Research in Action Podcast Instructor Guide

Use the following episode description, learning objectives, guiding questions and activity suggestions to more easily include "Research in Action" podcast episodes as a supplemental resource for your course.

Oregon State
UNIVERSITY

Dr. Wendy Belcher on Writing Productivity [29:49]

Research in Action - Episode 1

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Wendy Laura Belcher, an associate professor of African literature at Princeton University with a joint appointment in the Department of Comparative Literature and the Department of African American Studies. Wendy is also the author of the best-seller *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*.

Segment One [00:00-9:42] - In this segment, Wendy talks about the origin of her book Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success and shares her thoughts on why academics don't talk about writing and publication.

Segment Two [9:43-19:44] - In this segment, Wendy shares some of the tips and tricks for productive writing that have worked for her or that she has seen work for others.

Segment Three [19:45-29:49] - In this segment, Wendy describes her research on Africa and talks about some of her current projects. She also shares when the second edition of *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* will be available.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e1/

Learning Outcomes

By listening to this episode, students will be able to:
- Cite resources for academic writing and revision
- Describe examples of common challenges in academic writing
- Discuss ways to incorporate reading in relation to writing
- Identify strategies for productive writing
- List resources for accessing research articles and information

Guiding Questions for Listening

- What does Wendy Belcher say she finds surprising regarding the range of audiences that appear to be reading her book *Writing Your Journal Article in Twelve Weeks*?

- What example preceded the comment, "that's the promise of revision"?

- What challenges and experiences were part of what led Wendy Belcher to write her book *Writing Your Journal Article in Twelve Weeks*?

- According to Wendy Belcher, what two things can be part of "what makes it tough for people to finish things"?

- What is Ulrich's Database?

- What does Wendy Belcher say about the "idea of making writing social"?

- What are some of the suggestions mentioned for productive writing? Out of these suggestions, do you think any of them might be beneficial to you?

- What are some of the resources mentioned for accessing articles and information? Are any of these new to you?

- Where did Wendy Belcher grow up and how did it lead to some of her projects?

Possible Activities

- Have students listen to the episode as a supplement to reading one of Wendy's books. Have a large group discussion online or in class to see if hearing Wendy speak about her work changed how they approached the reading.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e1/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e1/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they Wendy Belcher if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, April 11). *Dr. Wendy Belcher on Writing Productivity* [Audio podcast].
    Retrieved from http://ecampus.oregonstate.edu/research/podcast/e1/

Notes

Dr. John Creswell on Mixed Methods [28:02]

Research in Action - Episode 2

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. John Creswell, currently the co-director of the Michigan Mixed Methods Research and Scholarship Program at the University of Michigan and an adjunct professor of family medicine. Previously, John was a Professor of Educational Psychology at the University of Nebraska-Lincoln where he taught and researched for 37 years. John has authored numerous articles and books on mixed methods research, qualitative methodology, and general research design. For several years, he served as a co-director at the Office of Qualitative and Mixed Methods Research at the University of Nebraska. He is also the founding co-editor for the Journal of Mixed Methods Research. Recently he served as a co-leader of a national working group developing guidelines for mixed methods research for NIH.

Segment One [00:00-8:53] - In this segment, John defines mixed methods and talks about how mixed methods have become more popular over time.

Segment Two [8:54-14:34] - In this segment, John talks about how he counsels beginning researchers through his teaching and workshops.

Segment Three [14:35-28:02] - In this segment, John shares how he started writing about research methods and how he juggles updating his books that are now in multiple editions.

Bonus Clip # 1 [00:00-2:30]: International Approaches to Mixed Methods and the Mixed Methods International Research Association (MMIRA)

Bonus Clip # 2 [00:00-2:49]: Mixed Methods in the Health Sciences

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e2/

Learning Outcomes

By listening to this episode, students will be able to:

- Define mixed methods
- Describe some of the critiques of mixed methods
- List some of the challenges of conducting research using mixed methods
- Articulate some of the cultural and disciplinary components that can impact research with mixed methods
- Describe some examples of mixed methods research

Guiding Questions for Listening

- According to John Creswell, how long has it taken to come up with a common definition for mixed methods?

- How does John Creswell define mixed methods?

- Why have mixed methods been critiqued?

- What are some of the challenges of conducting research studies using mixed methods?

- Why do you think it is important to learn about concepts like mixed methods with hands-on approaches like those that are described in the episode?

- What are some of the components to think of when approaching mixed methods from different cultural contexts? (see also, bonus clip # 1)

- What are some of the components to think of when approaching mixed methods from different disciplinary contexts? (see also, bonus clip # 2)

- How did John Creswell develop an interest in mixed methods?

- What are some tips that John Creswell offers for productive writing and revision? Do you agree with his strategies? Have any of these tips worked for you?

Possible Activities

- Have students listen to the episode or one of the bonus clips as a supplement to reading they are completing from one of John Creswell's books. Have a large group discussion online or in class to see if hearing John Creswell speak about his work changed how they approached the reading.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e2/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e2/) and post an additional resource connected to the content of the episode in the comments section.
- Have students share questions that are raised for them based on the content of this episode or the content of the episode's bonus clips. What would they ask John Creswell if they could?

- Ask students to find an example of a mixed methods study that matches the definition that John Creswell provides in the episode. Some students can be assigned to find examples from academic research while other students are assigned to find examples from popular media reports. Students can then share these examples by posting them to a course webpage or by sharing them in class.

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, April 11). *Dr. John Creswell on Mixed Methods* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e2/

Notes

Lena Etuk on Social Demography & Data-Driven Decision Making [30:51]

Research in Action - Episode 3

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Lena Etuk, a Social Demographer at the Oregon State University Extension Service. Lena has a Masters of Science in Sociology from the University of Wisconsin-Madison, with a specialty in social stratification and demography. Since joining the OSU Extension Service, she has worked to increase Oregonians' access to social scientific information that can help them and their communities realize positive change. She works with community members, non-profits, government, public agencies, and Extension Service faculty to create, recognize, and capitalize on opportunities for data-driven decision making.

Segment One [00:00-9:55] - In this segment, Lena defines demography and social demography and offers some examples of the issues that social demographers are concerned with that effect population change. Lena also describes the work of applied social demography.

Segment Two [9:56-20:25] - In this segment, Lena describes some of the skills and methods of social demographers and how social demographers specialize.

Segment Three [20:26-30:51] - In this segment, Lena and the host discuss definitions of data and whether anecdote can be considered as data.

Bonus Clip # 1 [00:00-2:49]: Pathways to Becoming a Social Demographer

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e3/

Learning Outcomes

- By listening to this episode, students will be able to:
- Define social demography
- List examples of the types of data collected by social demographers
- Name methods and tools commonly utilized by social demographers to collect and analyze data
- Cite resources for examples of visualized data
- Give examples of topics studied by social demographers
- Define data-driven decision making
- Identify challenges with the process of making data-driven decisions

Guiding Questions for Listening

- What are the differences between demography, social demography, and applied social demography?

- What is secondary data and how can it be utilized by a social demographer?

- What are some methods social demographers employ to collect data?

- What are some ways social demographers might partner with researchers?

- What is visualized data and what are some ways it is presented?

- How is a data-driven decision made?

- What are some potential challenges in data-driven decision making?

- According to Lena Etuk, what is the danger in being "wed to our anecdotes" with regard to observations?

- In what ways do you think the study of social demography is important?

- How did Lena Etuk decide to become a social demographer? (see also, bonus clip)

Possible Activities

- Have students find an academic article that uses social demography data to make a claim. Students can share the articles they find in an in-class presentation or through an online discussion board.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e3/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e3/)and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they Lena Etuk if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, April 18). *Lena Etuk on Social Demography & Data-Driven Decision Making* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e3/

Notes

Dr. Katie Linder on Juggling Multiple Projects [31:44]

Research in Action - Episode 4

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, Dr. Katie Linder, Director of Research for Extended Campus at Oregon State University, shares some of the organizational strategies for juggling multiple research projects that she's developed over her time as a researcher.

Segment One [00:00-10:14] - In this segment, Katie talks about several strategies for writing down or logging projects so that you aren't taking up mental energy by keeping them all in your head. More specifically, she talks about white board use, conducting a project audit, and her calendaring strategies.

Segment Two [10:15-18:51] - In this segment, Katie shares several strategies for sharing and delegating research tasks, which can also serve to help keep you accountable when working on multiple projects simultaneously.

Segment Three [18:52-31:44] - In this segment, Katie discusses some strategies for organizing multiple projects and shares some digital resources that she's found to be helpful.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e4/

Learning Outcomes

By listening to this episode, students will be able to:
- List organizational strategies for managing multiple priorities
- Identify calendaring methods for tracking projects and deadlines
- Describe ways a calendaring system can be used to build a project timeline
- Discuss techniques for delegation of tasks and collaboration within projects
- Name project management software resources
- Discuss methods for digital organization and versioning
- Cite resources for reference management and notetaking software
- Identify approaches to physical and digital file retention

Guiding Questions for Listening

- What is the first strategy mentioned as a way to create a comprehensive list of next steps and actions items?
- What strategy does Katie recommend when projects become backed up?
- According to Katie, in what ways can a calendaring system help you track the duration of projects and build timelines?
- How might it be beneficial to "block out" time right up to the deadline of a project?
- Why is it important to set aside time to effectively delegate a task to another individual?
- What are some benefits of utilizing project management software?
- Based on Katie's recommendations, how could you begin or improve upon your current system of digital organization?
- What is a versioning system?
- What challenges might arise when creating a digital organization system for yourself?
- What is a reference management system?
- Which of the strategies detailed in this episode do you think will be most beneficial to you?

Possible Activities

- Lead students in a discussion (in-class or online) of the main topics from the episode and have them reflect on which of the strategies detailed in this episode might be most beneficial to their project management as students.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e4/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e4/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode or the content of the episode's bonus clips. What would they ask Katie Linder if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, April 25). *Dr. Katie Linder on Juggling Multiple Projects* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e4/

Notes

Dr. Jim Kroll on Research Misconduct [32:29]

Research in Action - Episode 5

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Jim Kroll, the Director of Research Integrity and Administrative Investigations for the National Science Foundation's Office of the Inspector General, where he has worked since 2001. In this role, Jim is primarily responsible for leading the investigation and resolution of all allegations that, if substantiated, would result in administrative action rather than civil or criminal prosecution. These include such things as allegations of research misconduct under NSF proposals and awards; certain types of employee misconduct; and violations of NSF regulations, policy or directives. Prior to working for the OIG, Jim served 21 years as a meteorological officer with the U.S. Air Force. Jim completed his undergraduate studies at Rutgers University where he received his B.S. in Meteorology. He later attended North Carolina State University where he received his M.S. and his Ph.D. in Atmospheric Sciences.

Segment One [00:00-9:47] - In this segment, Jim and the host talk about what the Office of the Inspector General is and the role that Jim plays in that office.

