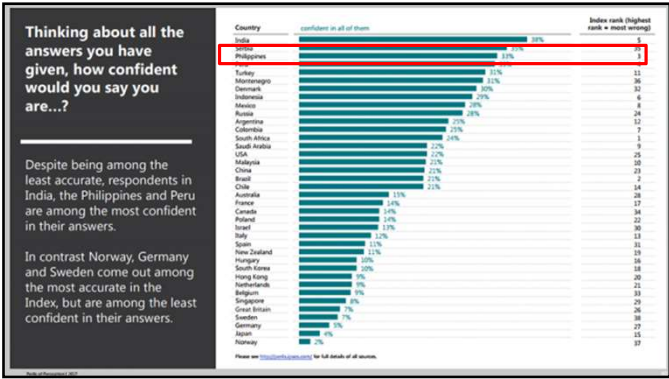


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Incompetent and unaware?

In the field of psychology, this is called the Dunning-Kruger effect, a cognitive bias or a “mistake in reasoning” wherein people misjudge the level of their knowledge or skills.

The Macmillan Dictionary defines it as “the phenomenon by which an incompetent person is too incompetent to understand his own competence.” More competent people, on the other hand, acknowledge their limitations and might play down their expertise.

<http://www.gmanetwork.com/news/nation/642544/phi-among-most-ignorant-countries-but-also-among-most-confident-survey/story/>

4



ERDT Thesis/Dissertation Writing Seminar


*Organizing Chapters and
Ensuring Thought Cohesion*

Associate Professor Fernando Paragas, PhD

Department of Communication Research
College of Mass Communication
University of the Philippines Diliman


5

Outline



1. Research Process
2. Research Problem and Objectives + Study Framework
3. Operationalization
4. Measurement
5. Summary and Moving Forward

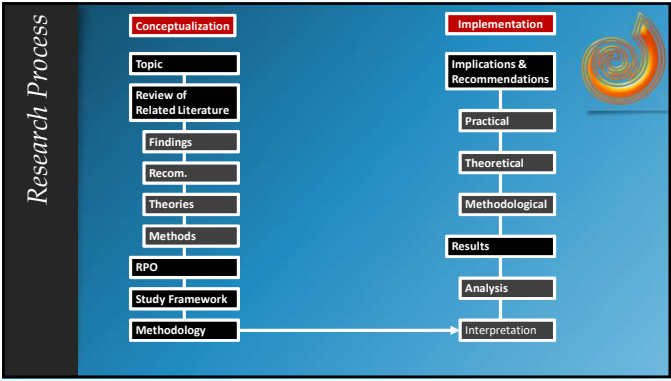
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Part 1

The Research Process

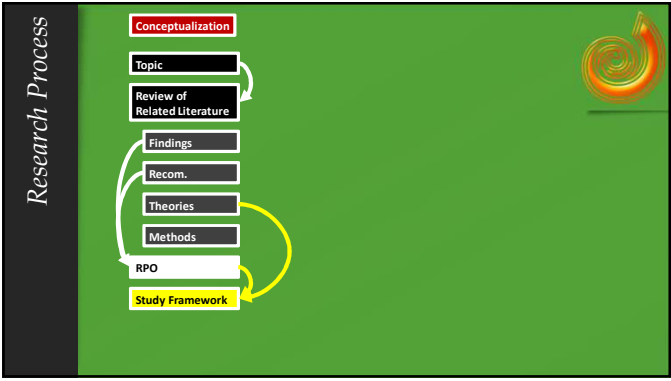
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10



Part 2

RPO & Study Framework

CASE:

Using a new mobile app
for course registration

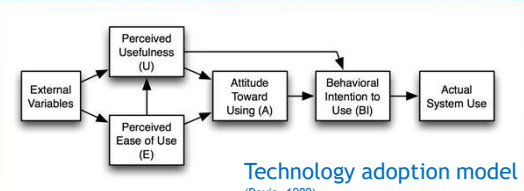
11

Research Problem & Objectives

Research Question	
Objectives	
1.	
2.	
3.	

12

Using a new mobile app for course registration



Technology adoption model
(Davis, 1989)

13

RPO

```
graph LR; EV[External Variables] --> PEU[Perceived Ease of Use]; EV --> PU[Perceived Usefulness]; PEU --> PU; PEU --> AU[Attitude Towards Using AU]; PU --> AU; AU --> BI[Behavioral Intention to Use BI]; BI --> ASU[Actual System Use];
```

Research Question

What factors determine the use of the new mobile registration app among UP students?

