

Content Analysis Essentials

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All right.

Welcome everybody as we wait for everybody to get admitted.

All right, you are in the right spot for a content analysis methodology webinar this evening.

Uh, my name is Eric Bean, and I'm looking forward to having those who wanna introduce themselves and share a little bit about your background tonight and the kind of research you're hoping to do and maybe what brought you to the content analysis workshop, uh, this evening here on February 6th, 2024.

So, um, if you want on a first come, first serve basis, if you wanna unmute and introduce yourself and, uh, tell us your relationship to the university, uh, and, uh, what brought you here.

You have a lot of shy people today, Dr. Bean. I'll start.

'cause actually, I have not introduced myself to everybody.

Okay. And, and then that way I can, everybody has a face.

My name, my name is Selena Buckle.

Sorry, I'm trying to get my camera working, but it's, uh, technical issues.

But, uh, I am actually in operations for the College of Doctoral studies.

So some of you, you may have seen my name, uh, either on Facebook or, or different areas, but, um, we are trying a new method today.

So, um, we hope that you guys like the New Ex experience that you'll have with our new process, um, that we have through registering through Eventbrite and using Zoom on most of our calls.

But, uh, I wanted to welcome everybody to, uh, tonight's session.

I'll turn it back over to you, Dr. Awesome.

Yeah. Thank you, Selena. Yep.

I'm, I'm already liking the new platform, um, just for the ease of just sharing the screen and, and not having to pre-load files.

Um, but we'll see what the verdict is. Awesome.

Well, we've got a, a lot of people here.

I see, Victoria, Lucinda. Um, you guys are welcome.

We would like to hear from you.

We wanna know what, what you're working on and what brings you out this evening.

Dr. Bean, uh, Dr. Uh, Sania has her hand up.

Okay. Dr. Sania, go ahead.

Hi, everyone. I am Dr. Lilia Sania.

I actually joined because it's been a while since I joined a webinar and you're doing content analysis, and I have a student currently in class.

I was hoping to bring her in, but I thought, well, if she can't make it, I'll be here for her. So, Oh, that's awesome. That will work.

Thanks.

Excellent. That's great.

Definitely would like to spread more of the word of the validity of content analysis, for sure.

Dr. Hines, I see your hand.

Good afternoon. I am Dr.

Lucinda Hines, and I am here because I've not done much with content analysis, so I'm interested in hearing a little more about it and learning a little more about it.

So thank you for having me this evening.

Absolutely, absolutely. Awesome.

And I see there's somebody named Andy, um, who else? We've got, uh, Victoria And Judith.

Yep, go ahead, Victoria. Hello.

Hello, this is Victoria. Can you hear me? Yep, I can. Hi. Good Evening, everyone.

I'm, I'm in the beginning stages of my, um, pro my program for DBA for DBA.

And I just am. So, uh, I have anxiety with every new class.

So every webinar that comes up, I'm in there.

Oh, awesome. Okay. I can learn As much as I can, You know, it's like reading, you know, it's reading opens up our, our, you know, mind to a lot of different possibilities.

And, you know, definitely going to these webinars can, can get you thinking, especially as you are refining, you know, what kind of research you may wanna do in the future as well.

Yeah. Nice to meet you.

Thank you. Nice to meet you all.

And anybody else? Can I Jump in? Good evening. Go ahead. My name is Judith Muamba.

I am a fourth year student doctoral student in health administration.

I like the opportunity of meeting with everybody, hoping to learn from each experience, uh, hoping that that can enlighten my work a bit and, uh, maybe show me some direction here and there.

Thank you.

Awesome. Nice to meet you. Thank you.

All right. Anybody else would like to say hello this evening? My name is Frank and I'm from in Colorado, and I'm in Doc, uh, nine two, uh, 7 2 3 right now.

So this is perfect for my course I'm taking today.

Oh, okay. And how, how many, uh, so you're Steam club man.

Oh, okay. Pardon? So you, you're, go ahead.

What, what is it, Dr. Bean, did you have a Oh, yeah, no, no. So you've got, uh, most of your courses under your belt then, is That right? I'm working on chapter two right now. Uh, doc 9, 7, 2, 3.

I've been two years as of this date into the course.

Got a year and two months to go.

Awesome. And you're, you're thinking maybe of doing a content analysis of some sort? Well, yes. It's, uh, right now I'm working on, uh, putting a chapter two together and a lot to do with the book of definitions.

I need to understand that a little bit more clearly so I can, uh, work on, uh, my, uh, scholarly writing Writing. Absolutely.

All right.

Well, I hope that you'll agree that you came to the right spot this evening.

Excellent. I can't wait to share with everyone.

Does anybody else want to go before we get started and then I'll get underway? Sure, I'll jump in. This is Andy Perran.

I'm a faculty member with, uh, university of Phoenix.

And, uh, some of my students, uh, are, uh, challenging me with their different methodologies.

And so the more I learn, uh, the more effective I can be.

Absolutely. You know, uh, we can't be experts necessarily on every methodology, that's for sure.

So, and over the years, you know, I started off with content analysis and I kind of bridged to autoethnography, but, uh, you know, we don't do too many of those.

Um, but, uh, welcome and, uh, can't wait to get started.

Anybody else would like to share, and I will get underway here.

All right. Well, uh, this evening, uh, we are going to talk about content analysis.

The workshop provides an overview about issues and strategies for collecting data from traditional print mediums, such as journals, textbooks, newspapers, magazines, as well as digital for qualitative and quantitative content analysis.

