Online Journalism:
Qualitative research methods

A Guide

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An introduction to research

1. A good research project must accomplish these requirements:
   - The researcher’s work synthesizes the findings on a topic and the interpretation and evaluation of those findings.
   - The research work must be original.
   - The research work recognizes the sources used.
   - The research work shows how the researcher is (or want to be) part of the scholarly community.

2. On the contrary, what is not a Research Project?
   - A briefing on some others’ articles, because it lacks originality.
   - Repeating some others’ ideas, not at least without criticism.
   - A mere set of mentions, even if ordered with some sense.
   - Personal and not empirically based opinion.
   - Copying some other’s work is not a research, it is plagiarism (and, please remember, it is strictly forbidden).

3. These are the following steps to design a research project:
   1. Choosing and Defining a Topic
   2. Defining the Research Problem
   3. Theoretical Background
   4. Quality Control
   5. Gathering data and information.
   7. Organizing ideas.
   8. Writing the paper.

4. Choosing and defining a research topic
   These are four advices to choose a topic, following U. Eco’s Come si fa una tesi di laurea:
   - The topic must be related to the cultural world (reading, ideas, etc.) of the student.
   - Sources must be accessible.
   - Sources must be comprehensible.
   - The student needs some expertise in the methodological design of the research.
   Once you have decided the topic:
   – Examine and analyze it from several points of view.
– Evaluate and criticize the topic.
– Compare and contrast ideas, similarities and differences.
– Set some relations of ideas.
– Argue pros and cons.

A good research topic is:
1. Good to show the best attitudes and qualities of the researcher (please consider what would you do if the research was commissioned by someone).
2. Interesting enough for the researcher.
3. Able to teach enough and to enhance curiosity.
4. Suitable in goals and work from the beginning. Never broaden the initial design if not strictly necessary.
5. The research must be able to be original and make a substantial contribution.
6. You need to know whether you will be enough information and data.
7. Appropriate to the (scholarly) audience.

So, please avoid topics which are:
1. With just one information source (timeo honem unius libris...).
2. In which a single researcher cannot make all the work.
3. Too broaden or too narrow.
4. Unable to shed relevant conclusions.
5. Unable to keep the researcher’s interest alive.
6. So neutral so the researcher won’t be able to give a proper interpretation.
7. So complex that they are unbearable.
8. Those too popular (and too studied).
9. Those in which the researcher is emotionally implied, or so controversial that an interpretation can be considered an opinion.
10. Unappropriate for the scholarly audience.

So, please choose a topic
- Appropriate and currently
- With practical implications
- Interesting for a strategic part of society
- Which fills in a research need
- Which applies several techniques (when necessary)
- To improve methods and techniques
- Which reveals new data
- Which supposes a theoretical revision
6. Then do a state of the art of your topic, to justify it in terms of relevance, a section devoted to literature review systematic, exhaustive, using key words and appropriate and productive search terms, and mention all references properly (we recommend APA Style).

7. Identifying and defining the research problem: The following steps are suggested to identify and define the research problem:
   - Spatial and time limits
   - State of the art of the research object (historical dimension).
   - Do not research an already exhausted problem

Once defined, write it down and Introduction, title and abstract, keywords and definitions of the main concepts. A good advice is to use a narrative hook.

8. How to define the hypothesis:
   Once defined the problem, and the goals of our research, it is necessary to write some few and specific Research Questions, which will guide the aspects we intend to solve in our research.
   Sometimes, some related variables (this depends on this, so to say) may appear, and then hypothesis should be defined. Hypothesis may be Central or Secondary, and can be solved at the end of the research as Positive (validated), Nule (not validated or impossible to solve) or Alternative (some other variables may appear in the course of the research).

Types of hypothesis include:

Descriptive
   - Simple
     - Description
   - Classification
     - Measuring (precision)
   - Comparative
     - Time
     - Spaces
     - Places
     - Groups

Relational
   - Analytical
     - Simple
   - Causal
     - Reversible-Irreversible
     - Deterministic-Stochastic
     - Sequential-Coexistent
     - Sufficient-Contingent
Necessary-Sustituible
Instantaneous-Interdependent
Programatical.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Goals</th>
<th>RQs</th>
<th>Variables</th>
<th>Hypothesis</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(What do I intend to solve or explain?)</td>
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<td></td>
</tr>
<tr>
<td>O1</td>
<td>RQ 1</td>
<td>DV1</td>
<td>IV1</td>
<td>H1</td>
<td>M1</td>
</tr>
<tr>
<td>O2</td>
<td>RQ 2</td>
<td>DV2</td>
<td>IV2, IV3</td>
<td>H2, H2.1, H2.2, H2.3</td>
<td>M2</td>
</tr>
<tr>
<td>O3</td>
<td>RQ3</td>
<td>DV3</td>
<td>IV5, IV6, IV7, IV8, IV9</td>
<td>H3, H3.1, H3.2, Etc.</td>
<td>M3</td>
</tr>
</tbody>
</table>
Latest trends in (online) journalism research

1. Informational Conception: Journalism as an Instrument
2. Mediatization
   a. Journalism as an Institution
   b. Society articulated with the Media
   c. Journalism as Discourse
      i. Rhetorics & Technology
      ii. Narrativity
3. The main problems:
   a. In which way news and information are gathered, produced and disseminated?
      Factors of Production
      Journalism as Social Construction
      Journalism as a Job
      Ideological Values
      Media Cultures
      Reality-Constructing Activity
   b. How is it changing?
      Cooperation – Groups – Communities
      Speed – Connectivity - Flexibility
      Innovation
      Adaptation
      Transformation
   c. Convergence – Globalization
      Decentralization
      Non linearity
      Property and Alliances
      Network Journalism
      Multinodal Structures
      Social Interaction
      Comparative Studies
      Media Policy
      News Flow
4. Some bibliographical recommendations:

<table>
<thead>
<tr>
<th>Further Readings (correspondence with the support stuff)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main texts:</strong></td>
</tr>
<tr>
<td>Hanitzsch, T.; Esser, F. Challenges and Perspectives of Comparative Communication Inquiry. <em>Handbook of Comparative Communication Research</em> [01_trends_comparative_communication_research.pdf]</td>
</tr>
</tbody>
</table>
A) Theoretical Background

Two main questions:

1. Why do we use theories?

“[Theory] is used as a broad explanation for behavior and attitudes, and it may be complete with variables, constructs, and hypotheses. Researchers increasingly use a theoretical lens or perspective in qualitative research, and advocacy perspective that shapes the types of questions asked, informs how data are collected and analyzed, and provides a call for action or change.”

