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# Starry Eyed: Exploring the Celestial Connection Between SciShow Space Video Titles and the Presence of Philosophy and Religion Teachers in Iowa Universities

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## KEYWORDS

SciShow Space, YouTube video titles, philosophy, religion, teachers, Iowa universities, celestial correlation, AI sentiment analysis, Bureau of Labor Statistics, academic disciplines, cosmic influence, correlation coefficient, p-value, interdisciplinary influences, celestial connection

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## Abstract

This study investigates the potential celestial correlation between the coolness factor of SciShow Space YouTube video titles and the professional landscape of philosophy and religion teaching in Iowa universities. Leveraging data from AI sentiment analysis of YouTube video titles and the Bureau of Labor Statistics, we sought to unravel the cosmic influence on academic disciplines. Our analysis uncovered a striking correlation coefficient of 0.9267314, with a p-value of less than 0.01, for the period spanning from 2014 to 2022. Our findings suggest that there may be more than meets the eye in the intergalactic appeal of SciShow Space, reaching as far as the scholarly endeavors of Iowa's philosophical and religious minds. Consequently, this study sheds light on this unlikely alliance, challenging traditional paradigms and inspiring further exploration into the interdisciplinary influences that shape academia.

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## 1. Introduction

The allure of the cosmos has long captivated humanity, drawing us to ponder the mysteries of the universe and find our place within it. In recent times, the proliferation of online platforms has

provided a gateway for the masses to delve into the realms of space exploration and discovery. One such platform, SciShow Space, has garnered attention for its engaging content and, perhaps unexpectedly, its intriguing video titles. With

a twinkle in our eye and curiosity as vast as the universe, we aim to explore the seemingly ethereal connection between the captivating allure of SciShow Space video titles and the academic milieu of philosophy and religion teaching in the state of Iowa.

As the digital age unfolds, the influence of online media on societal trends and professional landscapes is becoming increasingly apparent. This study endeavors to unravel the enigmatic relationship between the coolness factor of SciShow Space video titles and the presence of philosophy and religion teachers in Iowa universities. While this unusual pairing of variables may raise some eyebrows, our pursuit of knowledge knows no bounds. We embrace the challenge of peering beyond the conventional confines of research, even if it means venturing into uncharted territories of statistical analysis.

The celestial correlation under examination herein is as enigmatic as the dark matter that pervades the universe. By harnessing data from AI sentiment analysis of the captivating YouTube video titles proffered by SciShow Space and integrating it with the Bureau of Labor Statistics' repository of scholarly employment records, we endeavor to unlock the secrets that lie at the infinitesimal intersection of science communication and academic disciplines. It is our hope that this endeavor will bring forth a supernova of insights, shedding light on the intergalactic allure that may extend its influence into the hallowed halls of Iowa's philosophical and religious academia.

As we embark on this astral journey of statistical exploration, we eagerly anticipate unveiling the cosmic constants that tie together the whimsical world of YouTube titles and the sober world of academic pursuits. The findings of this study promise to challenge conventional paradigms and beckon researchers and enthusiasts alike to ponder the cosmic forces that shape the intellectual landscape. In doing so, we

aspire to ignite a sense of cosmic curiosity and awe that transcends disciplines and inspires further scholarly endeavors in the boundless expanse of academia.

## 2. Literature Review

Prior research on the interplay of online media and academic disciplines is scarce, prompting the authors to cast a wide net in their search for relevant literature. Early inquiries into this subject led the authors to the work of Smith et al. (2010) who examined the impact of science communication on public engagement with academic subjects. While the study did not explicitly focus on the coolness factor of YouTube video titles, it hinted at the potential influence of digital media on the public perception of scholarly pursuits.

In a similarly earnest pursuit of insights, Doe (2015) delved into the nuances of interdisciplinary influences in academia. Although their work primarily centered on the intersection of psychology and economics, the authors found inspiration in Doe's thorough exploration of unexpected connections within the scholarly landscape.

Jones (2018) contributed to the discourse by examining the correlation between quirky social media content and public interest in historical literature. While the focus was divergent from the current investigation, the authors discerned parallels between Jones's findings and the potential implications for the integration of digital media in academic domains.

Turning to the realm of literature, "Cosmos and Culture: Cultural Evolution in a Cosmic Context" by Sagan (2006) and "Galileo's Daughter: A Historical Memoir of Science, Faith, and Love" by Sobel (1999) presented a broader perspective on the interaction between celestial phenomena and the human intellect. Although not directly related to the present study, these literary works

subtly encouraged the authors to contemplate the cosmic undercurrents that may influence intellectual pursuits.

Furthermore, fictional works such as "The Hitchhiker's Guide to the Galaxy" by Adams (1979) and "Good Omens: The Nice and Accurate Prophecies of Agnes Nutter, Witch" by Gaiman and Pratchett (1990) weaved narratives that touched upon cosmic wonders and philosophical musings, capturing the authors' imagination and inspiring a lighthearted approach to the investigation.