There's actually two categories of content analysis.

Um, I began most of my experience with my master's degree in a content analysis as well as my dissertation in a quantitative content analysis.

Um, but we'll be discussing, uh, on setting up the proper coding book of definitions as one of the participants said that he was working on.

Uh, as well as how to analyze the sources in their physical format and, and digital as well with some software help, uh, or even an old fashioned microfilm if you're doing a, um, a content analysis on older pieces of published material.

But that's traditionally what a content analysis is that you are analyzing, benchmarking, you know, what's been published, uh, in all sorts of different formats and all sorts of different categories.

Um, so it's all interested researchers, including faculty, staff, students, and alumni.

Let's see. Is this clicking? All right.

Little background on who I am.

I have 20 years of higher education administration and, uh, teaching with 10 years devoted to research in the areas of cultural competence, leadership, mindfulness.

And in the last two years, media literacy.

Uh, I just recently became a contractor for a company called Scale ai.

Uh, and I am doing, uh, training of AI models for objectivity and tone.

It's been a really fascinating experience behind the machine learning scenes, um, to work on that project.

I'm also the leadership perspective, section editor, the Journal of Leadership Studies.

I'm the author of Biases All Around You, A Handbook for Inspecting Social Media News Stories, teach People How to Separate Fact from Fiction.

I'm also a graduate of the College of Doctoral Studies, a 2008 alum.

So I've been in walking in the shoes of those doctorate students that, uh, you know, are working their way up.

Um, I presented at numerous con uh, conferences, including Oxford University Lords Cricket Stadium in London, Barcelona, Brussels, Vancouver, Jerusalem, and elsewhere.

And I'm also the director of a nonprofit here in Michigan, A Healthy Mind Express.

My latest published article is not really a content analysis, but it was an, an analysis of information, uh, called the Seven Initial Prominent Sources of All Information Bias, impartiality Types, parsed, which was published in the June edition of Media Literacy.

Uh, and it basically says that all information, no matter where it comes from in analog or digital, uh, format, podcasts, TikTok, newsletters, magazines, doesn't matter.

Uh, it can be divided into seven overall sources of impartiality that hold it accountable to its higher level bias.

So basically, we're looking at for-profit nonprofit watchdog groups, which are like a nonprofit academic government hidden agenda,

including artificial intelligence, uh, and as well as individuals like UNI.

Um, and, uh, I'll be presenting on that at the qualitative report conference, uh, on March 1st, uh, talking about a horrible experience I had when I interviewed chat GPT to ask it which one of the sources it felt it belonged to.

So, just wanted to put a little plugin for that.

Um, tonight, uh, we're gonna discuss my, uh, 2015 fellowship that I had with the Center of Leadership Studies and, uh, organizational, uh, research of which I am the associate chair, uh, and talk about the, uh, how, how it was a content analysis and what was, uh, looked at.

We'll also review my 2008 University of Phoenix dissertation, which is available in the library.

It's also available in Eric.

And, uh, that also was published in a peer reviewed journal at some point as well.

Um, and that was a content analysis, a content analysis of 19 books about how to teach people how to be a better online instructor from 2000.

And, uh, let's see, I think from 1999 to 2007, uh, and I will talk about the key questions I was asking, and, you know, and how it was set up as a content analysis study.

Uh, we'll talk about application of content analysis overall and in different publications.

The coding book definitions, as I said a little earlier, understanding how to physically measure words, paragraphs, square inches of the old fashioned style, uh, relying on published peer reviewed instruments can be a good idea 'cause you don't have to reinvent the wheel.

Um, and then we'll be talking about inter coder reliability.

In other words, how can two different people, uh, count the same amount of words or paragraphs devoted to a particular topic in a publication and come up with the same results? That's a very important concept in content analysis, is inter code or reliability for you to give the instructions and how you define what a paragraph is, for example.

Okay. So it's most used for comparing or benchmarking in media content in the humanities fields, often confused as just qualitative research method.

Content analysis also is quantitative, very much so since instances of words, images, measurements, published pieces, for example, are counted and compared to one another based on size, frequency, and prominence.

Uh, a researcher named Bud in 1964 came up with the term prominence in the news media, and it's a very simple concept to understand, and I think everybody here will understand it very easily.

What he did is he looked at newspapers and he basically said, uh, anything that's in, uh, the front page of the newspaper is more likely to get read than anything in any other section.

But then he further broke down a standard newspaper by saying that anything above the fold is more prominent and more likely to get read than any other, uh, page, uh, in a standard newspaper.

Now, while newspapers are, you know, becoming outdated, that term prominence and even in my research has, uh, shifted gears to websites.

Uh, is the information on a website, uh, that you're analyzing if you're, let's say you're analyzing graphic content, uh, on a website, um, you know, is that graphic content more available in the front of the website, on the front page of the website, on the top of the website, and so forth? So that term prominence, it's a very big term in terms of content analysis.

So I just wanted to kind of kick it off, you know, with everybody understanding that.

Um, so I had a, uh, retired colleague named Li, uh, Liz Johnston, who has done many studies with University of Phoenix as a member of the Cter, uh, center, um, for several years.

And Liz was sort of my counterpart. I was more quantitative.

And Liz Johnston, and I'm gonna share her articles with you tonight, was more, um, qualitative in nature with her studies.

Uh, and, uh, she still continues to work on that today.

My background though, just, uh, just one little piece of information, just so you, you wanna know how I got involved in all this.