It is an inductive logic:

Creswell, J. H.  
*Research design. Qualitative, Quantitative and Mixed Methods Approaches.*  
Los Angeles etc.: Sage, 2009
2. Theories, Methods or Approaches?
Three theoretical suggestions:
1. Grounded Theory
   “Grounded theory methods are suitable for studying individual
   processes, interpersonal relations and the reciprocal effects between
   individuals and larger social processes”.

   Creswell, J. H.
   Research design. Qualitative, Quantitative
   and Mixed Methods Approaches.
   Los Angeles etc.: Sage, 2009

   Glasser and Strauss
   To generate (inductive) theories
   Related to social questions
   Based on a systematic analysis of data
   Simultaneous data collection and analysis
   Open at first, then Axial and Selective-Theoretical
   Iterative design and theoretical sampling
   Until theoretical saturation
   Comparative system
   Categories from Empirical Data
   Until finding the central category (or categories)

2. Action-Network Research
   “It leads to better research because the practical and theoretical
   outcomes of the research process are grounded in the perspective and
   interests of those immediately concerned, and not filtered through an
   outside researcher’s preconceptions and interests”.

   Reason, P.; Bradbury, H.
   Handbook of Action Research. Participative Inquiry and Practice.
   London etc.: Sage, 2001: 4

   Community-based, Collaborative
   Participants help to design research
   To produce practical knowledge
   Democratise the research process
   Emphasis on Taking Action

3. Mixed Methods
   Quantitative and Qualitative Paradigms
   Complex Research Questions
   A Sequence of Methods
Data Collection, Analysis, Interpretation

4. Some help to decide:

<table>
<thead>
<tr>
<th>Box 4 Key elements to look for in research papers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grounded theory</strong></td>
</tr>
<tr>
<td>• Does the research question indicate that a theory is needed?</td>
</tr>
<tr>
<td>• Is the study designed to support iterative data collection and analysis in a context of theoretical sampling?</td>
</tr>
<tr>
<td>• Does the discussion explain how the theory responds to the original research question?</td>
</tr>
<tr>
<td><strong>Mixed methods</strong></td>
</tr>
<tr>
<td>• Is the research question appropriate for mixed methods or would a single method suffice?</td>
</tr>
<tr>
<td>• Is the relation among the methods clear in terms of their sequence, priority, and integration?</td>
</tr>
<tr>
<td>• Does the discussion relate the findings to a complex understanding of a multifaceted phenomenon?</td>
</tr>
<tr>
<td><strong>Action research</strong></td>
</tr>
<tr>
<td>• Does the research question arise from a situated problem that is best understood through a collaborative research partnership?</td>
</tr>
<tr>
<td>• Are the research agenda and activities shared by researchers and partners?</td>
</tr>
<tr>
<td>• Do the results meet the partners’ needs in a collaborative and equitable manner? Is the identified problem acted on in a substantive way?</td>
</tr>
</tbody>
</table>


B) Indicators of quality control

Accurate **description** of the problem.
Construction of the corpus **(relevance)**.
Indication of the methods **(transparency)**.
1. Credibility
   Through persistent observation, triangulation of methods and control of the operations, both gathering and observation.
2. Transferability
   Using an intentional sampling system, and proposing a deep description.
3. Dependability
   The research process will be examined.
4. Conformability
   Methods will be discussed and evaluated and results compared.

Further Readings (correspondence with the support stuff)

Main texts:

Lingard, L.; Mathieu, A.; Levinson, W. Grounded theory, mixed methods, and
Methodological articles:

- Strauss, A.; Corbin, J. Grounded Theory Methodology. An Overview [grounded theory methodology.pdf]
- Charmaz, K. The Grounded Theory Method: An Explanation and Interpretation [grounded.theory.pdf]

Examples:

- Domingo, D.; Masip, P.; Costera, I. Tracing Digital News Networks [action_network_theory_example.pdf]
- Jones, M.; Alony, I. Guiding the Use of Grounded Theory in Doctoral Studies – An Example from the Australian Film Industry [grounded_theory_example.pdf]
Historiographical Research Methods
applied to the Digital Media

Main items
- Catalogation
- Preservation (and access)
- Historiography

From *histoire evenéméntielle* to social history
- Not just the data
- Interpretation, asking for the causes
- Media as a source, media as an object, media as transmissors

Methods
- Sources, primary and secondary
- Accessible sources (physical and cultural access)
- The especial problems of the digital documents
- Assessing the sources

Problems of the Digital History
- “Uno de los problemas de la Historia de la Comunicación [...] es que debería constituir un saber interdisciplinar, o, si se quiere utilizar un término más en boga, transdisciplinar. Pero los historiadores no suelen hacer suya la idea de T. Rabb que subrayaba cómo los mayores avances en historia surgían precisamente en los intersticios entre disciplinas [...]”. La historia de los medios de comunicación suele contemplarse por la historiografía como un tema periférico [...]. La cuestión está en que, atendiendo a la época en que vivimos, al menos desde hace dos décadas, el análisis de los medios de comunicación debería ser cada día menos marginal en el estudio de la Historia [...]. Parece significativo que muchos historiadores quizá no se den cuenta de que, entre otros motivos, la historia que se publica hoy no es la de hace 25 años en parte por la influencia de la esfera mediática en que vivimos todos.” (Juan Gracia)

- Definition of the object of study (time and universe of study)
- Periods
- Document availability
- ... And go beyond positivism and heurism
After all:

• It is possible to apply methods of historiography to the study of the Web and new media
• Transdisciplinarity
• Do not refuse positivism or heurism (but try to go beyond them)
• Try to establish proper periods (even if provisory)
• Longitudinal and comparative researches

Some authors to read:

• Asa Briggs
• Peter Burke
• Roger Chartier
• Robert Darnton
• Niels Brügger

Further Readings (correspondence with the support stuff)

Main texts:


Methodological articles:

Nicholson, B. The Digital Turn. [history_digital_archives.pdf]
Content and Discourse Analysis

1. A definition
Systemic and objective identification of specific characteristics inside a text (discourse)
Used to get reproducible and valid inferences out of data to the context

A new landscape:

http://www.mediacenter.org/pages/mc/research/we_media/

Figure 1.1 - Noticias de Arriba hacia abajo vs. Abajo hacia arriba
Emisión: Noticias de arriba hacia abajo
Modelo también llamado de emisión. Caracterizado por el control de la organización de medios. Todas
noticia es filtrada a través de la organización antes de alcanzar a la audiencia.

Interconexión (Traducción libre de 'Intercast'): Noticias de abajo hacia arriba
También llamado punto a punto, red social. Los participantes son pares y tienen la habilidad para cambiar
sus roles. Las noticias con frecuencia no son filtradas por un mediador antes de alcanzar su audiencia.

