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Estudios de la Información
Cuerpo Académico UACH-088

Cómo publicar en una revista científica del área de Ciencias Sociales y SAGE Research Methods como apoyo a la enseñanza y el proceso de investigación

Dr. Juan D. Machin-Mastromatteo

Septiembre 5 2017

@judamasmas #EntrePares2017

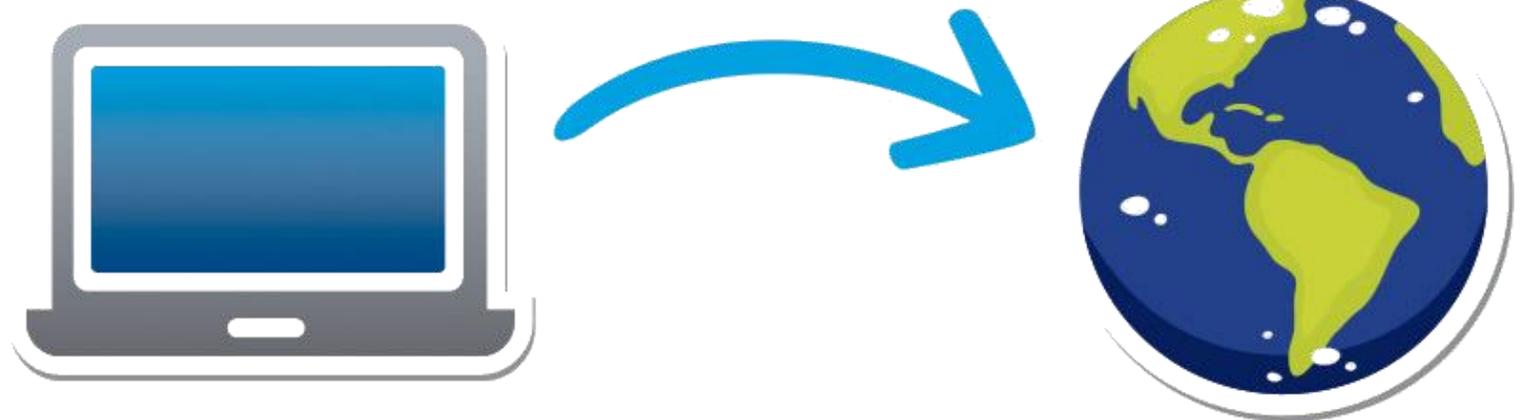


research**methods**



¿Por qué publicar?

- Primero considera dónde es el mejor lugar para publicar tu texto
 - ✓ ¿Blog? ¿Artículo de revista? ¿Ponencia? ¿Libro?
- *Difundir tus resultados de investigación a la comunidad*
- *Contribuir a tu área profesional*
- *Avanzar en tu carrera*



Desafíos

- Competimos con 9 millones de investigadores
- Competimos con 2 millones de artículos/año
- Hay más de 300,000 revistas
- Pero 34,585 son arbitradas y 22,794 son indizadas (Scopus) o 14,498 (WoS)
- 5 editoriales concentran el 80% de las revistas arbitradas e indizadas (Elsevier, Wiley-Blackwell, Taylor & Francis, Springer-Nature, Sage)
- Por lo tanto, debemos ser selectivos donde publicamos

Scopus®



Factor de impacto:

Cálculo del Journal Citation Report (WoS) para una revista:



Factor de Impacto
publicado en 2017 =

No. de citas 2015 + 2016

No. artículos publicados 2015 + 2016



"Big enough to matter, and small enough to care"

- 566 revistas cuentan con factor de impacto, indizadas en el JCR
(teníamos 548 el año pasado, 30% de incremento en los últimos 5 años!)
- 393 son de Ciencias Sociales, 68% incrementaron su factor de impacto
(teníamos 386 y 61% habían incrementado su factor de impacto el año pasado!)
- 104 revistas están en el top 25% del JCR SSCI en sus respectivas categorías

Algunas reglas generales...

- Asegúrate que tienes algo útil que decir
- Encuentra la revista correcta para decirlo
- Localiza las directrices específicas para envío de artículos y síguelas
- Lee artículos de la revista de tu elección para conocer lo que publican
- Envía un documento a solo **una revista a la vez**
- Pide a un colega que lea tu trabajo y te haga comentarios antes de enviarlo
- Toma toda retroalimentación como constructiva – no personal

¿Cómo elegir la revista correcta?

- ✓ ¿Cuáles revistas lees y citas regularmente?
- ✓ ¿Cuáles se centran en tu área de investigación?
- ✓ ¿Cuál es la reputación de la editorial?
- ✓ ¿Quién es el editor?
- ✓ ¿Quién está en la junta editorial?
- ✓ ¿Qué tan internacional es su alcance?
- ✓ ¿Conoces alguien que haya publicado allí?



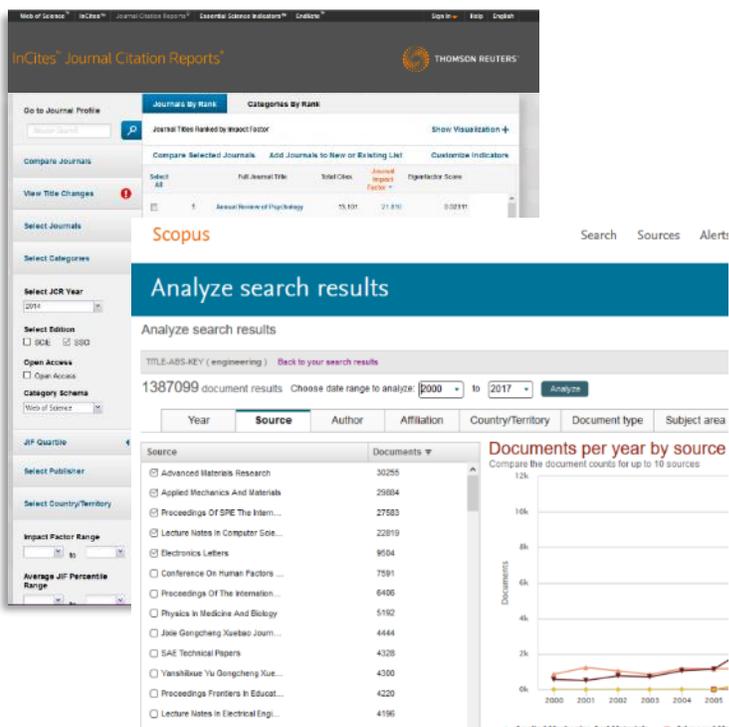
Pero, ¿cómo busco revistas para publicar?

✓ Opción 1. Buscar los índices WoS o Scopus

✓ Opción 2. Buscar en las bases de datos de Conricyt, EBSCO o directamente en el portal de SAGE

✓ Opción 3. Buscar en Scimago Journal & Country Rank

✓ Opción 4. Publicar en español: buscar en el Sistema de Clasificación de Revistas Mexicanas de Ciencia y Tecnología (CONACYT), Revistas científicas del CSIC (España) u otros sistemas nacionales.



¿Cómo elegir la revista correcta?

Una vez que tengas una lista de finalistas...

- ✓ ¿Cuáles son sus objetivos, alcance y áreas temáticas?
- ✓ ¿Son miembros de COPE (Comité de Ética en Publicación)?
- ✓ ¿Cuál es su factor de impacto?
- ✓ ¿Son revistas indizadas? Ser selectivo
- ✓ ¿Qué tan bien posicionadas están?
- ✓ ¿Cuál es su política de acceso abierto?
- ✓ ¿Cuánto tarda el proceso (del envío a la publicación)?



¿Cómo elegir la revista correcta?

Revisa números recientes de cada finalista...

- ✓ ¿Publican trabajos como el tuyo?
- ✓ ¿Te gusta su estilo?
- ✓ ¿Piensas que aceptarían tu trabajo?
- ✓ ¿Cuáles son sus directrices para la presentación? ¿Puedes cumplirlas?





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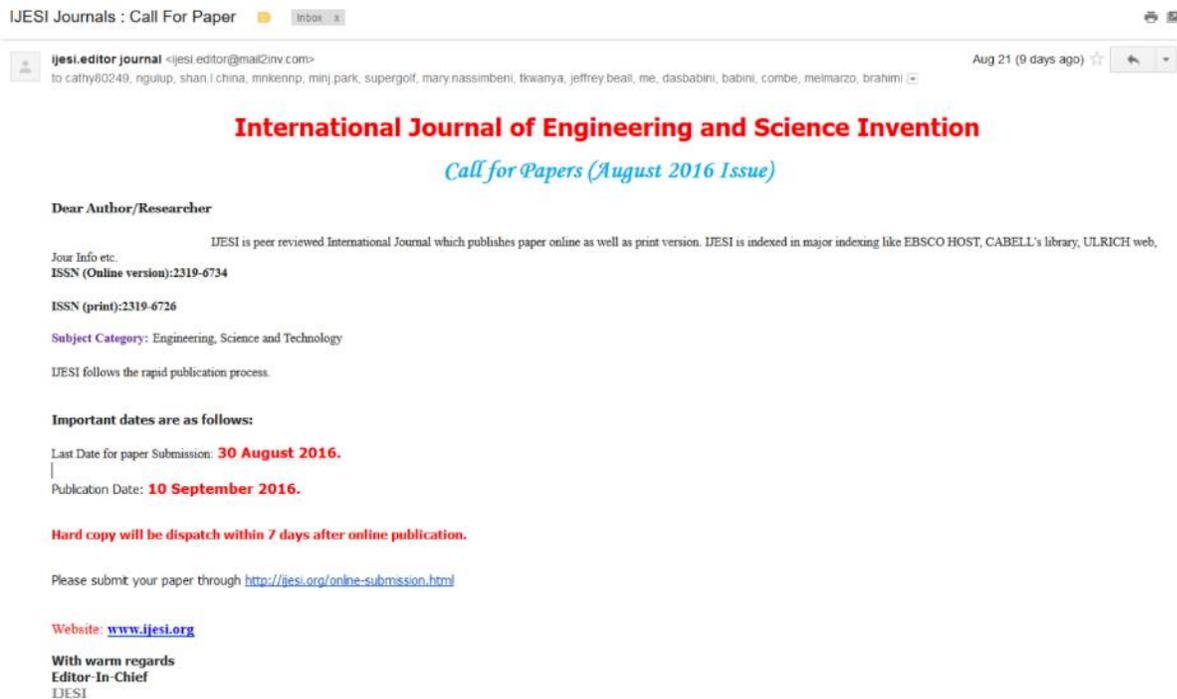
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- Título
- Autores
- Resumen y/o Abstract
- Palabras clave
- Texto principal

