but don't worry about databases or APA
 - Notes on 5 some testable info on hypotheses and lit review, but also a lot of how to.
 - Two types of questions:
 - definitional questions
 - What is meant by the idea...
 - Which of the following is true about...
 - Application Questions
 - The researcher is interested in... Does X or Y, etc.
 - Which of the following is a problem with...
 - Be careful on conclusion questions (can you generalize that far)

- **Representational Sampling - (probability sampling)**
 - Representative because everyone in population has an equal chance of being included in the sample
 - If sampling doesn't have equal chance, you know you don't have representative sample and you can't generalize
 - How representative?
 - **Sampling Error: (an annoyance but not bad)**
 - Sample data will be slightly different from population because of chance alone (not measurement error but differentially different by chance)
 - Estimate this statistically (margin of error)
 - Reduced by:
 - More homogenous population
 - Larger sample size
 - ◆ 1,000 +/- 3pts
 - ◆ 2,000 +/- 2pts (twice as expensive)
 - ◆ 3,000 +/- 1.8 pts
 - **Systematic Error: (actually a bad thing)**
 - Also known as sampling bias
 - Systematically over or under-representing certain segments of the population
 - Caused by:
 - Improper weighting; very low response rate
 - Using non-representative sampling methods

- **Representative Sampling Techniques**
 - **Simple Random Sampling**
 - Select elements randomly from population
 - Listed population: random #'s table (no order to them whatsoever)
 - Phone: no list of voters...
 - **Systematic (Random) Sampling**
 - Everyone will have an equal chance
 - Must have a list of the population
 - From a list of the population, select every "nth" element (Ex: every 20th person)
 - Have to have a random start, not from 1.
 - Must cycle through the entire list.

- Often easier than Simple Random Sampling
 - But watch out for potential "periodicity"
 - Only a problem if the list cycles in the same increments
 - Can scramble the list (don't have to do this for alphabetical list)
 - **Stratified Sampling**
 - Divide population into subsets ("strata"), then select randomly from each
 - Usually stratified for demographic variables (Ex: sex, race, political party)
 - Need prior knowledge of population proportions
 - Increases representativeness of subgroups
 - Reduces sampling error (for the stratified variable)
 - More costly and time consuming
 - **Multistage Cluster Sampling**
 - First randomly sample groups ("clusters"), then randomly sample elements within each cluster
 - Useful for populations not listed as individuals
 - List of clubs (not who are in them, but just of the entities)
 - 1st stage: Random sample universities
 - 2nd stage: Random sample clubs from those universities in sample
 - 3rd stage: Random sample members from the clubs in sample
 - Commonly done in content analysis (randomly sample magazines, issues of magazine, and randomly sample ads within)
 - Reduces Cost (don't have to get all the lists, wipes out some work you have to do)
 - But sampling error at each stage
 - Can combine multistage and stratified sampling
 - Whichever one you use, you can generalize to the broader population
- **Non-Representative Sampling Techniques**
 - All you can say: "this is true for these people"
 - **Convenience Sample**
 - Most popular because you take who is convenient
 - Select individuals that are available / handy
 - **Purposive Sample (on purpose)**
 - Select certain individuals for special reason (their characteristics, etc.)
 - Common for qualitative research (study about Disneyland)
 - **Volunteer Sample**
 - All studies are voluntary, but doesn't make this a volunteer sample
 - People select themselves to be included (Me, me, me... oooh me, choose me!)
 - **Quota Sample**
 - Sounds like it might be representative
 - Select individuals to match demographic proportion in population (sounds like stratified)
 - Stand out there until I get the proportions
 - Filling the quotas, but not more representative
 - **Network / Snowball Sample**
 - Select individuals, who contact other similar individuals, and so on...
 - Usually something about them that is hard to get otherwise (Ex: student's with disabilities)

Discussion Section

Friday, October 24, 2008

11:27 AM

- Demographic Information
 - Class Standing
 - Freshmen
 - Sophomore
 - Junior
 - Senior
 - 4 + Year
 - Gender
 - Male
 - Female
 - Ethnicity
 - White
 - African American
 - Hispanic
 - Asian-American
 - Other: _____
 - Political Affiliation
 - Republican
 - Democrat
 - Independent
 - 3rd Party (Green)..
 - Religious Affiliation
 - Christian
 - Jewish
 - Muslim
 - Hindu
 - Buddhist
 - No Affiliation
 - Household Income
- Question Clusters
 - Economy
 - Impending credit crisis
 - National Debt
 - Stimulus Packages
 - Security
 - War on Terror
 - Immigration Policy
 - Military Spending
 - National Infrastructure
 - Education
 - Renewable Energy
 - Nuclear Power
 - Offshore Drilling
 - Social Issues
 - Abortion
 - Gay Marriage
 - Welfare
 - Social security

