Communication Research 5th edition Keyton Solutions Manual

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Chapter 2
The Research Process: Getting Started

Activity: Examining the Deductive and Inductive Research Models

Ask students to review the deductive and inductive research models presented in Chapter 2 (Figures 2.1 and 2.2). Students should identify questions they have about each part of the research process using the models as a guide. Ask colleagues to visit your class so that students can ask them their questions about the steps they took in developing and conducting the research.

Activity: Getting Comfortable with Library Resources

Give students a list of 5–10 scholarly references (from your own research or that of a colleague, from a favorite research article, or for the class project the students will work on later in the term). Each student is responsible for locating three of the references, and writing a brief overview of the article (indicating what the study is about and its major findings). Many instructors like to conduct this activity during class time so that they can address students' questions while in the library. Alternately, you may want to take your class to a computer lab so you can direct them through searches of online databases. This is a good idea because it maximizes students' searching strategies while minimizing their frustrations. Your school's library staff may also offer workshops or training to help students become more comfortable and efficient in using library resources.

Activity: Knowing When to Stop the Search

Generally, when instructors assign students a library search activity, the goal is to find X or Y, or to find, for example, five articles about the role of communication in leadership. These activities are excellent for getting students into the library (or on to the library website) and becoming more familiar with the research literature. But they do not help students identify when *enough's enough*. (You know they are going to ask you this question.) One way to help them discover when their search is complete is to turn the assignment around and make it their responsibility to determine when enough's enough.

Give students a research topic or a particular concept to search. Their assignment is to discover all that they can about this topic or concept, to decide when their search is complete, and to decide *why* their search is complete. Back in the classroom, assign students to small groups to review what they have discovered and to compare search strategies as well as how they defined the stopping point. After groups have had time to process this information, ask a representative from each group to share their search strategies and their analyses of the completeness of what they have found. This activity works particularly well if the class as a whole is working on one research project.

Activity: Generating Research Ideas

Assign students to small groups for the task of generating research ideas and, perhaps, even initial research questions. One group could be assigned to watch network news for several days. Another group could be assigned to watch what's trending on Twitter. A third group of students could be assigned to track the entries on several blogs or websites. Assign the fourth group of students to review the textbooks from their other communication courses. Groups should be given time to share their ideas and then create a *top 5* list of research topics or questions that can be presented to the entire class.

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Activity: Getting Up Close and Personal with the Communication Journals

Have students select two journals from the following list:

Communication Quarterly
Communication Studies
Communication Monographs
Human Communication Research
Journal of Applied Communication Research
Journal of Broadcasting and Electronic Media
Journal of Communication
Management Communication Quarterly
Southern Communication Journal
Western Journal of Speech Communication

Ask students to examine both physical copies of the journal and the journals' website. They should be prepared to answer the following questions for each journal since 2010:

1. Who were the editors? From what schools?
2. Who publishes the journal?
3. Are the articles quantitative or qualitative? Both?
4. Are there any special issues? On what topics?
5. How many articles are published in a year?
6. Is this journal indexed in the Social Science Citation Index?
7. Are you surprised by the topics of the articles?
8. Are there topics that you think should be covered but are not?
9. Look at the message from the editor (likely on the journal's website). Does the editor indicate what he or she is looking for?
10. What volumes and issues are available in full-text from online databases in your library?
11. What information is available on the journal's website?
12. How does information on the journal's website differ from information about the journal on the university library's website?

Activity: Assessing Online Resources

Evaluating online sources is difficult. Based on the ideas of Susan Miller-Cochran (North Carolina State University) and Rochelle Rodrigo (Maricopa Community College), this set of questions can help students determine the validity and credibility of online sources.

1. Is the work/essay/article reviewed by someone with authority prior to its publication?
2. Is the work/essay/article reviewed by others in the same profession?
3. Is the work/essay/article published by the author?
4. Does the work/essay/article change over time or can easily be edited?
5. Is the work/essay/article published once and remains in its original form?
6. Is the work/essay/article released in several places under the same general title?