Objectives

1. To identify the demographics, technographics, and psychographics of UP students

2. To determine how UP students perceive the ease-of-use and usefulness of the new mobile app in registering for classes

3. To determine their attitude towards and intent to use the new app

4. To determine the relationship among perceived ease-of use, perceived usefulness, and attitude towards, as well as intent to use, the new app

14

Research objectives

• Focus the study (narrowing it down to essentials)

• Prevent the collection of data not strictly necessary for understanding and solving the problem identified

• Organize the study in clearly defined parts and phases

Form: *Whereas the Research Problem is stated in interrogative form, the Research Objectives are stated in declarative form.*

15

Questions to ask

S	Specific	Are the objectives stated clearly?
M	Measurable	Can the stated objectives measure what they claim?
A	Achievable	Can they actually achieve what was originally intended?
R	Realistic	Are the objectives be achieved given resources and constraints?
T	Time-bound	What is the time frame of the research?

16

Checklist

- Check that the objectives align with
 - The paradigm
 - The problem
- Include all key variables or factors in stating objectives
- Ensure that objectives are substantive or thematic, not procedural

Refer to http://cc.gulu.fi/~simas/TRW/commoverbts_handbook.htm for examples

17

Theory of Reasoned Action

A study on the determinants of cyberbullying among senior high school students

```
graph LR; BB[Behavioral Beliefs] --> AB[Attitude toward Behavior]; OE[Outcomes Evaluation] --> AB; NB[Normative Beliefs] --> SN[Subjective Norms]; MC[Motivation to Comply] --> SN; AB --> BI[Behavioral Intention]; SN --> BI; BI --> B[Behavior]
```

Research Question	
Objectives	
1.	
2.	
3.	

18

Research Process

```
graph TD; C[Conceptualization] --> T[Topic]; T --> R[Review of Related Literature]; R --> F[Findings]; F --> Re[Recom.]; Re --> Th[Theories]; Th --> M[Methods]; M --> RPO[RPO]; RPO --> SF[Study Framework]; SF --> Me[Methodology]; Me --> C
```

19



Part 3

Operationalization


CASE:

Using a new mobile app for course registration



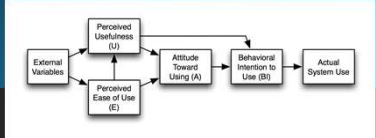
20

Study Framework




- THEORETICAL
 - Individual > Integrated
- CONCEPTUAL
- OPERATIONAL
- ANALYTICAL

21



Application


What factors determine the use of the new mobile registration app among UP students?



22

THEORETICAL LEVEL: PER THEORY


- Identify communication theory/ies which best inform/s your research problem/ question
- Explain, in bullet points, the links between your RP/Q and your theory in terms of:
 - Their shared central arguments
 - The similarities in their key concepts
 - Their points of divergence
 - The limitations of the theory in terms of the scope of your RP/Q
- Use one slide for each theory



23

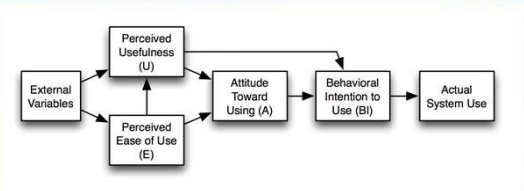
Theory (example)


- Key theory: Technology Acceptance Model (Davis, 1989)
 - My research and TAM attempt to predict system use (in my case, social media) in terms of attributes of use as perceived by users (conceptualized as usefulness and ease of use)
 - TAM predicts a linear flow of use from perceptions, attitude, behavioral intention to actual system use. I also argue such a sequential series holds true for affordances of social media
 - TAM focuses on technology itself, but my research looks at **affordances**, which are an attribute of technology rather than the technology itself
 - My research includes affordances, a concept which is not covered by TAM. For this part of my research, I'll use Gibson's Theory of Affordances



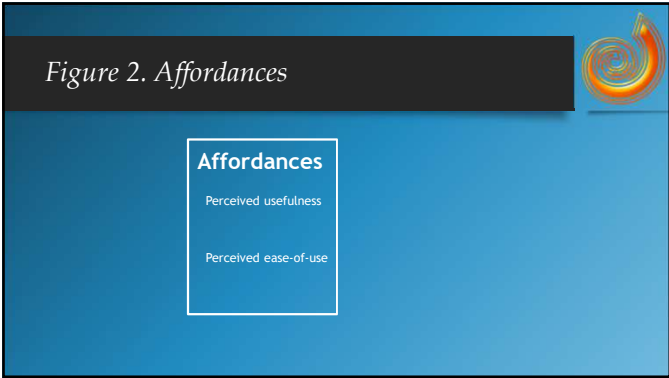
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Figure 1. Technology adoption model
(Davis, 1989)