- National Healthcare Health-care
- Other
 - Moral obligation
 - Promote justice in the world
 - First Election

10 / 28 / 08

Tuesday, October 28, 2008

11:01 AM

- Go to undergrad advising office soon!!!
 - 4th floor Ellison
 - Fill out paperwork to declare major
 - Must register for non-communication classes
 - Might be able to "Crash" upper division communication courses next quarter

- **Survey Research**
 - **Primary Goals**
 - Identify/Describe attitudes or behaviors (in a given population) [what people think]
 - Examine relationships between the attitude/behavior variables measured [connections]
 - ◻ Does X predict/relate to Y?
 - ◻ Does Gender predict Shopping patterns?
 - ◻ Do A, B, and C, together Predict Y? (perhaps a better combination)

- **Administering Surveys**
 - Self-Administered Questionnaires
 - Mail Surveys (send it out, have them fill it out, and mail it back)
 - ◻ Benefits
 - ◆ Relatively easy and inexpensive
 - ◆ Also online or e-mailed questionnaires; handouts
 - ◆ No interviewer influence
 - ◆ Increased Privacy and Anonymity
 - ◻ Drawbacks
 - ◆ Must be self-explanatory
 - ◆ Mail Surveys: Very low response rate!
 - ◻ Ways to Increase Response Rate
 - ◆ Have inducements (money, prizes)
 - ◆ Make it easy to complete and return
 - ◆ Include persuasive cover letter and/or do advance mailing
 - ◆ Send follow-up mailings
 - Interview Surveys (face to face, on the phone, still written down)
 - ◻ Benefits
 - ◆ More flexible (can probe for further depth)
 - ◆ Higher response rate (harder to shut the door than throw away an e-mail)
 - ◻ Drawbacks
 - ◆ Interviewer bias (more potential for interviewer influence) (male, consistent dress, etc.)
 - ◆ Higher costs
 - Interview Surveys (phone only)
 - ◻ Benefits
 - ◆ Quickest results (can get a full sample in shortest amount of time)
 - ◆ Compared to face-to-face: reduced costs, more privacy, more efficiency
 - ◆ Compared to mail: more detail possible, better response rate
 - ◻ Drawbacks
 - ◆ Call Screening and cell phones?

- **Use of Time in Surveys**
 - **Cross-sectional surveys**
 - One sample at one point in time
 - Perfectly reasonable form, can look at relationships between variables still
 - May take several days but aren't going back to the same population several times
 - **Longitudinal Surveys**
 - More than one point in time measured
 - Types:
 - ◻ Panel (same people, more than one point in time, view changes, closer to causality)
 - ◻ Trend (same population, but different people every time, done in tracking polls in campaign)
 - ◻ Cohort (different samples every time, but not out of the same general population, sampling)

people who all belong to the same cohort = anchors people together via time [ex: when they were born or graduated])

- Good questioning is KEY!!!
 - Example: Affirmative Action Survey
 - Survey of UC Faculty
 - Which of the following "best describes" the policy the UC should pursue?
 - ◆ "The University should grant preferences to a women and certain racial ethnic groups in admissions, hiring, and promotion" (31%)
 - ◆ "The University should promote equal opportunities in those areas without regard to an individual's race, sex, or ethnicity" (48%)
 - ◆ "Do you favor using race, religion, sex, color, ethnicity, or national origin as a criterion for admission to the University of California?" (Yes: 47%, No: 39%)
 - ◆ We need to promote diversity among students, but don't affect my job...
 - ◆ What is affirmative action?
 - ◇ 37% Granting preferences
 - ◇ 43% promoting equal opportunities for all individuals without regard to their race, sex or ethnicity
 - Surveys of Freshmen
 - 70% race should be considered in college admissions
 - 50% affirmative action should be abolish
 - 71% special consideration should be given to blacks
 - 69% whites deserve the same break as blacks