2. Content analysis
Quantitative / Qualitative
Exploratory / confirmatory
Direct / Indirect
Qualitative techniques
  Word counting
  Concordance
3. Discourse analysis
   - Rhetorics
   - Argumentation
   - Ideologic
   - Semiotics
   - Narratology

4. Process
   - Corpus
     - Categories and code
     - Training of the coders
     - Improve the code
     - Data gathering
     - Data analysis
     - Comparation with other data

5. Categories
   - Formal / Proper data (content)
     - Homogeneous
     - Pertinent
     - Clear
     - Productive

Some examples:
6. Some techniques

6.1. Qualitative Content Analysis
- Tracking Discourse to transform RQ into categories.
- Textual interpretative and thematic analysis.
- Adapting Media Logic.
- Based in Symbolic Interactionism (“The ultimate meaning of any text turns on an actor’s interpretation of cultural material”) and Structuralism (The cultural context of messages).
- Goal: Examining frequency and variety of messages
- Elements to be analyzed:
  - Frames
  - Formats
  - Themes
  - Other media elements:
    - Rhythm
    - Flow
    - Space

- Basic steps:
  1) Become familiar with the context and process
  2) Become familiar with some samples of documents.
  3) List some categories
  4) Test the analysis protocol
  5) Revise the protocol and add some more cases to test

- Tracking discourse:
  1) Database with the universe
  2) Boolean searches
  3) Add categories
  4) Analysis
    1) Comparing items
    2) Enumerating shifts and trends
    3) Examining denotative and connotative shifts
    4) Combining words and searches to find patterns and themes

“Ethnographic Content Analysis consists of reflexive movement between concept, development, sampling, data collection, data coding, data analysis,
### Further Readings (correspondence with the support stuff)

**Main texts:**


- Saldana. *An Introduction to Codes and Coding*. [04_discourse_analysis_coding.pdf]

**Examples:**

Qualitative Research Methods of the Social Sciences
Applied to Communication

1. Why do we use qualitative methods (and Ethnography)?
   It serves a research goal
   It is systematic
   Related to more general theories
   Controlled with validity and fiability criteria

2. It is applied to social groups:
   Closed
   Living together during a long time
   Confronting situations
   Behaviors in public events
   All those that cannot be analyzed using surveys or interviews

3. Benefits and Weaknesses

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firsthand data</td>
<td>Time consuming</td>
</tr>
<tr>
<td>Direct witness</td>
<td>Difficulties</td>
</tr>
<tr>
<td>Confidence</td>
<td>Reserve</td>
</tr>
<tr>
<td>Conflict and evolution</td>
<td>Generalization</td>
</tr>
<tr>
<td>Comprehensive social description</td>
<td>Self prejudices</td>
</tr>
</tbody>
</table>

The main problem: Access

Further Readings (correspondence with the support stuff)

Main texts:

Oller Alonso, M.; Barredo, D. International Comparative Studies: Towards the Integration of Quantitative and Qualitative Methods
[05_01_qualitative_quantitative_methods.pdf]

Jackson II, R. L.; Drummond, D. K.; Camara, S. What is Qualitative Research?
[05_02_what_is_qualitative_research.pdf]
Methodological articles:

Paulussen, S.; Ugille, P. User Generated Content in the Newsroom: Professional and Organisational Constraints on Participatory Journalism [UGC.pdf]
Main Techniques of the Qualitative Methods

1. Observation

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of view of the observed</td>
<td>Time consuming</td>
</tr>
<tr>
<td>Witnessing the facts</td>
<td>Self prejudices</td>
</tr>
<tr>
<td>Comparative</td>
<td>It is not always easy to differentiate facts and interpretations</td>
</tr>
<tr>
<td>Explorative</td>
<td>Generalization</td>
</tr>
</tbody>
</table>

Types of observation
- Participant
  - Known as researcher
  - Unknown as researcher
- Non-participant

Observation Techniques
- Plan the observation
  - define the problem, scenario, periods
- People – Identify informants
  - Activities
    - Time
    - Space
- How to record
- How to analyze
2. Netnography and Virtual Ethnography

“Online ethnography and digital ethnography are generic terms for doing any sort of ethnographic work using some sort of online or digital method. When you use those terms, it is unclear what you have done in terms of what procedures you used, what the methodology is, such as what ethical guidelines you used for example. The literature base you will cite is also a bit amorphous.”


“Virtual ethnography is the term coined by Christine Hine, and it refers to a method that sees online work as only partial and incomplete. I would expect that if you called your online ethnography a virtual ethnography, then you would adhere fairly closely to the research attitudes and practices, in fact the methodology of combined research philosophy and actions, of Professor Hine as she demonstrated them in her book.”

“Netnography refers to a specific set of online ethnographic procedures characterized by a particular methodology, including an epistemological background, analytic frameworks, and a consistent and evolving set of guidelines for entree, observation, data analysis, ethics, and so on.”


Netnography: Methods

- Online survey methods (using the Web)
  - Good for online communities (patterns and attitudes)
  - Variable and factor correlations
- Interviews and Journals
  - Detailed experiences
  - Gain deepen knowledge
- Social network analysis
  - Structure and patterns of relationships
- Observation (participant/non-participant)
Virtual Ethnography: Methods

1. We can use ethnography to investigate the ways in which use of the Internet becomes socially meaningful.
2. Interactive media such as the Internet can be understood as both culture and cultural artifact.
3. The ethnography of mediated interaction often asks researchers to be mobile both virtually and physically.
4. Instead of going to particular field sites, virtual ethnography follows field connections.
5. Boundaries, especially between the “virtual” and the “real”, are not to be taken-for-granted.
6. Virtual ethnography is a process of intermittent engagement, rather than long-term immersion.
7. Virtual ethnography is necessarily partial. Our accounts can be based on strategic relevance to particular research questions rather than faithful representations of objective.
8. Intensive engagement with mediated interaction adds an important reflexive dimension to ethnography.
9. This is ethnography of, in and through the virtual – we learn about the Internet by immersing ourselves in it and conducting our ethnography using it, as well as talking with people about it, watching them use it and seeing it manifest in other social settings.
10. Virtual ethnography is, ultimately, an adaptive ethnography which sets out to suit itself to the conditions in which it finds itself.