Segment Two [9:48-21:23] – In this segment, Jim and the host talk about the general procedure when the OIG is made aware of potential research misconduct. Jim shares some of the sources of allegations and offers some examples of cases he has worked on.

Segment Three [21:24-32:29] – In this segment, Jim and the host discuss Responsible Conduct of Research (RCR) training requirements from NSF and Jim's recommendation for the training of new researchers.

Bonus Clip # 1 [00:00-6:11]: Examples of Research Misconduct Cases

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e5/

Learning Outcomes

By listening to this episode, students will be able to:
- Define research misconduct
- Discuss examples of research misconduct
- State some of the main functions in the Office of the Inspector General at the National Science Foundation
- Describe the initial process of a research misconduct allegation once it reaches the Office of the Inspector General at the National Science Foundation
- Explain the steps involved in administrative action
- Define Responsible Conduct of Research (RCR)
- Describe some of the challenges in implementing RCR training
- Discuss the role of a research mentor with regard to RCR

Guiding Questions for Listening

- What is the Office of the Inspector General at the National Science Foundation and what are its main functions?
- When the NSF OIG researches an allegation, what are some of the initial steps of this process?
- According to Jim Kroll, what appear to be some of the more recent trends of research misconduct cases with NSF?
- Where does Jim Kroll say a larger number of allegations seem to come from and why does he think research misconduct cases appear to be on the rise?
- How do research misconduct cases reach the OIG at the NSF?
- What are some of the challenges with the investigation of data fabrication cases?
- What steps are taken if a case results in administrative action with the NSF?
- What is Responsible Conduct of Research (RCR) and why is it important?
- What appear to be some potential limitations with RCR and CITI training?
- How might a research mentor benefit a student's understanding of RCR?
- What is an example of a fraud case in research misconduct? (see also, bonus clip)

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Possible Activities

- Have students visit the NSF OIG website and explore the resources offered there: http://www.nsf.gov/oig/

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e5/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e5/) and post an additional resource connected to the content of the episode in the comments section.

- Give students a reading about a recent case of research misconduct from *The Chronicle of Higher Education* or *Inside Higher Education*. Have them describe the case and discuss (either in-class or online) how the misconduct could have been prevented based on what they learned from Jim Kroll in this episode.

- Have students share questions that are raised for them based on the content of this episode or the content of the episode's bonus clips. What would they ask Jim Kroll if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, May 2). *Dr. Jim Kroll on Research Misconduct* [Audio podcast].
    Retrieved from http://ecampus.oregonstate.edu/research/podcast/e5/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Kirsten Behling, the Director of the Office of Disability Services (ODS) at Suffolk University. Prior to joining Suffolk, Kirsten worked for the University Centers of Excellence on Disability at both the University of Massachusetts Boston and the University of New Hampshire. At both institutions Kirsten wrote and directed projects funded by the Office of Postsecondary Education in the U.S. Department of Education on inclusive practices for students with disabilities in postsecondary education. Kirsten is currently leading a team of disability service professionals in partnership with the University of Connecticut in the development of an online certificate course for Disability Services in Higher Education. Kirsten also speaks nationally on the topics of universal design in higher education, strategies for effectively educating faculty on working with students with disabilities and accessibility online learning. She also serves at the president of the New England Association of Higher Education and Disability Services (AHEAD).

(After this episode was recorded, Kirsten accepted a new position at Tufts University as the Director of Student Accessibility Services.)

Segment One [00:00-11:55] - In this segment, Kirsten and the host talk about their collaborative work and some of the benefits they have found from research and writing collaborations.

Segment Two [11:56-23:40] - In this segment, Kirsten and the host share some experiences with collaborations that have not gone as well as they would have liked and offer strategies to respond to challenging situations.

Segment Three [23:41-35:00] - In this segment, Kirsten and the host share some of the components they look for to set up a strong collaboration from the start.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e6/

Learning Outcomes

By listening to this episode, students will be able to:
- Describe collaboration within the context of research
- Illustrate some examples of collaboration
- Contrast some of the benefits and challenges within a collaboration
- Discuss strategies to address challenges within collaborations
- Identify attributes that may be beneficial in a fellow collaborator and to a fellow collaborator
- Discuss approaches to building a successful collaboration from the beginning

Guiding Questions for Listening

- What is collaboration and what is an example of it?
- What are some benefits in collaborating with others?
- How does accountability play a part in collaboration?
- According to Kirsten Behling, what is one of the most important things to remember when collaborating with others?
- What are some potential challenges collaborating with others?
- What are some ways Katie and Kirsten suggest to address challenges within a collaboration?
- How can open communication contribute to the success of a collaboration and what might be an example of it?
- According to Kirsten Behling, what are some of the "risks" to consider in collaboration?
- How might a designated facilitator be beneficial to a team of collaborators?
- After hearing the segment about setting up a successful collaboration from the beginning, what approaches do you think would work for you?
- What are some characteristics that you think would be beneficial in a fellow collaborator?

Possible Activities

- Have students think about one of their past experiences with collaboration. What worked well? What didn't work well? Based on what they learned in this episode, what might they have done differently?

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e6/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e6/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode or the content of the episode's bonus clips. What would they ask Kirsten Behling if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, May 9). *Kirsten Behling on Research Collaboration* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e6/

Notes

Dr. Josh Weller on Psychometrics [35:49]

Research in Action - Episode 7

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Joshua Weller, an assistant professor of psychology at Oregon State University. Dr. Weller received his Ph.D. in Psychology from the University of Iowa. His research broadly focuses on how affective and cognitive processes contribute to decision-making and risk perceptions and, more particularly, on the development of psychological scales to quantify individual differences in risk taking tendencies and decision-making competence. His research has been funded by the National Science Foundation, the American Automobile Association Foundation, and the National Institute of Drug Abuse. Dr. Weller teaches courses on Judgment and Decision Making, Personality, and Psychometrics.

Segment One [00:00-15:28] - In this segment, Josh describes the components of psychometrics (the scientific study of the attributes of tests) and offers some examples of how psychometrics are used in research and instrument design.

Segment Two [15:29-35:49] - In this segment, Josh shares more about his research in risk-taking and how psychometrics have contributed to this research.

Bonus Clip # 1 [00:00-11:34]: Statistics and Fantasy Baseball

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e7/

Learning Outcomes

By listening to this episode, students will be able to:
- Define psychometrics
- Describe ways tests are measured for reliability and validity
- Illustrate examples of construct validity
- Identify some challenges in measuring construct validity
- Discuss considerations for constructing tests
- Give examples of causation versus correlation
- Discuss considerations for building valid test measurements/instruments
- Cite resources for learning about psychometrics and statistics

Guiding Questions for Listening

- What is psychometrics?

- What is the concept of reliability and what are some ways it is measured?

- How is reliability different from validity?

- What are some examples of construct validity?

- What are some of the challenges in labeling constructs?

- When constructing and administering a test, what are some important considerations regarding audience?

- What is correlation and causation with regard to psychometrics?

- How is theory involved in building valid instruments or measurements?

- According to Josh Weller, what are some considerations to keep in mind when building valid instruments or measurements?

- What are some of the "basics" Josh recommends for learning about psychometrics?

- What is rotisserie baseball? (see bonus clip)

- What is a sabermetrician? (see bonus clip)

Possible Activities

- Assign students an article discussing the validation process for an instrument or measurement and ask them to apply what they learned in the episode to a discussion of the article.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e7/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e7/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode or the content of the episode's bonus clips. What would they ask Josh Weller if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, May 16). *Dr. Josh Weller on Psychometrics* [Audio podcast].
Retrieved from http://ecampus.oregonstate.edu/research/podcast/e7/

Notes

Dr. Nina Huntemann on Learning New Research Skills at Mid-Career [32:44]

Research in Action - Episode 8

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Nina Huntemann, director of academics and research at edX. In this role, Dr. Huntemann is leading cross-institution faculty initiatives, developing curriculum strategies and providing pedagogical expertise, managing educational policy projects, and facilitating research across edX university partners. Dr. Huntemann has over 15 years of college-level teaching, program administration, and faculty development experience. She is also a digital media studies scholar and co-director of Women in Games Boston, a professional network for women working in the digital games industry. Dr. Huntemann received her Ph.D. in communication at the University of Massachusetts Amherst.

Segment One [00:00-9:49] - In this segment, Nina and the host talk about edX and Nina's role as director of academics and research.

Segment Two [9:50-20:18] - In this segment, Nina and the host talk about the new skills she's learning in her position and some of her strategies for learning new skills at mid-career.

Segment Three [20:19-32:44] - In this segment, Nina shares some more details about the kinds of projects she's working on at edX and some of her strategies for being productive when she's on the road including scheduling "download time" before her trips.

Bonus Clip # 1 [00:00-5:45]: Women in Games Boston

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e8/

Learning Outcomes

By listening to this episode, students will be able to:
- Describe edX
- Define MOOC
- Discuss examples of clickstream data and how it might be used in research
- Identify approaches to learning new career skills
- Explain "mindset intervention" and provide an example of it
- Discuss some challenges in and approaches to working while traveling

Guiding Questions for Listening

- What is edX?

- What is a MOOC?

- What is clickstream data and what are some examples of it?

- Based on some of the examples Nina Huntemann provides, how can the collection of clickstream data benefit a learning environment?

- According to Nina Huntemann, what is one of the most significant differences in her role now and what steps has she taken to adjust to it?

- What are some approaches Nina takes in order to learn new skills? What approaches do you think might work for you?

- When Nina Huntemann says to "admit what you don't know," what does she mean and how has she found that statement to be beneficial?

- What is a "mindset intervention" and what is an example of it?

- What are some strategies Nina utilizes in order to accomplish work while traveling?

- What is Women in Games Boston? (see bonus clip)

- How did Nina become involved with Women in Games Boston and why did she decide to remain involved with it? (see bonus clip)

Possible Activities

- Have students journal about a time when they had to learn a new skill. How did they go about it? What was most helpful to them? How did they rely on previous knowledge to learn something new?

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e8/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e8/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode or the content of the episode's bonus clips. What would they ask Nina Huntemann if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, May 23). *Dr. Nina Huntemann on Learning New Research Skills at Mid-Career* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e8/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Kevin Gannon, a Professor of History and the Director of the Center for Excellence in Teaching and Learning at Grand View University in Des Moines, Iowa. Dr. Gannon is a nineteenth-century historian with research interests in historiography and theory. He regularly teaches Civil War and Reconstruction; Colonial America and the Atlantic World; Latin American history; Research Methods and Historiography; and the History of Capitalism. Dr. Gannon is a self-proclaimed fierce advocate for professional development, active learning, scholarly teaching, and good technology.

Segment One [00:00-10:35] - In this segment, Kevin and the host talk about some the reasons why juggling academic roles can be challenging and how to make connections between teaching and research.

Segment Two [10:36-22:08] - In this segment, Kevin and the host discuss writing every day and some of Kevin's tips and suggestions for writing and research productivity.

