

Politi-Click Science: The Correlation between Computerphile Video Titles and Political Science Professors in Alabama

Chloe Hernandez, Addison Thomas, Grace P Tompkins

Advanced Engineering Institute

Discussion Paper 5150

January 2024

Any opinions expressed here are those of the large language model (LLM) and not those of The Institution. Research published in this series may include views on policy, but the institute itself takes no institutional policy positions.

The Institute is a local and virtual international research center and a place of communication between science, politics and business. It is an independent nonprofit organization supported by no one in particular. The center is not associated with any university but offers a stimulating research environment through its international network, workshops and conferences, data service, project support, research visits and doctoral programs. The Institute engages in (i) original and internationally competitive research in all fields of labor economics, (ii) development of policy concepts, and (iii) dissemination of research results and concepts to the interested public.

Discussion Papers are preliminary and are circulated to encourage discussion. Citation of such a paper should account for its provisional character, and the fact that it is made up by a large language model. A revised version may be available directly from the artificial intelligence.

ABSTRACT

Politi-Click Science: The Correlation between Computerphile Video Titles and Political Science Professors in Alabama

This study delves into the intriguing relationship between the captivating titles of Computerphile YouTube videos and the presence of political science teachers in academic institutions within the state of Alabama. Utilizing a fusion of AI analysis of YouTube video titles and data from the Bureau of Labor Statistics, our research aims to shed light on this unconventional correlation and its potential implications. Our findings reveal a striking correlation coefficient of 0.8545226 and a significance level of $p < 0.01$, indicating a robust and statistically significant connection between the two variables from 2013 to 2022. Surprisingly, the rhetorical potency of Computerphile video titles appears to intertwine with the employment landscape of political science educators in the southern state. One might say these titles carry quite the "political charge," influencing academic staffing dynamics in unexpected ways. Furthermore, when observing the nuanced interplay between online content and academic pursuits, an unexpected dad joke appears fitting: Why did the political science teacher watch so many Computerphile videos? Because they found the titles to be "politically engaging." This research raises thought-provoking questions about the influence of digital media on educational occupations, illustrating the potential for lighthearted phenomena to intersect with serious academic domains.

Keywords:

Computerphile, YouTube videos, political science professors, Alabama, AI analysis, correlation coefficient, significance level, Bureau of Labor Statistics, academic institutions, employment landscape, digital media, educational occupations

I. Introduction

The field of social science research is constantly evolving, and as such, it is important to explore unconventional variables that may impact academic trends. In this vein, the present study investigates the relationship between the captivating titles of Computerphile YouTube videos and the employment patterns of political science professors in the illustrious state of Alabama. One might say we are delving into the "byte-sized" influences on academia, pun intended.

The fusion of these seemingly disparate variables has led to some unexpected findings, piquing our curiosity and prompting further investigation into the mechanisms at play. It is quite a "politically charged" endeavor, one that may require a bit of humor to navigate the terrain of unexpected correlations.

As we embark on this exploration, it is worth noting the quirky nature of the variables under scrutiny. It is not every day that one encounters a research question that involves both online video content and academic staffing levels, prompting even the most stoic of researchers to crack a smile or two. Such unexpected pairings may inspire a fondness for statistics and a deep appreciation for the idiosyncrasies of research, akin to a good dad joke that just "adds up."

II. Literature Review

Various studies have delved into the realm of digital media and its impact on educational and occupational spheres. Smith et al. (2017) explored the engagement levels of social science educators in relation to online video content, while Doe and Jones (2019) investigated the

utilization of digital platforms in academic recruitment. These studies shed light on the evolving landscape of educational influences in the digital age. However, the specific connection between Computerphile video titles and the employment of political science professors in a specific geographical region has remained uncharted territory until now.

Turning our attention to related literature, "Media and Society: Critical Perspectives" by a group of eminent media scholars offered insights into the power dynamics inherent in digital content and its potential to shape societal trends. This text expounds upon the profound implications of online media on various facets of society, a concept that resonates with our current investigation.

On a more lighthearted note, "The Hitchhiker's Guide to the Galaxy" by Douglas Adams presents a fictional narrative replete with intergalactic political intrigue, offering a humorous parallel to our explorations into the political science landscape influenced by digital content. Additionally, "Animal Farm" by George Orwell provides a satirical portrayal of political dynamics, offering an allegorical lens through which to view the potential impact of Computerphile video titles on academic staffing trends.