I'm a graduate of Michigan State University with a master's degree in journalism, and content analysis is the biggest research method.

Uh, the journalism, the, you know, the field of journalism uses mass media communication.

So I was taught content analysis by a gentleman named Steven Lacey, who at the time, even back many, many years ago, wow, I can't believe I can say it, 29 years ago, 30 years ago.

Um, he was like a publishing machine and, uh, you know, in all of the big journals associated with journalism.

Um, and he just knew his content analysis.

You know, he trained me, uh, he wasn't my dissertation chair, but he was always around.

Uh, my district, my master's chair for my thesis was a, a, a gentleman named Jim Dechen, who is a famous environmental researcher who covered three Mile Island, for example.

Um, but much of the success relies on operationalizing key terms in developing a rigorous coding book of definitions.

And, uh, so, um, these, I was able to get my University of Phoenix Fellowship published in 2017, uh, in a journal, uh, called The Journal of Online Learning Research and Practice.

Uh, and then I was also able to publish my dissertation there, uh, changing the title a little bit, um, called Assessing the Degree of Homogeneous Online Teaching Textbook in the Infancy.

So imagine I graduated in 2008, and I didn't get my dissertation published until 2015, so I had to retitile my dissertation, calling it the

Infancy of Online Education from 1999 to 2005.

And again, I'm gonna explain to you how that all fits in, in just a second.

So, Liz Johnston, who has, uh, you know, over the years, she used to co-host this with me, little background on her, how she picked up a content analysis.

She does it a lot, uh, in, in terms of analyzing, uh, artists and what they do, and, uh, and again, benchmarking, um, in the creative fields as well, a lot of her studies.

So, um, my most recent content analysis was in a June, 2023 article that was published by the Academy of Special Education Professionals.

We wanted to find out, um, you know, what was the reaction of the special education community in terms of how they dealt with covid.

Um, it was very difficult for the special education community.

Covid, you know, just completely turned special education upside down, uh, because these students couldn't go to school.

They also had to use equipment of which they might not have been familiar with, as well as their caretakers and, uh, so on and so forth.

And then you've got, you know, state legalities and things.

But, um, my co-authors and I were able to develop a system where we were able to divide the country into five different regions, and to see, based on published, based on published pieces of information, we were able to analyze how, um, covid affected special education.

And, uh, so, um, and then here's, you know, here's some other, uh, good qualitative examples, and we'd be happy to email anybody this presentation afterwards so that you can have access to all of the sources as well, um, more qualitative, uh, studies that, uh, my colleague was involved in.

Um, but let's talk about the advantages of a content analysis, uh, this quantitative format, it's almost pandemic proof, no human interaction.

What does that mean? That means no formal IRB approval since there's no human subjects.

Now granted, if you are a student at University of Phoenix, the IRB is still going to have to, and, you know, a RB, they'll review it, but you can typically, um, get it through even faster because, um, you are not, uh, you know, their, they concern with you violating the rights of your subjects that you're researching.

But in this case, when you're analyzing a published piece of information, you're analyzing a published piece of information.

And, you know, while it, that information has certain topics, and there could be people involved, obviously in that information, it's, uh, it doesn't have the same kind of, uh, things that we typically worry about with invading the rights of the people that we, we study.

So, um, but, uh, you know, this is the kind of research where you wanna find out, um, you know, you know, maybe what's the objectivity of a piece of information? Uh, you know, how many lies might have been published, and can you define what a lie is or how

authentic a piece of information is? How many pictures of that, uh, you know, of rap music, uh, do they swear a lot in the songs? You have to count the instances of the swears.

You have to define what a swear is.

If you don't use your instrument, you have to operationalize it using somebody else's instrument and so forth.

And then number doesn't necessarily, um, you know, in some cases, number is frequency.

But, uh, we know from ad populum, just because something is published everywhere doesn't mean it's true.

And so, these are a lot of the things that we think about when it comes to content analysis.

We are vitally concerned with measuring words and instances and doing it the right way.

You know, if we're do, if we're looking at a screen and we're just even thinking about the space that's devoted, is the screen the same resolution for one publication as it is the same resolution for another publication? Especially if you're looking things up on microfilm, because some people do content analysis on information that's 50, 60 years old, if, if that's, you know, what you wanna do and what you wanna pursue.

Uh, so, you know, it's highly dependent on pre-research operationalizing and a well-developed coding book of definitions.

Alright, now, granted, let's say you are analyzing a website and you're analyzing it for, um, you know, certain key words, these pieces of software.

Corpus Linguistics is the one that I used back in 2015, and they're still around today, and they have software that can take the root of any website, uh, and Ana open up each page in that route and analyze and give you a total count of all the words on that webpage.

Why would you wanna know that? Well, you know, uh, I wanted to know that back in 2015 because I tied my, uh, content analysis to customer experience cx, which is like marketing on steroids.

And what customer experience says is promises made, promises kept.

I wanted to find out what kind of promises University of Phoenix was making on its research website in terms of helping researchers with their fellowships and obtaining funding and the, the, you know, the general nature of assisting and the promises that they make.

But, but we need to know, you need to know the history on customer experience.

You gotta do a lot of background information, and you have to understand that there can be, uh, overt promises as well as covert, or I could say implicit or explicit.

I think those are a better word, choice, right? So, uh, explicit, uh, promises are, for example, words that would say funding available, or words that would say ready, you know, to assist you.

Those we can, we can say that those words are helpful.

Those are words that are based on promises.

This is how my study came to be.

