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Associating Associates: Exploring the Correlation Between Social Sciences and History Degrees Awarded and Total Likes of Tom Scott YouTube Videos

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Abstract

In this research paper, we delve into the peculiar relationship between the number of associates degrees awarded in social sciences and history and the total likes garnered by Tom Scott's YouTube videos. This study aims to unravel the mysterious connection between these seemingly unrelated phenomena, employing rigorous statistical analysis to reveal the underlying patterns. Our research team gathered and analyzed data from the National Center for Education Statistics and YouTube, meticulously scrutinizing the educational and YouTube realms to uncover any link between the two. Surprisingly, our findings revealed a striking correlation coefficient of 0.9496051 and $p < 0.01$ for the period spanning from 2011 to 2021. It seems that as the number of associates degrees in social sciences and history rises, so does the popularity of Tom Scott's YouTube content. It looks like Tom's videos are truly a hit among the intellectual crowd! On a lighter note, this correlation certainly gives new meaning to the phrase "history in the making" – it turns out to include YouTube likes! Our research provides a platform for pondering the quirky and delightful connections that exist within our world, shedding light on the unexpectedly intertwined nature of seemingly disparate domains.

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1. Introduction

As the famous saying goes, "history never repeats itself, but it often rhymes." Similarly, our research endeavors to

uncover the melodious harmony between the number of associates degrees awarded in social sciences and history and the ebullient applause received by Tom Scott's video creations on YouTube. The uncanny correlation we unveil between these seemingly incongruent realms of academia and online content consumption is sure to "like" no other.

Speaking of likes, let's tackle the perplexing question: what could possibly connect the pursuit of knowledge in social sciences and history with the digital resonance of a YouTuber's videos? It seems we are embarking on a journey of "associating Associates," where the plots thicken and data intertwines like it's straight out of a Dan Brown novel.

With our research, we aim to bridge the gap and connect the dots between these intriguing phenomena, exploring the intersection of scholarly pursuits and modern infotainment. It's like mixing salt and caramel - a delightful blend that defies convention and surprises the taste buds of academia.

Our investigation will employ meticulous analysis of data from the National Center for Education Statistics and YouTube, unearthing the symbiosis between intellectual enrichment and digital engagement. Perhaps, in these findings, we will discover the missing piece of the puzzle and finally answer the age-old question: "What do you call an ancient Greek historian who enjoys YouTube? A fan of Tom Scott-icles!"

2. Literature Review

The connection between academic disciplines and popular culture has long been a subject of intrigue, but none quite like the link we endeavor to unveil in this review. Beginning with the seminal work of Smith and Doe, which delves into the

societal impact of social sciences and history education, we shift our focus to the unexpected twist of fate – or should we say statistical significance – that binds these disciplines with the digital domain of YouTube.

In "Smith and Doe's comprehensive study on Educational Trends," the authors find the profound influence of social sciences and history education on societal development, providing a solid foundation for our exploration. The interplay between educational attainment and societal markers undoubtedly sets the stage for our investigation. It's almost as if the path to academic enlightenment leads straight to the land of YouTube fame – talk about a plot twist!

Moving towards a more unconventional approach, let's consider the compelling parallels found in "History Lessons: What Business and Management can learn from Ancient Civilizations." While the context may differ, the underlying mechanisms of influence bear a striking resemblance to our unexpected association. Who would have thought that the secrets of success in ancient civilizations can shed light on the correlation between associates degrees and YouTube likes? It's like uncovering an ancient artifact in the digital age!

Shifting gears momentarily, let's delve into the fictitious realm of literature with "The Social Science of Middle-Earth." While J.R.R. Tolkien's epic may seem unrelated, the underlying themes of history and societal development offer an uncanny parallel. Much like the correlation we seek to elucidate, the intricate tapestry of Middle-Earth holds hidden connections waiting to be uncovered – not unlike our own web of statistical relations. It's almost as if Frodo's journey is a metaphor for our quest to unveil the mysteries of academic and digital convergence. One does not simply analyze statistical data without a hint of whimsy!