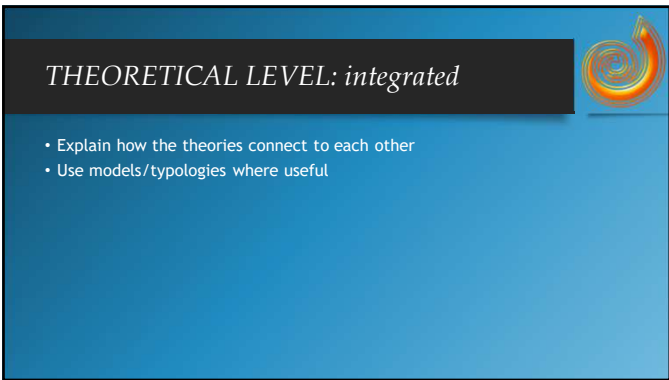




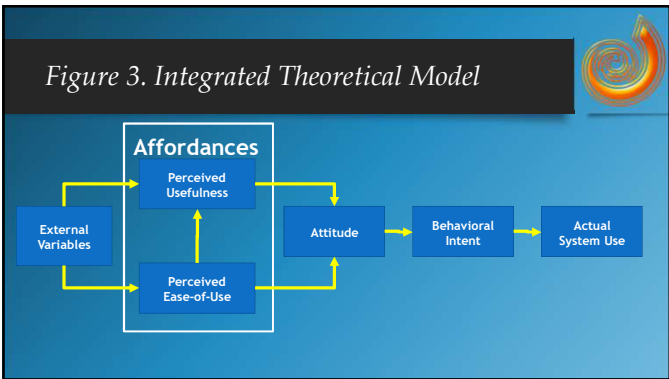
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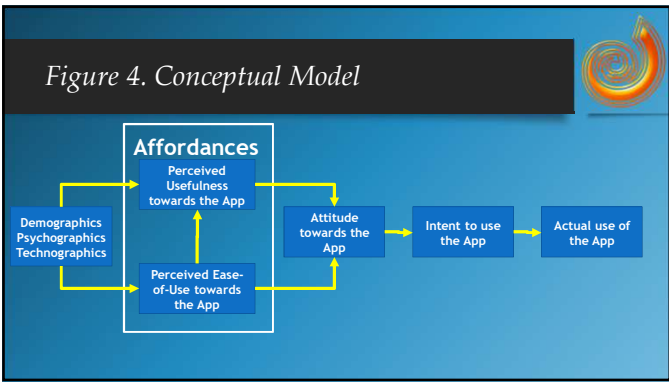
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CONCEPTUAL LEVEL

- Translate the concepts and relationships of your chosen/integrated theory into the **CONSTRUCTS** and relationships in your study
- Explain the validity of such translation




29



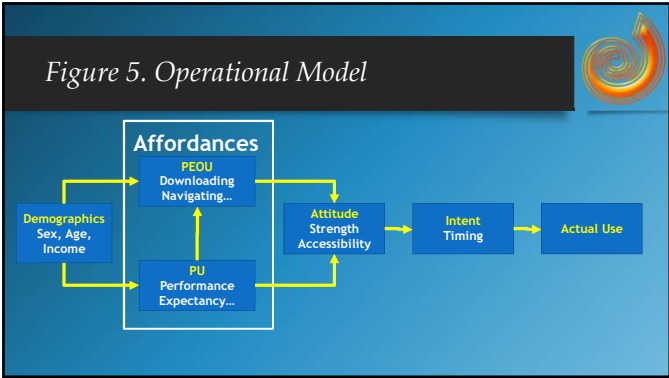
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OPERATIONAL LEVEL

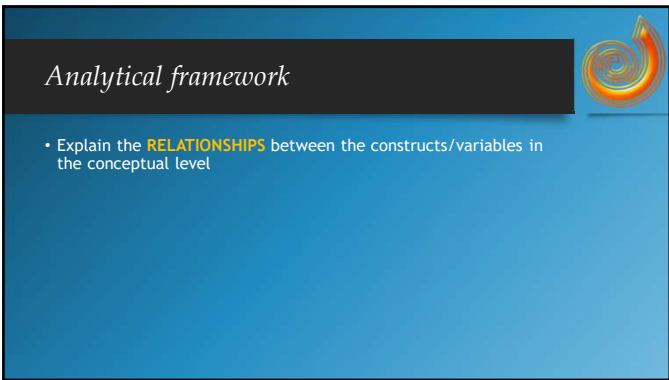
- Explain the **MEASURES** for each of the constructs/variables in the conceptual level