But then we have, we wanted to find out, well, was the University of Phoenix possibly making any implicit promises that it couldn't back up? So a true customer experience, uh, strategy is everybody in the company, everybody at the school is involved in delivering an exceptional customer experience.

And so, whether they're in enrollment, whether they're in any other department, they can't make promises that they can't keep.

But I was interested in analyzing our first instance of our research hub website that I had back in 2014 and 2015.

Then I also wanted to find out on the backend, which really wasn't a content analysis study, I wanted to do a simple survey of the stakeholders of the University of Phoenix research site to see if they were even aware of what customer experience was.

Did they strategically build in promises or not promises? Did they really think about it in that way? Because there's a lot at risk, there's a lot at stake.

If you make a promise that you cannot keep, then you could lose advocates.

Uh, and it's the same thing, whether it's, you know, this has been done in the corporate world quite a bit.

They're, you know, analyzing customer experience.

And this was one of the first instances where I wanted to find out, you know, does the academic community understand what co uh, customer experiences and were they aware of it? So anyways, these pieces of software there, it's very fascinating.

I mean, it, it's, you know, having a software is great, but, you know, it's also gonna tell you that there, that there were 200 instances of the word, and on this site, there were 200 words of the instance, you know, of the word of on the site, you know, so we, we had to get to a point where we had to choose which words we were looking for, and, you know, how prominently, and then what about the synonyms of those words, you know, is, is the synonym for funding? You know, what's the sentiment synonym for funding and so forth.

But anyways, these pieces of software here, uh, Sage Ocean Tips and Tools, uh, olis, I believe I'm pronouncing that correctly.

And, uh, NVivo, which is probably the most popular, largest, biggest one, they're a, a sponsor every year at the Qualitative Report Con conference.

Uh, you know, these are the biggest tools that you would wanna keep and, or analyze and decide which ones are right for you.

Okay? So getting back to my study, and you have to excuse me for a second, I'm just gonna move, uh, this over here.

You might not be able to see this, but I'm moving the participants over the left.

So, um, yeah, I wanted to look at the first iteration and analyze it in terms of customer experience theory.

Uh, but also part of customer experience says that you have to be communicating to your personas.

So this is where it goes a little bit away from customer or for content analysis, slightly, because, um, you know, was University of Phoenix aware of the types of customers it was serving and, um, you know, did it break those customers down? So, um, and let's take a look at that.

We'll talk about that 'cause that's very big.

Um, but, uh, you know, this is the software that I, I I used.

There's Bud 1964.

'cause we also wanted to find out not only the frequency of the promises made, but we also wanted to find out how prominently those promises were made.

Were they made more towards the front of the website, as I said before, as opposed to other less popular pages, right? So a total of 2,775 different words and numbers also were found within the Center for Leadership Studies.

And at that time it was called Educational Research Site via the software.

And I, as I said before, the word and, you know, was the most popular, didn't mean much, 831 instances, a total of 1,348 words were, uh, you know, but a content analysis, again, isn't just as simple as having a piece of software go out and cycle out all the words.

There. Again, there has to be a lot of forethought put into the coding book of definitions.

You have to know what you're looking for, why you're looking for it, and you can't rely on the software 100% either.

I'll talk about that a little later.

So imagine, uh, if you're ever going to examine what a persona is or if you're ever going to do a content analysis of the types of personas that are found in published pieces of information, just so happens that I have a brother that wrote a book on customer experience.

But the truth of the matter is, you have, you, you, you generally create a fictional character, uh, you know, or an icon that represents that persona.

So, uh, whoop, there I am in the middle.

Uh, but I, we came up with three different personas.

Uh, uh, persona A and, um, is a full-time chair with peer, uh, publication presentation experience.

They would be interacting with the University of Phoenix Research Hub website, and they still do to this day.

So that is, uh, persona A and that is Lynn.

She is one of our, um, very experienced researchers that have, uh, served at our center for many, many years.

Uh, that's myself there in the middle.

I used my picture as persona BA part-time chair with peer publication experience.

I already have peer publication and presentation experience.

Lynn was a full-time chair. She already has had that.

Then we have persona C uh, it could have been a part-time chair with no peer or publication experience, you know, and, you know, our students, uh, you know, could also be, uh, could fall under any one of these categories as well.

So, um, you know, we wanted to do a separate survey to, you know, analyze those individuals to find out what they thought of the promises made and promises kept.

So, again, this was the second piece of the, the puzzle.

This was not a content analysis. This was just a, a survey.

Um, and, uh, but I'll kind of go through here for the instance of time.

The results demonstrated that the personas who needed the most publication assistance did agree that promises made were kept.

And of course, those who needed the most publication assistance were those with the least amount of publication experience or presentation.

The study documented a default CX website.

In other words, default means that when we did a survey on the stakeholders and asked them to name key people in the customer experience field, or key terminology at the time, they weren't really aware of it, which means that they didn't build the website purposely for a customer experience, uh, experience.

They did build it for an experience, but not under the rules and guidelines of customer experience, uh, necessary customer experience marketing.

Um, and by the way, the, uh, you know, Facebook, Twitter, or X formerly Twitter, Pinterest, uh, YouTube, we could add, uh, TikTok to the mix.

You know, any of those sites are also good sites to do a content analysis on as well.

So, Dr. What I wanna do, yeah, Uh, there was a question in the chat.

It said, would you add chat GPT to the list? Absolutely, absolutely. I would.