✓ **Introducción:** descripción del contexto, planteamiento del problema, justificación, marco teórico

✓ **Métodos:** diseño de investigación, hipótesis / preguntas, objetivos, población y muestra / participantes, instrumentos, ética, método para análisis de datos.

✓ **Resultados:** presentación, análisis y discusión.

✓ **Discusión**

- Conclusiones
- Referencias
- Materiales de apoyo
- Agradecimientos

A Cognitive Model for the Representation and Acquisition of Verb Selectional Preferences

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Abstract

We present a cognitive model of inducing verb selectional preferences from individual verb usages. The selectional preferences for each verb argument are represented as a probability distribution over the set of semantic properties that the argument can possess—a *semantic profile*. The semantic profiles yield verb-specific conceptualizations of the arguments associated with a syntactic position. The proposed model can learn appropriate verb profiles from a small set of noisy training data, and can use them in simulating human plausibility judgments and analyzing implicit object alternation.

1 Introduction

Verbs have preferences for the semantic properties of the arguments filling a particular role. For example, the verb *eat* expects that the object receiving its theme role will have the property of being edible, among others. Learning verb selectional preferences is an important aspect of human language acquisition, and the acquired preferences have been shown to guide children's expectations about missing or upcoming arguments in language comprehension (Nation et al. 2003).

Rosenk (1996) introduced a statistical approach to learning and use of verb selectional preferences. In this framework, a semantic class hierarchy for words is used, together with statistical tools, to induce a verb's selectional preferences for a particular argument position in the form of a distribution

over all the classes that can occur in that position. Rosenk's model was proposed as a model of human learning of selectional preferences that made minimal representational assumptions. It showed how such preferences could be acquired from usage data and an existing conceptual hierarchy. However, his and later computational models (see Section 2) have properties that do not match with certain cognitive plausibility criteria for a child language acquisition model. All these models use the training data in "batch mode", and most of them use information theoretic measures that rely on total counts from a corpus. Therefore, it is not clear how the representation of selectional preferences could be updated incrementally in these models as the person receives more data. Moreover, the assumption that children have access to a full hierarchical representation of semantic classes may be too strict. We propose an alternative view in this paper which is more plausible in the context of child language acquisition.

In previous work (Alshahi and Stevenson, 2009), we have proposed a usage-based computational model of early verb learning that uses Bayesian clustering and prediction to model language acquisition and use. Individual verb usages are incrementally grouped to form emergent classes of linguistic constructions that share semantic and syntactic properties. We have shown that our Bayesian model can incrementally acquire a general conception of the semantic roles of predicates based only on exposure to individual verb usages (Alshahi and Stevenson, 2007). The model forms probabilistic associations between the semantic properties of arguments, their syntactic positions, and the semantic primitives

Alternating verbs	Non-alternating verbs		
write	0.61	bring	0.76
sing	0.67	wear	0.75
draw	0.67	say	0.75
eat	0.74	crash	0.76
play	0.74	show	0.77
pose	0.76	analyze	0.78
wash	0.77	hit	0.78
push	0.78	open	0.81
send	0.80	take	0.83
push	0.80	see	0.87
call	0.80	take	0.87
pull	0.80	get	0.87
explain	0.81	find	0.87
read	0.82	give	0.88
love	0.87	bring	0.89
		wear	0.89
Mean	0.76	Mean	0.81

Figure 6: Similarity with the base profile for Alternating and Non-alternating verbs.

than verbs with stronger preferences. We use the cosine measure to estimate the similarity between two profiles p and q :

$$\text{cosine}(p, q) = \frac{p \cdot q}{\|p\| \cdot \|q\|} \quad (9)$$

The similarity values for the Alternating and Non-alternating verbs are shown in Figure 6. The larger values represent more similarity with the base profile, which means a weaker selectional preference. The means for the Alternating and Non-alternating verbs were respectively 0.76 and 0.81, which confirm the hypothesis that verbs participating in implicit object alternations select more strongly for the direct objects than verbs that do not. However, like Rosenk (1996), we find that it is not possible to set a threshold that will distinguish the two sets of verbs.

5 Conclusions

We have proposed a cognitively plausible model for learning selectional preferences from instances of verb usage. The model represents verb selectional preferences as a semantic profile, which is a probability distribution over the semantic properties that an argument can take. One of the strengths of our model is the incremental nature of its learning mechanism, in contrast to other approaches which learn selectional preferences in batch mode. Here we have only reported the results for the final stage of learning, but the model allows us to monitor the semantic

profiles during the course of learning, and compare it with child data for different age groups, as we do with semantic roles (Alshahi and Stevenson, 2007). We have shown that the model can predict appropriate semantic profiles for a variety of verbs, and use these profiles to simulate human judgments of verb-argument plausibility, using a small and highly noisy set of training data. The model can also use the profiles to measure verb-argument compatibility, which was used in analyzing the implicit object alternation.

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Escribir un buen título y resumen

- Título: más o menos 15 palabras, evitar abreviaturas y términos vagos
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- Resumen: 200-500 palabras, contexto, objetivo, tipo de estudio, instrumentos y métodos, resultados más relevantes y conclusión. ¡Decir por qué es importante leerlo, ya que puede ser lo único que leerán!
- Palabras clave: de 3 a 6, Incluir palabras técnicas que se usen en documentos similares, queremos que nos encuentren!

Escribir un buen título y resumen

- Cuanto mejor sea tu título y resumen, es más probable que tu trabajo sea:
 - ✓ Descubierto
 - ✓ Leído
 - ✓ Citado
- Considera cómo tu audiencia realizará sus búsquedas (**palabras clave**)
- Escógelas cuidadosamente – pruébalas con motores de búsqueda
- Incluye tus palabras clave en:
 - ✓ El título
 - ✓ Tu resumen (3 a 6 palabras clave)
 - ✓ A lo largo del artículo

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The screenshot shows the COPE website homepage. At the top, the logo 'COPE COMMITTEE ON PUBLICATION ETHICS' is displayed. A navigation menu includes 'Home', 'About COPE', 'Resources', 'Cases', 'Become a member', 'Members', 'Events', 'News & Opinion', and 'Contact Us'. A search bar is located on the right. The main heading is 'Promoting integrity in research publication'. Below this, a paragraph describes COPE as a forum for editors and publishers. A 'Join here' button is on the right. Social media buttons for 'Tweet' and 'Recommend' are present. A section titled 'All Latest' contains a list of cases with titles and dates. At the bottom, there are four columns: 'Resources' (Code of Conduct), 'Cases' (All the cases COPE has), 'eLearning' (COPE's eLearning course on), and 'This month's COPE Digest' (This past month has been busy).

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Next steps when the author responsible is unresponsive.

CASE
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8th Mar 2016

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Cases
All the cases COPE has

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COPE's eLearning course on

This month's COPE Digest
This past month has been busy

¡Enviar!

- Revisa las directrices una vez más, confrontándolas con tu trabajo
- Revisa tus materiales adicionales
- Asegúrate que alguien revise tu trabajo
- Envía a **una sola** revista a la vez
- Los envíos se hacen usualmente por medio de un sistema en línea de envíos de manuscritos, ej: ScholarOne Manuscripts.

Y ahora a esperar....

Enviar artículo

... pero por cuánto tiempo!?