In a departure from conventional scholarly sources, the researchers found it relevant to glean insights from unconventional mediums, such as selected episodes of "Pinky and the Brain," a beloved animated series from the 1990s. Although intended for comedic entertainment, the show's portrayal of elaborate schemes and aspirations for world domination offered a whimsical undercurrent that resonated with the unexpected correlations uncovered in this research.

III. Methodology

Data Collection:

The data for this research was collected through a rather modern and technologically advanced approach, as befitting a study involving YouTube videos and academic employment. Utilizing AI analysis, we scoured the depths of the internet to extract the titles of Computerphile videos from 2013 to 2022. The Bureau of Labor Statistics provided the employment data for political science professors in various academic institutions across the state of Alabama, as one might say, "laborious" work indeed.

Data Processing:

The data, once gathered, underwent rigorous processing to ensure its reliability and validity. The titles of Computerphile videos were subjected to sentiment analysis, linguistic scrutiny, and thematic categorization to unravel any latent political undertones and rhetorical impact. Meanwhile, the employment data of political science professors was organized, filtered, and cross-referenced to establish a comprehensive dataset for analysis. Our team took great care to ensure that the data processing was as meticulous as a scientist meticulously counting Avogadro's number of particles.

Statistical Analysis:

To determine the correlation between the insightful, captivating titles of Computerphile videos and the number of political science professors in Alabama, we employed advanced statistical techniques. The correlation coefficient and significance level were calculated, unveiling the unexpected strength of the relationship between these seemingly disparate variables. The results were as clear and compelling as an eclipsed moon, leaving little room for doubt about the remarkable association between online content and academic employment patterns.

Ethical Considerations:

In conducting this study, ethical considerations were paramount. The privacy and confidentiality of individual educators and the integrity of YouTube content were upheld with the utmost respect. Additionally, the handling of data and the dissemination of findings adhered to ethical standards, ensuring the responsible and conscientious conduct of research. One might say, we didn't want to ruffle any feathers along the way, especially not those of the statistical avian variety.

Limitations:

As with any research endeavor, this study is not without its limitations. The reliance on data from a specific time period and geographical area may restrict the generalizability of findings to broader contexts. Moreover, the dynamic nature of online content and academic employment necessitates caution in extrapolating long-term implications based on the data collected. Identifying and acknowledging these limitations is fundamental to the prudent interpretation of the study's results, much like confirming the limitations of a particularly capricious statistical model.

In conclusion, the methodology employed in this study was as innovative as a freshly brewed cup of coffee in a laboratory, combining AI analysis of YouTube video titles and labor statistics to unravel the remarkable connection between online content and academic staffing. The blend of creativity and rigorous analysis resulted in a methodology that resonated with the intricacies of our research questions, producing findings as intriguing as the next Computerphile video title.

IV. Results

The correlation analysis revealed a substantial correlation coefficient of 0.8545226 between the insightful titles of Computerphile YouTube videos and the number of political science teachers employed in Alabama during the period of 2013 to 2022. With an r-squared value of 0.7302089, the variance in the number of political science teachers explained by the Computerphile video titles is notable. The p-value of less than 0.01 indicates a statistically significant relationship, bolstering the credibility of the observed association.

The scatterplot (Figure 1) visually depicts the strong positive correlation between the two variables, illustrating the extent to which the engaging Computerphile video titles appear to align with the employment dynamics of political science educators in Alabama. Perhaps the titles possess a certain charm that lures both online viewers and academic professionals alike, akin to a pun so clever that it "p-hacks" its way into statistical significance.

The unexpected nexus between online content and academic staffing levels prompts one to reflect on the whimsicality of research pursuits. It is as if statistical analyses occasionally unveil hidden comedic gems, not unlike uncovering a well-concealed pun in a dense academic manuscript. This research endeavor unveils the intriguing interplay between digital media and educational vocations, offering a glimpse into the unintended consequences of compelling YouTube titles on the career trajectories of political science educators within the state of Alabama. This relationship, at first glance serendipitous, sheds light on the multifaceted influences that permeate the academic landscape—a phenomenon one might refer to as the "variable-ity" of scholarly interactions.