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Additional Resources

Hosek, A. M. (2016). Teaching engaged research literacy: A description and assessment of the Research Ripped from the Headlines project. *Communication Teacher, 30*, 45-56. doi:10.1080/17404622.2015.1102302

Using the premise that students are everyday consumers of research, Professor Hosek describes a semester-long project (but low-stakes activity) in which students identify a research study presented in the news and trace where that research came from. As research skills are gained over the semester, students have additional assignments to assess the quality of the study. Not only do students learn more about research methods, they also enhance their information literacy skills.

Smith, K. J. K., & Ferris, S. P. (2017). Using restaurant reviews to teach how to write literature reviews. *Communication Teacher, 31,* 167-171. doi:10.1080/17404622.2017.1314526

These authors describe an activity that can help students learn how to organize literature reviews. Restaurant reviews can be found easily online (e.g., www.yelp.com; www.zagat.com).

Activity: Building the Research Project

I use the following to help guide students through the process of developing a research idea. This works well for both individual and group projects.

My research project intends to (select one):

- explore the relationship between _____ and _____.
- look for differences in _____ based on _____.
- identify the communication behaviors of _____.
- identify how people respond to _____.
- examine how _____ influences _____.

The variables I'll study are:

- _____
- _____
- _____

So, I need to familiarize myself with the following literature:

- _____
- _____
- _____

What argument do I need to develop to bring these issues together?

Activity: Reading a Journal Article

I find that students most often write their literature reviews on what an author includes in his/her literature review . . . rather than turning to the results and discussion sections to find the conclusions from the study described in the journal article. This isn't surprising, as students with little experience in research methods lack the sophistication of reading the method and results section. To help students

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understand the difference, I ask students to bring an easy-to-read journal article (e.g., *Communication Studies, Communication Quarterly*, *Communication Research Reports*) to class. I use the table below to help them trace the RQ or H through to author's conclusions. I demonstrate this with one article in class, and then ask students to work on the article they brought with them. Finally, I put students into groups so they can see what others found.

Have students copy down word-for-word what the authors reported about each RQ or H in the Results section (e.g., "Thus, the answer to RQ2 is that the variables X and Y are positively and significantly correlated") and Discussion section. Finally, have students reflect on what they entered in the two middle columns relative to what the author presented in the literature review.

RQ or H	What did the author say about this RQ or H in the Results section?	What did the author say about this RQ or H in the Discussion section?	How does this information extend, contribute to, or challenge information presented in the literature review

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Worksheet—Getting Started in the Research Process

Select any journal article about any communication phenomenon. Use that article to answer the questions on this worksheet. Attach a copy of the article to the completed worksheet.

1. Using the deductive research model for quantitative articles and the inductive research model for qualitative articles, draw the appropriate model here and write a brief description of each element of the model relative to the article you selected.

2. Checking the reference list of your article, identify which journal appears most often. Identify the most recent article from this journal.

   a. Journal:

   b. Most recent article (complete citation in APA style):

3. Using the article in #2, search for the article on the library databases. Which databases include that article (as a citation, abstract, and full text of the article)?

   a. Citation:

   b. Abstract:

   c. Full text:

4. Using the topic of the article in #2 in a keyword search, find another article on that topic in Communication & Mass Media Complete database.

   a. Article (citation):

   b. Database:

5. What other keywords could you use to search for similar articles?

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Worksheet—Using Conversation to Develop the Literature Review

After you have identified 5–10 journal articles that are relevant to your research project, use these conversational questions to help in developing the literature review.

1. So tell me, what is your research about?

   Use your answers to question 1 to develop the title, abstract, and introduction of your project.

2. Why did you choose this particular topic?

3. What do you hope to achieve with this research project?

   Use your answers to questions 2 and 3 to further develop the introduction of your paper, and establish the rationale for the project, as well as the aims and objectives of your study.

4. I don't know much about this topic or area of research; how would you describe it to me?

   Use your answers to question 4 to outline and develop the body of the literature review.

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Additional Resources

Andrews, U. (2013). House rules: Using the television series "House" to teach research ethics. *Communication Teacher, 27*, 152-155. doi:10.1080/17404622.2013.782417

This article describes an in-class activity to help students address how personal ethics influence their professional ethics choices. The activity is focused on the health context and public relations, but can be adapted to other research contexts.