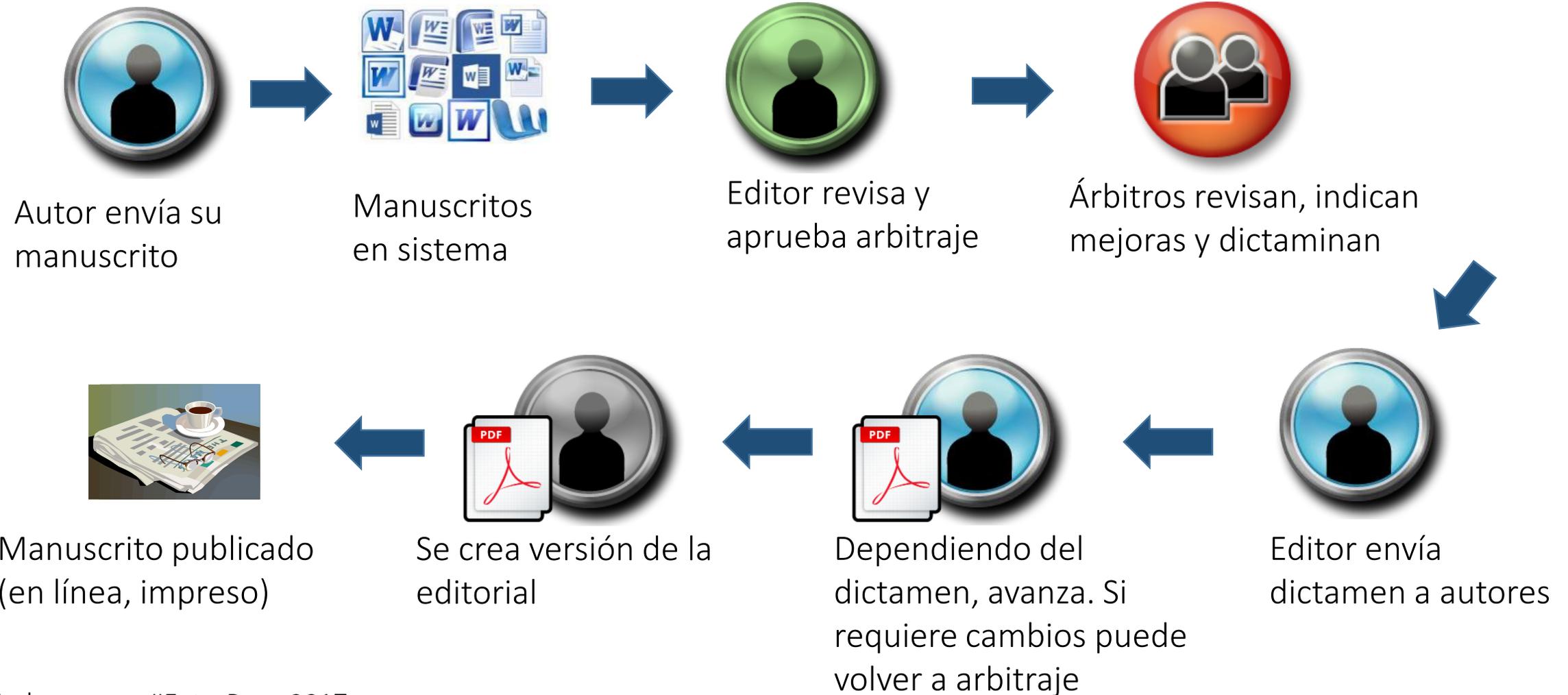
El proceso de publicación

- Decisión inicial
 - ✓ Rechazo editorial: decisión inmediata
 - - ✓ Arbitraje por pares
- Decisión del arbitraje
 - ✓ Rechazar
 - ✓ Aceptar con cambios mayores
 - ✓ Aceptar con cambios menores
 - ✓ Aceptar y publicar



Most scientists regarded the new streamlined peer-review process as 'quite an improvement.'

El proceso de publicación



Manejando las revisiones

- Lee con **cuidadosamente** la carta del Editor y los reportes de los árbitros
- Sigue **los tiempos** solicitados
- **Demuestra claramente** lo que has modificado
- **Responde los comentarios de los árbitros junto a la revisión**
 - ✓ Si no puedes resolver todas las críticas, explica por qué
- Sé **positivo y cortés**
- El proceso podría llevarse dos o tres vueltas – sé paciente

¿Por qué se rechazan los artículos?

- Los árbitros no están convencidos que sea una contribución al área
- Los métodos no tienen la solidez necesaria que espera la revista
 - ✓ Pocas observaciones y pruebas de validez en artículos cuantitativos
 - ✓ Falta de transparencia de métodos cualitativos
- Secciones específicas son débiles
 - ✓ Metodología
 - ✓ Instrumentos
 - ✓ Análisis
 - ✓ Discusión
 - ✓ Conclusión
- Redacción deficiente

Dependiendo de la revista y el área, entre el 40% y 95% de los artículos son rechazados en su primera versión

¿Qué hacer si sale mal?

- Mantén la calma
- Lee nuevamente la carta del Editor y los reportes de los árbitros
- Trata de re trabajar el artículo de acuerdo a sus recomendaciones
- Considera enviar el artículo a otra revista
- ¡Escribe otro artículo!

¿Qué hacer si sale bien?

✓ ¡Celebra!

✓ Lee con cuidado el
acuerdo de publicación



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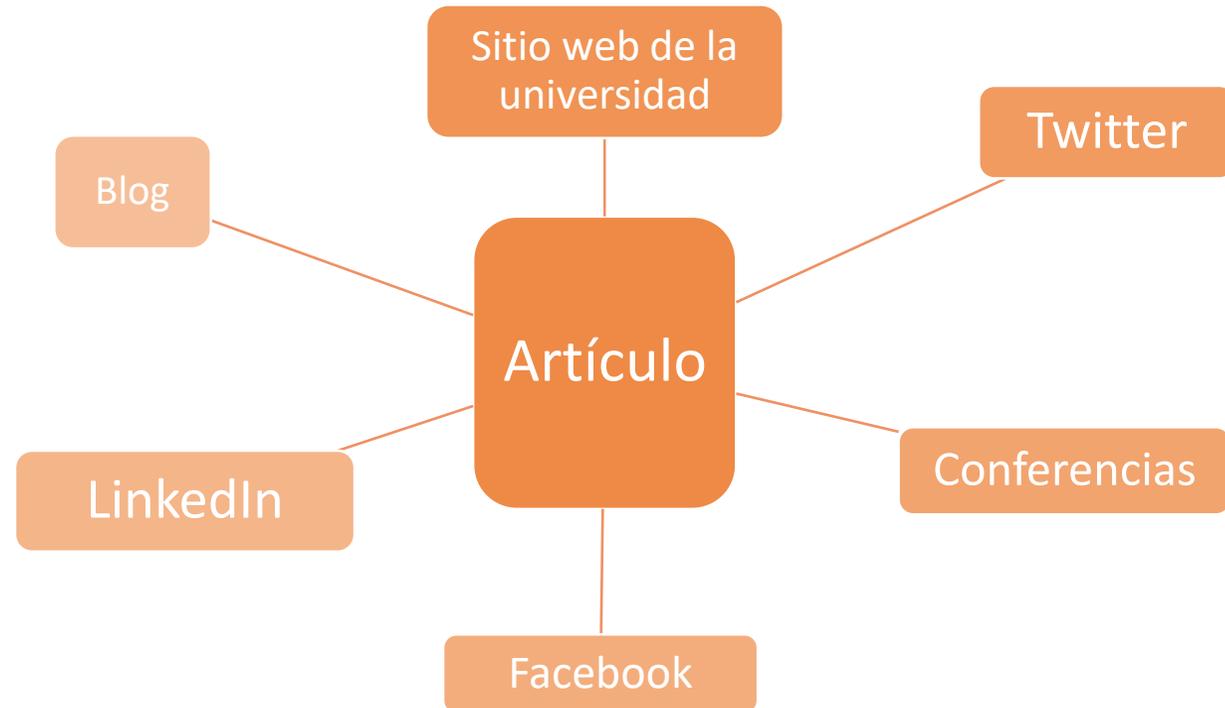
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- Relevancia de la revista en el desarrollo de un área
- Difusión del contenido
- Mantener valores éticos de la investigación y publicación

¿Qué hacer si sale bien?

- ✓ ¡Celebra!
- ✓ Lee con cuidado el acuerdo de publicación
- ✓ ¡Promueve tu artículo!

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- Hay que ser selectivos a la hora de elegir dónde publicar
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 - ✓ Dar seguimiento a citas y otras métricas generadas al publicar (acreditaciones, evaluaciones y SNI)
 - ✓ Promover sus publicaciones (visibilidad, impacto, citado)
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Developing Latin America

Scientific production in Mexican universities: Rates and expectations toward competitiveness

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Juan D Machin-Mastromatteo
CETYS Universidad

Abstract
This article analyzes emerging issues that Mexican universities are experiencing with scientific production processes, their impact on assessment indicators that determine their level of competitiveness, and the identification of assessment dimensions and criteria related to the activities of professors and researchers. Examples of previous research on universities' competitiveness are offered to provide suggestions for recognizing the need for legitimized models that allow assessing scientific production in Mexican universities.

Keywords
scientific production, scientific communication, institutional competitiveness, universities, Mexico

Introduction
Countries with peripheral economies, such as Mexico, have specific requirements for their development and competitiveness. For instance, they may experience dependency with a variety of factors, such as primary products and sometimes technology. This dependency extends to every other area that develops unilaterally; as such, there has been dependency in terms of knowledge creation and publication in scientific journals.
Over the last few years, Mexican universities have promoted actions to generate social capital in universities (mainly public) by means of their professors and researchers. Some such actions are: requiring teachers to obtain doctorate degrees to strengthen their qualifications; favoring collegiate work among academics over individual efforts; and developing research initiatives and products which can be assessed at an individual and institutional level by means of scientific communication processes.
Results observed in the past 15 years or so have been meaningful, although not sufficient or balanced throughout the country; and results are uneven among the different types of higher education institutions (HEIs). Various HEIs were created to fulfill different political purposes, often in consonance with the national policies and legislations that were in effect when they were established, which aimed to overcome certain national needs, and that were usually of a social nature. This document aims to analyze the need to assess the competitiveness of HEIs in terms of their scientific production, and to draw attention to the imprecise definitions of measurement criteria that have been used in specific situations.
Culturally, Mexico has displayed inconsistencies in government planning, hence the need to seek uniformity and standardization in various areas, for example,

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- 2016 (5)
- 2017 (2)
- 2014 (1)

más opciones / valores...