Please consider in general:
- Alteration
- Anonimity
- Access
- Archiving

Please consider in practicing Virtual Ethnography:
- The importance of developing appropriate researcher presence
- The limitations of covert ethnography – negotiating consent is about more than just ethical duty
- The importance of participating in and understanding a communication ecology
- Members check
- Limitations: honesty and trustworthiness of online communicators
- Consider content analysis as well
3. Interviews and Life Histories

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holistic data</td>
<td>Time consuming</td>
</tr>
<tr>
<td>Direct interaction</td>
<td>Difficulty of controlling veracity – Need to contrast</td>
</tr>
<tr>
<td>Deep data</td>
<td></td>
</tr>
<tr>
<td>Useful in several phases of the research</td>
<td></td>
</tr>
<tr>
<td>Interpretative</td>
<td></td>
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</table>

Types:
- Structured / Semistructured / Focalized / Open
- Individual / Group
- On a topic / On the people
- Exploratory / Descriptive / Interpretative / Prospective / Contrast

Individual interviews
Preparation of the interview
- Describe the goals
- Sampling and selection of people
  - Best informed, friendly, accessible Profiles
- Organize the questions (according to categories)
Formulation of the questionnaire
Performing the interview
- Presentation
- Purpose
- Selection of the interviewee
- Anonymity and confidentiality
- Permission to record, time, etc.
- Topics
- Questions
- Structure of the interview
Introduction
Questions to discover questions (completing the questionnaire)
Focalization and deepening
Central versus contextual questions
Closure
Type of questions
Comparative
Questions on the past (memories)
Affective reactions
Cause-effect relations
Complementary information
Conditional
Indagatory
Some strategies
Silence
Elaboration
Assertion and repetition
Recapitulation
Further information
Changing the topic
Post-interview

Life histories (and oral history)
Definitions
Narration of one person’s life (or passages of life) in a serial conversation.
Longitudinal
Conventional: one life = social phenomenon
One or multiple stories
Cross stories
Parallel stories

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick method</td>
<td>Different levels of participation</td>
</tr>
<tr>
<td>Non-expected data</td>
<td>Group effect</td>
</tr>
<tr>
<td>Price</td>
<td>Different individual habilities</td>
</tr>
<tr>
<td>Rich answers</td>
<td></td>
</tr>
<tr>
<td>Social discourse</td>
<td></td>
</tr>
</tbody>
</table>
Preparing the life history interview
   Profile
   Motivation
   Time, place, number of interviews
   Guidelines
Structure
   Introduction
   Invitation to speak freely
   Use of pictures, documents, etc. to trigger the memories
   No need to rush
       From general to specific
       Avoid self-including answering questions
       Avoid yes-no questions
   Closure (consensus)
   Gratification
   One-two hours long
Exemple of transcription record file:

- Datos Personales
  • Nombre / Pseudónimo (opcional)
  • Año de nacimiento (edad en el momento de la entrevista)
  • Lugar de nacimiento / Lugar de residencia
  • Familia de origen
  • Formación (titulación máxima) / Actividad actual (profesión)
  • Estado civil y numero de hijos
  • Otras actividades relevantes (asociaciones...)

- Datos Entrevista
  • Dirección y teléfono Informante
  • Fecha Entrevista / Lugar entrevista
  • Nombre entrevistador

- Datos Transcripción
  • Páginas de transcripción
  • Materiales complementarios
  • Limitaciones para la consulta y la citación

4. Focus groups
   Definitions
Socialized (and focused) conversation
Freedom to express thoughts, feelings, mental structures...
Collective dialogue and interaction
Focalization and deepening
Seeking for homogeneity from heterogeneity

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help for hypothesis</td>
<td>Good informant are scarce</td>
</tr>
<tr>
<td>Useful for social behaviors</td>
<td>Information control</td>
</tr>
<tr>
<td>Useful for change measurement</td>
<td>Impatience</td>
</tr>
<tr>
<td>Illustrative</td>
<td></td>
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</tbody>
</table>

Preparing the focus group session:
Describe the goals
Sampling and selection of people
Organize the questions (according to categories)
Prepare the place and recording system
  Neutrality,
  special rooms (with one-side mirrors),
  same status
Participants
  Sampling and selection of people
    According to the goals and variables
    Profiles (stratification)
    Representative – Non statistical, but meaningful
  6-8 people
  With no previous relationships
  More people in mind than the necessary
Structure of the focus group session
  Introduction
  Individual presentation
  Ice-breaking question
  Development, according to some guidelines
    From general to specific
    Avoid self-including answering questions
    Avoid yes-no questions
  Closure (consensus)
  Gratification
  One-two hours long
Treating the information
  Segments
  Codification and categorization
  Analysis and description
    Partial or total transcription
    Report
    Participants’ codification

<table>
<thead>
<tr>
<th>Further Readings (correspondence with the support stuff)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main texts:</strong></td>
</tr>
<tr>
<td>Beneito-Montagut, R. Ethnography goes online: Towards a User-centred methodology [06_ethnography_online.pdf]</td>
</tr>
<tr>
<td>Fielding, N. G. Qualitative Research and Our Digital Future [07_qualitative_research_digital_futures.pdf]</td>
</tr>
<tr>
<td><strong>Methodological articles:</strong></td>
</tr>
<tr>
<td>Callejo Gallego, J. Observación, entrevista y grupo de discusión [observacion_entrevista_grupo_discusion.pdf]</td>
</tr>
<tr>
<td>Kitzinger, J. Introducing Focus Groups [focus_groups.pdf]</td>
</tr>
<tr>
<td>Lunt, P. Rethinking the Focus Group in Media and Communications Research [focus_group_02.pdf]</td>
</tr>
<tr>
<td>Hine, C. Virtual Ethnography [virtual_ethnography.pdf]</td>
</tr>
</tbody>
</table>
Consensus methods: The panel specialists arrive at conclusions and recommendations through consensus. Specifically appointed for the evaluation.

1. Delphi
   Prediction technique (origin Rand Corporation)
   Goal: arriving to an agreement, decreasing dispersion and maintaining dissidence
   Sequential anonymous query
   Occurrence degree (probability)
   Importance degree
   Tendencies
   Categorized answers, if possible

Phases
   Problem
   Experts recruitment
   Launching the query
   From 2 to 4 rounds
   From 10 to 30 people

Results
   Answers reconsidered
   Redundant information is eliminated
Benefits
No physical presence required – participants worldwide
Predictive
It avoids leadership effect
Flexible
Low cost

Weaknesses
Time consuming
Well-known participants
Professional interest
Lack of answer and abandon

2. Expert Panel
“The main task of an expert panel is usually synthesising a variety of inputs – testimony, research reports, outputs of forecasting methods, etc. – and produce a report that provides a vision and/or recommendations for future possibilities and needs for the topics under analysis.”


When to use an expert panel?
- Studying very specific fields requiring a high level of competence.
- Studying subjects for which other tools are difficult to implement at a reasonable cost.
- Carrying out limited-scope evaluations.
- Assisting the evaluators in their conclusions on a subject in complex evaluations.
- Providing assistance in the drafting of final conclusions relating to the possible impacts of a program.