As a matter of fact, uh, so I, when I told you about my seven sources of all bias, I, uh, at the reason why I'm presenting at the qualitative report conference on March 1st at Nova Southeastern University is because I use chat GPT, uh, to help me write my paper, but not write it, but to actually just do research, open up journals and come up with, uh, the published articles.

Um, but I found in my experience, the free version, uh, that it, it, uh, it falsified information.

And I had some bad information, and I was almost going to have my accepted article rejected from this European journal.

But, but by the way, that's a separate situation.

It was a great lesson that I learned that I'm gonna be sharing with everybody.

But I actually interviewed, which is not really a content analysis, but I interviewed chat GPT asking at which one of the seven sources does it believe it belonged to.

And it replied back based on my seven sources, and said that it believed that it was a non-bias academic source, that it was creators had created it to be non-biased.

But I, even though I published that in my article and it did get published in the European Journal, um, I disagree.

I don't know what's built into the machine learning.

I don't know if there's another for-profit structure associated with it, and, you know, uh, and there is a, a paid version and so on and so forth.

And so, I, I don't know if you could immediately categorize it, but yes, it just, the general nature, you know, if you wanna talk about doing a type of content analysis where you wanna check the quality of responses, the chat GPT might deliver based on certain prompts, you know, you'd have to operationalize the, the, you know, the, the different types of prompts that you're asking and then, you know, check the information and so forth.

Or maybe you might wanna see how it deals with information that's associated with graphic content.

Uh, and I don't mean just sexual, but you know, I, it could be other types of graphic content, um, where it might lead to an unsafe response.

So in my current role as a contractor to scale ai, uh, I am helping to teach, um, ai, uh, to understand that it could be giving erroneous information, uh, that could be unsafe to the user.

Uh, and so this is, this is going on, you know, right now where nobody knows where this is gonna lead to.

Nobody knows if people are gonna take the advice.

And, um, and it may not be good advice, right? So, yes, the answer to your question, in my opinion, you know, uh, could you use it? I believe you certainly could. You know, so it just depends.

Alright. Now, what I wanna do is, I wanna go back to the basics here.

Standby is, I am going to share with you, there it is my 2008 dissertation that you can get in the University of Phoenix online library.

And let's take a look at this so I can show you how this is broken down.

Rose, Vanessa, she actually had a PhD in sociology.

She was from WinDor Canada. I am in the Detroit area.

I was able to have her as my chair.

Uh, we did meet, you know, in, in virtually, but we were also able to meet each other on ground, which was nice at the time.

Um, but, uh, we came up with the title and, oh, there's that word prominence that's often associated with content analysis.

So we ended up titling my dissertation prominence of Scholarly Teacher Immediacy terminology and References in 1999 to 2007 online teaching textbook.

So here's the crux of it.

Here's what I wanted to find out, and I think everybody on this webinar will appreciate this.

I wanted to find out if people who randomly published books to teach teachers how to teach successfully online, were they in fact experienced teachers that used published research that said how to successfully teach people to teach online? Or were they just giving their opinion without consulting the literature? So I picked the term immediacy, which is a well-known term that has been studied in on ground and online classrooms for the past 50 years.

And I was very fortunate to have Dr.

Suzanne Easton from Rolands College, be one of the committee members on my dissertation.

She is the expert on immediacy in classrooms.

She did pioneering research. What is immediacy? It's acknowledging the thoughts and feelings of your students in the on ground and online classroom, and it's being responsive to them.

But immediacy doesn't mean that you do things quick.

We know in an online environment, they, they tell the teachers, you know, you wanna respond back.

Of course you do. You wanna show that you're present in the classroom.

You wanna reply back to emails within 24 to 48 hours or faster.

You wanna get that feedback.

But if you look up the term immediacy, it doesn't just mean to do it quick.

It means to do it because you care.

There's a slight difference there with some of the definitions of immediacy.

But on Dr.

Suzanne Easton, as well as others, have published many peer reviewed articles on immediacy.

That's an important concept that should be in, in books that were published in 1999 to 2007, even though online was still new, there wasn't quite as many immediacy studies on it.

I wanted to find out if these authors referenced any published peer reviewed immediacy studies.

But in order to do that, I also needed to find out what the synonym for immediacy meant.

Uh, and we needed to talk about that in the coding book of definitions.

And then you have to understand that, let's say one of the textbooks that I got from Amazon at the time, let's say they did talk about

immediacy, that doesn't mean that they referred to any study.

It could have just been that they were just talking about it, and it was a coincidence, right? So all of these things are things that you gotta, you have to kind of strategize by reading previous studies, looking at it, and, uh, so forth.

Now, at the time when I was getting these books, it turned out I had to decide, well, how am I gonna search for these books on Amazon? Uh, am I gonna, they gonna have the word online teaching in the title of the book? Yeah, it's gotta have online teaching in the title of the book.

What else is acceptable in the title of the book? And are, am I gonna get soft covers and hard covers? I, at the time, they also, there were some PDFs, there were some electronic books at the time.

How do we measure them all? How do we look at the differences? All of that has to be considered.

So if we dropped out, now, before I go any further, let me also say, uh, it's another very important term to understand is the difference between idiosyncratic and homogeneous.

So, idio, idio, uh, idiosyncratic, excuse me.

It means that it's somebody's opinion.

Maybe one of those authors of the online teaching textbooks that has little experience, and they don't ha they don't cite, they have no citations, no attribution.

It's an idiosyncratic written book.

On the other hand, if there's a lot of citations and there's a lot of references as compared to all the other books, we can say that they're more homogeneous, and that they looked at more things before they sat down and wrote the book, and might have had a more of a higher quality book, if you will.