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◀ Página 1 de 2 ▶

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Por: Mtz Equihua, Saul; Torres-Perez, Myrna Lee; Machin-Mastromatteo, Juan D.

INFORMATION DEVELOPMENT Volumen: 33 Número: 3 Páginas: 326-332 Fecha de publicación: JUN 2017

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- Subordinated complacency, ferocious rivalry, or equitable work: On the independence and separation of State powers**

Por: Machin-Mastromatteo, Juan D.; Martinez-Villa, Basilio A.

INFORMATION DEVELOPMENT Volumen: 33 Número: 2 Páginas: 210-218 Fecha de publicación: MAR 2017

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- Piracy of scientific papers in Latin America: An analysis of Sci-Hub usage data**

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INFORMATION DEVELOPMENT Volumen: 32 Número: 5 Páginas: 1806-1814 Fecha de publicación: NOV 2016

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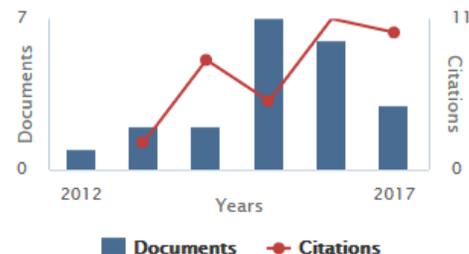
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Author History

Publication range: 2012 - Present

References: 361

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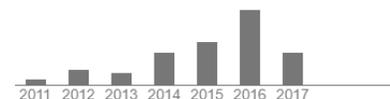
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Sirje Virkus

Dominique Babini

Alejandro Uribe-Tirado

Basilio A Martinez-Villa

Javier Tarango

Jesus Cortes Vera

Saúl Martínez Equihua (orcid.org/0000...

Renny Granda

Título	1-20	Citado por	Año
Participatory action research in the age of social media: Literacies, affinity spaces and learning	JD Machin-Mastromatteo	21	2012
New Library World 113 (11/12), 571-585			
Latin American science is meant to be open access: Initiatives and current challenges	D Babini, JD Machin-Mastromatteo	8	2015
Information Development 31 (5), 477-481			
Piracy of scientific papers in Latin America: An analysis of Sci-Hub usage data	JD Machin-Mastromatteo, A Uribe-Tirado, ME Romero-Ortiz	6	2016
Information Development 32 (5), 1806-1814			
Programa de Desarrollo de Competencias en el Uso de la Información de la Biblioteca Pedro Grases: Presente y Futuro	JD Machin-Mastromatteo	6	2009
Participatory action research and information literacy: Revising an old new hope for research and practice	JD Machin-Mastromatteo, J Lau, S Virkus	5	2013
Worldwide Commonalities and Challenges in Information Literacy Research and ...			
Exploring Users' Information Behavior in Social Networks	JD Machin-Mastromatteo	5	2012
New Trends In Qualitative And Quantitative Methods In Libraries: Selected ...			
Exploring Users' Information Behavior in Social Networks: A Contribution to the Understanding of the Use of Social Networks	JD Machin-Mastromatteo	5 *	2011

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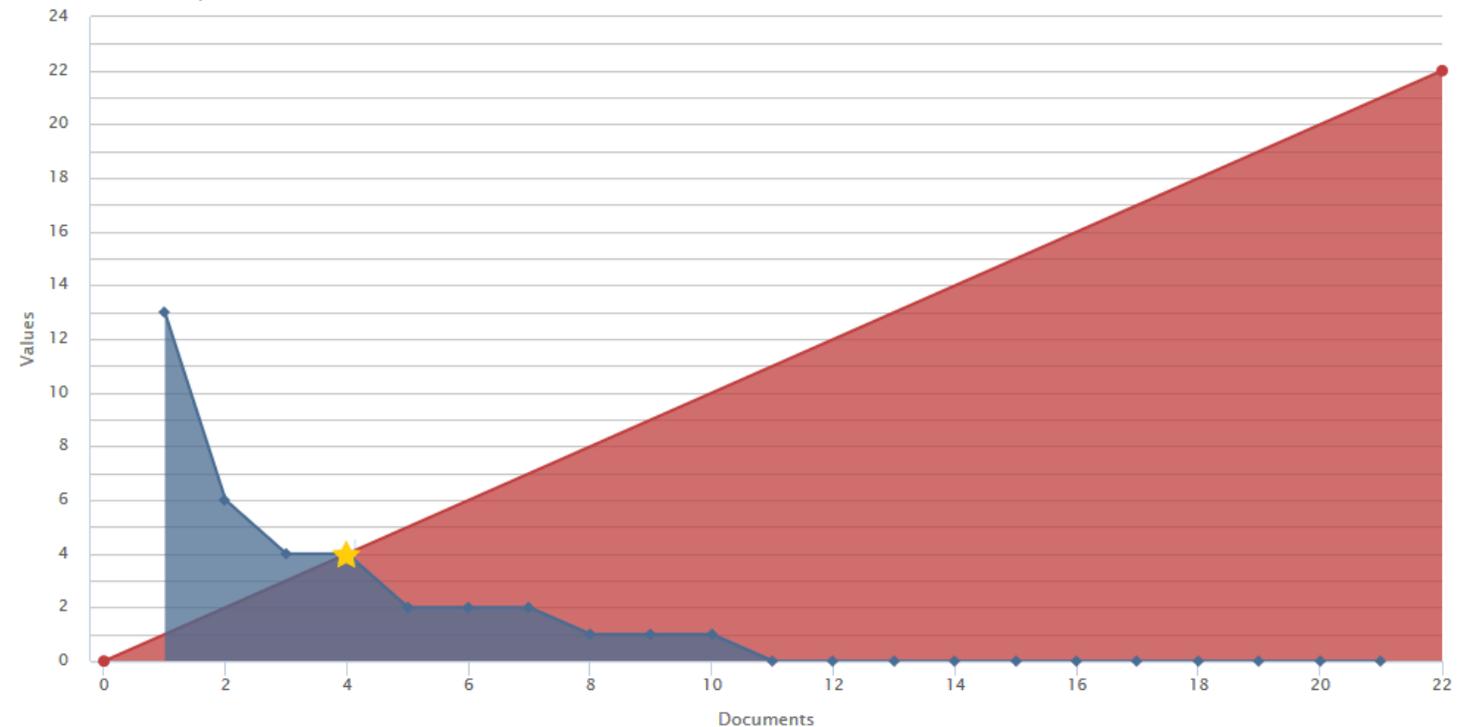
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2. The dream of health information for all	Proaño, A., Ruiz, E.F., Porudominsky, R., Tapia, J.C.	2016	<i>F1000Research</i> , 5 , art. no. 40	0