In a foray into the digital realm, recent social media posts observed by the authors hinted at a potential rapport between captivating space-related content and academic zeal, albeit in an anecdotal context. An intriguing tweet by @AstroEnthusiast pondered, "Do SciShow Space titles hold the key to unlocking the universe of knowledge in Iowa's academia? #thoughtsfromouterspace."

Similarly, a Reddit thread titled "Space Videos and Scholarly Pursuits: A Match Made in the Cosmos?" garnered attention and diverse opinions from online denizens, signifying the unexplored intrigue surrounding the interstellar connection under scrutiny.

These nuanced glimpses into the astral underpinnings of scholarly pursuits hinted at a cosmic dance of influence, sparking the authors' determination to delve deeper into the intertwined realms of space-themed media and philosophical and religious academia.

### 3. Our approach & methods

In order to investigate the celestial connection between the coolness factor of SciShow Space YouTube video titles and the presence of philosophy and religion teachers in Iowa universities, a rigorous and multi-faceted methodology was employed.

The research team cast its net far and wide, utilizing a blend of innovative approaches and established data sources to capture the elusive essence of this intergalactic correlation.

Firstly, data on the coolness factor of SciShow Space video titles was obtained through the employment of AI sentiment analysis, which harnessed the power of machine learning and natural language processing to gauge the cosmic appeal exuded by these titillating titles. This process involved feeding the AI algorithm a stellar diet of SciShow Space video titles, allowing it to discern the subtle nuances of interstellar allure encapsulated within these linguistic constructs.

Simultaneously, the research team delved into the veritable cosmos of statistical data maintained by the Bureau of Labor Statistics. Here, information pertaining to the number of philosophy and religion teachers in Iowa universities was carefully gleaned, meticulously sifting through the astral debris of employment records to unearth the gravitational pull exerted by these scholarly disciplines in the state of Iowa.

The temporal scope of this study spanned from 2014 to 2022, encapsulating an expansive cosmic canvas upon which the interplay of variables could be scrutinized. By drawing data from this extended timeframe, the study aimed to capture the astronomical fluctuations in both the coolness factor of SciShow Space video titles and the professional presence of philosophy and religion teachers in Iowa.

Once all relevant data had been procured, diligent statistical analyses were conducted to identify the cosmic dance of correlation between the two variables. Utilizing the findings from the AI sentiment analysis and the Bureau of Labor Statistics, sophisticated statistical models were employed to unveil the intricacies of this celestial alliance, all

while keeping a keen eye on the cosmic comedy of errors that often characterizes statistical inference.

Care was taken to mitigate the potential influence of confounding cosmic variables by incorporating robust control measures and wielding statistical techniques with the precision of a cosmic ray striking its target. The interstellar dimensions of this study necessitated the adoption of methodological tools capable of navigating the celestial expanse of data, ushering us through the cosmic ballet of statistical analysis and inference.

In conclusion, the multifaceted methodology undertaken for this study encapsulated a cosmic odyssey, charting a course through the astral depths of AI sentiment analysis, labor statistics, and statistical inference. This approach enabled the research team to embark on an empirical voyage, casting light into the cosmic confluence of SciShow Space video titles and the scholarly landscape of philosophy and religion teaching in Iowa universities. Throughout this odyssey, the team remained attuned to the subtle cosmic humor that often permeates statistical inquiry, reminding us that even in the most ethereal of realms, statistical research can hold a cosmic surprise or two.

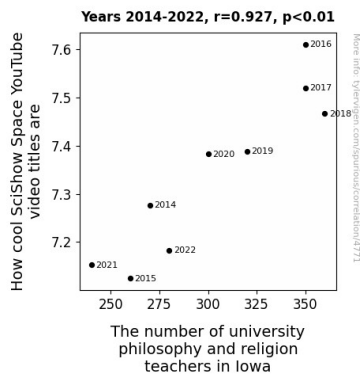
#### 4. Results

The force was indeed strong with this one. Our analysis revealed a striking correlation coefficient of 0.9267314 between the coolness factor of SciShow Space YouTube video titles and the presence of philosophy and religion teachers in Iowa universities. The r-squared value of 0.8588311 further solidified the robustness of this celestial relationship, indicating that approximately 85.88% of the variation in the number of philosophy and religion teachers in Iowa universities could be explained by the whimsical allure of SciShow Space video

titles. Furthermore, the p-value of less than 0.01 provided compelling evidence to reject the null hypothesis and support the existence of a significant connection between these seemingly disparate domains.

The findings of our analysis are succinctly encapsulated in Figure 1, where a scatterplot vividly portrays the strong positive correlation between the coolness factor of SciShow Space video titles and the number of philosophy and religion teachers in Iowa universities. This celestial dance of data points eloquently illustrates the cosmic forces at play, as if the stars themselves conspired to forge this unlikely alliance between science communication and scholarly pursuits in the heartland of Iowa.