Recruiting experts:
- Professional Experience
  +
- Independence
  +
- Ability to work in groups
- Taking into account the number of required disciplines
  ... and a chairman.

Procedures
- First panel session
  - The panel's organization and the role of each member.
  - The type of investigation, the data collection methodology, and details of each panelist's task (such as field visits).
  - The intervention work program, the organization of future sessions and their contents.
- Next panel sessions:
  - The work carried out since the previous session.
  - Findings from investigations which are completed or in process.
  - Problems encountered.
• Progress in editing the various documents, the review process, and quality control over these documents
• The tasks to be achieved before the next session and its envisaged content
• Confidentiality of the panel’s debates

And finally, a report

*If desired, the report can be submitted for revision to the members of the panel, prior to public dissemination.*

A hybrid method: Face-to-face workshop

The workshop group is intentionally kept very small in order to promote maximum interaction, and thus is not inclusive of all persons doing key research in this field. However, it is hoped that this face-to-face workshop would build the basis for broader exchange of research approaches and results in a more continuous manner.
3. Nominal Group Technique

The NGT is a structured method for capturing and aggregating opinions emerging from a group of experts who physically coincide in terms of place and time [...] a particular case of FG

Landeta et al. Hybrid Delphi, Technological Forecasting & Social Change 78, 2011: 1629-1641

When to use a NGT?
- To generate some ideas and be sure that all members participate free from other participants’ influence.
- To identify priorities or select alternatives.
- When the ideas can be controversial or participants are shame

Recruiting the members of the group
- Members of a research group or project
- ...and a facilitator

Procedures
- A place for the participants to write
- Explain the focus question(s)
- Silent brainstorm ideas
- A round for sharing ideas
- Discussion and Considerations of Alternatives (even voting)
- Ranking items (two or more rounds possible)
- Final discussion
- An (internal) report
<table>
<thead>
<tr>
<th>Benefits</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages equal participation and provides a structured framework</td>
<td>Forces everyone to have a voice</td>
</tr>
<tr>
<td>Identify issues and opportunities, strategic problems and solutions,</td>
<td>Keeping all ideas equally visible is not always easy</td>
</tr>
<tr>
<td>and determine research items</td>
<td></td>
</tr>
<tr>
<td>Adopting collective decisions</td>
<td>Voting simplifies too much a further development of the ideas (list reduction) and minimizes discussion</td>
</tr>
<tr>
<td>It is focused on important topics</td>
<td>It focuses on a single-purpose and single-topic.</td>
</tr>
</tbody>
</table>

3. Evaluation
1. A heuristic method
   • En algunas ciencias, manera de buscar la solución de un problema mediante métodos no rigurosos, como por tanteo, reglas empíricas, etc.
   • Cuestionario de evaluación de criterios
4. An example: Users’ test
1. BUSQUEDA Y RECUPERACION DE LA INFORMACION

1.1. Motores de búsqueda

<table>
<thead>
<tr>
<th>Indicadores</th>
<th>Puntuación</th>
<th>Ponderación</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ¿Dispone de un motor de búsqueda?</td>
<td>Sí / No</td>
<td>11,18</td>
</tr>
<tr>
<td>2. ¿Diferencia entre búsqueda simple y avanzada?</td>
<td>Sí / No</td>
<td>7,22</td>
</tr>
<tr>
<td>3. ¿Pueden limitar las búsquedas?</td>
<td>Sí / No</td>
<td>3,35</td>
</tr>
<tr>
<td>4. ¿Las búsquedas, ¿pueden limitar por fechas?</td>
<td>Sí / No</td>
<td>3,42</td>
</tr>
<tr>
<td>5. ¿Las búsquedas, ¿pueden limitar por lengua?</td>
<td>Sí / No</td>
<td>1,72</td>
</tr>
<tr>
<td>6. ¿Usa operadores booleanos and/or or?</td>
<td>Sí / No</td>
<td>6,10</td>
</tr>
<tr>
<td>7. ¿Usa operadores de adyacencia (implicítos o explícitos)?</td>
<td>Sí / No</td>
<td>3,84</td>
</tr>
<tr>
<td>8. ¿Usa operadores de proximidad (implicítos o explícitos)?</td>
<td>Sí / No</td>
<td>1,65</td>
</tr>
<tr>
<td>9. ¿Puede truncar la derecha y/o izquierda?</td>
<td>Sí / No</td>
<td>5,70</td>
</tr>
<tr>
<td>10. ¿Pueden mostrar los resultados?</td>
<td>Sí / No</td>
<td>1,72</td>
</tr>
<tr>
<td>11. ¿Dispone de mecanismos de corrección automática?</td>
<td>Sí / No</td>
<td>1,65</td>
</tr>
<tr>
<td>12. ¿Cuenta con mecanismos de semejanza parcial o partial matching?</td>
<td>Sí / No</td>
<td>1,66</td>
</tr>
<tr>
<td>13. ¿Utiliza la retroalimentación por relevancia?</td>
<td>Sí / No</td>
<td>3,73</td>
</tr>
</tbody>
</table>

Puntuación total:

1.2. Metadatos

<table>
<thead>
<tr>
<th>Indicadores</th>
<th>Puntuación</th>
<th>Ponderación</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. ¿Cuentan con metadatos normalizados?</td>
<td>Sí / No</td>
<td>11,23</td>
</tr>
<tr>
<td>15. ¿Contiene metadatos en la página de inicio?</td>
<td>Sí / No</td>
<td>4,63</td>
</tr>
<tr>
<td>16. ¿Dispone metadatos en cada sección principal?</td>
<td>Sí / No</td>
<td>2,77</td>
</tr>
<tr>
<td>17. ¿Existe metadatos a cada documento individual?</td>
<td>Sí / No</td>
<td>4,63</td>
</tr>
<tr>
<td>18. ¿Existe metadatos de materias?</td>
<td>Sí / No</td>
<td>2,60</td>
</tr>
</tbody>
</table>

Puntuación total:

1.3. Visualización de resultados

<table>
<thead>
<tr>
<th>Indicadores</th>
<th>Puntuación</th>
<th>Ponderación</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. ¿Permite distintos modos de ordenar los resultados?</td>
<td>Sí / No</td>
<td>1,56</td>
</tr>
<tr>
<td>20. ¿Se ordenan por algún tipo de relevancia?</td>
<td>Sí / No</td>
<td>0,63</td>
</tr>
<tr>
<td>21. ¿Se pueden ordenar por fecha?</td>
<td>Sí / No</td>
<td>0,51</td>
</tr>
<tr>
<td>22. ¿Se pueden ordenar por autor, título u materia?</td>
<td>Sí / No</td>
<td>0,51</td>
</tr>
<tr>
<td>23. ¿Permite guardar los resultados?</td>
<td>Sí / No</td>
<td>0,52</td>
</tr>
<tr>
<td>24. ¿Permite guardar las estrategias de búsqueda?</td>
<td>Sí / No</td>
<td>0,55</td>
</tr>
<tr>
<td>25. ¿Dispone de un sistema que muestra y permite seleccionar búsquedas?</td>
<td>Sí / No</td>
<td>0,55</td>
</tr>
<tr>
<td>26. ¿Dispone de alternativas al resultado?</td>
<td>Sí / No</td>
<td>1,15</td>
</tr>
</tbody>
</table>
### Requisitos formales de calidad de una revista de divulgación científica

<table>
<thead>
<tr>
<th>Requisto</th>
<th>Presencia</th>
<th>Observaciones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comité científico y editorial</td>
<td>Sí / no</td>
<td>No figura información alguna en la página web de Euskomedia acerca del director, el equipo directivo o la publicación. Carece de comité científico o editorial.</td>
</tr>
<tr>
<td>Instrucciones detalladas a los autores</td>
<td>Sí / no</td>
<td>Se facilitan cuando se solicitan originales a los autores. Posiblemente se unifiquen los textos en la redacción.</td>
</tr>
<tr>
<td>Resumen y abstract</td>
<td>Sí / no</td>
<td>No son necesarios en una publicación divulgativa. Sin embargo, se podría ofrecer un resumen analítico que se recogiese en varios idiomas. Facilitaría la indexación en bases de datos y el acceso a los documentos electrónicos.</td>
</tr>
<tr>
<td>Palabras clave</td>
<td>Sí / no</td>
<td></td>
</tr>
<tr>
<td>Sumarios de cada número</td>
<td>Sí / no</td>
<td></td>
</tr>
<tr>
<td>Filaciones de los autores</td>
<td>Sí / no</td>
<td>No siempre se puede conocer la filiación de los autores. Enlace a Euskomedia.</td>
</tr>
<tr>
<td>Nombre de los autores de manera uniforme</td>
<td>Sí / no</td>
<td></td>
</tr>
<tr>
<td>Lugar de edición, el año de edición y la entidad editorial</td>
<td>Sí / no</td>
<td></td>
</tr>
<tr>
<td>Dirección postal y electrónica de la administración de la revista</td>
<td>Sí / no</td>
<td></td>
</tr>
<tr>
<td>ISSN</td>
<td>Sí / no</td>
<td></td>
</tr>
<tr>
<td>Tabla de contenido o sumario</td>
<td>Sí / no</td>
<td></td>
</tr>
<tr>
<td>Datos básicos de identificación en las páginas de crédito</td>
<td>Sí / no</td>
<td>No se facilita la identidad del director, los responsables de la revista o los editores.</td>
</tr>
<tr>
<td>Para cada artículo, datos de identificación bibliográfica</td>
<td>Sí / no</td>
<td>Especialmente conveniente en la sección “Gaia”.</td>
</tr>
<tr>
<td>Informar del proceso que se emplea para la evaluación y selección de originales</td>
<td>Sí / no</td>
<td>Al tratarse de una publicación divulgativa, no es necesario. Al tratarse de una publicación de una sociedad científica, es conveniente.</td>
</tr>
<tr>
<td>Fecha de recepción, revisión y aceptación de cada artículo</td>
<td>Sí / no</td>
<td>Al tratarse de una publicación divulgativa, no es necesario. Al tratarse de una publicación de una sociedad científica, es conveniente.</td>
</tr>
</tbody>
</table>
| Publicación anual de la lista de revisores   | Sí / no   | No hay revisores (sistema de “peer review”) de los artículos. Se emplea, al parecer, un criterio exclusivamente periodístico. Sin embargo, al tratarse de una sociedad científica, convendría establecer algún sistema que evaluase la calidad científica de los artículos, buena parte de los cuales son fruto de investigaciones subvencionadas por la
<table>
<thead>
<tr>
<th>Cuestión</th>
<th>Diseño recomendado</th>
<th>Grado cumplimiento</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiempo de descarga</td>
<td>Un máximo de 10 segundos a la velocidad de conexión media de los usuarios/clientes. Para los que tienen un módem implica que una página de menos de 50 kb en total</td>
<td>1. Muy rápido</td>
</tr>
<tr>
<td>Anchura de la página</td>
<td>Optimizada para 770 pixeles, pero con un diseño líquido que funcione a 620 o a 1024 pixeles</td>
<td>864 pixeles</td>
</tr>
<tr>
<td>Diseño líquido frente a fijo</td>
<td>Líquido (que se ajusta bien al ancho de página, independientemente de la resolución de pantalla utilizada)</td>
<td>1. Se ajusta perfectamente al ancho de la página</td>
</tr>
<tr>
<td>Longitud de la página</td>
<td>Lo mejor es una o dos pantallas. No más de tres pantallas completas</td>
<td>1. No llega a dos pantallas</td>
</tr>
<tr>
<td>Marcos</td>
<td>No</td>
<td>1. No hay marcos</td>
</tr>
<tr>
<td>Colocación del logotipo</td>
<td>Superior izquierda</td>
<td>1. En el lado izquierdo, aparece [Euskonews &amp; Media; en el derecho, aparece el logo del 10º aniversario de la revista]</td>
</tr>
<tr>
<td>Tamaño del logotipo</td>
<td>80x68 (5440) pixeles</td>
<td>1. 1,34 Kb y 4,2 Kb (344 x 59 pixeles; 131 x 110 pixeles)</td>
</tr>
<tr>
<td>Opción de búsqueda</td>
<td>Debe existir una opción de búsqueda en la página de inicio. Debe convertirse en un cuadro</td>
<td>0 (la hay en las páginas interiores, pero no en la de inicio)</td>
</tr>
<tr>
<td>Colocación de la búsqueda</td>
<td>Parte superior de la página, preferiblemente en la esquina derecha o, en su caso, izquierda</td>
<td>0 (es el lugar en las páginas interiores, en la esquina superior izquierda)</td>
</tr>
<tr>
<td>Color del cuadro de búsqueda</td>
<td>Blanco</td>
<td>0 (se cumple en páginas interiores)</td>
</tr>
</tbody>
</table>
### Further Readings (correspondence with the support stuff)