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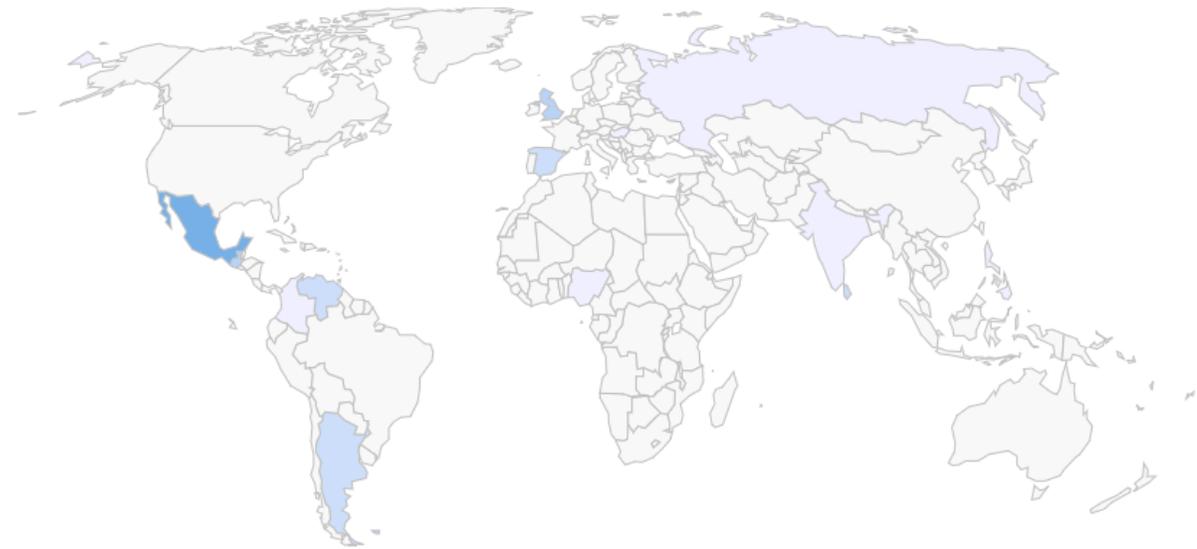
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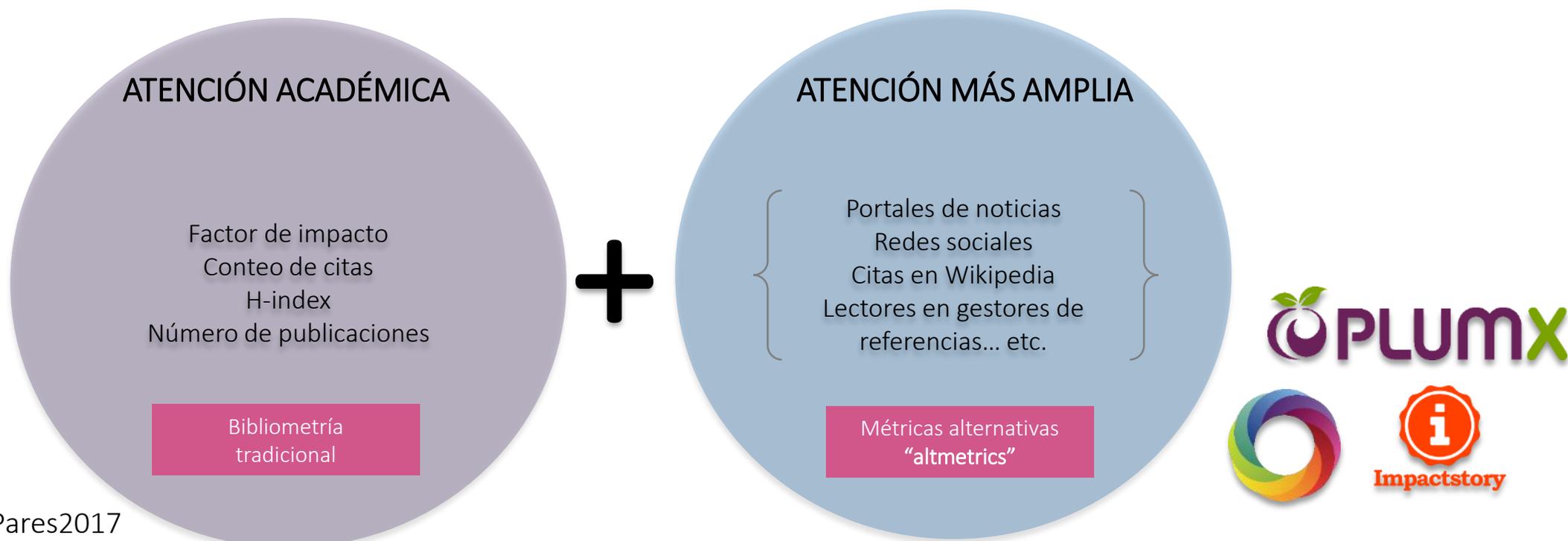
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78 Surprising Authors of Psychological Publications

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Abstract

One can find psychological authors in the most unexpected places. We present a capsule summary of scholarly publications of psychological interest authored or coauthored by 78 surprising individuals, most of whom are celebrities or relatives of celebrities, historical figures, or people who have otherwise achieved visibility in academic circles, politics, religion, art, and diverse realms of popular culture. Still other publications are authored by individuals who are far better known for their contributions to popular than to academic psychology. The publications, stretching across more than two centuries, encompass a wide swath of domains of psychological inquiry and highlight the intersection of psychology with fields that fall outside its traditional

Vol 11, Issue 4, 2016

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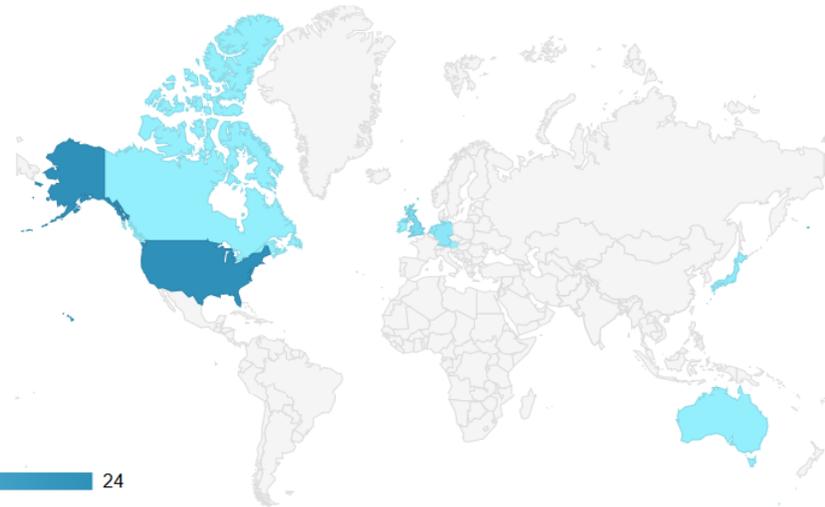
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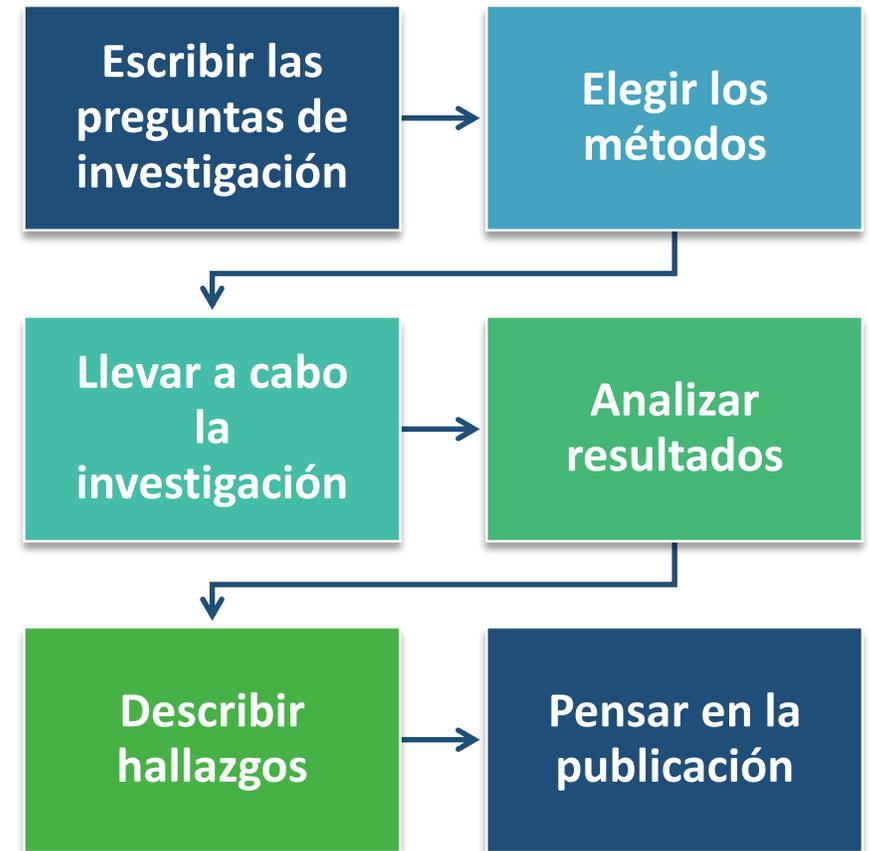
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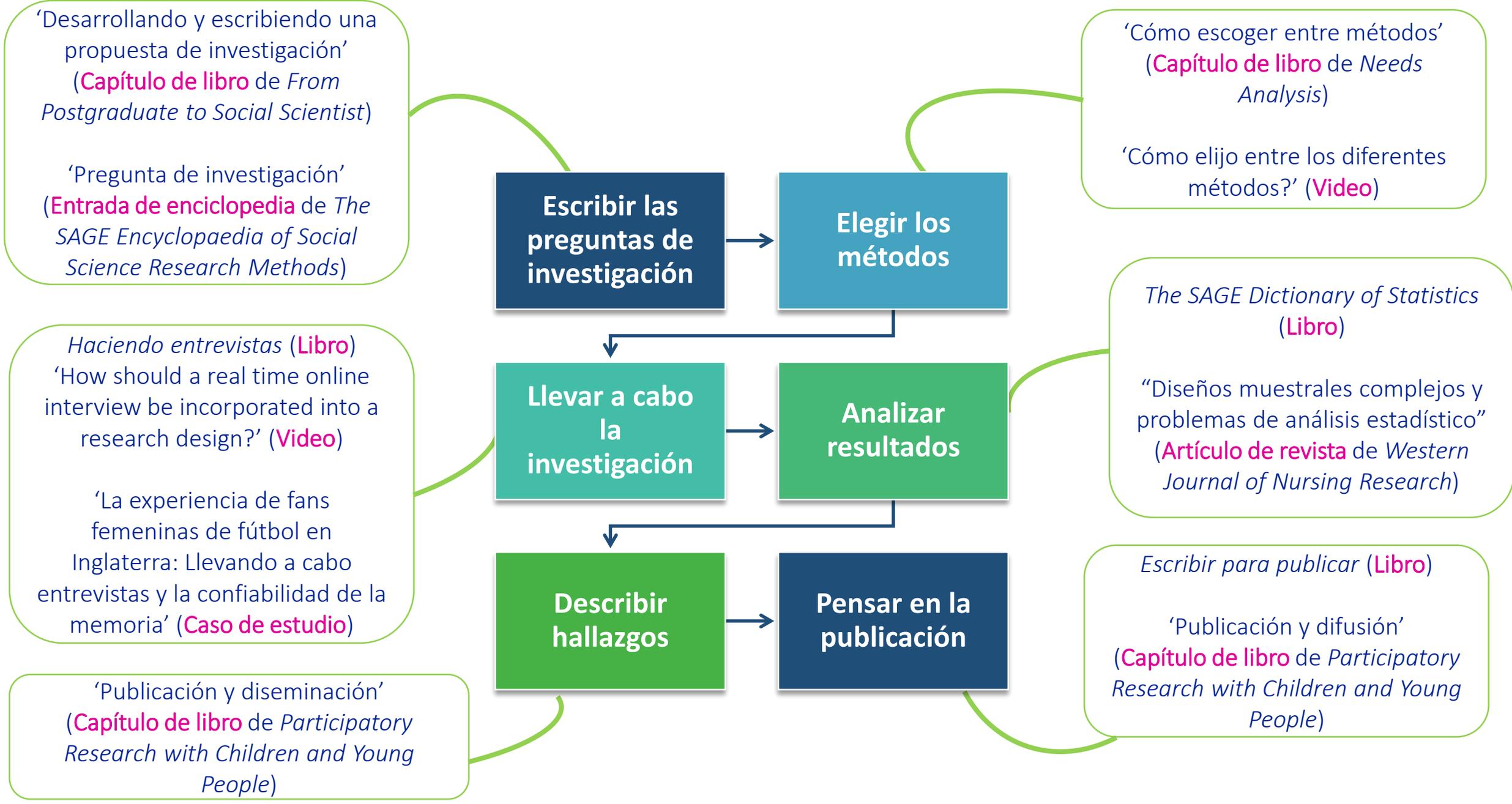
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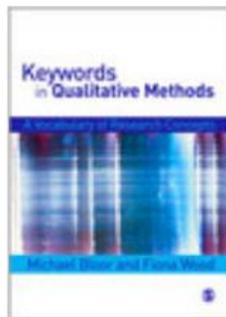
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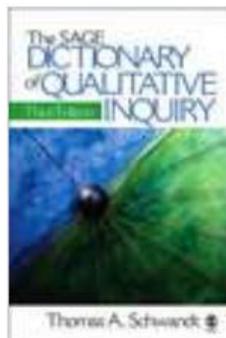
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Michael Bloor, Fiona Wood