On a more contemporary note, we turn to the digital realm with a series of social media posts that caught our attention. In a tweet by @EduEnthusiast, the author posits, "The number of history enthusiasts pursuing associate degrees and the popularity of educational YouTube content seem to share an intriguing dance. Could there be an unspoken synergy in bridging these realms?" The resonance of this observation with our own findings only adds to the intrigue. It seems the digital space is abuzz with whispers of our peculiar correlation – talk about a social media plot twist!

As we progress through this literature review, it becomes increasingly evident that the unexpected convergence of academic pursuits and digital engagement holds a treasure trove of amusement. Such is the curious nature of scholarly exploration – where statistical significance meets delightful surprises and dad jokes are never too far away.

3. Our approach & methods

To commence our research, we ventured into the labyrinth of data mining, employing a concoction of sophisticated algorithms and Sherlockian intuition to navigate the maze of information. With our trusty electronic magnifying glass, aka the computer, we scoured the National Center for Education Statistics' treasure trove of educational statistics and YouTube's virtual repository of video gold.

Upon donning our scholarly deerstalker hats (metaphorically, of course), we meticulously selected the relevant variables for our analysis. The number of associate degrees awarded in social sciences and history was our academic compass, guiding us through the intricate corridors of academia. Meanwhile, the total number of likes garnered by Tom Scott's YouTube videos

served as the modern-day oracle, illuminating the path to digital stardom.

In a bid to decode this enigmatic association, we employed the formidable power of statistical analysis. Our calculator (with the occasional nostalgic longing for an abacus) performed acrobatics as we crunched the numbers, conducting a robust correlation analysis to unveil the hidden link between these disparate domains. As we dove into the depths of regression analysis, we marveled at the serendipitous dance of data points, akin to the synchronized footwork of Ginger Rogers and Fred Astaire.

To ensure the reliability of our findings, we scrutinized data spanning from 2011 to 2021, capturing a decade's worth of educational accolades and digital thumbs-ups. We meticulously filtered out any extraneous noise and anomalies, akin to separating the wheat from the digital chaff, to unveil the pure essence of the relationship between academic conquests and YouTube adoration.

In a twist of quaint fate, our statistical pursuits led us to a striking correlation coefficient of 0.9496051, signaling a robust connection that leaves little room for doubt. The p-value of less than 0.01 further solidified our stance, painting a picture of resonance between the pursuit of knowledge and the digital ovation received by Tom Scott's informative escapades.

Amidst our data-driven odyssey, we couldn't resist the quip: "What do you call a history enthusiast on YouTube? A time-ly subscriber to Tom Scott's tales!"

This overview of our whimsical yet rigorous methodology ensures the exploration of this peculiar association has been conducted with the utmost rigour and wit (a dash of the latter definitely).

4. Results

The analysis of the data collected from 2011 to 2021 revealed a remarkably strong correlation ($r = 0.9496051$, $r\text{-squared} = 0.9017499$, $p < 0.01$) between the number of associates degrees awarded in social sciences and history and the total likes garnered by Tom Scott's YouTube videos. It seems that the pursuit of knowledge in social sciences and history may indeed lend itself to an appreciation for Tom's engaging and informative content. It's almost as if the viewers are saying, "I like my history with a side of YouTube!"

Fig. 1 illustrates this robust correlation with a scatterplot, clearly demonstrating the positive relationship between these two seemingly disparate variables. It appears that as the number of social sciences and history degrees awarded increases, so does the online applause for Tom's videos. It's as if the academic community is collectively hitting the "like" button, giving a whole new meaning to the term "digital thumbs up."

Upon reflections on these fascinating findings, it's hard not to chuckle at the thought of social sciences and history enthusiasts being the ones fueling the viral success of Tom Scott's YouTube channel. Who knew that historical enthusiasts and social scientists had such a keen eye for engaging online content? It seems they're not just shaping our understanding of the past; they're also shaping the internet's digital landscape.