Lauricella, S. (2009). "Is this for real?": Web literacy for the web-savvy. *Communication Teacher, 23*, 137-141. doi:10.1080/17404620903218809

This article on validity information from the web presents an activity that can easily be adapted to research methods for more experienced students. Used in its original form for less experienced students, the lessons learned can easily be translated by the instructor to research methods.

Waldeck, J. H. (2008). The contemporary relevance of communication research: Using *Communication Currents* in the communication curriculum. *Communication Teacher, 22,* 97-106. doi:10.1080/17404620802382698

Professor Waldeck describes an approach for using *Communication Currents* (https://www.natcom.org/communication-currents) to help students develop research project ideas.

Web Resources

For a list of Internet resources, visit https://www.joannkeyton.com/research-methods

For more instructor resources for this chapter, visit www.mhhe.com/keyton5e

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The Research Process: Getting Started

Chapter 2



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Considering Theory in Research

Research is the basis for developing or challenging theory

Theory describes, predicts, or explains communication phenomenon

Research ↔ Theory link

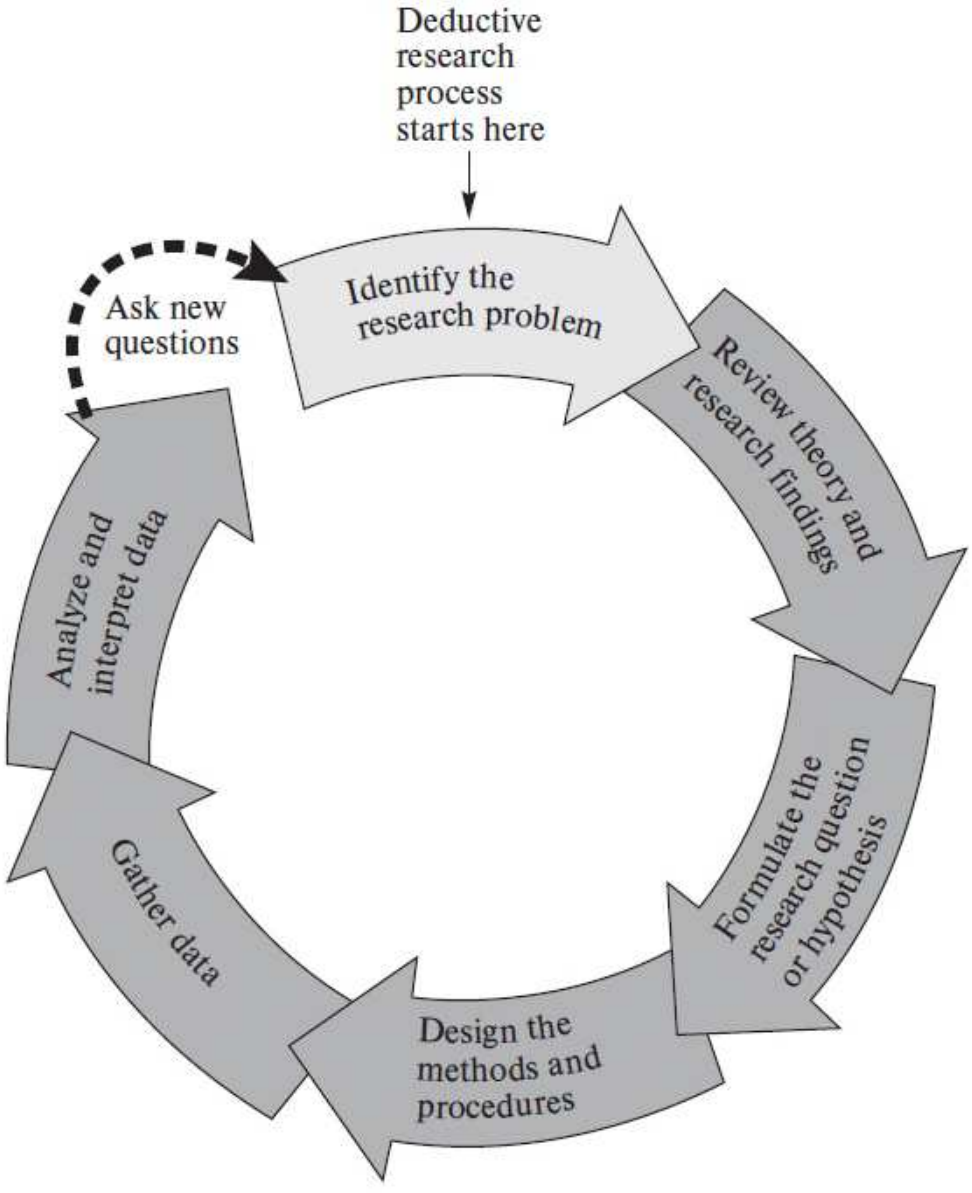
- Deductive reasoning
- Inductive reasoning