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In *The SAGE Dictionary of Qualitative Inquiry* | Published: 2007

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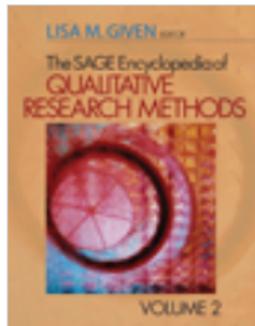
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Educational researchers employ many of the same tools as researchers across the social sciences, using qualitative, quantitative and mixed methods approaches, with a strong focus on [ethics](#), especially in the case of research with [children](#). Educational researchers conduct research in a variety of educational contexts, including [classroom-based research](#), research in [higher education](#) and [policy](#) focused research (link to “policy” search results). [Observational](#) and [Action Research](#) approaches are widely used within educational research, as are [Evaluation](#) methods. For an introduction to doing educational research, try [Introduction to Educational Research: A Critical Thinking Approach](#), by W. Newton Suter.

Psychology:

Psychology research explores the experiences and behaviors of groups and individuals, and uses both quantitative and qualitative methods to do so. Psychology often uses [experimental designs](#) to test hypotheses, which will produce data requiring [statistical analysis](#). Other types of data generated might be [phenomenological](#) or [discursive](#) narratives describing subjects' inner lives and experiences of their mental states. For an introduction to doing qualitative psychological research, try: [The SAGE Handbook of Qualitative Research in Psychology](#). For an introduction to doing quantitative psychological research, try [The SAGE Handbook of Quantitative Methods in Psychology](#).

Communication and Media Studies:

Research in Communication and Media Studies often looks at the ways in which the media reflects, represents and influences the world. This includes the study of [journalism](#), [film and television](#), [advertising](#) and other forms of digital media. Data often takes the form of [documents](#), such as newspapers, photographs or internet posts, and common methods of analysis include [content analysis](#), [discourse analysis](#) and [media analysis](#). Communication researchers may also look more broadly at how humans interact with each other and this often includes examining their [social networks](#). For an introduction into doing research in Media Studies, try [Media Research Methods](#), by Barrie Gunter.



Showing results for: **Filtered by Content Type** x

1-20 of 546 results

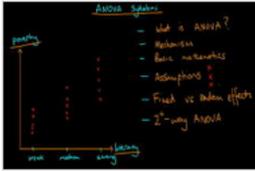
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ANOVA series syllabus

Academic: Ben Lambert Ph.D.

Published: 2017 | **Publisher:** SAGE Publications Ltd

Video Type: Tutorial | **Duration:** [00:04:43]

Series Name: [ANOVA](#) | **Episode:** 1

In this preface to his series on ANOVA, Ben Lambert explains the rudimentary principles of ANOVA (analysis of variance). The purpose of the segment is to provide insight into what ...

Methods: [Analysis of variance](#)

Keywords: [health care](#), [literacy](#), [mathematical concepts](#), [mathematics](#), [poverty](#)

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ANOVA tables

Search within results 

Refine By:

- View All
- Available to me

Content Type

- SELECT ALL
- Books (872) +
- Reference (15) +
- Journal Articles (346)



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CASE

A Critical Review on the Use of Repertory Grid Technique: Challenges and Lessons Learned

Jennifer Harlim

Published: 2017

The project described in this case discusses the use of Repertory Grid Technique to investigate concepts of good problem solving from the perspective of engineers. The theoretical underpinnings of the ...

Methods: [Data collection](#)

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CASE

A Cross-Cultural Ethnographically Informed Interview Study: Mothering and Educating Among Middle-Class Mothers in Israel

Deborah Golden, Lauren Erdreich

Published: 2017

This case is based on our cross-cultural study of Israeli middle-class mothers' engagement in their children's education. The mothers in our study belong to three social-cultural groups: Palestinian Israeli, Russian ...

Methods: [Participant observation](#)

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Discipline

- SELECT ALL
- Anthropology (108)
- Business and Management (53)
- Criminology and Criminal Justice (54)
- Communication and Media Studies (52)

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Publication Date



Result Type

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- Chapters / Entries



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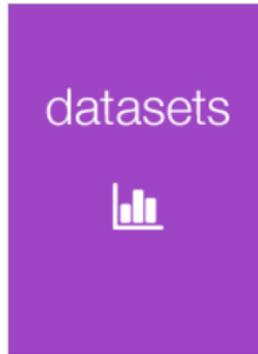
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 DATASET

A Discourse Analysis Approach to Interview Data: The Guidance Tutor Role in Higher Education

Jamie Harding

Published: 2015

This example focuses on an approach to the analysis of data called discourse analysis. The approach taken here is to apply discourse analysis to interview transcripts. This example focuses on ...

Methods: [Discourse analysis](#)

Keywords: [discourse](#)

Data Type: [Interview Transcripts](#)

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ANCOVA and the Early Childhood Longitudinal Study (1998):

Search within results 

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- Available to me

Content Type

- SELECT ALL
- Books (0) +
- Reference (0) +
- Journal Articles (0)

dataset-discourse-analysis-education-dataexemplar.pdf - Adobe Acrobat Pro

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1 / 29 125%

Tools Comment

SAGE researchmethods datasets

Data Exemplar for use with:

**A Discourse Analysis approach to Interview Data:
The Guidance Tutor Role in Higher Education**

Data collected by: Dr Jamie Harding

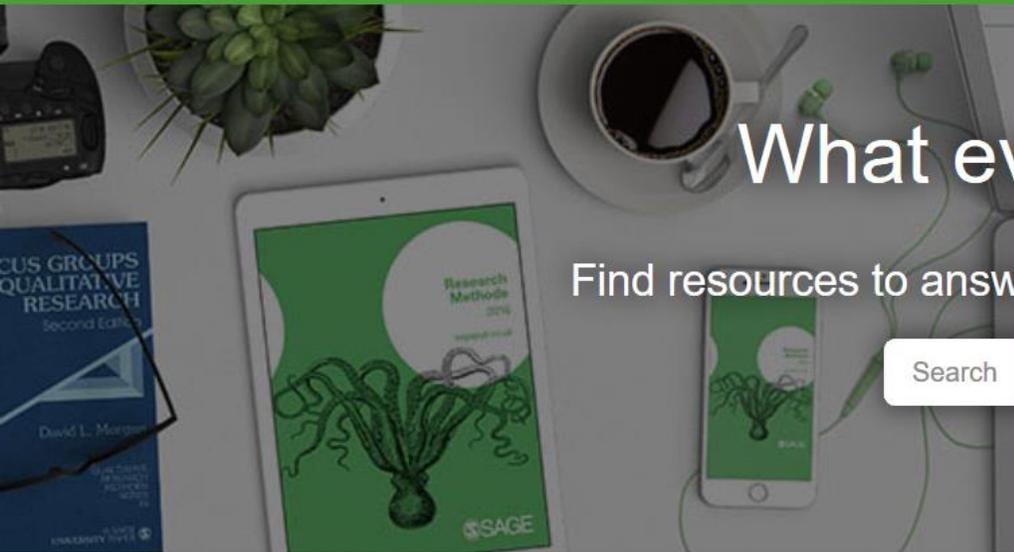
Full Interview Transcript

Interview with Lewis

Interviewer: First we'll look at motivation. How long have you been in your current job?