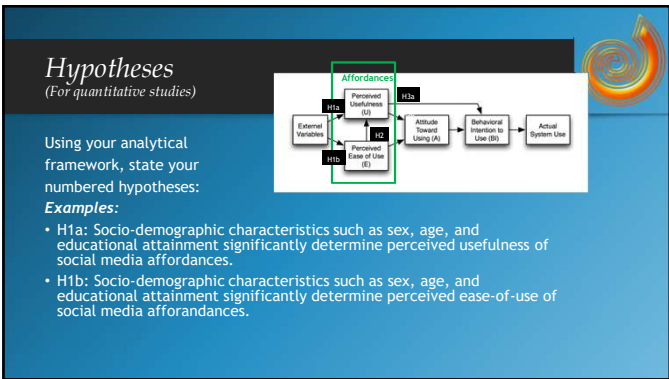
31



32



33




34


Part 4

Measurement


35

Levels of Objectives



Level	Example
Descriptive	To determine the level of exposure of college students in Metro Manila to television
Relational	To determine if there is a relationship between television exposure and level of knowledge of college students in Metro Manila about government development programs
Causal	To determine the effect of television exposure of college students in Metro Manila on their level of knowledge about government development programs

36



Measurement

Categorical


Nominal

Ordinal

Numerical

Interval

Ratio




The higher the level of measurement, the more number of analysis methods, the higher the level of analysis

37

Types of measures


- **Nominal (name)** - classificatory or categorical; should be exclusive (each element will only go to one category), exhaustive (not one element excluded), and equivalent (not one item is bigger than the other).
- **Ordinal (order)** - categories can now be ranked along some dimension but one cannot tell how much more or less.
- **Interval** - there is known distance.
- **Ratio** - there is an absolute zero, variable is not present at all.



38




Examples

Variable	Nominal	Ordinal	Interval	Ratio
Demographics <ul style="list-style-type: none">• Marital Status• Age• Education				
Technographics <ul style="list-style-type: none">• ?				
PEOU <ul style="list-style-type: none">• Downloading• Navigating				



39

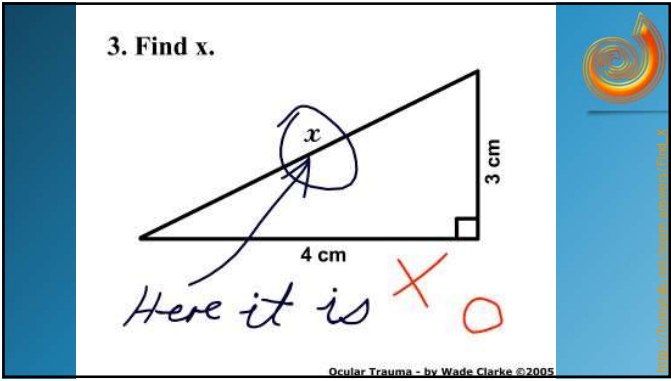
Measurement



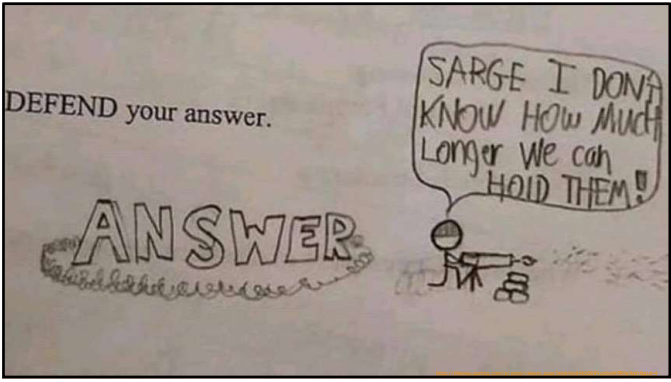
Unreliable & InvalidReliable, Not ValidBoth Reliable & Valid

- **Reliability** → the dependability of the measure; the extent to which the measure gives the same result each time the same thing is measured
- **Validity** → the extent to which a measure indicates what it intends to measure