10 / 30 / 08

Thursday, October 30, 2008

11:03 AM

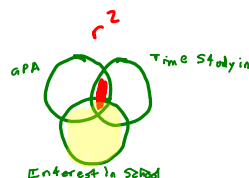
- Exercises in section this week:
 - New research article and two short news stories, part A and B
 - Data web tool exercise
- Data collection coordination
 - Must have advanced TA approval if not your own TA's other section
 - Follow ethics rules!
- **Relating Variables**
 - Both IV and DV are nominal/categorical data (discrete variables);
 - EX: Yes/No; M/F; support/oppose/no opinion
 - Break down the percentages
 - Relating Two Variables
 - RQ: does cell phone use relate to/predict attitude about the driving ban?
 - IV: cell phone use (yes/no)
 - DV: support for ban (yes/no)
 - If IV is categorical, but DV is interval/ratio data (continuous):
 - Ex: Likert, semantic differential items, etc.
 - Compare Mean Scores
 - IV must be categorical/nominal
 - Ex IV: cell phone use: yes/no
 - What if originally measured as interval?
 - How often do you use a cell phone? Very rarely 1 2 3 4 5 Very Often
 - If interval/ratio, make it categorical (divide participants into categories)
 - To relate variables, compute mean scores on the DV for each category of the IV, then compare them
 - If both IV and DV are interval/ratio data: compute a correlation
- **Correlation (also online tutorial)**
 - Statistical tool for relating two (or more) continuous variables (interval/ratio)
 - Compute a "Pearson r "
 - r tells you the direction and the magnitude of the relationship between your variables
 - Positive r : as X increase, Y increases (also called a direct relationship)
 - Negative r : as X increases, Y decreases (also called an inverse relationship)
 - R ranges from 0 to 1
 - $-1.00 < r < 1.00$
 - The further from zero, the stronger the relationship
- **What can you conclude from survey/Correlational data?**
 - CAN conclude that the variables are related/associated.
 - CANNOT conclude that one variable causes the other
 - Why not?
 - Could be flipped
 - Could be completely unrelated
 - Could have a third factor
 - To establish causality:
 - Variables must be related
 - Must establish time order (which comes first? X or Y)
 - **Causal Direction Problem** (time order)
 - Does X cause Y, or does Y cause X?
 - **Third Variable Problem** (other explanations)

- Does some 3rd variable explain the X/Y relationship

- Extra Credit Opportunity

- **Getting Closer to Causality**

- To help solve 3rd variable problem:
 - "Partial Correlation"
 - Measure potential 3rd variables
 - Statistically "control" for effects of those third variables
 - Then see if X/Y relationship still holds
 - IF X/Y still holds, can rule out the 3rd variable as the cause
- To help solve the causal directional problem
 - "Cross-Lagged Panel Design"
 - Time 1: Measure X & Y Variables
 - Time 2: Measure X & Y Variables again for the same people
 - Compute r's for X & Y, but across the times measured



- **BREAD ALERT!**

- A recent headline read, "Smell of baked bread may be health hazard!"
- More than 98% of convicted felons are bread eaters
- More than 90% of violent crimes are committed within 24 hours of eating bread
- Fully HALF of all children who grow up in bread-consuming households score below average on standardized tests
- Bread has been proven to be addictive. Subjects given only water were begging for bread after only 2 days.
- Bread is often a "gateway" food item, leading the user to "harder" items such as butter, jelly, peanut butter, and even cold cuts.

- **Experimental Research**

- Purpose: to test hypothesis of cause and effects
 - Goal: To establish Internal Validity
 - Willing to sacrifice external validity
- Remember... To establish Causality:
 - Variables must be related
 - Must establish time order
 - Must rule out other explanations/causes

← IMPORTANT

- **Key Elements to a True Experiment**

- Manipulation of causal variable(s), while controlling all other variables
 - Independent Variable (IV):
 - Divide into "experimental conditions" (Ex: Study for 1, 2 or 3 hours) (Ex: Experimental / Control)
 - Dependent Variable (DV):
 - Compare measures (Ex: Mean Scores) across conditions and see if a difference exists
- Random Assignment of participants to conditions
 - Helps protect against the attitudes that people have coming in to the study
 - Everyone must have an equal chance of ending up in either condition
 - Why Important?
 - Makes group equal BEFORE manipulation (have to believe in probability theory)
- **Manipulation/Control + Random Assignment = Internal Validity (ability to make causal claims)**
- What do you NOT need for internal Validity?
 - Representative Sampling (only needed for external validity)

11 / 06 / 08

Thursday, November 06, 2008

11:03 AM

- Reminder:
 - What's Special About Next Tuesday?
 - NO CLASS!!! Veteran's Day

- **Types of Experimental Designs**

- Design Notation:
 - X: Manipulation / Treatment
 - O: Observation (measure for DV)
 - R: Random Assignment

← Notations

- **True (Full) Experiments**

- **Posttest only (control group) design**
 - No pretest
 - Just a manipulation and some observation

R	X	O1	Group 1
R		O1	Group 2

- Variations: more groups, several different treatment
- Example: Effects of proximity on satisfaction

R	X1 (Sit too close)	O1 (conversational satisfaction)	Group 1
R	X2 (Sit Normal)	O1 (conversational satisfaction)	Group 2
R	X3 (Sit too far away)	O1 (conversational satisfaction)	Group 3

- **Pretest-Posttest (control group) design**

- Have an observation before any observations
- Timing a questionnaire does not count as pretesting... that's just piloting