Lewis: A large number of years now

SAGE Recommends



What ever

Find resources to answer

Search

Methods Map

Explore the research methods terrain, read definitions of key terminology, and discover content relevant to your research methods journey.

Reading Lists

Find lists of key research methods and statistics resources created by users

Project Planner

Find all you need to know to plan your research project

Which Stats Test

Choose an appropriate statistical method using this straightforward tool



Questions

I want to...

Read classic and cutting edge books



Books

Watch methods come alive



Video

Find quick answers and definitions



Reference

Learn about quantitative methods



Little Green Books



Project Planner



Research Stages

Overview

Philosophy of Research

Defining a Topic

Reviewing the Literature

Developing a
Researchable Question

Research Design

Planning and Practicalities

Research Ethics

Data Collection

Data Analysis and
Interpretation

Writing Up

Dissemination

Overview

This tool is designed to guide you through your research project. First, think about what stage you're at in your research. If you've already gotten started, click on the stage below that best describes where you are. If you're just starting out, it might be helpful to read more about why we do research before getting started.

[Begin your research: Why we do research >](#)

Research Stages

Overview

Philosophy of Research

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Planning and Practicalities

Research Ethics

Data Collection

Data Analysis and Interpretation

Writing Up

Dissemination

Philosophy of Research

 Tools

Introduction

+

Why Do Research?

+

What's the Difference Between Methodology and Methods?

+

What Are Ontology and Epistemology?

+

Do All Social Scientists Use the Same Methodology?

+

What Other Terms Might I Encounter When Learning About Methodology?

+

What Role Does Theory Play in Social Science Research?

+

How Do Theory and My Methodological Position Affect the Methods I Choose?

+

What's the Difference Between Qualitative and Quantitative Methods?

+

Are There Disciplinary Traditions I Should Know About?

+

What Research Traditions Exist in My Discipline?

+

Research Stages

Overview ●

Philosophy of Research ●

Defining a Topic ●

Reviewing the Literature ○

Developing a
Researchable Question ○

Research Design ○

Planning and Practicalities ○

Research Ethics ○

Defining a Topic

 Tools

Introduction +

How Can I Decide What to Study? +

How Do I Identify a Good Research Topic? +

What Practical Things Should I Think About Before I Start My Research? +

Checklist: Questions to Ask Yourself When Deciding on a Topic +

Next Stage: Reviewing the Literature >

Research Stages

Overview ●

Philosophy of Research ●

Defining a Topic ●

Reviewing the Literature ●

Developing a Researchable Question ○

Research Design ○

Planning and Practicalities ○

Research Ethics ○

Data Collection ○

Data Analysis and Interpretation ○

Writing Up ○

Dissemination ○

Reviewing the Literature

 Tools

Introduction +

Why Do I Need to Do a Literature Review? +

What Types of Literature Should I Use in My Review? +

What Is Grey Literature? +

How Do I Do a Literature Search? +

How Do I Do a Literature Review? +

What Makes a Successful Literature Review? +

How Do I Keep a Bibliography? +

How Does the Literature Review Differ From Doing Desk Research? +

How Can I Use the Internet in My Research? +

Next Stage: Developing a Researchable Question >

Research Stages

- Overview ●
- Philosophy of Research ●
- Defining a Topic ●
- Reviewing the Literature ●
- Developing a Researchable Question ●**
- Research Design ○
- Planning and Practicalities ○
- Research Ethics ○
- Data Collection ○
- Data Analysis and Interpretation ○
- Writing Up ○

Developing a Researchable Question



Introduction	+
How Do I Develop a Research Question?	+
When Will I Know What My Research Question Is?	+
How Do I Know if My Research Question Is Suitable?	+
Types of Research Questions: Why? When? Who? How? Where?	+
What Do You Want Your Research to Tell You About the World?	+
What Kinds of Change Can My Research Identify?	+
How Can My Research Explore and Explain?	+
How Can My Research Evaluate?	+
Checklist: What Makes a Researchable Question?	+

Next Stage: Research Design >

Research Stages

- Overview ●
- Philosophy of Research ●
- Defining a Topic ●
- Reviewing the Literature ●
- Developing a Researchable Question ●
- Research Design ●**
- Planning and Practicalities ○
- Research Ethics ○
- Data Collection ○
- Data Analysis and Interpretation ○
- Writing Up ○
- Dissemination ○

Research Design



- Introduction +
- What Is a Research Plan? +
- What Is Research Design? +
- What Will You Emphasize in Your Research? +
- Which Methods Should I Use? +
- How Can Social Theory Help Me Identify a Research Method? +
- Who Will Benefit From My Research? +
- How Do I Match My Research Method(s) to My Research Question(s)? +
- Why Does It Matter Which Method(s) I Use? +
- What Kind of Data Do I Want to Generate? +
- Should I Use One Method or Multiple Methods? +

Research Stages



What Is Sampling?

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List



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What Is Sampling?

A sample is a part that stands for the whole. Note that phrase “stands for.” The sample is supposed to represent the whole so that we can say things about the whole on the basis of information about the sample.

Quantitative **sampling** is always a matter of selecting some cases from all cases. We take a sample from a population. To be able to do that, we need to have some clear idea as to what the population is—the “theoretical universe.” We also need to have some way of accessing (at least) a very large part of that population—the “working universe,” through a list of all cases from which we sample. This is called the **sampling frame**.

In quantitative work we also want the sample to be collected in such a way that we can use statistical inference to attach probability statements to measures derived from the sample and from hypotheses which we test on the basis of sample data.

Why is it important to have a **random sample**?

We want to be able to make statements about the population from which the sample is drawn on the basis of measurements from the sample. That is, we want to make statements about parameters (population values) on the basis of statistics (sample-based estimates of population values). To do this, we must draw our sample randomly, or in a way which is very close to random.

Why does the **size of the sample** matter?

A random sample of size N is a sample drawn in such a way that all samples of size N have an equal chance of being drawn. It is not a sample drawn in such a way that all cases have an equal chance of being drawn.

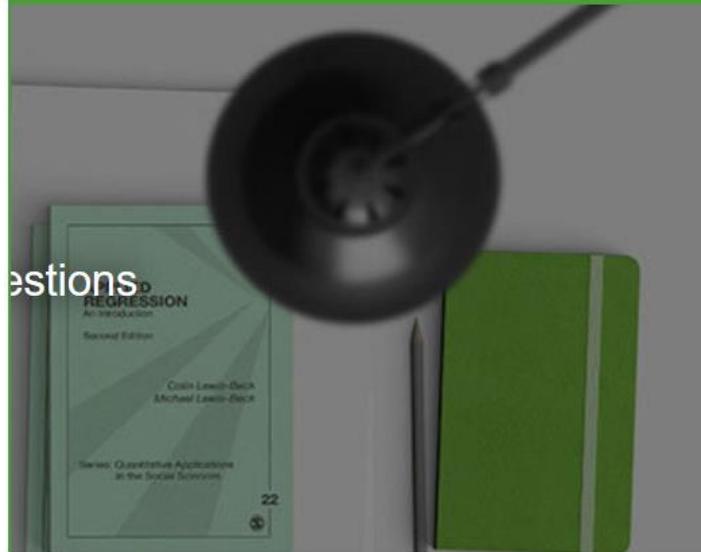
Our sample size must be large enough (N greater than 40). Then, regardless of the shape of the distribution of any parameter



What ever
Find resources to answer

Search

- Methods Map** Explore the research methods terrain, read definitions of key terminology, and discover content relevant to your research methods journey.
- Reading Lists** Find lists of key research methods and statistics resources created by users
- Project Planner** Find all you need to know to plan your research project
- Which Stats Test** Choose an appropriate statistical method using this straightforward tool



Questions

I want to...

Read classic and cutting edge books	Watch methods come alive	Find quick answers and definitions	Learn about quantitative methods
 Books	 Video	 Reference	 Little Green Books



Advanced

[Methods Map](#)

[Reading Lists](#)