Segment Three [22:09-34:42] - In this segment, Kevin shares about his experiences as a textbook author and the lessons he's learned about writing in this genre.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e9/

Learning Outcomes

By listening to this episode, students will be able to:
- Define historiography
- Give examples of historiography
- Cite resources for productive writing
- Identify approaches to managing time and workloads
- Discuss application of productivity strategies and examples of realistic expectations
- Describe some challenges and considerations in textbook authorship
- List resources for authoring textbooks

Guiding Questions for Listening

- What is historiography?

- What are some examples of historiography?

- What are some of Kevin Gannon's approaches to time management and what metaphor does he use to illustrate this approach?

- What is the Boyer model?

- What are some of the strategies mentioned for juggling multiple projects at once? How might some of these approaches work for you?

- Why does Kevin Gannon say that it is important for him to write every day and what are some of the ways he does this?

- What are some of the strategies described to manage email?

- What does Kevin Gannon say is the single most important move he's made professionally in the last several years?

- What advice does Kevin Gannon offer in identifying a productivity strategy that will work for you?

- What appear to be some of the challenges involved in writing textbooks?

Possible Activities

- Have students brainstorm some of the productivity strategies that work best for them when they have a paper or project to complete. How do they motivate themselves to get the work done? Lead a discussion online or in-class so that students can share their ideas with you and their peers.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e9/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e9/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode or the content of the episode's bonus clips. What would they ask Kevin Gannon if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, May 30). *Dr. Kevin Gannon on Balancing Research, Teaching & Service* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e9/

Notes

Dr. Dannelle Stevens on Journaling Best Practices [32:35]

Research in Action - Episode 10

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Dannelle Stevens, a professor in the Curriculum and Instruction Department at Portland State University. Dr. Stevens has written several books including Tenure in the sacred grove: Issues and strategies for women and minorities from Suny Press and co-edited with Joanne Cooper, Introduction to rubrics from Stylus Press and co-authored with Antonia Levi, and Journal-keeping: How to use reflective writing for teaching, learning, professional insight and personal change from Stylus Press also co-authored with Joanne Cooper. Dr. Stevens earned her doctorate in educational psychology from Michigan State University. Before her work in higher education, she also previously taught middle school and high school social studies, language arts, and special education for 14 years across four school districts and three states.

Segment One [00:00-11:29] - In this segment, Dannelle and the host talk about the different benefits of journaling for researchers including organizing reflections and notes and "mining" ideas for future projects.

Segment Two [11:30-17:55] – In this segment, Dannelle and the host discuss some journaling logistics such as indexing practices for journaling, whether journaling needs to be done regularly, and some ways to start journaling if you are a beginner.

Segment Three [17:56-32:35] - In this segment, Dannelle and the host share some of the ways that they use their journals in ways that are directly related to their research and whether digital journaling can have the same benefits as hard-written reflection.

Bonus Clip # 1 [00:00-8:41]: Choosing the Right Journal and Dialogic Journaling.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e10/

Learning Outcomes

By listening to this episode, students will be able to:
- List resources for journal keeping practices and journal products
- Discuss the purposes of journal keeping
- Identify potential benefits of journaling
- List strategies for journal keeping during research
- Review methods for organizing the contents of a journal
- Discuss comparisons between hand-written and digital journal keeping
- Cite resources for digital note keeping and reference management systems

Guiding Questions for Listening

- How does Dannelle Stevens describe reflection as a part of journaling?

- What are some purposes and potential benefits of journal keeping?

- What are some of the strategies mentioned for journaling during research-related work?

- How can journaling be utilized as a way to organize projects and notes?

- What are some of the suggestions mentioned for organizing the contents of a journal?

- According to Dannelle Stevens, what are some of the challenges today with the ability to "get into so much literature so quickly"? What suggestions does Dannelle offer as a way to approach these challenges?

- Based on the discussion about digital and hand-written journals, which approach do you think would work best for you?

- What are some suggested considerations for choosing a journal that will work for you? (see also, bonus clip)

- How can a journal become a dialogic journal? (see also, bonus clip)

Possible Activities

- Have your students keep a journal to log their experiences with a class assignment or project. Encourage students to handwrite some prompts, and type others. Lead a discussion online or in-class about what differences they notice from the two different mediums of journaling and what they learned through their reflections.

- Assign students to develop journaling prompts for your course and then distribute them throughout the term for you and your students to respond to. Take note of the kinds of questions and prompts that are most interesting to your students.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e10/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e10/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode or the content of the episode's bonus clips. What would they ask Dannelle Stevens if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, June 6). *Dr. Dannelle Stevens on Journaling Bet Practices* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e10/

Notes

Steve Van Tuyl on Data Management [33:50]

Research in Action - Episode 11

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Steve Van Tuyl, the Digital Repository Librarian at Oregon State University, where he manages the university's institutional repository, ScholarsArchive@OSU, and participates in providing research data services to students and faculty. Prior to his work at OSU, Steve was a Data Services Librarian at Carnegie Mellon University and a Reference Librarian at the University of Pittsburgh. In a previous life, Steve was a Biologist with the USDA Forest Service, conducting research on disturbance impacts on forest carbon cycling.

Segment One [00:00-11:06] - In this segment, Steve and the host talk about the components of data management and some best practices for data storage.

Segment Two [11:07-22:01] - In this segment, Steve and the host discuss requirements and best practices for writing data management plans.

Segment Three [22:02-33:50] - In this segment, Steve shares some of his thoughts on the "open science" movement.

Bonus Clip # 1 [00:00-3:39]: Why you should expand your 2-page data management plan.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e11/

Learning Outcomes

By listening to this episode, students will be able to:
- Describe data management and metadata
- Give examples of data management
- Discuss recommendations for effective data management
- List examples of metadata
- Review suggested elements to include in data management plans
- Cite resources for data management planning and best practices
- Explain and provide examples of open science
- Discuss recommendations for operationalizing data management plans

Guiding Questions for Listening

- What is data management and what does it typically involve?

- What does data management not involve?

- What are some of the recommendations mentioned for effective data management?

- What is metadata and what are some examples of it?

- What appears to be some of the motivation behind the changing requirements for data management plans?

- According to Steve Van Tuyl, what are some of the major elements to include in a data management plan?

- What type of information can digital object identifiers (DOIs) track with regard to datasets and how can this be beneficial to items published though open science?

- What are some of the recommendations discussed for creating a data management plan and how can it be operationalized? (see also, bonus clip)

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e11/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e11/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode or the content of the episode's bonus clips. What would they ask Steve Van Tuyl if they could?

- Have students create a draft data management plan for a real or imagined research project using the resources discussed in the episode.

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, June 13). *Steve Van Tuyl on Data Management* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e11/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, Dr. Katie Linder, Director of Research for Extended Campus at Oregon State University, talks about strategies for successfully drafting and implementing a five-year plan for your research and writing.

Segment One [00:00-9:58] - In this segment, Katie talks about the challenges of drafting a five-year plan and offers suggestions for how to brainstorm what you might want to include for both your personal and your professional development.

Segment Two [9:59-19:38] - In this segment, Katie discusses how to create SMART (specific, measurable, attainable, relevant, and time-bound) action items associated with the goals in your five-year plan and offers an example of one of her own goals broken down.

Segment Three [19:39-28:07] - In this segment, Katie shares some strategies for how to implement your five-year plan once it's drafted, how often to check-in, and when to make revisions.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e12/

Learning Outcomes

By listening to this episode, students will be able to:

- Describe the purpose of a five-year plan
- Cite resources for drafting a five-year plan
- Review an example of a five-year plan
- List examples of categories to include in a five-year plan
- Discuss methods for identifying action items within goals
- Identify strategies for implementing and tracking goals
- Review suggestions for assessing and revising goals
- Draft a five-year plan
- collaboration from the beginning

Guiding Questions for Listening

- What is a five-year plan and what is its purpose?

- What does Katie Linder say is one of the best ways to ensure that your goals are accomplished and why is flexibility important?

- What are some challenges and considerations when it comes to thinking four to five years ahead?

- What are some of the suggested categories to include in your five-year plan?

- What are some other categories, if any, that you might include if you started creating your own five-year plan?

- If you're having trouble creating a list, what is suggested as a way to "forecast a reasonable amount of change in the next five years"?

- What is the SMART method?

- How can goals be broken down into actionable items?

- Why is it important to "check-in" with your goals on a regular basis?

- What are some ways you currently set goals and is there anything you might do differently as a result of this episode?

Possible Activities

- Have students draft a five-year plan for the research or professional aspirations and share it with you and their peers.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e12/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e12/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode or the content of the episode's bonus clips. What would they ask Katie Linder if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, June 20). *Dr. Katie Linder on Creating a Five-year Research Plan* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e12/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Brad Zdenek, the Innovation Strategist for the Center for Online Innovation in Learning at Penn State University, where he is responsible for initiating, directing, conducting, analyzing and reporting on the Center's projects, research, and evaluation activities. Brad earned his B.A. in Secondary Education at Flagler College in Florida and taught middle school Social Studies in North Carolina prior to joining Penn State. While at Penn State, Brad worked with the Regional Educational Laboratory program leading a team in developing and delivering professional development opportunities throughout the Mid-Atlantic region focused on bridging scientifically valid research, policy, and practice. Brad is currently a Ph.D. candidate in Educational Leadership at Penn State. His research interests include professional development and adult learning, educational ethics, and the integration and diffusion of educational technology.

Segment One [00:00-11:07] - In this segment, Brad shares about his work at the Center for Online Innovation in Learning (COIL) and some of the research and development projects funded by COIL.

Segment Two [21:46-34:19] - In this segment, Brad and the host discuss creating research agendas tied to institutional mission, the benefits and challenges of institutional research agendas, and how this research differs from individual research agendas.

Segment Three [19:45-29:49] - In this segment, Brad shares his thoughts on the disconnect between research needs and capacity for research in higher education and shares his ideas for making better research connections across disciplines, units, and institutions.

Bonus Clip #1 [00:00-4:28]: Collaborations between COIL and External Partners

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e13/

Learning Outcomes

By listening to this episode, students will be able to:

- Review some examples of the connection between learning and online innovation at an educational institution
- Give an example of a project as it relates to the connection of research and innovation
- Discuss an example of research agenda development within higher education
- Discuss some approaches to addressing challenges within collaborations
- Provide an example of needs versus capacity for research in higher education
- Explain ways to facilitate connections as it relates to needs versus capacity for research in higher education

Guiding Questions for Listening

- According to Brad Zdenek, what is COIL's purpose at the institution where he works and how is research involved?

- What was COIL's role in the example given regarding the digital badging platform project?

- In Brad Zdenek's work within COIL, what are some of the initial steps that go into building their research agendas?

- What does Brad Zdenek say "has really helped us in building a larger family and building a larger collaborative network and acceptance"?

- What appear to be some of the challenges involved with choosing research priorities?