R	O1	X	O2	Group 1
R	O1		O2	Group 2

- Example: Effects of Anti-smoking ad

R	O1 (beliefs about smokin g)	X (anti-smoking ad)	O2 (beliefs about smokin g)	Group 1
R	O1 (beliefs about smokin g)	(no anti-smoking ad)	O2 (beliefs about smokin g)	Group 2

- Possible Problem: interaction of manipulation with pretest
- **Solomon four-group design**

R		X	O1	Group 1
R			O1	Group 2
R	O1	X	O2	Group 3
R	O1		O2	Group 4

- **Pretesting: Should you or Shouldn't You?**

- Useful:
 - To "check" on Random Assignment
 - To get info on change (between time 1 and time 2)
- But
 - Not Necessary to establish causality
 - Bad idea if treatment/pretest interaction is likely (do you breath in or out on first step? Wait, what?)

- **Threats to Internal Validity**

- Internal validity means you can be sure that X caused Y
 - (no other explanation for results)
 - If NOT a true experiment or if do experiment improperly, then
 - Alternative explanations become possible (i.e. threaten internal validity)
- Pre-Experimental Designs (manipulation of IV, no RA, thus many threats to internal validity)

- **One-Shot case study**

- | | | |
|---|----|---------|
| X | O1 | Group 1 |
|---|----|---------|

- Showed everyone an ad, after they were really anti-smoking
- Want to be able to say that the ad made them that way, but they could have already been.

- **One Group Pretest-Posttest Design**

- | | | | |
|----|---|----|---------|
| O1 | X | O2 | Group 1 |
|----|---|----|---------|

- People can still be responding still based just on the ad, need to control for this by making a group with no ad influence

- **Static Group Comparison (Posttest only, non-equivalent groups)**

- | | | |
|---|----|---------|
| X | O1 | Group 1 |
| | O1 | Group 2 |

- **Problems with Participants**

- Possible Threats to Internal Validity (**categories of these will not be asked on the test**)
 - Reactivity Effects:
 - Participants reactions to being studied, rather than to treatment influences DV
 - **Hawthorne Effect**: know your being watched while you do things to them, they will react to this, not the variation (lighting at work experiment)
 - **Placebo Effect**: People think they are getting treatment just because they are taking a pill. People react positively to something perceived as good, and vice versa. BOTH BENEFICIAL AND HARMFUL
 - **Demand Characteristics**: people give you what you want. Can also figure out your hypothesis. (oh, you think I'm a racist... I'll give you racist...)
 - How do you control reactivity effects?
 - Random Assignment to proper conditions
 - Treat groups equally
 - ◆ Control group(s) get equal time, attention, etc.
 - Participants should be "blind" to condition

- **Communications 88 Research Project Data Web Tool**
 - IV is Group 0 or 1
 - DV is Item #7a (motivation)
- **Experimental Research**
 - Problems with Participants
 - Effects related to Pre-Testing
 - **Testing / Sensitization Effect:** gives you an idea of what the study is about. The fact that they are thinking about it may affect their attitudes and change them since they are brought to attention.
 - **Maturation:** natural fluctuation over time. (Ex: reading scores in children from beginning to end of year, how do you know it was your reading program?) (Ex: Crime went down in the winter, not because of your program, etc.)
 - **Mortality (attrition):** JOKE ALERT: When the study you give to people is so offensive that they die -Mullin. Actually is: people dropping out of your study because it becomes too involved for them. Are all the people dropping out a certain type of person? Did only people who support your hypothesis stayed?
 - How to control these problems?
 - Again, Random Assignment to proper conditions (treat everyone the same)!
 - Problems with Procedure
 - Won't be separated out on the exam like which is a procedure or participant problem?
 - **Selection Bias:** something to do with the people themselves, and not your procedure. Could be a special group of people, an existing classroom, not randomly assigned or different. Usually a problem if you don't have two groups or random assignment.
 - **History Effect:** any time something outside of the context of your study or in participants sphere of experience. (Ex: Teen Suicide Awareness, give out a bunch of information, just recently though, a teen committed suicide and population was well-aware and there was a TV show about it mid-study, has an effect on the results of the study), Cured by Random Assignment to the two conditions.
 - **Statistical Regression (to the mean):** rare, but still need to watch out for it. Laws of chance on repeated trials always go toward the mean. (Ex: SAT, ruin it on first run, more likely on second run to do better by chance) In context of surveys, if you pick people on the basis of their extreme score (Ex: most terrified of public speaking) they will become more moderate on repeated trials.
 - **Contamination (of conditions):** conditions get contaminated. Accidentally tell the other group what the conditions are, participants telling the other group, etc.
 - How to control these problems?
 - Again, RA to PROPER CONDITIONS
 - Problems with the Researcher
 - **Experimenter Effects / Bias:** Experimenter's behavior or attributes, rather than treatment(IV), influences DV
 - Ex: Smart/Dumb Rats... in reality assigned to two random groups, but researchers who thought they got the faster rats, smart rats got faster times... why? Observation error and different treatment of rats.
 - How to control experimenter effects?
 - ◆ Automate or script the experiment as much as possible. (can't put extra emphasis on words if it is pre-recorded)
 - ◆ Have an "ignorant" experimenter (isn't aware of Hypothesis or treatment, just treats people as they would anyway)
 - ◆ Have a "blind" experimenter (knows what the conditions and hypothesis are but not who is getting the treatment)
 - ◆ "Double Blind" is best. Neither experimenters or participants know.
- **Quasi-Experimental Designs**