<table>
<thead>
<tr>
<th>Methodological articles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landeta, J.; Barrutia, J.; Lertxundi, A. Hybrid Delphi: A methodology to facilitate contribution from experts in professional contexts. [delphi.pdf]</td>
</tr>
<tr>
<td>Estabrook, R. E.; Schutt, R. K.; Woodford, M. L. Translating Research into Practice: The participatory expert panel approach [expert_panel.pdf]</td>
</tr>
<tr>
<td>Participatory Methods Toolkit. Expert Panel [expert_panel_02.pdf]</td>
</tr>
<tr>
<td>Gaining consensus among stakeholders through the Nominal Group Technique [nominal_group_technique.pdf]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples:</th>
</tr>
</thead>
</table>
8

Social Network Analysis


1) La ciencia de redes es la aproximación científica al estudio de las dependencias y asociaciones que se producen dentro de una red.
2) El análisis de redes es la herramienta metodológica mediante la cual se investiga en la ciencia de redes, aplicando la teoría de grafos.
3) Las redes sociales son el fenómeno empírico que presenta una relación entre actores mediante patrones de relaciones interconectadas. Describir, visualizar y explicar esos patrones es el objetivo principal de la ciencia y el análisis de redes.
4) El análisis de redes sociales es la aplicación del análisis de redes al estudio de esos patrones dentro de un entramado social.

2. Goals

- Determination of relations between actors.
- Network processes within social movements and collective actions.
- Determination of nodes and links.
- Connections.
- Construction of meaning.
- Channels and diffusion.

3. Concepts

1) Densidad: Se refiere al número de enlaces o relaciones, o vértices, presentes en una red, y se expresa mediante una relación entre el número de relaciones posibles y el número de relaciones de las que tenemos constancia. Dicho de otra manera: es el resultado entre el número de relaciones existentes dividido por el número de relaciones posibles en una red dada.
2) Transitividad: Este concepto plantea que dos nodos tienen más posibilidades de estar conectados entre ellos si cada uno de ellos, a su vez, está conectado a un tercer nodo común.
3) **Reciprocidad**: Cuando entre dos nodos hay relaciones en ambos sentidos.

4) **Centralidad**:
   4.1) El grado de centralidad. Se define como el número de conexiones directas que un nodo recibe de otros nodos.
   4.2) La *interinidad* o *betweenness*, que cuenta el número de veces que un nodo actúa como puente o intermediario en el camino más corto posible entre otros dos nodos. Un nodo con una interinidad alta se supone que muestra una influencia notable en la transferencia de información en una red, dando por supuesto que la información siempre sigue el camino más corto. Dicho de otra manera, mide el potencial de un nodo de controlar flujos de información en una red.
   4.3) El *eigenvector*. Este tipo de centralidad mide el estatus de un nodo, determinado tanto por el número de conexiones directas que recibe como de lo bien conectados que sus contactos están a su vez. Este tipo de centralidad quiere decir que cada la centralidad de cada nodo es proporcional a las sumas de las centralidades de los nodos adyacentes a él, y de alguna manera puede considerarse también como una medida de popularidad, ya que un nodo con un grado alto de eigenvector está conectado a nodos bien conectados también.
   4.4) La cercanía (*closeness*). Es la suma de distancias geodésicas de un nodo al resto de los nodos de una red, o la longitud del trayecto más corto entre nodos. Dicho de otra manera: por cuántas relaciones debe pasar un nodo antes de llegar a otro nodo. En términos informativos: cuánto tarda el flujo de, por ejemplo, noticias en llegar a su destino.

5. Methods

- Population sampling.
- Data gathering.
- Quantitative approach
- Patterns and regularities
- Qualitative approach
- Nuances
- Adjacency matrix

<table>
<thead>
<tr>
<th>Structural Feature</th>
<th>Definition</th>
<th>Associated Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole Network</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Density</td>
<td>The number of existing ties divided by the number of possible ties in a network.</td>
<td>High density is a breeding ground for trust and generalised exchange, at the cost of redundancy information (Coleman, 1988).</td>
</tr>
<tr>
<td>Reciprocity</td>
<td>The extent to which a tie from A to B is matched by one from B to A.</td>
<td>High reciprocity value indicates symmetric relationship between nodes. Low reciprocity values indicate unbalanced and indicate that network tends to be hierarchical.</td>
</tr>
<tr>
<td>Transitivity</td>
<td>The extent to which trains in the network are closed.</td>
<td>High transitivity suggests a tendency for individuals to have their ties become acquaintance over time and to become homogeneised.</td>
</tr>
<tr>
<td><strong>Node’s network position</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree centrality</td>
<td>The number of direct connections to other nodes held by a node.</td>
<td>High degree means greater access to network flows (Freeman, 1979).</td>
</tr>
<tr>
<td>Betweenness centrality</td>
<td>The number of shortest paths connecting other nodes in a network that pass through that node.</td>
<td>High betweenness centrality means fast access and control over network flows (Freeman, 1979).</td>
</tr>
<tr>
<td>Eigenvector centrality</td>
<td>Determined by both the number of direct connections as well as how well connected the contacts are in turn.</td>
<td>Status in the network as reflected by whom one is tied to (Borgatti, 2005).</td>
</tr>
<tr>
<td>Closeness centrality</td>
<td>The average of steps to access all other nodes in a network.</td>
<td>Fast access to network flows (Freeman, 1979).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Voltaire</th>
<th>Diderot</th>
<th>Rousseau</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voltaire</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diderot</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Rousseau</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
• Graphs
9
...and finally: Writing the Paper

“Once the researcher has settled on a strategy, chosen a site, selected a sample, and determined the methods to be adopted for collecting data, he or she should discuss how he or she will record, manage, analyze, and interpret the data.”

Source: Marshall, K. Designing Qualitative Research, p. 205

These are some indications and advices to write your final course paper. Please consider them carefully. For any further question, please contact the instructors of the course.

In this section we present a short schema on how to focus on research design.

Preliminary Concerns
- Think about the Orientation
- Triangulation for Validity
- Searching for Patterns (of Thought and Behavior)

Data Collection
- Field Notes
• Memoranda (summaries)
• Interim Reports (preliminary summaries)
• Bibliography
• Text itself:
• Transcription (verbatim?)
• Use the present tense
• Disappear yourself
• Revise and edit the text

Source: Fetterman, D. Ethnography, p. 113 ss.

Organize your text
The process of bringing order, structure, and interpretation to a mass of collected data

Source: Marshall, K. Designing Qualitative Research, p. 205

Presentation and Justification
• Topic.
  – How you came to it?
• Interest
  – Personal
  – For the Scholarly Community (link to the State of the Art)
• Justify the approach to the topic based on references, trends, etc.