40



41



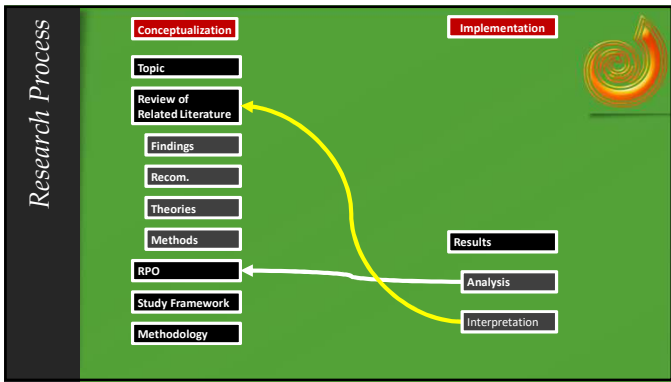
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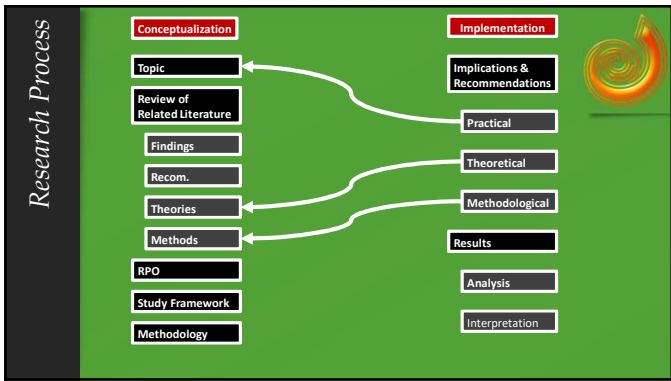
43

Checklist	Concepts	Sections	Contents
		Introduction and RPO	Significance: Baseline data historical context, anecdotes, quotes
	<ul style="list-style-type: none">External variablesPerceived usefulnessPerceived ease of useAttitudeBehavioral intentionActual system use	Review of Related Literature	Findings, implications, recommendations from previous research
		Framework	Theories
		Methodology	Methods, units of analysis, measures
		Results and Discussion	Analysis and interpretation of findings
		Implications and Recommendations	Theoretical, methodological, practical

