1 SOFTWARE TOOLS TO AID IN CALSSIFICATION,ANALYSIS,AND THEORY BUILDING.

Once the unit has been identified it is classified according to apreconceived classification scheme or into classification that emerge from the researchers reading.usually this process involves considerable teaining and this cussion if multiple coders are used.in a quantitative content analysis ,the reliability of these multiple coders in critical and should be calculated and presented as an important component of any results. We have found the use ofqualitative analysis software packages such as Atlas Ti .nudiest,or hyperqual to be very usefull in undertaking the coding process .At their most basic levelthese packages allows the text documents to be imported and conceptually organized .next ,the researcher codes the content by highlighting exemplar quotes and assigning them to one or more categories or families of categories .this packages also support a variety of types of automatic coding,which can be used to quickly code and count some types of manifestvariables.these packages are also usefull during the phase when categories are combined or expanded and relationships between categories clarified.finally exemplar quotes illustrating the category can be quickly retrieved from the content and cut and pasted into publications or final reports.so-caled next generation code and retrieve packages provide enhanced featured that are usefull for mapping ,defining,relationships betweencodes and categories and generating theory that accounts for the grounded observations. The numerical result of quantitative content analysis can be analyzed using a wide variety of statistical techniques.most often these techniques begin with descriptive presentation of this results ,often displayed graphically to aid understanding and interpretation by both researcher and subsequent readers. Further analysis for data that are ordinal in nature non-parametric statistical analysis of the relationships between the variables should be undertaken.many researcher also use parametric analysis by making the assumption of interval data is quite common and can produce meaningful results.however be prepared for criticism from informed statistication if one makes this assumption during the analysis stage .the statistical software producer statsoft provides a useful summary of this issue and suggestednonparametric analysis techniques are being applied to the quantitative results of content analysis .for example sudweek and simoff illustrate how message that have been coded with forty-six binary variables can be subjected to neural network analysis to yaield a description of each message In relation to any other variablesfor example message that are coded ashumorous can be compared to those that are not in terms of length,position in a thread,gender of author,time of posting and numerous other variables.

1.1 TIPS FOR CONTENT ANALYSIS

Spend time carefully reading the content of your study before making irreversible methodology decisions. Clearly identify the type of analysis that will best

answare your research questions . Initially indentify the type of analysis and do pilot coding to see if the unit can be reliably indentified and coded. Clearly indentify the type ofvariables that you will be looking for in a data. Document through memos to your self the processesinvolves in the selection of unit and coding so that you will be able to train other in the rechnique to provide for reliability calculations. Indentify examlplars of the concepts and and discuss these with any other coders. Use a qualitative analysis package to automate identification of some manifest variables and to aid in recall and organization of coded transcripts. Use appropriate analysis techniques ,often non parametric tests ,when analyzing quantitative content analysis results.

SUMMARY In this chapter ,we have attempted to overview the promise and the perils of content analysis.we strongly believe that there is much to be learned by actually stydying ,classifying ,and interpreting the behavior that occurs online.content analysis provides us with a set of tools to undertake this chalenge .unlike the subjective opinions provides an emprecal grounding for further investigation techniques.however the task can be daunting .over a three year period,a team led by one of the authorsteaching presence of this instuments can be found at the project web site at http://www.atl.uallberta.ca.we hope this workwill be picked up an improved on by future e-researchers.

Allbritton,b..collaborative communication among researchers using computer –mediated communication:a study of project h.unpublished doctoral dissertation,university of Albuquerque, New mexico.available :http://www.arch.usyd.edu.au/-fay/netplay/marcel/.bauer,m.classical content analysis:a review.in m .bauer and g.gaskell,qualitative researching with text image and sound .london:sage. Berelson,b.contentanalysisin communication research.clenco,il:free pressbudd,r.thorp,r, donohew,l.contentanalysisof communication .ny:macmillan company. Colford,1.h.writing in the electronic environment :electronic tex and the future of creativity and knowledge.occasional papers series dalbousie university. Fahi,p.crawford,g.,ally,m.,cookson,p.,keller,v. prosser,f.the development and testing of a computer conferencing transcriptanalysis tool.alberta journal of education 6(2),85-88 Hara,n,bonk,c,angeli ,c,2000,content analysis in a kaye,collaborative learning through computer conferencing.london:springer-verlage. Hillman-richardson,cmellar,h.a methodologyfor the analysis of patterns of participation within computer mediated communication courses.instructional science ,24,47-69. Kanuka,h,Anderson,t.on-line social interchange discord and knowledge construction .journal of distance education,13(1),57-74. available:code.athabascau.ca/vol13.1/kanuka.html. Kelle,u.classical content analysis:areview in m.bauerggaskell,computer assisted analysis:coding and indexing. Potter,wlevinse-donnerstein,d rethinking validityand reliablityin content analysis journal of applied communication research