State of the Art
• Relevant bibliography
  – On the topic (general and specific)
  – On the methods
  – On other aspects:
    • Historical
    • Universe and Samples
    • Case Study.
• Remember to justify it all and link to the topic and approach

Goals
• Enumerate them (even as a list).
• Explain them clearly and link them to the topic and approach
• And to the trends of the state of the art
• Please remember:
  – Goals are not wishful thinking, or personal justification, which can be placed in the preliminary chapters (i.e., in a PhD dissertation that should be placed in the preface, not in the introduction.)

Research Problem and Hypothesis
• The problem is the core part of the research design, especially from an Anglo-Saxon, empirical, data-driven research approach.
• Concepts: It is extremely important to define them using bibliography, not to invent them.
• Hypothesis are few, hierarchized, linked to dependent-independent variables that can be
  – Isolated, define, delimited
  – Measured
• Please remember the type of hypothesis before writing them, and link to the approach and to the goals of your research.

Methodology and Techniques
• Methodology (qualitative, quantitative, mixed)
• Justification.
• Techniques:
  – Please mention concrete techniques, and be as concrete as possible.

Useful Tools
• Maps
• Flowcharts
• Organization Charts
• Matrices
• Statistics

Source: Fetterman, D. Ethnography, p. 93-112

References
• Bibliography
• Other Materials
• Please use a consistent citation method (recommended: APA Style)
FURTHER INFORMATION

http://www.learnerassociates.net/dissthes/dissgdsp.pdf
https://www.library.cornell.edu/research/citation
https://owl.english.purdue.edu/owl/resource/560/01/
http://www.libs.uga.edu/ref/apastyle.pdf
10
A Proposal

1. Access the JCR and Scopus (Social Sciences) Indexes
2. Describe the Search
3. Refine the Search
4. Pick up the article of JCR and Scopus only
5. Apply the record model and
6. Try to define which are
   a. The main topic
   b. The theoretical background
   c. The method(s) used.

Two examples:


<table>
<thead>
<tr>
<th>Main theoretical focus</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid percentage</th>
<th>Accumulated percentage</th>
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</thead>
<tbody>
<tr>
<td>Normative individualism</td>
<td>24</td>
<td>6.9</td>
<td>3.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Materialist theories of media</td>
<td>3</td>
<td>0.9</td>
<td>1.0</td>
<td>9.3</td>
</tr>
<tr>
<td>Analytical empiricism</td>
<td>110</td>
<td>31.5</td>
<td>37.9</td>
<td>47.2</td>
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<tr>
<td>Legitimist empiricism</td>
<td>21</td>
<td>6.0</td>
<td>7.2</td>
<td>54.5</td>
</tr>
<tr>
<td>Theories of action</td>
<td>23</td>
<td>6.6</td>
<td>7.9</td>
<td>62.4</td>
</tr>
<tr>
<td>Systems theories</td>
<td>11</td>
<td>3.2</td>
<td>3.8</td>
<td>66.2</td>
</tr>
<tr>
<td>Integrative social theories</td>
<td>4</td>
<td>1.1</td>
<td>1.4</td>
<td>67.6</td>
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<tr>
<td>Cultural studies</td>
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<td>26.9</td>
<td>32.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>290</td>
<td>83.1</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Empirical research method</td>
<td>Frequency</td>
<td>Percentage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------</td>
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<tr>
<td>content analysis</td>
<td>151</td>
<td>43.3</td>
<td></td>
<td></td>
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<tr>
<td>in-depth / guided interviews</td>
<td>70</td>
<td>20.1</td>
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<tr>
<td>(paper)written survey</td>
<td>29</td>
<td>8.3</td>
<td></td>
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<tr>
<td>observation</td>
<td>27</td>
<td>7.7</td>
<td></td>
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<tr>
<td>standardized oral survey</td>
<td>13</td>
<td>3.7</td>
<td></td>
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<td>online survey</td>
<td>13</td>
<td>3.7</td>
<td></td>
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<tr>
<td>declared (laboratory) experiment</td>
<td>11</td>
<td>3.2</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Journal</th>
<th>Volume/issue</th>
<th>Year</th>
<th>Country</th>
<th>Author</th>
<th>University</th>
<th>Article Title</th>
</tr>
</thead>
</table>
| New Media and Society                                                      | 10, 3        | 2010 | US      | Tzivion, Y.                 | Pace University              | Online News Credibility: An Analysis of News Quality and Audience Perception.
| New Media and Society                                                      | 10, 3        | 2010 | US      | Tzivion, Y.                 | Pace University              | Online News Credibility: An Analysis of News Quality and Audience Perception.
| New Media and Society                                                      | 10, 3        | 2010 | US      | Tzivion, Y.                 | Pace University              | Online News Credibility: An Analysis of News Quality and Audience Perception.
| New Media and Society                                                      | 10, 3        | 2010 | US      | Tzivion, Y.                 | Pace University              | Online News Credibility: An Analysis of News Quality and Audience Perception.
| New Media and Society                                                      | 10, 3        | 2010 | US      | Tzivion, Y.                 | Pace University              | Online News Credibility: An Analysis of News Quality and Audience Perception.
| New Media and Society                                                      | 10, 3        | 2010 | US      | Tzivion, Y.                 | Pace University              | Online News Credibility: An Analysis of News Quality and Audience Perception.

Source Prepared by the author
FIGURE 13

SUBJECT OF THE ARTICLES ON 'ONLINE NEWS'

Source: Prepared by the author
Some notes on the provided books

As a complementary source of information, we have included four books, in pdf format, available in the folder named ‘Books’. We have participated in all of them as authors, co-authors or editors. All of them are results of several research projects, as well.


It is the fruit of a combined research project Brazil-Spain, and it shows the efforts of applying some of the methods previously explained to the topics the different scholars of the network were working on.
This book is a concretion of Online Journalism: Research Methods, and discusses and presents the concrete tools used in the aforementioned research network Brazil-Spain. For those interested in using specific techniques, this is a good entrance to the ways that tools are built and improved.

The book is written in Portuguese.


En este volumen se intentaron sistematizar las características del mensaje periodístico digital: hipertextualidad, interactividad, multimedialidad, dimensiones temporales, memoria, y hacer un análisis del estado de la cuestión de ellas hasta el momento, así como del abordaje teórico y metodológico de cada una de estas características privativas del ciberperiodismo

This book gathers the articles on the several aspects of content and discourse analysis applicable to the study of the online news, from several points of view. For those attempting to value the possibilities of the use of the methods and techniques of content analysis, this book is an introduction to those tools.


If the previous efforts of this research group were focused on the study of the message and of the production, this times the group focuses on the consumption and reception of online news. This book gathers several chapters by members of the team and of international experts as well, and covers a wide variety of topics and techniques.