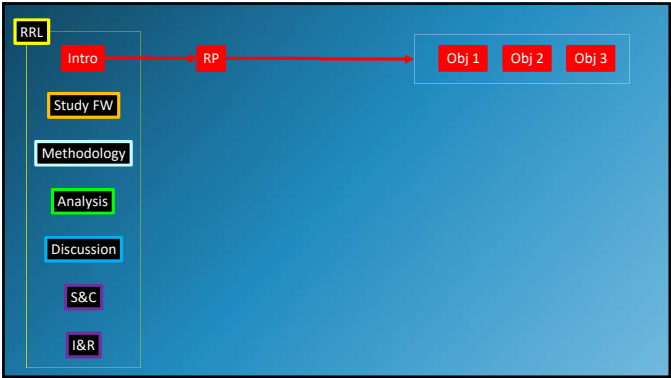
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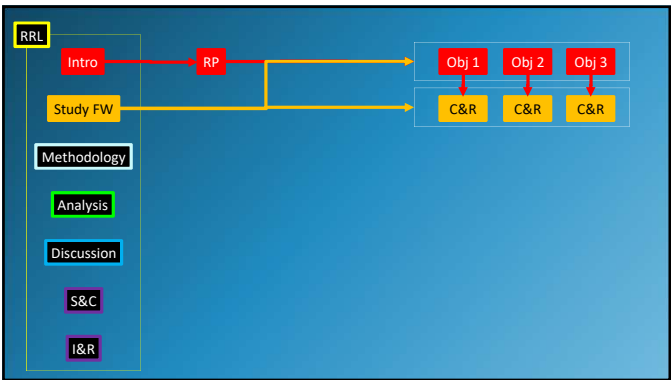
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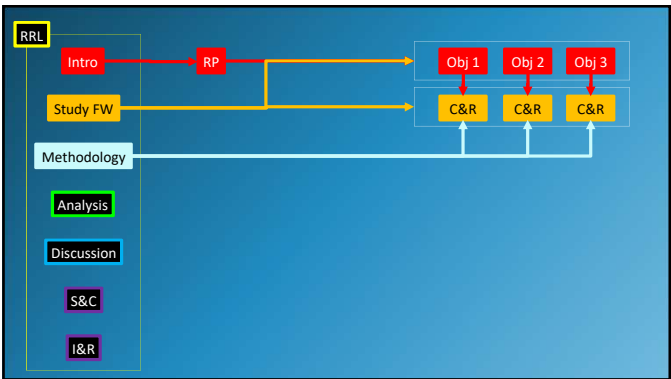
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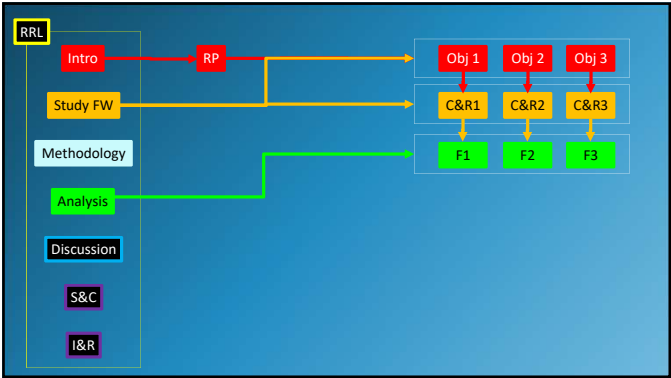
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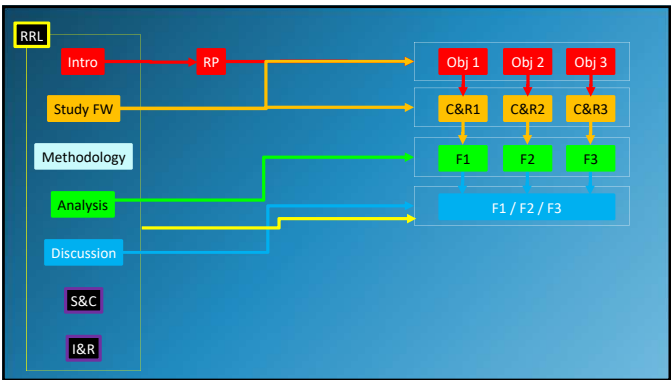
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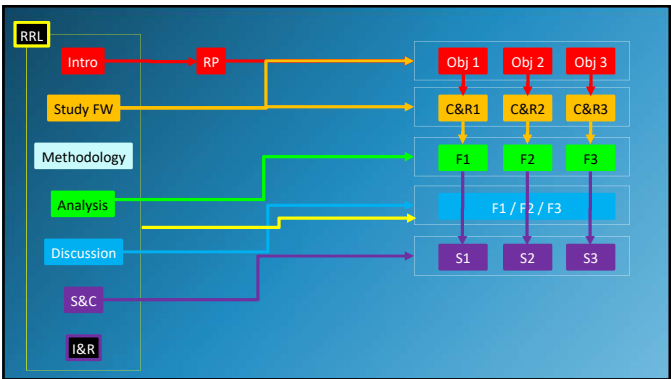
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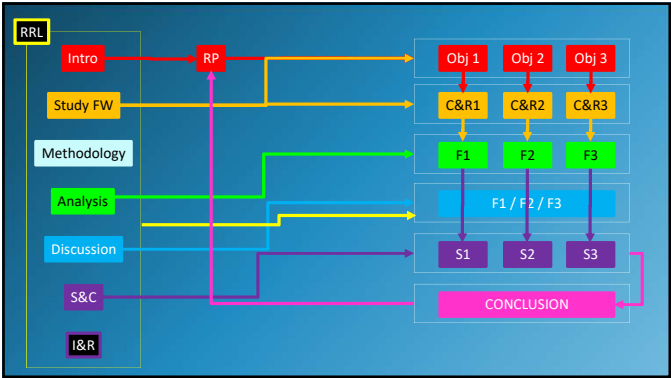
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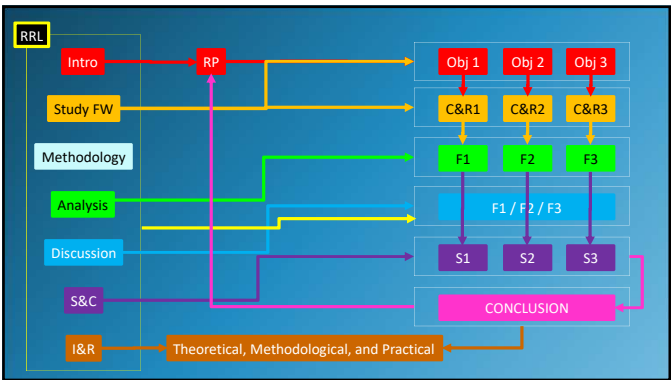
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52



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54



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