- Not true experiments (No RA), but have decent "comparison groups"
- Usually implemented because RA is not possible (Ex: Classrooms)

- **Nonequivalent Control Group Design**

- Pretest-Posttest, with "quasi-equivalent" groups

O1	X	O2	Group 1
O1		O2	Group 2

- Examine pre-test scores to "match" groups before manipulation
- Use pretest to see how far apart the groups are to begin with
- Make sure you have matched groups before you do your manipulation

• **Time-Series Designs**

- Track many observations over time, before and after a manipulation
- What makes this different? Better with more observations

○ **Single-Group interrupted time-series design**

- More measurements the better

O1	O2	O3	O4	X	O5	O6	O7	O8
----	----	----	----	---	----	----	----	----

- Works for things better over a longer period of time, not every day... think school testing, STAR, happens at regular intervals anyway.

- What was introduced mid-testing
- Find data before and after manipulation and observe changes
- Why is this useful?

- Improves the one-group pretest-posttest
- Ex: Crime Prevention Program
- Solves some threats to internal validity (testing, maturation)

Results 1-shot

want This

- Take the treatment away at a later point and measure again to be sure... (Ex: close the rec centers and see if crime goes back up)

○ **Multiple Time Series Designs**

- Have to be able to find similar things to study, two communities, two classrooms, etc.

O1	O2	O3	O4	X	O5	O6	O7	O8	Group 1
O1	O2	O3	O4		O5	O6	O7	O8	Group 2

Handwritten notes: 'School B' and 'School A' with arrows pointing to O6-O8 of Group 2.

- Improves "non-equivalent control group" design
- Ex: Media Literacy Program
- To check, teach it to school A too and see if their scores go up and join B
- Variation: Give the comparison group the treatment for checking
- Benefit of having two groups is that you can check

○ **Example Studying**

- **RQ:** What are the effects of listening to music (while studying) on learning?
 - Causal Claim (there is an effect)
 - Non-directional (don't know which way it is going)
 - IV: Listening to Music
 - DV: Learning
 - Kind of study: Experiment
 - Possible Experiment

R	X (music)	O1 (test score)	Group 1
◆	R (no music)	O1 (test score)	Group 2

- ◆ Post-test only control group design
- ◆ True experiment, has random assignment
 - Reasonable study to do...
 - Can have more groups (other kinds of music, etc.), but want to keep the control group
- What can you conclude?
 - If test score is significantly higher: music helps learning!
 - If test score is significantly lower: music hurts learning!
- What if you want to see about multiple variables... FACTORIAL DESIGNS

• **Factorial Designs**

- Examine the effects of multiple independent variables within the same study.

○ **Factors (IV)**

- Each factor/IV must be divided into at least two levels (conditions) - makes sense because you have to manipulate it.
- Ex: Music Factor: Music / No Music - or - Rap / Mozart / etc.
- Music While Studying

	No Music	Music
Caffeine		
No Caffeine		

- Called a 2x2
- Scores go in the box
- Two levels of music by two levels of caffeine
- Individual boxes are called a cell (another word for conditions)
- More levels and independent variables, the more people you have to get... 15 per condition x 4 = 60 participants you have to get

	Pop music	Classical	No Music
Caffeine			
No Caffeine			

- Can have as many as you want - this one is a 3x2
- What about more than two factors?
 - Music Factor: pop, classical, none
 - Caffeine factor: caffeine, no caffeine
 - Gender: male, female
 - 3x2x2 design
- In one design, you can have as IV/factors:
 - Manipulated Variables (caffeine)
 - Subject (classifying) variables (gender, age, ethnicity, introvert/extrovert = classify people into something they already are or have)
 - **Must have at least 1 Manipulated IV to be a true experiment**
 - Can only make causal claims about the manipulated variables
 - If no manipulation, then it's just a survey with a factorial-type setup