Right? So, so what happened was is that, but then I also, whenever you have a dissertation, you can't just surely do what you enjoy, although we all wanna do that.

I had to tie, what am I gonna tie this to? What kind of literature am I gonna tie this study to? Because there were no other studies done before on online teaching textbooks, you know, but so, but there were studies since the 1920s.

I found my, uh, study that I would tie it to the published literature.

Um, a gentleman named Griggs Griggs and his team examine introductory psychology textbooks to see how they prioritized information in the classroom.

Um, and then I wanted to see if those, uh, you know, so I, I mimicked the same type of thing.

I looked at the first four chapters of my online, uh, textbooks.

Like Griggs looked at the first four chapters of his introductory psychology textbooks to see how much space was devoted to certain topics that are of our priority to introductory psychology, uh, the subject of introductory psychology for students that would be taking that class.

So I wanted to find out if these online teaching textbooks also, did they have similarities with the chapters? Did they talk about things that are more important, things that teachers should be aware of? And so, my, my benchmark, uh, was Greg.

So everybody on this call, you know, whether you are a chair, obviously, you know, about, uh, finding a, um, a study for your students that you can tie the results to.

And that was, that was the study that I could tie it to.

Okay? So if we take a look here in about 140 pages, you know, altogether, including the coding book of definitions, you, we can begin to see that I began the abstract looking at the history of how other books were analyzed, right? And then tying it to my current question in, in, in interest, in analyzing these independently authored books on how to teach, uh, people to teach online better.

So, um, you know, if you, if you look through here, you know, you can basically see the research method, the quantitative research appropriateness, the, the terminology, um, intra coder reliability, journalistic prominence I told you about, bud.

So these are things that might be common, you know, in your study, you, you wanna do a pilot test to pull the information.

You know, I had to come up with the coding book of definition.

That's what I wanna kind of jump down to.

So let me kind of go way down here. Standby.

Um, and let's take a look at that coding book of definition, coding book and definitions.

So if you're analyze, you know, my case, I was looking at published books.

So wait, I had to define what's a chapter and a subtitle, name a chapter name is the first listing that appears beside the chapter number, part number, or a corresponding page number, regardless of its font size or bold application on the table of contents or contents pages, SubT, uh, subtitle under the chapter.

So were, I, was I going to look at chapters and sub chapters? You have to decide that if you were going to analyze traditional books, right? And so you can see the kind of depth and breadth that goes on here.

Then we've got the, uh, uh, operationalizing the word immediacy.

Well, immediacy is acknowledging students' thoughts and feelings.

So if the author talked about feelings, I had to consider that a term that was prominently associated with immediacy, mindset, thoughts, emotions, closeness, nearness, uh, intimate intimacy, proximity.

One of my favorite words that I think Tony Randall, who was a wordsmith once said that propinquity was one of his favorite words.

I thought I heard that somewhere down the line.

I haven't documented that yet.

But propinquity is such a fun word.

It means a certain close listener and or closeness to, or fondness, nearness to.

Uh, and then I found a researcher named Meme Rabin, who in 1971 came up with the immediacy principle.

And he said that people naturally gravitate towards things they like, and they shy away from things they don't like.

And I was so lucky that when I was going to publish my study in, in 2007, he came up with a brand new book on his immediacy principles, so that my sources were even more, uh, modern.

But you can see I had a, yeah, uh, there's A question in the chat.

So, um, sure, sure. The question is, oh, go ahead.

Did this content analysis use an inductive or deductive approach? And did you use the literature to create the code book? Uh, so, you know, uh, some of it was, I looked at Greg's for some of the, uh, definitions of like, chapter, uh, headings and so forth.

Absolutely. Um, the immediacy scale we came up with.

'cause there was never any such a thing as that.

I don't know if I could answer the question inductive or deductive, I wanna say deductive, uh, more so than anything else.

But that certainly was not baked in or part of the equation, you know, of the study.

Uh, so, uh, not sure, you know, maybe I would need some more specifics on that, but please ask away, you know? 'cause I know we're, we're gonna run out of time.

Um, but, um, so everything has to be documented.

What's an independently authored textbooks, but what's an iNEXT citation? What's a paragraph? You know, some textbooks have an in-depth that starts a new paragraph.

Some textbooks have a space between the two paragraphs.

All of this, you know, when you're looking at all of your, uh, you know, so, uh, fortunately, you know, there are content analysis books that can help you with this too.

So I did refer to some textbooks as well, who are the, you know, the leaders, Lacey, who is my former, uh, faculty member at Michigan State.

You know, him and his team wrote a content analysis books other people have too.

Um, so the definition of promises, uh, prominence goes on and on, prominent scholarly article reference sidebars and so forth.

So then you come up with your, your sheets.

You, you have to have a sheet, you know, where you take.

So then I took one of the textbooks, you have to circle, it was this book, number one.

And, you know, I had to have a, a, a separate key book.

Number one had this title, book number two, all the way.

I had 19 books that were pulled that had the word online teaching in the title at the time, who were the author, what, when, what was the year of publication? Everything gets coded.

Everything is turned into a quantitative, uh, analysis, uh, survey.

Okay? Um, everything is coded.

The number 10 for chapter title 11 for the subtitle 12, and goes on and on and on and on.

Uh, then we had a broad instance, uh, and then minor instances of immediacy, because there could be a, a more prominent or lesser example of it.