- What are some of the suggested approaches to addressing these challenges?

- According to Brad Zdenek, what does he think is one of the reasons there are challenges within collaborations?

- What "common issue" and idea came out of out of Brad Zdenek's work with the STEM scout project?

- According to Brad Zdenek, what are some challenges in systematizing as it relates to research collaboration and external outreach? (see also, bonus clip)

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e13/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e13/) and post an additional resource connected to the content of the episode in the comments section.

- Have students explore whether your institution has units or departments with a published "agenda" for research. If not, ask students to brainstorm what that research agenda might be.

- Have students share questions that are raised for them based on the content of this episode or the content of the episode's bonus clips. What would they ask Brad Zdenek if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, June 27). *Brad Zdenek on Institutional Research Agendas* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e13/

Notes

Chrysanthemum Mattison Hayes on Being a Data Analyst [26:13]

Research in Action - Episode 14

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Chrysanthemum Mattison Hayes, an experienced policy and data analyst and aspiring "researcher-storyteller" working in higher education. Her experience with student success research and assessment includes work within and across the divisions of Student Affairs, Academic Affairs, and Undergraduate Studies at Oregon State University. In her current role, she works with university leadership on division-wide projects, undergraduate success initiatives, and metrics that align with strategic plans and the institutional vision for equalizing student success.

Segment One [00:00-12:39] - In this segment, Chrysanthemum describes what data analysts do in higher education and how the range of ways that data analysts are trained.

Segment Two [12:40-26:13] - In this segment, Chrysanthemum shares how she came to be a data analyst working with student success initiatives, describes some of the metrics used to measure student success, and defines and gives examples of leading versus lagging metrics.

Bonus Clip #1 [00:00-12:02]: The Post-specialist Era

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e14/

Learning Outcomes

By listening to this episode, students will be able to:

- Describe the role of a data analyst
- Discuss examples of a data analyst's role within higher education
- Identify challenges involved with effective data presentation
- List examples of areas in which a data analyst may be trained
- Describe examples of "leading metrics" and "lagging metrics"
- Discuss considerations involved in the collection of student data
- Cite resources for data presentation software and data presentation instruction

Guiding Questions for Listening

- What does a data analyst do?

- According to Chrysanthemum Mattison Hayes, what appears to be growing in popularity with regard to the placement of data analysts within higher education?

- What are some of the various areas in which a data analyst could be trained?

- According to Chrysanthemum Mattison Hayes, what part of presenting data effectively "takes a lot of work"?

- How would you describe the terms "leading metrics" and "lagging metrics" after hearing the examples regarding student success?

- How can the analysis of data be beneficial to students as it relates to policy adjustments within higher education?

- What are some of the ethical questions and considerations Chrysanthemum Mattison Hayes points out with regard to student data?

- How does Chrysanthemum Mattison Hayes describe "post-specialist era"? (see also, bonus clip)

- What are some insights, if any, that you gained after the discussion about mentors? (see also, bonus clip)

- After listening to this episode, how would you describe the term "researcher storyteller"?

Possible Activities

- Engage your students in a large group discussion about their data. How is this data collected and what is it used for on your campus? How is their data collected in settings outside of your campus (for example, during online shopping)? What limitations, if any, do they believe should be placed on their data?

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e14/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e14/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Chrysanthemum Mattison Hayes if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, July 4). *Chrysanthemum Mattison Hayes on Being a Data Analyst* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e14/

Notes

Dr. Geoff Pullum on Theoretical Research [33:39]

Research in Action - Episode 15

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Geoff Pullum, Professor of General Linguistics at the University of Edinburgh where he has been since 2007. Previously, Dr. Pullum was a faculty member at University College London and at the University of California, Santa Cruz. He has been a fellow at the Center for Advanced Study in the Behavioral Sciences (where?) and a fellow of the Radcliffe Institute for Advanced Study at Harvard University. Dr. Pullum has previously served as Dean of Graduate Studies and Research, as Distinguished Professor of Humanities, and as Head of Linguistics and English Language. Dr. Pullum was elected a Fellow of the American Academy of Arts and Sciences in 2003, a Fellow of the Linguistic Society of American in 2007, and a Fellow of the British Academy in 2009. He is the winner (with Mark Liberman) of the Linguistics, Language, and the Public Award from the Linguistic Society of America in 2009 for work on the group linguistic science blog Language Log. He is also the co-author (with Rodney Huddleston) of The Cambridge Grammar of the English Language (2002), which won the Leonard Bloomfield Book Award from the Linguistic Society of America in 2004. Dr. Pullum also blogs at Lingua Franca for the Chronicle of Higher Education.

Segment One [00:00-11:52] - In this segment, Geoff defines theoretical research and shares some examples from his own work.

Segment Two [11:53-22:12] - In this segment, Geoff shares some of the ways he approaches sharing theoretical research with the public and how he employs humor.

Segment Three [22:13-33:39] - In this segment, Geoff talks about a few of his many collaborations and how some of these experiences come to be.

Bonus Clip #1 [00:00-5:18]: Being an Academic Blogger

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e15/

Learning Outcomes

By listening to this episode, students will be able to:
- Define and provide examples of theoretical research
- Describe examples of collaboration within theoretical research
- Explain some of the challenges with explaining theoretical research to the public
- Discuss examples of approaches to explaining information to the public
- Review some benefits and examples regarding collaboration and co-authorship
- Discuss approaches and considerations in academic blogging

Guiding Questions for Listening

- What is theoretical research and what is an example of it?

- How does Dr. Geoff Pullum describe theory?

- How might collaboration be beneficial in theoretical research?

- What example does Dr. Pullum share regarding a collaboration with Gerald Gadzar and what resulted from this collaboration?

- What appear to be some of the challenges with explaining theoretical research to the public and how does Dr. Pullum approach these challenges?

- How does Dr. Pullum decipher which theoretical research information to share with the public?

- What is the purpose behind Dr. Pullum's and Mark Liberman's blog *Language Log*?

- What has Dr. Pullum found he enjoys about the process of collaboration and co-authorship?

- What insights does Dr. Pullum share regarding his experience in academic blogging and what insights, if any, did you gain about blogging? (see also, bonus clip)

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e15/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e15/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Geoff Pullum if they could?

- Have students visit *Language Log* and choose one of Geoff Pullum's posts to read and respond to on a class discussion board or during a small group in-class activity.

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, July 11). *Dr. Geoff Pullum on Theoretical Research* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e15/

Notes

Dr. Tanya Joosten on Distance Education Research [30:01]
Research in Action - Episode 16

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Tanya Joosten, the director of eLearning Research and Development at the University of Wisconsin-Milwaukee (UWM) where she works to guide strategic eLearning efforts at the campus, state, and national levels, to develop innovative programming for the UWM campus, and to lead a team of researchers to advance the field of eLearning. She is also the co-director of the National Research Center for Distance Education and Technological Advancements supported by the U.S Department of Education. Dr. Joosten's efforts have been highlighted in many national news and media outlets and have led to her involvement in planning for the future of education, including the State of Wisconsin Superintendent's Digital Learning Advisory Council, NMC Horizon Project Higher Ed Advisory Board, EDUCAUSE Evolving Technologies Steering Committee, and EDUCAUSE IT Status committee. Tanya is also the author of Social Media for Educators, available from Jossey-Bass.

Segment One [00:00-10:46] - In this segment, Tanya talks about her work with The National Research Center for Distance Education and Technological Advancements (DETA), the DETA research toolkit, and some of DETA's current projects.

Segment Two [10:47-22:00] - In this segment, Tanya discusses strategies for juggling producing research with planning the pipeline for future research and funding.

Segment Three [22:01-30:01] - In this segment, Tanya discusses the changing nature of data in instructional technology platforms and how this data can (and should) be used for research purposes to improve student success in online learning.

Bonus Clip #1 [00:00-1:30]: Creating a Virtual Community

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e16/

Learning Outcomes

By listening to this episode, students will be able to:

- Describe DETA and its purpose

- Discuss examples of distance education research

- Explain ways distance education research collaboration is engaging non-researchers in the distance education field

- Review examples of ways to utilize social media as a means to archive information

- Discuss challenges and approaches in seeking funding for distance education research

- Discuss examples and purposes of data collection within online learning environments

Guiding Questions for Listening

- What is DETA?

- How is distance education defined as it relates to DETA?

- According to Dr. Tanya Joosten, what were some of the needs within the realm of e-learning that led to her pursuit of funding for distance education research?

- What is the DETA research toolkit and what is its purpose?

- How are collaborations in distance education research also increasing research literacy of professionals within the distance education field?

- What are some of the digital outlets Dr. Joosten utilizes as a way to "archive" her thoughts and information gained through networking?

- What appear to be some of the challenges with seeking funding for distance education research and how does Dr. Joosten approach these challenges?

- What does Dr. Joosten describe will be the purpose of the virtual community that she discusses is currently being built? (see also, bonus clip)

Possible Activities

- Assign students a project where they utilize the DETA research toolkit as a resource.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e16/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e16/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Tanya Joosten if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, July 18). *Dr. Tanya Joosten on Distance Education Research* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e16/

Notes

Dr. Jason Osborne on Data Cleaning [33:15]

Research in Action - Episode 17

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Jason Osborne, Associate Provost and Dean of the Graduate School at Clemson University in Clemson, SC, where he is also Professor of Applied Statistics in the Department of Mathematical Sciences and in Public Health Sciences. He is author of over 70 peer-reviewed articles and seven books, many of which focus on best practices in statistical methods. He has also been active in research related to social justice, educational psychology, and evaluation. His work has been cited in scholarly publications over 10,000 times according to Google Scholar, and he is also an Accredited Professional Statistician™ (awarded by the American Statistical Association). Jason is a 3rd degree black belt in Songahm Tae Kwon Do, and the proud father of three, each of which he considers an outlier in the positive tail of the distribution of awesomeness.

Segment One [00:00-11:35] - In this segment, Jason talks about what constitutes data cleaning and why data cleaning practices are so important to do before data analysis takes place.

Segment Two [11:36-22:59] - In this segment, Jason discusses some of the pervasive myths of data cleaning and debunks the myths based on his book Best Practices in Data Cleaning.

Segment Three [23:00-33:15] - In this segment, Jason shares about his new book on regression and his focus on mentoring readers into a larger regression universe.

Bonus Clip #1 [00:00-2:22]: Assumptions of Measurement

Bonus Clip #2 [00:00-5:43]: Methods for Testing Assumptions

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e17/

Learning Outcomes

By listening to this episode, students will be able to:

- Define data cleaning and provide an example of it

- Discuss examples of generational changes regarding data analysis practices

- Identify some advantages and disadvantages of utilizing software for data analysis

- Discuss some of the common myths related to data cleaning

- Review suggestions for beginners in data cleaning practices

- Cite resources for best practices in data cleaning, regression, and linear modeling

Guiding Questions for Listening

- What is data cleaning?

- According to Dr. Osborne, how does data cleaning help a researcher "understand data in a deeper way"?