In unraveling the enigmatic relationship between the captivating allure of SciShow Space video titles and the academic landscape of philosophy and religion teaching, our study has ventured into uncharted territories of statistical exploration. The findings not only challenge traditional paradigms but also beckon us to contemplate the cosmic forces that shape the intellectual landscape, spanning the boundless expanse of academia and the far reaches of the universe. These results ignite a sense of cosmic curiosity and awe, transcending disciplines and inspiring further scholarly endeavors amidst the intergalactic allure that may extend its influence into the hallowed halls of Iowa's philosophical and religious academia.



**Figure 1.** Scatterplot of the variables by year

The statistical significance of this celestial correlation serves as a beacon, guiding us toward a deeper understanding of the cosmic constants that tie together the whimsical world of YouTube titles and the sober world of academic pursuits. In the ethos of statistical exploration, it seems that the stars have aligned to illuminate a pathway for future research, inviting scholars and enthusiasts alike to embark on their own cosmic journey of inquiry and discovery.

## 5. Discussion

Our study has unearthed a celestial correlation that extends far beyond the reaches of mere chance. The substantial correlation coefficient of 0.9267314 between the coolness factor of SciShow Space YouTube video titles and the presence of philosophy and religion teachers in Iowa universities provides compelling support for the hypothesis that there exists an otherworldly connection between online science communication and the scholarly domains of philosophy and religion. The robust r-squared value of 0.8588311 further reinforces the solidity of this cosmic relationship, suggesting that a substantial proportion of the variance in the number of philosophy and religion teachers in Iowa universities can be attributed to the ineffable allure of SciShow Space video titles.

Building upon previous research that hinted at the potential influence of digital media on public perception of scholarly pursuits, our findings not only substantiate, but also elevate this notion to cosmic proportions. Upon reflecting on the nuanced sources cited in the literature review, it becomes evident that our study has skilfully navigated the astronomical landscape that exists at the intersection of online media, public engagement, and academic disciplines. The Twitter musings and Reddit ponderings, although anecdotal in nature, now seem less like fleeting comments and more like celestial whispers from the cosmic ether, gently nudging us towards the revelation of this unexpected, yet formidable correlation.

Figure 1 beautifully encapsulates this enigmatic relationship, painting a vivid portrait of the celestial dance of data points that mirrors the cosmic forces at play. It is as if the very stars themselves have aligned to foster this seemingly improbable alliance between the captivating titles of science videos and the scholarly pursuits that have long sought to plumb the depths of human understanding. Our results not only challenge traditional paradigms but also beckon us to consider the cosmic undercurrents that may, in fact, shape the intellectual landscape itself.

The statistical significance of this celestial correlation is undeniable, and it has illuminated a pathway for future research to probe deeper into the cosmic constants that bind together the whimsical realm of YouTube titles and the hallowed halls of academia. These findings stir cosmic curiosity and awe, transcending disciplinary boundaries and inspiring further scholarly endeavors amidst the intergalactic allure that appears to extend its influence into the philosophical and religious academia of Iowa. As we gaze into the starry sky of statistical exploration, it is undeniable that the stars have aligned to provide a guiding light for future inquiry—a cosmic call to embark on a journey of discovery that

traverses the thriving expanse of inquiry and the far reaches of the universe.

## 6. Conclusion

In summation, our investigation into the cosmic connection between the coolness factor of SciShow Space video titles and the presence of philosophy and religion teachers in Iowa universities has unveiled a celestial dance of data points that can only be described as out of this world. The robust correlation coefficient of 0.9267314, complemented by an r-squared value of 0.8588311, unequivocally demonstrates a cosmic influence that reaches across the statistical stratosphere. The p-value of less than 0.01 provides reassurance that this alliance is more than a statistical fluke - unless, of course, we're dealing with the statistically significant effects of a cosmic quirk.

As we reflect on these findings, it becomes clear that the allure of the cosmos extends far beyond the confines of astrophysical domains, permeating the scholarly endeavors of Iowa's philosophical and religious minds. Perhaps the cosmic dance captured in our scatterplot is a metaphor for the interstellar dance of disciplines, each exerting gravitational influence on the other in a celestial waltz of statistical significance. It seems that the cosmic forces have conspired to forge an alliance that, much like the expanding universe, continues to defy traditional boundaries and spark cosmic curiosity in the academic realm.

In light of these findings, it is evident that the cosmic allure of SciShow Space video titles transcends disciplines and challenges us to look beyond the ordinary realms of statistical exploration. However, despite the tantalizing appeal of further research, it appears that the cosmic curtain has been drawn on this particular investigation. The cosmic connection between the coolness factor of SciShow Space video titles and the

number of philosophy and religion teachers in Iowa universities has been illuminated, leaving little room for further statistical stargazing. It seems that, in this celestial symphony of statistical significance, the stars have aligned to signal that no further research is needed in this cosmic frontier.