Explore the research method

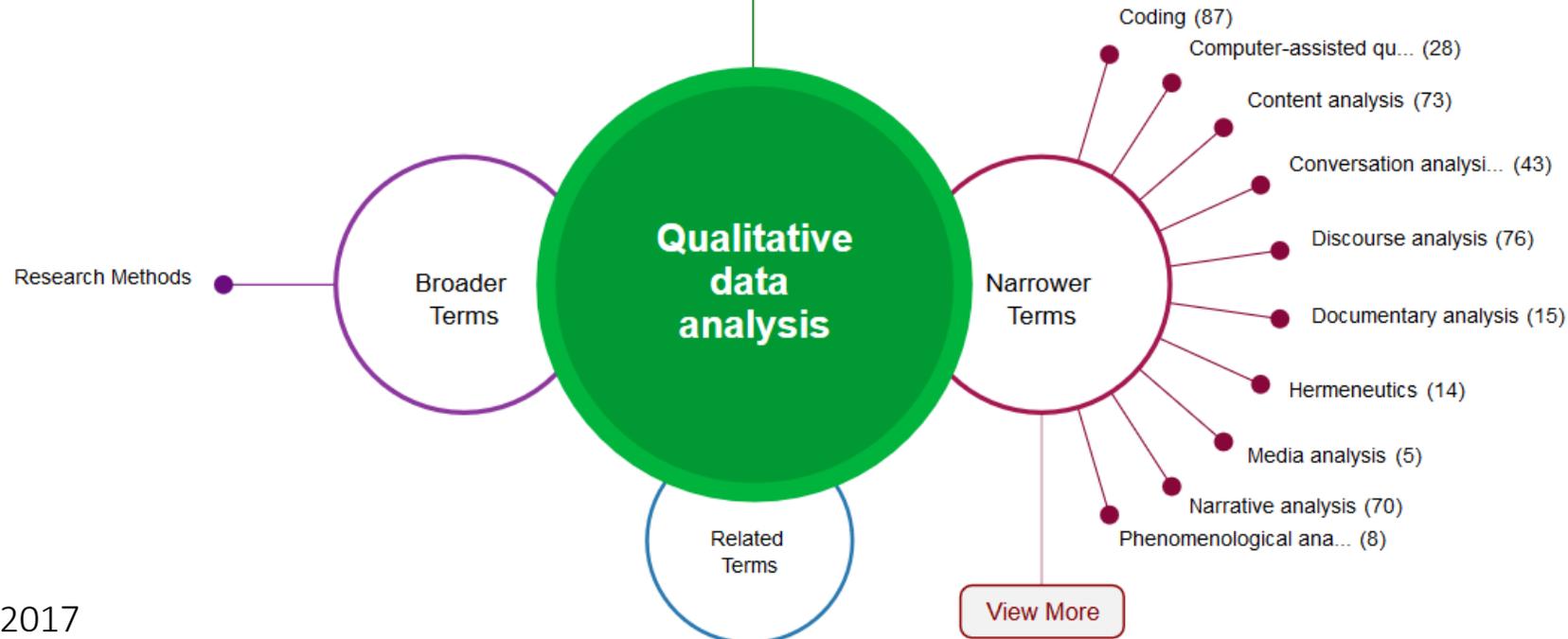
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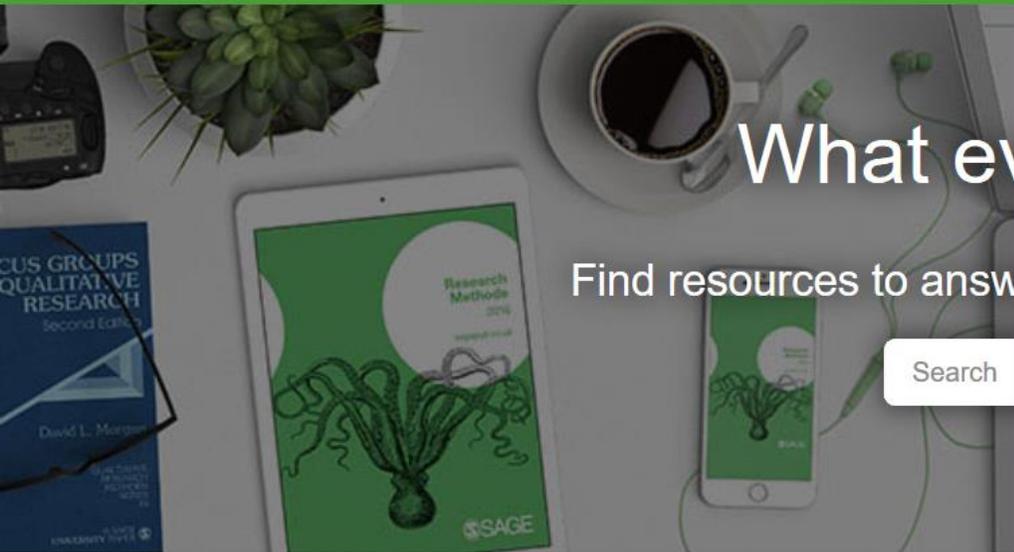


Qualitative data analysis

Approaches to the interpretation and understanding of material arising from the use of qualitative methods, such as transcripts from depth interviews and focus groups, fieldnotes from participant observation studies, and so on

[View content on Qualitative data analysis \(117\)](#)

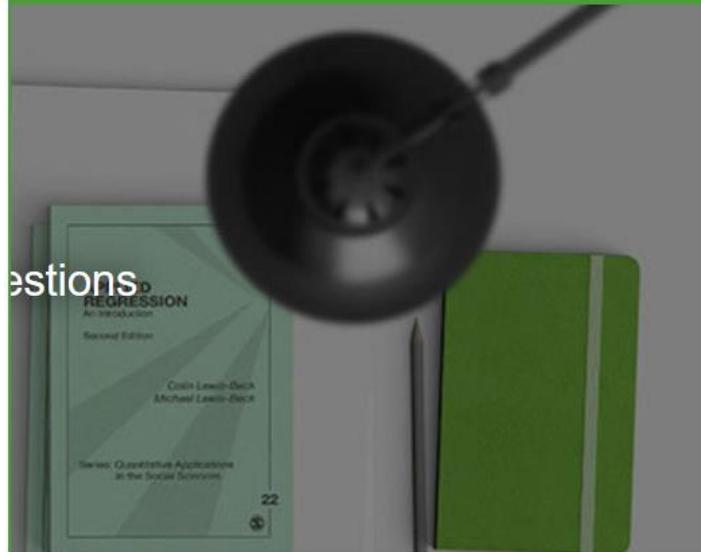




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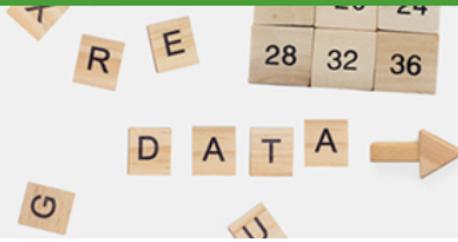
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Which Stats Test

Knowing which statistical test to use to answer your question is tricky.
Use this simple tool to help narrow down the options!

Question 1 - What is the purpose of your analysis?

- To look for differences between sets of data
- To look for an association between variables

< Previous

Next >

[Start over](#)



Help

? Need some help?

Read more about [choosing test statistics](#) to help you get started



Which Stats Test

Knowing which statistical test to use to answer your question is tricky. Use this simple tool to help narrow down the options!



Question 2 - What do you want to do with your data?

- Measure the strength of association between two variables of the same type
- Predict values of an outcome variable from one or more independent variables

[< Previous](#)

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[↻ Start over](#)



Help

Need some help?

We have introductory materials on [correlation and regression](#) that can help you understand. Need a bit more in-depth explanation? Try reading a book chapter on [correlation and regression](#).



Which Stats Test

Knowing which statistical test to use to answer your question is tricky. Use this simple tool to help narrow down the options!



Question 3 - What measurement level is your outcome variable?

- Interval/Ratio
- Ordinal
- Nominal

[< Previous](#)

[Next >](#)

[↻ Start over](#)



Help

 **Need some help?**

If you are not sure what measurement level your outcome variable is, you will find our resources on [understanding variables](#) and [level of measurement](#) particularly helpful



Which Stats Test

Knowing which statistical test to use to answer your question is tricky. Use this simple tool to help narrow down the options!



Question 4 - How many categories does your outcome variable have?

Two categories

More than two categories

[< Previous](#)

[Next >](#)

[↻ Start over](#)



Help

 **Need some help?**

You should read about [nominal variables](#) to help you establish how many categories your outcome variable has.



Which Stats Test

Knowing which statistical test to use to answer your question is tricky. Use this simple tool to help narrow down the options!



Suggested Test - Multinomial logit regression

Based on your answers the test that seems most appropriate is [multinomial logit regression](#). Read about this method in our encyclopedia resources or try it for yourself with SAGE Research Methods Datasets. We have the following resources with which you can familiarise yourself with this test:

- [Multinomial Logit and the Behavioral Risk Factor Surveillance System \(2013\): Strenuousness of Recent Activity](#)
- [Multinomial Logit and the Cooperative Congressional Election Study \(2012\): Views on How to Balance the Budget in the U.S.](#)



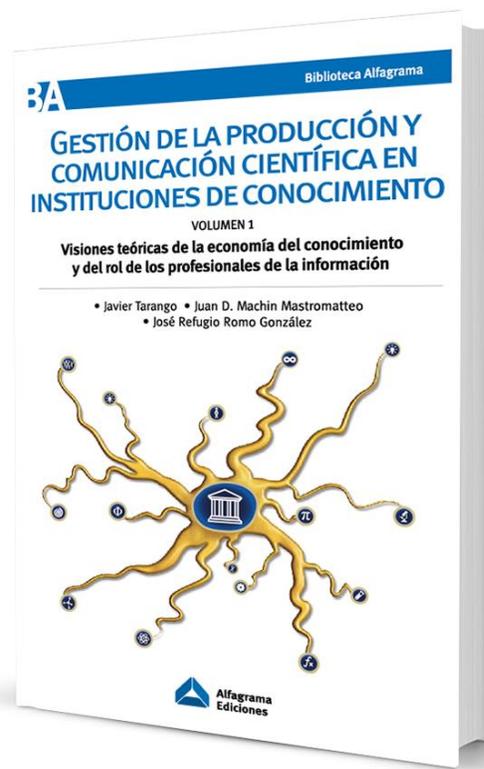
Help

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¡Muchas gracias por su atención!
¿Preguntas?

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