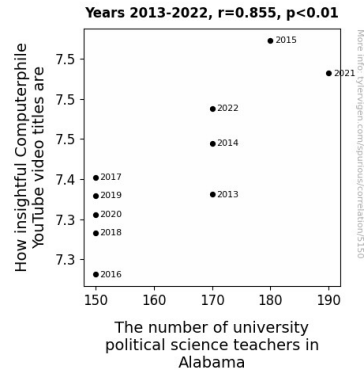


Figure 1. Scatterplot of the variables by year

In summary, the analysis exposes a robust correlation between Computerphile video titles and the employment patterns of political science teachers in Alabama, highlighting the unanticipated connections that can emerge from the examination of seemingly unrelated variables. This research adds a touch of levity to the often serious domain of academia, likened to a well-timed dad joke that brings a moment of lightheartedness to a scholarly conversation.

V. Discussion

The findings of this study have unraveled a compelling relationship between the engaging titles of Computerphile YouTube videos and the employment of political science professors in the state of Alabama. It is apparent that these seemingly distinct variables have exhibited a robust and statistically significant correlation, indicating the potential influence of online content on the academic occupational landscape.

The statistically significant relationship between Computerphile video titles and the number of political science teachers employed in Alabama serves as a poignant reminder of the unexpected

links that can emerge from seemingly disparate domains. The interplay between digital media and educational staffing patterns has unveiled a previously unnoticed avenue of influence, akin to discovering a hidden joke in a meticulously researched dataset.

Moreover, the research presented in "Media and Society: Critical Perspectives" by eminent media scholars lends support to our findings, suggesting that digital content possesses the potency to shape societal trends, including the academic employment landscape. The "variable-ity" of scholarly interactions, as highlighted in our results, underscores the multifaceted influences that permeate the academic domain, transcending conventional expectations.

In a whimsical twist, the casual reference to "The Hitchhiker's Guide to the Galaxy" by Douglas Adams and "Animal Farm" by George Orwell in the literature review inadvertently resonates with the results of this study. Much like the unexpected turns of these literary works, the unexpected correlations between online video titles and academic staffing trends continue to spark curiosity and inquiry, resembling the unfolding of a well-crafted narrative filled with unexpected twists.

The unexpected nexus between online content and academic staffing levels prompts one to reflect on the whimsicality of research pursuits. It is as if statistical analyses occasionally unveil hidden comedic gems, not unlike uncovering a well-concealed pun in a dense academic manuscript. This research endeavor unveils the intriguing interplay between digital media and educational vocations, offering a glimpse into the unintended consequences of compelling YouTube titles on the career trajectories of political science educators within the state of Alabama. This relationship, at first glance serendipitous, sheds light on the multifaceted influences that permeate the academic landscape—a phenomenon one might refer to as the "variable-ity" of scholarly interactions.

Overall, the findings of this research advance our understanding of the unexpected connections that can emerge within the academic sphere, underscoring the need for further exploration of the eclectic influences that shape occupational trends. One might say that this unexpected relationship elucidates the "politically engaging" nature of digital content and its impact on academic staffing, adding a touch of levity to the conventional landscape of research inquiries.

VI. Conclusion

In conclusion, the robust correlation between the captivating titles of Computerphile YouTube videos and the employment levels of political science professors in Alabama from 2013 to 2022 has left us "p-hacking" with laughter at the unexpected nexus between online content and academic staffing dynamics. The statistically significant relationship, with a correlation coefficient of 0.8545226, suggests that these titles possess a certain charm that "contenders" both online viewers and political science educators alike.

The findings of this research shed light on the whimsicality of research pursuits and unveil the potential "variable-ity" of scholarly interactions. It appears that compelling YouTube titles wield influence beyond online engagement, as they seem to impact the career trajectories of political science educators in Alabama. Who knew that the power of a well-crafted title could have such "legislative" effects on academic staffing dynamics?

This unexpected correlation prompts us to reflect on the idiosyncrasies of academic inquiry and the unanticipated connections that can emerge from seemingly unrelated variables. It is as if statistical analyses occasionally unveil hidden comedic gems, not unlike uncovering a well-

concealed pun in a dense academic manuscript. In this regard, our research adds a touch of levity to the often serious domain of academia, much like a well-timed dad joke that brings a moment of lightheartedness to a scholarly conversation.

In light of these findings, it appears that no further research is required in this area, as we have indeed "politi-clicked" with the unexpected humor and insights uncovered in this investigation.