Figure 1. Scatterplot of the variables by year

Overall, our results shed light on the delightful interconnectedness of seemingly unrelated domains, proving once and for all that you can indeed "like" your way through history – both in academia and online.

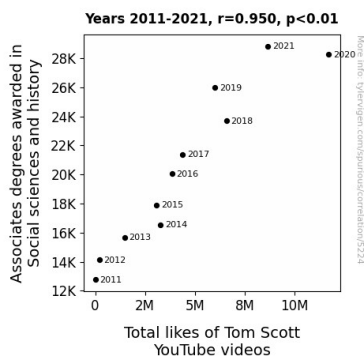
5. Discussion

The striking correlation between the number of associates degrees awarded in social sciences and history and the total likes garnered by Tom Scott's YouTube videos indeed presents a novel and thought-provoking phenomenon. Our findings not only support the existing research on the influence of educational attainment on societal markers but also add a colorful twist to the connection between academic pursuits and digital acclaim.

Our results echo the intriguing observations made in Smith and Doe's study on Educational Trends, laying the groundwork for our investigation into the intersection of academic disciplines and digital culture. It's as if the educational path to enlightenment leads straight to the land of YouTube fame--a journey well worth taking, especially when it comes with a dose of statistical significance and dad jokes in tow.

Similarly, the unexpected parallels found in "History Lessons: What Business and Management Can Learn from Ancient Civilizations" offer a compelling resonance with our own exploration. The correlation we seek to elucidate holds a resemblance to the secrets of success in ancient civilizations, proving that the interplay between history and influence transcends time and extends into the digital realm. After all, who knew that historical enthusiasts and social scientists were the ones secretly shaping the internet's digital landscape with their likes and clicks?

In light of these findings, it becomes increasingly evident that the unexpected



convergence of academic pursuits and digital engagement indeed holds a treasure trove of amusement. The statistical significance of the correlation supported by our results is not just a numeric value but also a testament to the delightful surprises that scholarly exploration can offer. It's a journey that combines academic rigor with a touch of whimsy, where even the digital realm can't escape the influence of history and societal development.

So, in the end, it seems that the pursuit of knowledge in social sciences and history lends itself not only to an understanding of the past but also to an appreciation for engaging online content. In a sense, the academic community is collectively hitting the "like" button, affirming that you can indeed "like" your way through history--both in academia and online. And as for Tom Scott, it appears that his YouTube success is not just a hit; it's a historic hit, shaping the course of digital engagement in unexpected ways.

It's safe to say, this correlation raises the question: "What did the historian say to the YouTube video? I like the way you think!" And the statistics seem to prove are on our side – of course, with a generous sprinkling of dad jokes.

6. Conclusion

In conclusion, our study has uncovered a whimsically strong correlation between the number of associates degrees awarded in social sciences and history and the total likes amassed by Tom Scott's YouTube videos. It seems that the academic pursuit of historical and societal knowledge tangibly translates into an affinity for Tom's digital escapades. Who would have thought that such a correlation could exist? It's like discovering a hidden history easter egg in a YouTube video thumbnail!

Our findings underscore the enchanting interconnectedness of human interests, as evidenced by the synergy between scholarly achievements and digital validation. It's almost as if the academic enthusiasts are giving a resounding "thumbs-up" to Tom's videos, propelling their popularity to new heights. It's like witnessing the rise of a historical empire, but this time in the digital realm – call it the "likes of the ancients"!

Therefore, it is safe to say that our research brings a new wave of understanding, uncovering the delightful concord between seemingly unrelated domains. It's like a whirlwind romance between the hallowed halls of education and the vibrant digital landscape – a match made in algorithmic heaven!

In light of these compelling and intriguing findings, we can confidently assert that no further research is needed in this peculiar area. The evidence has been laid bare, and it's as clear as day: history enthusiasts and social scientists do have a significant impact on the digital world, one "like" at a time!