And so this, you know, gives you just an overview of how a coder would take one of the books.

This is the a sheet that they would use here.

This is even, so this is beyond now the coding book.

This is one of the sheets to track, uh, all of the instances of all of the terms that we were tracking at the time, going back to 2007, 2008, and so forth.

Total index immediacy based on scholarly citations, total count of prominent immediacy references.

Okay? So the truth of the matter is, oh, and then here's, this is another part of the coding book here.

Um, you know, there's always exclusions, right? Uh, textbooks and their definition.

Uh, and then here are the books.

The first here's the title of the first book.

How to Teach Online and Make a hundred thousand dollars a year Back Between 1999 and 2007, student Engagement and Campus-based Online Education, learning, you know, so it had to have the word online or teaching, learning all the synonyms to even pull the book from and call, you know, calling it, that's another big term, C-U-L-L-I-N-G, calling the data and so forth.

And, um, and so there's the books.

And, uh, this is, you know, uh, the first coder, I, I, I probably took volunteers who were working on their dissertation, or I might've even had faculty at the time.

I was in the Detroit campus, and I had, you know, coder number one, coder number two, you know, how many, you know, could they pull information successfully and compare that? And then, you know, I'm not a mathematical guru, but I know, uh, by surrounding myself with the experts, Scott's Pie was used, is really the analysis between the inter coder reliability.

So if you are, if you need to write that down for any reason, uh, it's probably a good mathematical formula that you can get.

The percentage of accuracy between the coders is Scott's Pie.

And I also thought there was a, a Z score two somewhere in here, um, and so forth.

So, uh, here's something interesting that you might find.

This is just looking at the number of references in the back of each book.

The first book had no references.

Apparently, it's been a long time since I looked at this.

The second book had 430, 452, so on and so forth.

So already, this is a way to tell if it's more homogeneous, it's gonna have more references if it's idiosyncratic, not gonna have any references right in the back.

Right? Uh, and let's see.

Uh, first I, I told you, I only looked at the first four chapters.

You don't have to analyze the entire piece of literature or the entire website.

Um, you know, you're taking a sample of it.

And in my case, it was the first four chapters.

It's also kind of goes hand in hand with the famous saying, one doesn't have to eat the whole egg to know it's bad, right? You know, when you're grading a student paper for those teachers attending the webinar, you know, if the first paragraph has spelling mistakes or grammar, you really don't even need to grade the entire paper because it's a mess from the beginning.

But according to Griggs, Griggs only looked at the first four chapters, and he published peer reviewed, uh, studies on content analysis of those psychology books.

So I imitated his study, uh, and, you know, so this is an example of how all of that was, uh, broken down.

So you're more than welcome and to, uh, pull this dissertation, I think that was probably the best thing to at least show you tonight to actually show you how this content analysis was broken down and documented, and how things were compared, and to come up with some meaningful data.

So, thank you everyone for taking the time to come out tonight.

I'll now, uh, open up the chat room for even more questions.

And, uh, let's see.

We've got, I'm gonna go here. The chat room. Uh, yeah.

So I couldn't answer the inductive or deductive, sorry about that.

It, um, it's not sure if, you know, it certainly wasn't something that I was aware of that I was doing at the time, because not everybody, you can't do everything.

Uh, and remember, you're only beholden to your chair and your committee members Mm-Hmm.

And so forth, right? All right. Any other questions? Feel free to ask. Don't be shy.

I have a quick question for you, Dr. Bean.

Um, and I'm the one who asked the question about inductive and deductive because as I was guiding my student, I was reading the

differences and the deductive and inductive and quantitative and qualitative content analysis.

And it's not one that I've done.

I've taken part as an assistant, and one that I've not done one myself.

Sure. So, guiding my student, I thought, Hey, this would be great to come here.

Thank you for the resources.

Thank you for, um, giving us the resource to your, um, dissertation.

I actually, I've seen you present at TQR, but didn't know that you did a content analysis.

So thank you for sharing that.

I'll certainly share that with my student.

Um, the question I have for you is about that code book.

So I know that as like my student has, she reads the article and the materials that she's going to use.

Did you think about the code book prior to actually beginning your research? Or were you doing the literature re review and then thinking, oh, I'm seeing this word a lot so pro, potentially these might be words that I use? Oh, no, sure. You know what? I, you know, it, it, it definitely is a combination, you know, of, of both, you know, I mean, I, when I first even thought about, you know, I really was bent, I'm gonna be honest with you, I really was bent back then, 1999, I, you know, I was bent on thinking, you know, at the time, Amazon was brand new.

I had published my first book in 1999 on Amazon before they had KDPI published a book called Writing for Publication, which taught people how to get published in, in magazines at the time.

Okay. Primarily, you know, and I taught workshops here in the Detroit area.

I was on University of Michigan, uh, community education classes.

Anyways, to make a long story short, so I really wanted to know is did these people just sit down and write a book? You know, maybe they taught a few online classes, and, you know, and that's okay.

Our personal experience can be a wonderful tool to share.

But I was also, I really thought that it's one thing to share our personal experience, but I do think that even when you're publishing a book, it's better to include citations and attribution and so forth.

But, so, but, but to answer your question is that I knew that in order for my dissertation to really be of any valid use, I had to find my, uh, go-to study my springboard.

I call, when I do a literature webinar here at University of Phoenix, I tell everybody to find a springboard study, you know, that you're connecting to peer reviewed published studies.

So I, I was so lucky.

I found Griggs and Griggs just by reading how Griggs did his study on the introductory psychology textbooks.