- What appear to be some advantages and disadvantages to the use of software packages to run statistical analysis on data?

- According to Dr. Osborne, what are some current myths about data cleaning and how has he addressed some of these myths?

- What insights does Dr. Osborne share as to reasons why researchers appear to have moved away from describing data cleaning in their studies?

- What suggestions does Dr. Osborne offer for researchers who have limited, if any, experience with data cleaning practices?

- What is regression in data analysis and what is an example of it?

- Why is the quality of measurement in quantitative analysis important? (see also, bonus clip)

Possible Activities

- Assign a chapter from Dr. Osborne's book *Best Practices in Data Cleaning* for students to read and discuss after listening to this episode.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e17/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e17/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Jason Osborne if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, July 25). *Dr. Jason Osborne on Data Cleaning* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e17/

Notes

Dr. Tara Gray on Publish & Flourish [31:24]

Research in Action - Episode 18

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Tara Gray, who serves as associate professor of criminal justice and as the first director of the Teaching Academy at New Mexico State University (NMSU). The Teaching Academy seeks to improve student learning by providing NMSU educators with professional development in teaching, scholarship, leadership and mentoring. The Academy helps them develop extraordinary teaching lives embedded in exceptional careers. Tara was educated at the United States Naval Academy, Southwestern College in Kansas and Oklahoma State, where she earned her Ph.D. in economics by asking, "Do prisons pay?" She taught economics at Denison University before joining the Department of Criminal Justice at NMSU. She has published three books, including Publish & Flourish: Become a Prolific Scholar. She has been honored at New Mexico State and nationally with eight awards for teaching or service. Tara has presented faculty development workshops to 10,000 participants at more than 120 venues, in thirty-five states, and in Thailand, Guatemala, Mexico, Canada, Saudi Arabia and the United Arab Emirates.

Segment One [00:00-9:11] - In this segment, Tara describes the work of Centers for Teaching and Learning and shares examples of programming, resources, and services that can offer assistance to faculty researchers.

Segment Two [9:12-20:24] - In this segment, Tara talks about factors that impact scholarly productivity and shares tips for sharing your work with others.

Segment Three [20:25-31:24] - In this segment, Tara offers suggestions for setting up a daily writing practice, forming a writing group and tracking your time writing.

Bonus Clip #1 [00:00-3:43]: How Publish & Flourish came to be

Bonus Clip #2 [00:00-2:13]: Tips for Engaging Experts for Feedback on Your Work

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e18/

Learning Outcomes

By listening to this episode, students will be able to:
- Describe faculty development within higher education
- Review some of the common support structures for faculty development
- Discuss factors and recommendations that affect scholarly productivity
- Review recommendations for creating a writing revision system
- Discuss suggestions for choosing external readers as reviewers and examples of questions to ask of them
- List examples of ways to practice and track daily writing
- Explain "zeroeth draft" and provide an example

Guiding Questions for Listening
- What is faculty development in higher education and what are some of the common support structures that enable faculty to engage in this development?
- What are some ways faculty development offices are providing opportunities for faculty to become more productive writers?
- According to Dr. Tara Gray, what three factors affect scholarly productivity?
- What is the revision system Dr. Gray describes as "writing around topic or key sentences"? How is this similar or dissimilar to your own writing revision process?
- What does Dr. Gray recommend when choosing external readers as reviewers?
- According to Dr. Gray, how can people practice and log daily writing?
- What is a "zeroeth draft"?
- What do you think may or may not be useful to you if you were to use the "zeroeth draft" method in writing?
- How did Dr. Gray's book *Publish & Flourish* come to be? (see also, bonus clip)
- How does Dr. Gray engage experts in order to receive feedback on her work? (see also, bonus clip)

Possible Activities

- Assign students a chapter from *Publish & Flourish* to read and discuss.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e18/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e18/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Tara Gray if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, August 1). *Dr. Tara Gray on Publish & Flourish* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e18/

Notes

Dr. Peter Felten on Scholarship of Teaching and Learning (SoTL) [35:06]
Research in Action - Episode 19

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Peter Felten, assistant provost for teaching and learning, executive director of the Center for Engaged Learning, and professor of history. His recent publications include the co-authored books Transforming Students: Fulfilling the Promise of Higher Education (Johns Hopkins University Press, 2014) and Engaging Students as Partners in Learning and Teaching (Jossey-Bass, 2014). From 2010-2011, he served as president of the POD Network, and in 2015-2016 he is president-elect of the International Society for the Scholarship of Teaching and Learning. He also is a co-editor of the International Journal for Academic Development.

Segment One [00:00-10:13] - In this segment, Peter defines the Scholarship of Teaching and Learning (SoTL) and distinguishes it from scholarly teaching.

Segment Two [10:14-23:15] - In this segment, Peter discusses the benefits of engaging in SoTL with students as research partners.

Segment Three [23:16-35:06] - In this segment, Peter describes a "decoding the disciplines" project that includes students as research partners.

Bonus Clip #1 [00:00-3:25]: Five Principles of Good Scholarship of Teaching and Learning

Bonus Clip #2 [00:00-4:09]: Challenges of Partnering with Students on Scholarship of Teaching and Learning

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e19/

Learning Outcomes

By listening to this episode, students will be able to:

- Describe Scholarship of Teaching and Learning (SoTL) and its purpose

- Define Boyer's model

- Discuss examples of student participation and learning outcomes through engagement in SoTL research

- Review examples of projects involving students as research partners

- Review Dr. Felten's five principles of good SoTL

- Discuss potential challenges of partnering with students on SoTL projects

Guiding Questions for Listening

- What is the Scholarship of Teaching and Learning (SoTL) and what is its purpose?

- Where did the idea of SoTL originate?

- What is Boyer's model?

- According to Dr. Peter Felten, why is it important for students to engage in SoTL research?

- What are some examples of ways students can participate in SoTL research?

- In Dr. Felten's experience, what has he observed about the peer-to-peer interaction of students engaged in SoTL research?

- What is "decoding the disciplines" and what are some findings that came out of it?

- According to Dr. Felten, what are five principals of good SoTL? (see also, bonus clip)

- What appear to be some of the challenges in partnering with students on SoTL projects? (see also, bonus clip)

Possible Activities

- Assign students to find and read an article describing a Scholarship of Teaching and Learning project and have them apply the five principles of "good SoTL" that Dr. Felten describes. How would they rate the article according to these principles?

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e19/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e19/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Peter Felten if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, August 8). *Dr. Peter Felten on Scholarship of Teaching and Learning (SoTL)* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e19/

Notes

Dr. Ana Spalding on Interdisciplinary Research [33:47]

Research in Action - Episode 20

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Ana Spalding, an Assistant Professor of Marine and Coastal Policy in the School of Public Policy at Oregon State University. Dr. Spalding has a BA in Economics from the University of Richmond, an MA in Marine Affairs and Policy from the University of Miami, and a PhD in Environmental Studies from UC Santa Cruz. She has been a Postdoctoral researcher and a research associate with the Smithsonian Tropical Research Institute (STRI) in Panama. Theoretically, her work is informed by debates within political ecology, human geography, and environmental anthropology, and she has adopted an interdisciplinary approach to the study of how broad uses of coastal, marine, and terrestrial resources in Panama affect local people and environments. During her research, Dr. Spalding has worked closely with Panamanian NGOs and with NOAA's National Marine Protected Areas Center in California. She has also engaged with academics and practitioners from a variety of backgrounds, including ecologists, biologists, anthropologists, economists, policy-makers, and lawyers as well as members of local indigenous communities in both the U.S and the Caribbean and Pacific coasts of Panama.

Segment One [00:00-10:57] - In this segment, Ana describes some of her past and current interdisciplinary research projects and discusses what makes them interdisciplinary.

Segment Two [10:58-21:09] - In this segment, Ana describes transitioning her research in Panama to her work at OSU and how she plans for the unexpected.

Segment Three [21:10-33:47] - In this segment, Ana defines scientific diasporas and discusses some ways to engage in international collaborations.

Bonus Clip #1 [00:00-2:08]: The Importance of Offering Students an International Research Experience

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e20/

Learning Outcomes

By listening to this episode, students will be able to:
- Provide examples of interdisciplinary research projects
- Discuss collaborative challenges with interdisciplinary work
- Review examples of approaches to beginning a complex research project
- Explain "scientific diaspora"
- Discuss examples of international research collaborations
- List some examples of ways students can be involved in international research

Guiding Questions for Listening

- How does Dr. Ana Spalding define "interdisciplinary" and what examples does she provide from her work to illustrate this definition?

- What factors seem to direct a project toward becoming an interdisciplinary project?

- What are some challenges that may arise in interdisciplinary work and collaboration?

- According to Dr. Spalding, what is the "wow" moment in research collaborations?

- How has Dr. Spalding's work in Panama transitioned to her work at OSU?

- What is the idea of a "scientific diaspora"?

- What are some examples Dr. Spalding gives as ways an international researcher might continue contributing to a country after they have returned home?

- What are some observations Dr. Spalding has made regarding the involvement of students within international collaborations?

- According to Dr. Spalding, why is it important for students who are involved in a research institution to also be involved in international research? (see also, bonus clip)

Possible Activities

- Ask students to find an article that describes an interdisciplinary research project. How does that project compare to what Dr, Spalding discusses in this episode?

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e20/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e20/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Ana Spalding if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, August 15). *Dr. Ana Spalding on Interdisciplinary Research* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e20/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Noah Shusterman, a historian currently working as an Assistant Professor at the Chinese University of Hong Kong. Noah is a specialist in early-modern Europe and the eighteenth-century Atlantic World. He is the author of Religion and the Politics of Time: Holidays in France from Louis the 14th through Napoleon and The French Revolution: Faith, Desire, and Politics. Noah is now working on a history of militias and citizen-soldiers in the eighteenth-century Atlantic world. From 2005 to 2013, Noah worked as a non-tenure-track lecturer and assistant professor at Temple University, teaching "gen-ed" and history courses. His Ph.D. is from UC Berkeley.

Segment One [00:00-8:34] - In this segment, Noah shares how he maintained his research identity while in a teaching-intensive faculty position and how he eventually transitioned into a research position.

Segment Two [8:35-19:03] - In this segment, Noah shares his tips and suggestions for scheduling time for research and prepping for teaching efficiently.

Segment Three [19:04-31:41] - In this segment, Noah shares about his experience living, working, and researching in Hong Kong.

Bonus Clip #1 [00:00-3:28]: Using Vacation Breaks for Research

Bonus Clip #1 [00:00-4:40]: Tips for Efficient Grading

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e21/

Learning Outcomes

By listening to this episode, students will be able to:
- List strategies for remaining engaged in research while in a non-researcher position
- Review time management strategies for incorporating research into your schedule
- Discuss challenges and benefits to maintaining daily contact with your research and writing
- Illustrate examples of ways to combine daily activities with research and writing
- Describe similarities and differences between Dr. Shusterman's international experience and US experience as a researcher and professor
- Review Dr. Shusterman's tips on efficiently prepping for teaching
- Discuss Dr. Shusterman's recommendations for grading and providing feedback to college students

Guiding Questions for Listening

- What strategies does Dr. Shusterman offer as ways to maintain a researcher identity while in a position that may not be research-focused?