- **Factorial Designs Test For**

- Main Effects
 - The effect of one IV individually on the DV
 - A main effect is possible for each IV
 - Examples:
 - (For the 2x2: effects of music and caffeine on learning)
 - Main effect for music: greater learning (higher test scores) when studying without music than with (i.e. music worsens learning)
 - Main effect for caffeine: greater learning (higher test scores) when studying with caffeine than without (i.e. caffeine improves learning)
 - How would you operationalize caffeine? Starbucks and decaf, need a placebo...
- Interaction Effects

11 / 20 / 08

Thursday, November 20, 2008
11:00 AM

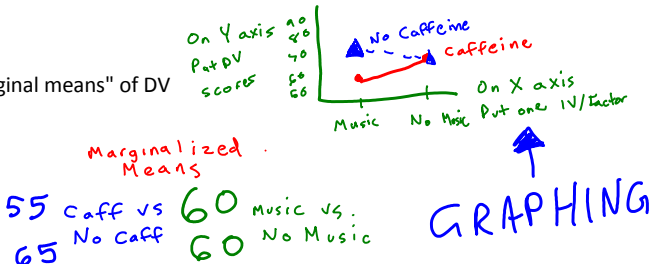
• **Factorial Designs (continued)**

- Test for the effects of multiple variables
- **Main effect:** effect that one of the IV has on the DV (like a separate study for each variable)
- **Interaction effect:** unique effect of the combination of IVs
 - Ex: Music x Caffeine Interaction:
 - Caffeine reduces learning only when combined with listening to music
 - Music increases learning when you don't have caffeine and caffeine increases learning when you don't listen to music

• **Identifying Effects**

- To see if there are main effects, compare "marginal means" of DV
 - Music While Studying
 - DV: Learning (test score)

	Music	No Music
Caffeine	M = 50	M = 60
No Caffeine	M = 70	M = 60



- Main effect for caffeine: worsens learning
- Main effect for music: no difference
- So, if marginal means differ, then there is a main effect for that factor (IV)
- But, main effects do not tell the whole story... they are just a small component
- You can also get main effects for non-manipulated variables (Ex: year in class betters studying)
- To see if there is an interaction effect, graph the cell means
 - There is an interaction effect if the lines are **not parallel**
 - You can extend the lines to check the existence of an interaction effect, they don't have to intersect on the graph
 - Describing it: when there is no music, whether or not you have caffeine there is no difference. When there is music, caffeine has detrimental effects when present and positive effects.

• **Within-Subjects Designs**

- So far, we've done "Between subjects" designs (randomly assign subjects to different conditions)
- Within-Subjects Design: every subject is in every condition
- Subjects serve as their own control group (get placebo and treatment during different times)
- Why would we want to do this?
- What are potential problems?
- Ex: Pilot's reaction time to warning lights
 - Possible between subjects design with 18 pilots
 - R X (red) O1 (reaction time) [group 1]
 - R X (green) O1 (reaction time) [group 2]
 - R X (yellow) O1 (reaction time) [group 3]
- If we find that there is a different time, we can conclude it was the color, but there is no external validity
- N is only = 6 in each case... very high margin of error
- Small n's = random error has higher probability
- As a within subjects design: Each pilot sees each light
 - 1st red light --> reaction
 - 2nd green light --> reaction
 - 3rd yellow light --> reaction
 - Now you have 18 pilots per condition... tripled size of conditional groups (higher power, lower error)
- Problem:
 - Carry over effects & order effects
 - **Practice effect** (get better or faster over time) last should be your best time trial
 - **Fatigue effect:** get slower as you go since you are getting bored
 - **First Treatment / Contrast Effect:** whatever you do first is now influencing something later, mood manipulation for instance, see sad first, modifies reaction to happy
 - How do you fix it?
 - Counterbalancing orders: switch up the orders, and randomly assign the conditions
 - Caution: more treatments -> more orders