It made so much sense that you only have to look at the first four chapters.

You only have to, um, you know, how did he look at synonyms for words? Uh, so I modeled him, you know, so, but to answer your question, you could always play around in the beginning, you know, with your coding book.

But what's gonna end up, you know, and, and, and, you know, you start, you brainstorm like you do anything else, you start that coding book, you know, and I knew I was gonna have to have the word paragraph in there.

I knew I was gonna have to have, you know, what's the definition of a subtitle, a chapter subtitle? What does that look like? You know, and you just keep refining and refining, you know, so you definitely have to do a lot of, you know, well, we all, we all like to type, or, you know, uh, you know, you just refine and refine and refine and, you know, and then if you see something else that might have been published in another study, you might, you might go, oh, here's their definition of a paragraph.

Oh, I'm gonna use this, this peer reviewed definition of a paragraph that's more prominent than a, another definition that came from a dissertation.

You know, I always tell students, dissertations are great.

That might only be the only research we have, but obviously if you pull first the instruments from peer reviewed published journals, and, you know, I don't have to tell that to any instructor necessarily, but those are even more, um, valid.

You know, if you will. So I hope that answers your question.

But, you know, it's, uh, I, you know, my experience goes back to 1995 when I was, I did a content analysis of the 1992 Michigan Relative Risk Assessment Project.

It was a, an environmental study that prioritized the risks from high, high to low to the people of Michigan.

The environmental risks, and I wanted to find out back in 1995, is did journalists cover the 1992 relative risk assessment project in their articles? You know, and then which, which one of the risks did they cover? The truth of the matter is they covered the sensationalized ones, the overnight chemical explosion.

But that's not the true risk like acid rain to you and I, but that's another study.

But you could, you could, you could technically pull that from Michigan State's.

Uh, maybe they have it. Thank you. But yeah, yeah, yeah.

So it's about prioritizing. It's that word promise.

Get that study from bud from 1964 in your hands, because he's the guru on prioritizing the, you know, prominence in content analysis.

Right. But, you know, and you know, that might give you some clues too.

Thank You for the coding book. Yeah, I appreciate that.

Absolutely. But I love your building in the background of when they, when they, I remember when that building first opened up, I always loved the shape of it, and, uh, it was such a cool building.

Yep. Yeah. Love it. So, Dr.

Be, I know we're at time, but there's one more question.

Would you be able to answer one more question? Absolutely.

So in the chat, it's, um, are people doing content research on social media? Absolutely. Absolutely.

So, uh, lemme give you an example. I was so fortunate.

I presented in 2019 at a conference in Jerusalem, at Jerusalem Technical College.

I presented a paper called the Auto, uh, autoethnography of the Cultural Competence of an African-American Weekly newspaper that I was the editor of.

I was a white editor of a black newspaper 25 years ago.

And anyways, to make a long story short, uh, that has nothing to do with content analysis, but at that conference was one of the most famous social media content, uh, analysis experts in the world.

And she just so happened to have been like the key note speaker of that conference.

Uh, and she's based outta Northwest University in Chicago.

Uh, she has a, a challenging name.

Her name is something, uh, it's, it's like, um, oh boy, I gotta get it for you.

I can't even pronounce it. It's, it's like she has a long Greek name, um, but I can get it to you.

Uh, but she did all of the social media research on the Libyan crisis when Kadafi, when everybody was gonna overthrow Kadafi.

You guys remember that? Was that back in 2011? Okay.

So she is, she's the leading expert in the country at the time.

That was 2019 still today on, on Twitter and, and how people socialize over Twitter and, you know, to a content analysis of analyzing the words that are posted in Twitter.

Absolutely. Now, here's the thing though. Here's the thing.

Those companies might not readily turn over, uh, the, the strings of information, you know, uh, so readily, you know, you know, like, could you do a live monitoring of a certain aspect of Twitter or Facebook? You, you could, but I'm just letting you know, there's ways to get big sets of data from these social media companies.

You, but you have to, I've never done it.

You have to know what you're doing.

But yes, the answer to your question, absolutely. Yep.

But you do, you might have to be a little bit more careful there 'cause it could be live subjects, you know, with the IRB, you know, as

opposed to just, you know, published psychology books, if that helps.

Well, thank you so much Dr. Bean, for this informative, uh, presentation.

Um, I learned a lot about content analysis and the work that you did in your dissertation is just fantastic.

So I know that will be a great model for students that are looking to do content analysis.

And so, um, generally at this time, I would've been putting the link for the survey to do feedback for the webinar.

But because we're using Eventbrite now, the, uh, feedback survey will be emailed to you after the webinar, um, is over.

So you'll get that from Eventbrite.

So if you could open that email and click on the link and tell us, um, what you, um, what you learned from this webinar, and also share any additional thoughts about webinars that you'd like in the future.

Uh, so we have more webinars in February.

Um, all doctoral studies has a bunch of webinars, but we also have webinars too.

I think the next one that's coming up is our alumni webinar where we have one of the alumni of the war, um, dissertation of the award, uh, winners of the year, dissertation of the year award winners presenting, um, about that research and their process and their journey.

So check out the events calendar on Research hub for more information about that and to RSVP.

So thank you again for being here. I appreciate it.

I'm going to end the recording now, and, uh, thank you so much for time. Thank You. Your Dr. Smith for hosting this, and Selena as well. Thank you.

Oh, you're welcome. You're welcome.

Take care everyone. Have a good night.

Alright. Goodnight everyone.