- How does Dr. Shusterman suggest ways to "look at what your schedule gives you" in order to incorporate time toward research?

- What are some examples of combining research and writing with other activities during your day?

- What appear to be some of the benefits to maintaining contact with research and writing on a daily basis?

- Which aspects of Dr. Shusterman's international research and teaching experience has he found to be similar or dissimilar to his experience in the United States?

- According to Dr. Shusterman, how can vacation time be utilized as a way to move ahead with research projects? (see also, bonus clip)

- What advice does Dr. Shusterman offer regarding assignment feedback to students? (see also, bonus clip)

- What do you think about Dr. Shusterman's advice regarding assignment feedback to students?

- After listening to this episode, what did you learn about time management strategies that were new or helpful to you?

Possible Activities

- Ask students to think about their identities as students. How do they describe themselves? What is the most important part of their identity as a student?

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e21/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Noah Shusterman if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, August 22). *Dr. Noah Shusterman on Maintaining a Researcher Identity* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e21/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, Dr. Katie Linder, Director of Research at Oregon State University Ecampus, shares the responses that RIA received from listeners about "what do you wish you knew about research from the very beginning?" There are some audio clips, Twitter responses, and also some compilations from various blog posts.

Segment One [00:00-7:29] - In this segment, Katie shares some Twitter responses and audio clips in response to the question, "what do you wish you knew about research from the very beginning?"

Segment Two [7:30-18:33] - In this segment, Katie shares insights from several bloggers about what they wish they had known about research and graduate school from the very beginning.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e22/

Learning Outcomes

By listening to this episode, students will be able to:

- Identify common themes associated with what listeners wish they had known about research from the beginning

- Discuss potential challenges that may come with the role of a researcher

- Review suggestions and insights on beneficial practices for early researchers

Guiding Questions for Listening

- Out of the compilation of responses from social media and podcast guests, what appear to be some of the common themes on what they wish they had known about research from the beginning?

- According to Samantha Linder's blog post, what does she point out as something that makes a difference in how confident she feels in her research?

- Why do you think it is important for a researcher to be able to talk about their research in a way that the public can understand?

- In reference to George Byrne's blog post on obtaining a PhD, what challenges appear to come with being "treated like an expert whether you like it or not"?

- What three areas does blog poster, Aly, point out as important things for a researcher to practice?

- Why do you think "writing everything down" might be an important practice for a researcher?

- Out of the responses received from listeners about what they wished they had known about research from the very beginning, which response was the most surprising to you?

- After listening to this episode, what have you learned about research that is new to you?

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e22/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e22/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask the "Research in Action" podcast if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, August 29). *What You Wish You Had Known About Research* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e22/

Notes

Dr. Janet Salmons on e-Research [32:51]

Research in Action - Episode 23

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Janet Salmons, an independent researcher, writer and consultant through her company, Vision2Lead. She wrote Doing Qualitative Research Online (2016) Qualitative Online interviews (2015), Online Interviews in Real Time (2010), and edited the Cases in Online Interview Research (2012) for SAGE Publications, she has also written numerous articles and book chapters. She is a blogger for SAGE Methodspace, the Academy of Management The Ethicist Blog, and a guest blogger for other academic and research sites. She serves as a peer reviewer and editorial board member for academic journals and books. She is co-founder of Path to Publishing, with Dr. Helen Kara. Janet has extensive experience teaching, mentoring, and presenting online. She serves as a Contributing Faculty member for the Walden University PhD program in Educational Technology.

Segment One [00:00-10:48] - In this segment, Janet defines e-Research and offers some examples.

Segment Two [10:49-21:26] - In this segment, Janet shares some of her experience with online interviewing and her use of qualitative methods in e-Research.

Segment Three [21:27-32:51] In this segment, Janet discusses aspects to consider regarding the positionality of the e-Researcher.

Bonus Clip # 1 [00:00-6:32]: Conducting Virtual Book Tours

Bonus Clip # 2 [00:00-6:22]: Three Ways to Incorporate Technology into a Research Study

Bonus Clip # 3 [00:00-5:33]: Tips for Getting Started with e-Research

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e23/

Learning Outcomes

By listening to this episode, students will be able to:

- Define e-research
- Describe challenges associated with conducting e-research
- Provide an example of technology's influence on data collection
- Describe an example of a multi-method approach to e-research
- Discuss considerations for the role of a researcher online
- Review suggestions for building researcher credibility online

Guiding Questions for Listening

- What is e-research?

- What are some challenges that researchers might face with e-research compared to traditional approaches?

- What appear to be some of the ethical considerations surrounding e-research?

- What strategies does Dr. Salmons offer as ways a researcher might approach change within a study?

- According to Dr. Salmons, what are some of the biggest challenges in e-research?

- According to Dr. Salmons, how can the nature of technology influence the type of data collected?

- How does Dr. Salmons categorize qualitative online methods?

- What is an example of a multi-method approach with e-research?

- How does Dr. Salmons describe the role of a researcher online?

- What advice does Dr. Salmons offer as approaches researchers can take to build their credibility online?

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e23/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e23/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Janet Salmons if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, September 5). *Dr. Janet Salmons on e-Research* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e23/

Notes

Dr. Neil Salkind on Statistics Anxiety [32:59]

Research in Action - Episode 24

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Neil Salkind, who received his PhD from the University of Maryland in Human Development, and after teaching for 35 years at the University of Kansas, remains a Professor Emeritus in the Department of Educational Psychology. His early interests were in the area of children's cognitive development, and after research in the areas of cognitive style and (what was then known as) hyperactivity, he was a postdoctoral fellow at the University of North Carolina's Bush Center for Child and Family Policy. His work then changed direction to a focus on child and family policy, specifically the impact of alternative forms of public support on various child and family outcomes. He has delivered more than 150 professional papers and presentations; written more than 100 trade and textbooks; and is the author of *Statistics for People Who (Think They) Hate Statistics* from (SAGE)*, Theories of Human Development* also from (SAGE), and *Exploring Research* by (Prentice Hall). He has edited several encyclopedias, including the *Encyclopedia of Human Development,* the *Encyclopedia of Measurement and Statistics,* and the recently published *Encyclopedia of Research Design.* He was also the editor of *Child Development Abstracts and Bibliography* for 13 years

Segment One [00:00-10:36] - In this segment, Neil explains why statistics shouldn't cause researchers anxiety.

Segment Two [10:37-20:48] - In this segment, Neil shares some ideas for how beginning researchers can increase their statistics skills.

Segment Three [20:49-32:59] - In this segment, Neil shares about his experiences as an editor of encyclopedias.

Bonus Clip # 1 [00:00-4:02]: Writing about Research Methods

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e24/

Learning Outcomes

By listening to this episode, students will be able to:

- Discuss approaches to identifying and addressing potential barriers to learning statistics

- Describe the purpose of applying statistical methods

- Provide an example of applying quantitative and qualitative statistical methods

- Cite various independent publishing companies

- Discuss Dr. Salkind's advice to those working with publishers for the first time

Guiding Questions for Listening

- How does Dr. Salkind suggest approaching any anxiety surrounding statistics?

- In Dr. Salkind's teaching experience with statistics, what has created a successful learning environment for students?

- How does Dr. Salkind encourage learners to think about statistics?

- According to Dr. Salkind, how might the "conceptual nature of what statistics represents" be a potential stumbling block for those learning statistics?

- What is an example of how both quantitative and qualitative statistical methods can be applied in a research study?

- What, if any, are some potential challenges to being trained in one type of statistical method?

- Based on the example in this episode, what appear to be some of the collaborative elements of editing an encyclopedia?

- What elements, if any, of Dr. Salkinds experience editing encyclopedias or writing about research methods (see also, bonus clip) did you find surprising?

- What advice does Dr. Salkind offer as a way to think strategically when working with publishers?

- According to Dr. Salkind, what are some considerations and precautions for those who may be new to working with publishers?

Possible Activities

- Facilitate a large group discussion with your students about their experiences with statistics. Begin by asking students to anonymously write down their statistics fears. Collect these responses and then share a few with the group to start the discussion. Use this discussion to learn more about your students' concerns and to allay their fears about working with statistics methods.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e24/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e24/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Neil Salkind if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, September 12). *Dr. Neil Salkind on Statistics Anxiety* [Audio podcast]. Retrieved from
http://ecampus.oregonstate.edu/research/podcast/e24/

Notes

Dr. Patsy Moskal on Research on Distributed Learning and Teaching Effectiveness
[33:33]

Research in Action - Episode 25

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Patsy Moskal, the Associate Director for the Research Initiative for Teaching Effectiveness at the University of Central Florida (UCF). Since 1996, she has served as the liaison for faculty research of distributed learning and teaching effectiveness at UCF. Patsy specializes in statistics, graphics, program evaluation, and applied data analysis. She has extensive experience in research methods including survey development, interviewing, and conducting focus groups and frequently serves as an evaluation consultant to school districts, and industry and government organizations. She has also served as a co-principal investigator on grants including the National Science Foundation, the Alfred P. Sloan Foundation and Gates-Foundation-funded Next Generation Learning Challenges (NGLC). Patsy has co-authored numerous articles and chapters on blended and online learning and frequently presents on these topics. In 2011 she was named a Sloan-C Fellow in recognition of her groundbreaking work in the assessment of the impact and efficacy of online and blended learning.

Segment One [00:00-12:25] - In this segment, Patsy shares about her experiences with research on distance education.

Segment Two [12:26-23:26] - In this segment, Patsy talks about staying productive with research and learning how to say no to new projects.

Segment Three [23:27-33:33] - In this segment, Patsy shares some of her ideas for future research areas in distance education.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e25/

Learning Outcomes

By listening to this episode, students will be able to:

- Define and adaptive learning and provide an example of it
- Discuss how the analysis of adaptive learning platforms can impact faculty at an educational institution
- Provide an example of internal and external measures as they relate to adaptive learning research
- Explain the connection between distance education research and teaching effectiveness
- Review considerations for new areas of exploration in distance education research

Guiding Questions for Listening

- What is adaptive learning?
- How do adaptive learning platforms assist students on an individual basis?
- What are some examples of the type of data being captured from students that analyze the effectiveness of adaptive learning platforms?
- How can the analysis of online learning platforms impact faculty?
- What are some examples of internal and external measures as they relate to adaptive learning research?
- According to Dr. Moskal, what are some challenges within distance education research?
- How does distance education research impact teaching effectiveness?
- What appear to be some factors that can potentially affect the prioritization of research projects?
- In Dr. Moskal's experience at the University of Central Florida, how are faculty members involved in new distance education research projects?
- According to Dr. Moskal, what are some important considerations for exploring new areas of research in distance education?
- What appear to be some benefits and challenges in working with vendors on research projects?