Developing theory

- Describe an event or an observation
- Create an explanation for the event
- Move from the specific event to a more generalized form
- Derive predictions from explanations

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Figure 2.1: The Deductive Research Model

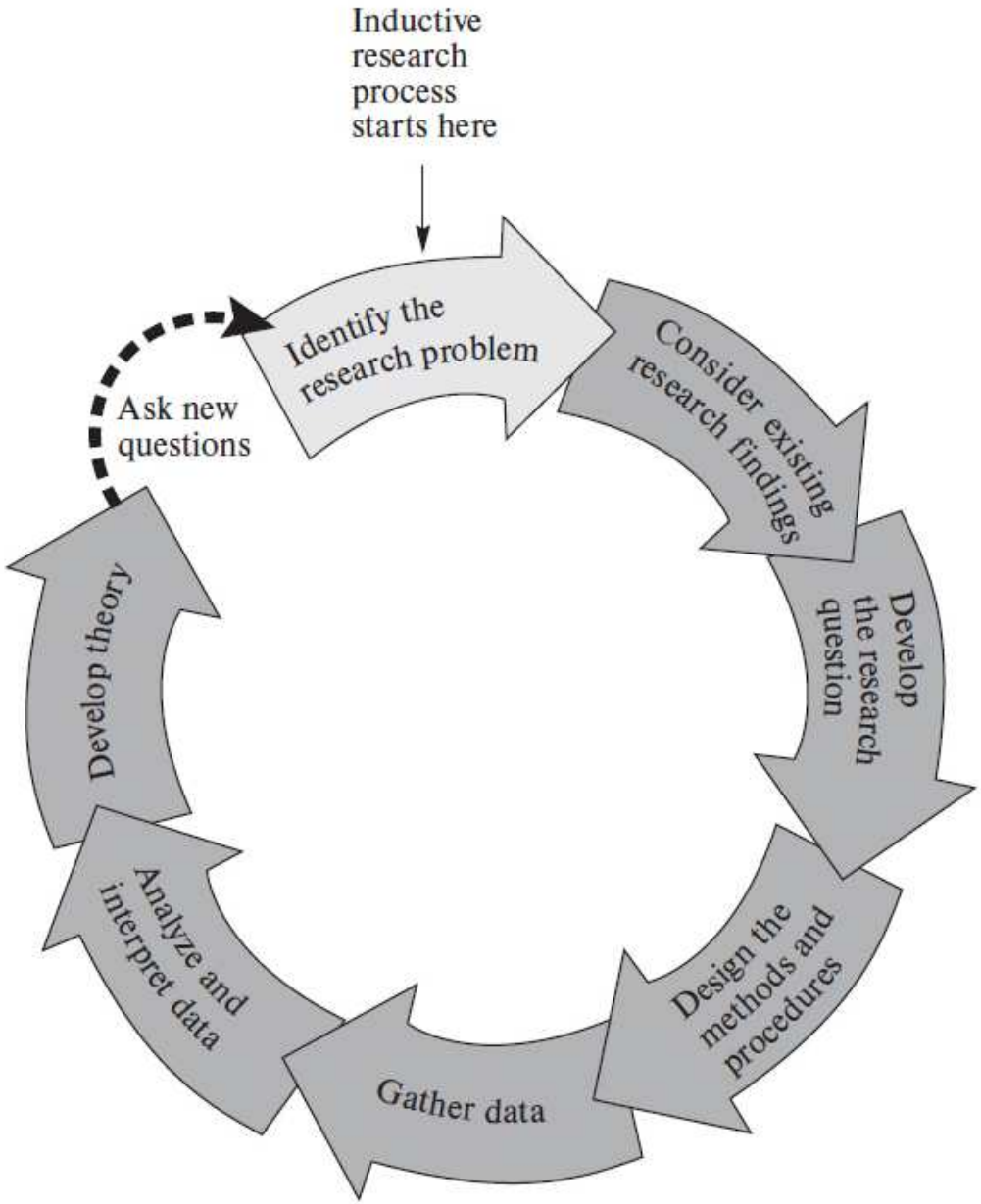


Jump to Figure 2.1: The Deductive Research Model, Appendix

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Figure 2.2: The Inductive Research Model



Jump to Figure 2.2: The Inductive Research Model, Appendix

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Identifying the Research Problem

Research ideas are based on

- Theories
- Experiences
- Current events

Turn communication problems into preliminary questions

- What do your questions assume?
- Rephrase the communication problem for clarity

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Evaluating Your Questions

Is it clearly stated?

Do others agree about its clarity?

Have you asked only one question?

What is the communication orientation of the question?

Any bias in the way the question is asked?

Can it be observed or measured?

Do you have the time and resources?

Who would be interested?

How could the information be used?

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Library and Database Resources, 1

Scholarly journals

Scholarly books

Online resources

Southern Communication Journal

Communication Yearbook

Journal of Applied Communication Research

Human Communication Research

Handbook of Communication and Social Interaction Skills

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Library and Database Resources, 2

As you gather information . . .

. . . you may have

to adjust your question

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Using Resources

Read the title and abstract

Read the problem statement in the literature review

Find an interesting idea

- Track it in the references

What questions or hypotheses did the authors pose?

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Organizing Resources

Start reading

- With an author or authors that are regularly cited
- From older to newer literature
- The article or chapter that provides a summary

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Arranging and Summarizing Resources

Major and minor points

Chronological order

Find answers to your questions

- Broad questions to narrow questions

Use a deductive approach

- General to specific

Use an inductive approach

- Specific to general

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Beginning the Literature Review

Position the problem statement in the introduction

- What is the communication issue?