- 3 treatments -> 6 orders
- 4 treatments -> 24 orders

11 / 25 / 08

Tuesday, November 25, 2008

11:14 AM

- **Experimental Research Continued**
- **Laboratory Experiments**
 - Any type of highly controlled setting
 - Bring subjects into highly controlled settings
 - High control = High Internal Validity
 - Artificial Setting = Low external validity
 - Must watch more carefully for experimenter and reactivity effects
- **Field Experiments**
 - Manipulate IV(s) in the "real world"
 - Ex: Littering study
 - "She Said No" Study
 - More natural setting/behavior = higher external validity
 - Less reactivity
 - But harder to maintain control
- **Content Analysis**
 - Systematically, quantitatively examining the content of communication
 - "Bean counting"
 - **Used to:**
 - Describe how much / what kind of certain messages there are (Ex: sex on TV)
 - Compare media content to "real world" (media falsely building up certain things)
 - Assess "image" of a particular group (stereotypes, race, gender, occupations)
 - Examine content trends over time (what was valued and how did it change)
 - Provide background for research on media effects
 - **Additional purpose**
 - Sub-Method: can also be used to code any open-ended data. (Ex: How did you feel after watching that movie?)
 - **Important Issues**
 - Sampling (ads, programs, and images)
 - Define population of interest
 - Identify unit of analysis (often a single person, in case of survey)
 - Select a representative sample (can't just pick a few and conclude 4% of x is y)
 - Coding: Transforming content into numerical categories
 - Conceptualize categories
 - ◆ **Manifest content** (visible, surface content) (Ex: amount of skin showing)
 - ◆ **Latent content** (underlying meaning) (not something said, but what is the message overall being conveyed)
 - Operationalize categories (is it a yes or no, present or not present, etc.)
 - Establish RELIABILITY!!!
 - Limitations:
 - Purely descriptive
 - ◆ Cannot explain why the content is that way (only that it is)
 - ◆ Cannot conclude anything about the effects of these messages
 - Very reductionistic
 - ◆ Reducing complex life to simpler, measureable variables

12 / 02 / 08

Tuesday, December 02, 2008

11:05 AM

- What was study about?
- Major thing they did or found?
- **A study of self-disclosure and intimacy in female relationships**
 - Females disclose more than males vs. no difference
 - H1: women will disclose the most information about themselves to a romantic partner, then to a same-sex friend, and least to an opposite sex friend. (Breadth)
 - H2: women will disclose topics of the highest intimacy most with their romantic partner than with a same sex friend, and least with an opposite sex friend. (Depth)
 - Sample: purposive and convenience. Females in relationships
 - Intimacy = perceived value of something you say
 - H1 and post hoc = Not much difference
 - H2 supported. Romantic > female friend > male friend
- **Television and Susceptibility**
 - Social Learning: People's behaviors are shaped by what we see on television
 - Cultivation: TV impacts our views and focus
 - Third Person Effect: other people affected more than me
 - H1a: college students who watch shows with sex, drugs, and alcohol are mre likely to accept these activities
 - H1b: to participate
 - H2: more concerned = more likely to set limits
 - Opposite effect of hypothesis 1b: alcohol consumption is higher for non-watchers
 - Hypothesis 1a/b were unsupported.
 - Hypothesis 2 was supported.
 - TV does not affect people's attitudes/behaviors
 - People who are more concerned about TV's influence are more willing to set limits on it.
- **Ethnicity and Credibility**
 - H1: there is a relationship between ethnicity of the professor and perceived credibility by students.
 - Conclusion: ethnicity has little effect on credibility
 - Study proved and analyzed nothing
 - College student syndrome: circle 7s
- **Gender Differences in Gossip**
 - H1: women gossip more than men (supported)
 - H2: women will talk more about their close friends then men (supported)
 - H3: women will be more attentive to their gossip target's reaction (supported)
 - H4: Men are more likely to confront than women (supported)
 - H5: men will confront sooner than women. (not supported)
- Qualitative Research Methods
 - Involves much more subjectivity
- **Qualitative Text Analysis**
 - Subjectively analyzing naturally occurring "texts" (Ex: conversations, media messages, etc.)
 - Often not a representative sample, but an entire study on a single item, show, etc.
 - Types:
 - **Rhetorical Criticism** (most often with speeches)
 - Critique form, content, imagery, delivery of speeches / popular culture
 - Craft arguments about the cultural implications (Ex: power gender, race, etc.)
 - **Conversation Analysis** (analyze content of conversation between people)
 - Highly specialized form, can become very micro-orientated (1 minute talk analysis)

- Not counting up things, but mapping it out and noticing trends, etc.

12 / 04 / 08

Thursday, December 04, 2008

11:06 AM

- LAST LECTURE!!!

- 75ish multiple choice questions
- Need Pink Parscore and No. 2 pencil
- Apply concepts, not just memorize!
- All lectures since midterm, 3, 11, 12, 13, 22 and appendix A

- **Qualitative Studies of People**
 - Goal: to develop rich understanding of people's unique experience
 - Labels also used are: interpretive, ethnographic, field research
 - About dynamics within one family, not about predictable patterns across people.