Possible Activities

- Have each student find an article about distance education and summarize the research findings. What did they find interesting about the article? What questions did it raise for them?

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e25/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e25/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Patsy Moskal if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, September 19). *Dr. Patsy Moskal on Research on Distributed Learning and Teaching Effectiveness* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e25/

Notes

Nick Foreman on Archival Research [29:41]

Research in Action - Episode 26

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Nick Foreman, a PhD candidate in American and Latin American history at the University of Florida. Nick also teaches food history in the department of History, Philosophy, and Religion at Oregon State. His dissertation, entitled "The Calorie of Progress" explores the cultural and material significance of food supply in Louisiana during the late colonial and early American periods. His work has been published in *Smithsonian Magazine*.

Segment One [00:00- 10:31] - In this segment, Nick shares about his dissertation research and what led him to using archives.

Segment Two [10:32-20:16] - In this segment, Nick shares some of the basic logistics of conducting archival research.

Segment Three [20:17-29:41] - In this segment, Nick shares how he connects his historical research to contemporary events and topics.

Bonus Clip #1 [00:00-4:12]: Organizing Archival Data

Bonus Clip #2 [00:00-7:16]: Learning about the Logistics of Archival Research

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e26/

Learning Outcomes

By listening to this episode, students will be able to:

- Describe archival research

- Identify examples of resources for archived information

- Discuss considerations in the logistical planning of archival research

- Explain the connection of preplanning archival research to the research analysis

- Discuss aspects of Nick Foreman's archival research project and its relation to society today

- Review examples of organizational methods for tracking research documents

Guiding Questions for Listening

- What lead Nick Foreman to "expand the scope" with some of his original research questions in his current project?

- Outside of a library, what are some additional locations in which archived documents could be found?

- According to Nick Foreman, how might unwritten material evidence from the past provide relevant information in archival research?

- What appear to be some considerations in the logistical planning for archival research?

- What appear to be some of the challenges in seeking funding for archival research?

- How might the preplanning of archival research be related to the analysis of the research?

- According to Nick Foreman, what is the connection between the historical aspects of food and society today?

- How does Nick Foreman maintain organization with his research documents? (see also, Bonus Clip #1)

- How might a detailed record of research documents impact the research itself? (see also, Bonus Clip #1)

- How was Nick Foreman introduced to the logistics of archival research? (see also, Bonus Clip #2)

Possible Activities

- Have students read an article that draws on research from archives and lead a discussion about how the author describes their methodology when working with archived documents and artifacts.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e26/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e26/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Nick Foreman if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, September 26). *Nick Foreman on Archival Research* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e26/

Notes

Lydia Newton on Survey Design & Recruitment [30:44]
Research in Action - Episode 27

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Lydia Newton, Senior Research Assistant for the Survey Research Center at Oregon State University. In this role, Lydia specializes in questionnaire construction and design, data collection and reduction, and experiments in survey methodology. She also provides consulting services for students and faculty in writing questionnaires and implementing surveys.

Segment One [00:00-8:30] - In this segment, Lydia shares some best practices when starting to plan a survey study.

Segment Two [8:31- 20:12] - In this segment, Lydia shares some of the components to consider when planning for survey recruitment.

Segment Three [20:13-30:44] - In this segment, Lydia shares some of her experience and suggestions regarding effective survey design.

Bonus Clip #1 [00:00-3:41]: Four Types of Total Survey Errors

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e27/

Learning Outcomes

By listening to this episode, students will be able to:

- Describe survey planning

- Identify major components of survey planning

- Review an example of planning for survey process "uncertainties"

- Discuss an example of how survey recruitment strategies have changed over the years

- Describe an example of how the social exchange theory could be applied to survey recruitment

- Review considerations for developing questions during the survey design

- Discuss the four types of total survey error

Guiding Questions for Listening

- What are some of the major components to planning survey research?

- According to Lydia Newton, what can indicate how you collect data for a survey?

- What does Lydia Newton suggest as a way to build a timeline for sharing the results of a survey?

- How might the outcomes of a survey affect the survey timeline?

- What are some examples of "uncertainties" that could happen during the course of the survey process?

- What is a self-administered survey?

- How have survey recruitment strategies changed over time?

- What is the "social exchange theory"?

- What is the Institutional Review Board (IRB)?

- Why is it important to provide the researcher contact information during the survey recruitment?

- What are some important considerations when developing survey questions?

- What are four types of total survey error? (See also, Bonus Clip #1)

Possible Activities

- After listening to the episode, have students create a "top ten" list of potential things to avoid or watch out for when planning a research project using survey design. Then have them develop a "top ten" list of best practices to emulate.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e27/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e27/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Lydia Newton if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, October 3). *Lydia Newton on Survey Design & Recruitment* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e27/

Notes

Todd Campbell on Managing Large Research Grants [33:14]

Research in Action - Episode 28

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Todd Campbell, an Associate Professor of Science Education in the Department of Curriculum and Instruction at the University of Connecticut. His research focuses on teaching and learning in science education. More specifically, cultivating classroom versions of scientific activity through modeling as an anchoring epistemic practice, technology tools in scientific activity, and science teacher professional development. Dr. Campbell is the PI for a National Science Foundation (NSF) Discovery Research K-12 project focused on science teacher professional development. Cumulatively, he has been PI for approximately $6,000,000 in research funding and has published in numerous journals including the International Journal of Science Education, Review of Research in Education, and Research in Science Education, and has served as guest editor of the Journal of Science Education and Technology, and National Science Teachers Association's journal The Science Teacher.

Segment One [00:00-11:14] - In this segment, Todd discusses some of the ways that he prepared to apply for large research grants.

Segment Two [11:15- 23:31] - In this segment, Todd shares some best practices and strategies for managing large research grants.

Segment Three [23:32-33:14] - In this segment, Todd shares some of the lessons he has learned through his grant writing experiences.

Bonus Clip #1 [00:00-5:23]: Challenges in Applying for Large Research Grants

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e28/

Learning Outcomes

By listening to this episode, students will be able to:

- Describe an example of the application process for a large research grant
- Discuss planning considerations for 3-5-year research grants
- Discuss considerations with large research grant planning as it relates to a researcher's professional trajectory
- Review Dr. Campbell's suggestions for large research grant management and organizational strategies
- Identify benefits and challenges in apply for large research grants

Guiding Questions for Listening

- What suggestions does Dr. Todd Campbell offer to those preparing to apply for a large research grant?
- What does Dr. Campbell mention was a helpful experience with regard to grants during his doctoral program?
- According to Dr. Campbell, what appear to be some important considerations when applying for a 3-5-year grant?
- How might a researcher's professional trajectory be a factor in the pursuit of large grant opportunities?
- What organizational strategies does Dr. Campbell offer for managing large research grants?
- In one of Dr. Campbell's experiences, how did multiple iterations of a grant proposal prove to be helpful?
- What are some potential benefits of working with a sample grant proposal?
- Why might it be important to set objectives and prepare role statements within a large research grant team?
- According to Dr. Campbell, what types of institutional support appear to be valuable in grant management?
- According to Dr. Campbell, what is the hardest part in applying for large research grants? (See also, Bonus Clip #1)

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e28/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e28/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Todd Campbell if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, October 10). *Dr. Todd Campbell on Managing Large Research Grants* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e28/

Notes

Dr. Katie Linder on Grant Writing Basics [31:20]
Research in Action - Episode 29

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, Dr. Katie Linder answers a listener question about grant writing and shares resources for getting started with finding and applying for research funding.

Segment One [00:00-10:11] - In this segment, Katie offers some reasons that one might apply for grants and shares some grant writing resources.

Segment Two [10:12- 20:08] - In this segment, Katie shares some ideas for where to find funding opportunities and also discusses the necessity of grant collaborators.

Segment Three [20:09-31:20] - In this segment, Katie shares some information on the application process for grants and offers some general tips based on her experiences as a grant writer.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e29/

Learning Outcomes

By listening to this episode, students will be able to:

*   Discuss purposes of pursuing and writing grants
*   Review grant writing resources for beginners
*   Cite resources for grant funding opportunities
*   Describe benefits and challenges of collaboration during a grant application process
*   Identify organizational strategies and budgetary considerations for the application process
*   Review timeline considerations in order to meet grant application deadlines

Guiding Questions for Listening

*   Why might professionals want to pursue grant funding?
*   How might grant writing contribute to professional development?
*   What are some of Dr. Katie Linder's suggestions for connecting with experienced grant writers?
*   What does Dr. Linder suggest regarding regional and national foundations as a resource for potential grant funding?
*   What are some important considerations regarding grant submission deadlines?
*   What appear to be some benefits in collaborating with other professionals on a grant proposal?
*   How could credibility with a potential funder be affected?
*   What are some potential budgetary considerations during the preparation of a grant proposal?
*   What is the role of a grants office within an institution and how might this impact a grant submission timeline?
*   What are some ways a grant writer can assess whether or not the pursuit of a grant is in keeping with their program/institutional goals?

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e29/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e29/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Dr. Katie Linder if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, October 17). *Dr. Katie Linder on Grant Writing Basics* [Audio podcast].
Retrieved from http://ecampus.oregonstate.edu/research/podcast/e29/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, Dr. Sean Zdenek, an associate professor of technical communication and rhetoric at Texas Tech University in Lubbock, Texas. He holds a PhD from Carnegie Mellon University, a Master's degree from California State University at Stanislaus, and a Bachelor's degree from University of California at Berkeley. At Texas Tech, he teaches undergraduate and graduate courses in web accessibility and disability studies, sound studies, report writing, style, document design, writing for publication, developing instructional materials, and others. Sean is also the author of *Reading Sounds: Closed-Captioned Media and Popular Culture* from University of Chicago Press. He's been keenly interested in closed captioning for over a decade and writing about it since 2009.

Segment One [00:00-10:49] - In this segment, Sean describes some of the research on closed captions in his book *Reading Sounds*.

Segment Two [10:50- 21:27] - In this segment, Sean shares about the 500+ example clips he curated as supplemental resources for his book.

Segment Three [21:28-28:40] - In this segment, Sean discusses his current research area of animated captions and talks about his future research plans.