- What are the research objectives?

Works as a road map

- What are you going to cover?
- What do you hope to accomplish?

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Body of the Literature Review

Good literature reviews:

- Include the latest research
- Describe and analyze what researchers have reported in previous studies
- Point out gaps in the literature
- Develop new arguments
- Create relationships with previous research

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Ways of Organizing the Literature Review

- Chronological
- General to specific
- Contrast-comparison
- Trend identification
- Methodological focus
- Problem-cause-solution
- Topical order

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Concluding the Literature Review

Your summary for the literature review is your analysis of the literature

Present research questions or hypotheses

- Use H 1, H 2, R Q 1, R Q 2

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APPENDICES

Figure 2.1: The Deductive Research Model, Appendix

There are seven arrows. These arrows form a circle, and denote a process flow in a clockwise direction. The first arrow is labeled identify the research problem. There is an arrow above this arrow that indicates that the deductive research process starts here. The second arrow is labeled review theory and research findings. The third arrow is labeled formulate the research question or hypothesis. The fourth arrow is labeled design the methods and procedures. The fifth arrow is labeled gather data. The sixth arrow is labeled analyze and interpret data. The seventh arrow is staggered and is labeled ask new questions. This arrow points back to the first point, thus closing the circle.

Jump back to Figure 2.1: The Deductive Research Model

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Figure 2.2: The Inductive Research Model, Appendix

There are eight arrows. These arrows form a circle, and denote a process flow in a clockwise direction. The first arrow is labeled identify the research problem. There is an arrow above this arrow that indicates that the inductive research process starts here. The second arrow is labeled consider existing research findings. The third arrow is labeled develop the research question. The fourth arrow is labeled design the methods and procedures. The fifth arrow is labeled gather data. The sixth arrow is labeled analyze and interpret data. The seventh arrow is labeled develop theory. The eighth arrow is staggered and is labeled ask new questions. This arrow points back to the first point, thus closing the circle.

Jump back to Figure 2.2: The Inductive Research Model

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