- **Some Important Issues**
 - Natural setting (KEY!!!)
 - Never do a qualitative study in a controlled setting in a laboratory
 - Researcher is not "separate" from participants
 - The subjects guide what is studied
 - Inductive theory building (rather than deductive)
 - Start with observations and test to see if your hypothesis is correct
 - May be working from a framework, but no specific predictions
 - Figure A.2 (pg 455) for nice distinction between quantitative and qualitative

- **Participant Observation**
 - Participation
 - Researcher often (but not always) participates in the events/groups under study
 - "Natives" may or may not be aware of being studied
 - Important issues
 - Typically purposive types of sampling ("case studies" common)
 - since convenience samples don't get you your target population
 - Could also be about a single organization, where you aren't looking to generalize (Disney, for instance)
 - Construction of detailed field notes and records
 - Finished when achieve "saturation" (more data will not add new insight)

- **Qualitative Interviewing**
 - Unstructured (or semi-structured) interviews
 - Have a few questions in mind that you know you want to get to, but still dictated by the subjects
 - Open-ended Questions, free to change (unless mixed-method, which may have multiple choice)
 - Getting depth is key
 - Types of Interviews
 - Ethnographic conversation = particularly for naturally occurring conversations, no setup interview
 - Depth interviews = couple hours long, often scheduled

- **Focus Groups**
 - Get data quickly on a collection of people
 - Group discuss an issue in the presence of a moderator
 - Again, open ended questions
 - Leader should facilitate, not control!
 - Popular technique in marketing and politics, as well as academic research
 - Don't get emotion on a questionnaire, but can see it here

- **The "Trustworthiness" of Data**
 - Qualitative research is NOT concerned with
 - Reliability and validity of measurement
 - Internal and external validity
 - Instead, focus is on the researcher "interpretations"
 - Should be credible, trackable, and well-reasoned
 - Good to "triangulate" qualitative methods (Ex: participant observations with depth interviews)

Way of getting info

- **Research Ethics**
 - How should we treat humans in our efforts to study them?
 - Guidelines for using human subjects
 - Participation must be voluntary
 - Must obtain informed consent
 - Explain to participants:
 - ◆ purpose and procedures (not the hypothesis)
 - ◆ Possible risks and discomforts
 - ◆ Ability to withdraw from the study
 - ◆ How questions will be answered
 - Should protect subjects from harm
 - Should not diminish self-worth or cause stress, anxiety, or embarrassment
 - Should preserve right to privacy
 - Two ways:
 - ◆ Anonymity: no way researcher could ever figure out who filled out which questionnaire
 - ◆ Confidentiality: I can figure out who did what, or know them face-to-face but promise not to reveal their identity
 - Should avoid deception
 - Both types:
 - ◆ Outright deception: deliberately providing false information (confederates)
 - ◆ Concealment: withholding information
 - Any deception must be justified by compelling scientific concerns
 - Subjects must be adequately debriefed
 - Should not withhold benefits from a control group
 - Must get approval from the university Institutional Review Board
 - At UCSB: Human Subjects Committee

12 / 05 / 08

Friday, December 05, 2008

11:06 AM

- #7: one method that helped solve the directionality problem
 - Cross-legged panel
 - Allow you to monitor the relationship between the two variables.
 - Same people but measuring them twice
 - See if correlation stands up.
 - See direction of relationship even if there are causality effects
- #8: first item:
 - Nothing
- Likert-measures agreement with a statement (can have not applicable)
- #11: Negative correlation
 - PARTIAL CORRELATION
- #10: Prejudicial Attitudes correlated to discriminatory actions
 - Closer to 1, the stronger the correlation is
 - + / - is also significant (positive =if higher x then higher y)
- Mapping out factorial designs
 - Know how to do this
- Between Subjects Design vs. Within subjects Design
 - n=30
 - Pilot example with the different colored lights

Humor	Fear	Logical
10	10	10
30	30	30
 -
- How many IVs in a 2x3x4x2
 - Place = number of conditions
 - Each number represents another independent variable
 - 4 possible main effects since there are 4 IVs
 - Interaction Effects
 - Carry over, order effects
- Cheapest surveys
 - Mail
 - Also lowest response-rate
- Primary Goals of Survey Research
 - Generalize attitudes, behaviors,
 - Trends within an entire population
 - Examine relationships between variables
- Primary Goals of Experimental Research
 - Time-order
 - Causality
- Requirements of a true experiment
 - Random assignment
 - Controlled environment
 - A manipulation of some kind

- When the researcher's presence, bias or behavior, influences outcome?
 - Experimenter effects!
 - Read from a script, blind researcher,
- Double-Blind
 - Researcher and subject don't know what condition they are in
- Content Analysis
 - Primary Goal? Bean counting!
 - Difficulty: finding unit of analysis
 - Manifest (right in front of you) vs. Latent (think about it, justify, judgment call)
 - Limitations: reductionistic and purely descriptive
- Qualitative Research
 - Different ways of gathering data
 - Want to study a particular organization in great detail
 - Case study

Milgrim Studies
→ Shock People