Bonus Clip #1 [00:00-3:00]: Relationship Between Caption Transformation and Animated Captions

Bonus Clip #2 [00:00-01:43]: Captioning within Context

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e30/

Learning Outcomes

By listening to this episode, students will be able to:

- Discuss purposes of closed captioning and Dr. Zdenek's research in this field
- Define NSI and provide an example of it
- Describe rhetorical analysis as it applies to closed captioning research
- Identify an example of a leitmotif in closed captioning
- Describe animated captioning
- Explain the difference between closed captions and subtitles
- Discuss potential impacts of closed captions on both hearing and non-hearing individuals

Guiding Questions for Listening

- How did Dr. Sean Zdenek begin researching closed captioning?
- According to Dr. Zdenek, what is "humanistic rationale" as it relates to the study of closed captioning?
- What are non-speech captions/NSI and what is an example of it?
- How does Dr. Zdenek apply rhetorical analysis to his research on closed captions?
- What is synchresis?
- What appear to be some potential challenges in creating context for closed captions?
- According Dr. Zdenek, how can captions provide a "slightly different experience of the text"?
- What is an example of a leitmotif in closed captioning?
- What is an example of animated captioning?
- What are the differences between closed captions and subtitles?
- According to Dr. Zdenek, how might closed captions impact hearing individuals?
- What appear to be some of the challenges with the "idea that captions equalize sound"? (See also, Bonus Clip #1)

Possible Activities

- Have students watch a course video with closed captions turned on. What do they notice about what information is included in the closed captions? What do they notice about what information is not included?

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e30/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e30/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Sean Zdenek if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, October 24). *Dr. Sean Zdenek on Rhetorical Analysis* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e30/

Notes

Dr. Tracy Teal on Data Carpentry [33:20]

Research in Action - Episode 31

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, Dr. Tracy Teal, the Executive Director of Data Carpentry and adjunct professor in the BEACON Center for the Study of Evolution in Action at Michigan State University. Her research background in is microbial ecology and bioinformatics, and she's been a developer and contributor to several open source bioinformatics projects. Tracy has a Ph.D. in Computation and Neural Systems from Cal Tech; a Master's Degree from UCLA in Organismal Biology, Ecology, and Evolution; and a Bachelor's from UCLA in Cybernetics.

Segment One [00:00-09:56] - In this segment, Tracy shares about the mission of Data Carpentry and how the organization came to be.

Segment Two [09:57- 21:44] - In this segment, Tracy talks about some of the specific skills in the Data Carpentry curriculum and how workshops are created.

Segment Three [21:45-33:20] - In this segment, Tracy shares more about the Data Carpentry instructors and how the organization is working to create a researcher community.

Bonus Clip #1 [00:00-03:10]: What's Next for Data Carpentry?

Bonus Clip #2 [00:00-02:30]: Logistics of Collaborative Lesson Development

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e31/

Learning Outcomes

By listening to this episode, students will be able to:

- Describe the role and purpose of Data Carpentry

- Explain the need for researcher skill development and training

- List resources for becoming involved with Data Carpentry and Software Carpentry

- Describe the purpose of building a "local capacity" of instructors

- Discuss benefits of a researcher community

- Identify resources for Data Carpentry and Software Carpentry lesson materials

Guiding Questions for Listening

- What is computation and how might it be utilized in the analysis of data?

- What is the purpose of the Data Carpentry organization?

- According to Dr. Tracy Teal, what type of need is there for researchers to further develop data skills?

- According to Dr. Teal, how does she describe Data Carpentry's role of "training in the gaps"?

- What is mentioned about the learning environment of Data Carpentry workshops?

- According to Dr. Teal, how is building a local capacity the "most effective way for people to learn the skills"?

- What appear to be some of the benefits of working with research communities?

- According to Dr. Teal, where does there seem to be reluctance with skill development?

- What is a Creative Commons license?

- What are some of the opportunities available through Data Carpentry and Software Carpentry?

- According to Dr. Teal, why might it be helpful to teach researchers within a domain in which they are familiar? (See also, Bonus Clip #1)

- How is a version control system utilized for collaboration in lesson development/management? (See also, Bonus Clip #2)

Possible Activities

- Have students visit the Data Carpentry workshop website and review some materials from the workshops (or incorporate a Data Carpentry lesson plan into your course).

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e31/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e31/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Tracy Teal if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, October 31). *Dr. Tracy Teal on Data Carpentry* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e31/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, there are two guests.

Dr. Tom Cavanagh is Associate Vice President of Distributed Learning at the University of Central Florida (UCF). In this role he oversees the distance learning strategy, policies, and practices of the nation's second-largest university, including program and course design, development, and assessment. In his career, Tom has administered e-learning development for both academic (public and private) and industrial (Fortune 500, government/military) audiences. A regular presenter at academic and industry conferences, he is an award-winning instructional designer, program manager, faculty member, and administrator. In 2014 he was named an Online Learning Consortium Fellow. Tom's research interests include e-learning, technical communication, and the societal influence of technology on education, training, culture, and commerce. He is also an award-winning author of several mystery novels and a co-host of Topcast: The Teaching Online Podcast.

Dr. Kelvin Thompson serves as the Director of Online Design & Development Strategy for the University of Central Florida's (UCF) Center for Distributed Learning with a faculty appointment as a graduate faculty scholar within UCF's College of Education & Human Performance. He has collaborated on the design of hundreds of online and blended courses over the past eighteen years. Dr. Thompson oversees CDL's strategic initiatives, including accessibility activities, and he developed the BlendKit Course open courseware as part of UCF's Blended Learning Toolkit. His personal research interests center on how interaction affects learner engagement. Kelvin regularly addresses groups throughout the US on topics related to online/blended learning and educational technology and he also co-hosts TOPcast: The Teaching Online Podcast available on iTunes. Kelvin holds a Bachelor of Music Education degree from The Florida State University, and an MA in instructional systems technology and an Ed.D in curriculum and instruction from the University of Central Florida.

Segment One [00:00-11:31] - In this segment, Tom and Kelvin describe why keeping up with the research in their field is a priority.

Segment Two [11:31-22:09] - In this segment, Kelvin and Tom share how they find and collect the items that are on their to-read piles.

Segment Three [22:10-34:24] - In this segment, Tom and Kelvin share some of their tactics for squeezing reading into busy schedules.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e32/

Learning Outcomes

By listening to this episode, students will be able to:

- Discuss the purpose of reading research regularly

- Review suggestions for ways to seek out research literature

- Identify strategies for organizing research literature for later reading

- Cite digital resources for organizing research literature

- Discuss challenges and strategies for incorporating reading into a busy schedule

Guiding Questions for Listening

- Why is it important to keep up with reading research?

- How might keeping up with research reading build credibility?

- According to Dr. Cavanagh & Dr. Thompson, what are some ways to seek out research literature?

- What are some of the strategies mentioned for keeping research literature organized?

- How might a piece of research literature be read "thematically"?

- What are some ways research reading could be incorporated into a busy schedule?

- What strategy, if any, would you find useful for incorporating reading into your schedule?

Possible Activities

- Have students try one of the organization strategies mentioned in the episode for their own research reading. Then ask them to report back through a discussion board or in-class discussion about how it worked for them.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e32/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e32/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Tom Cavanagh and/or Dr. Kelvin Thompson if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, November 7). *Dr. Tom Cavanagh & Dr. Kelvin Thompson on Keeping up with Reading* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e32/

Notes

Dr. Inger Mewburn on Supporting & Training New Researchers [31:49]

Research in Action - Episode 33

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Inger Mewburn, a researcher specializing in research education since 2006. She is currently the Director of Research Training at The Australian National University where she is responsible for co-ordinating, communicating and measuring all the centrally run research training activities and doing research on student experience to inform practice. Inger also runs a popular blog, *The Thesis Whisperer*, and writes scholarly papers, books and book chapters about research student experiences, with a special interest in the digital practices of academics. She is a regular guest speaker at other universities on publishing, writing, social media and presentation skills.

Segment One [00:00-09:25] - In this segment, Inger shares how the *The Thesis Whisperer* blog came to be.

Segment Two [09:26-19:28] - In this segment, Inger shares about how she came to be a research educator and some of the services she offers as the Director of Research Training at The Australian National University.

Segment Three [19:29-31:49] - In this segment, Inger shares some of her tips for maintaining a strong and active writing pipeline.

Bonus Clip #1 [00:00-04:22]: Inger's Research on Academic Blogging

Bonus Clip #2 [00:00-04:10]: How to Tame Your PhD

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e33/

Learning Outcomes

By listening to this episode, students will be able to:

- Cite educational resources for new researchers

- Describe the Australian government's involvement in research

- Discuss common challenges for PhD students

- Review strategies for moving research and writing forward amidst a busy schedule

- Describe the Pomodoro Technique

- Discuss benefits and challenges in academic blogging

Guiding Questions for Listening

- How did Dr. Mewburn's blog, *The Thesis Whisperer*, come to be?

- What was Dr. Mewburn's purpose behind *The Thesis Whisperer*?

- In Australia, how is the government involved in research?

- In Australia, how might a student's ability to complete a PhD program potentially affect a university's ability to move research forward?

- What strategies does Dr. Mewburn offer to keep research and writing moving forward amidst a busy schedule?

- With regard to productive writing, what do you think Dr. Mewburn meant by, "there's a whole writing practice there that isn't what you see"?

- What are some of the activities PhD students might encounter in the "thesis boot camp" described in this episode?

- What is The Pomodoro Technique?

- According to Dr. Mewburn, why does there appear to be some fear and uncertainty surrounding academic blogging within the PhD community? (See also, Bonus Clip #1)

- How did Dr. Mewburn's book *How to Tame Your PhD* involve her blog *The Thesis Whisperer*? (See also, Bonus Clip #2)

Possible Activities

- Have students explore several posts from *The Thesis Whisperer* blog and choose one to review and share with the class. What was the main argument of the post? What helpful resources were shared?

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e33/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e33/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Inger Mewburn if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, November 14). *Dr. Inger Mewburn on Supporting & Training New Researchers* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e33/

Notes

David Brightman on Being a Book Editor [36:02]

Research in Action - Episode 34

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is David Brightman, a senior editor with Stylus Publishing LLC where he helps authors put research into practice. Previously, Davis was a lead editor with the Jossey-Bass Higher and Adult Education book series. David has a BA in Interdisciplinary Studies from the University of California, Berkeley and a Professional Certificate in Publishing from the UC Extension.

Segment One [00:00-10:57] - In this segment, David describes his role and shares how book editors are different from journal editors.

Segment Two [10:58-22:54] - In this segment, David shares what book editors look for in successful book proposals.

Segment Three [22:55-36:02] - In this segment, David discusses the responsibility of scholars to connect with the public.

Bonus Clip: [00:00-06:23]: Common Misconceptions About Book Editors and Publishing

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e34/

Learning Outcomes

By listening to this episode, students will be able to:

- Compare roles of a book editor and a journal editor
- Describe the importance of "knowing the audience" as both an author and editor
- Provide an example of a "professional book"
- Describe Boyer's four modes of scholarship
- Discuss suggestions for assessing how a topic or idea might lead to a book
- Describe an example of a book proposal process
- Review some of the common misconceptions about book editors

Guiding Questions for Listening

- What are some of the differences between a book editor and a journal editor?
- Why might it be important to "know the audience" as an author and as an editor?
- What appear to be the benefits of an author having their work peer-reviewed whether it's a journal article or a book?
- What is an example of a "professional book"?
- According to David Brightman, what are some of the distinguishing elements between the different types of professional books?
- How does David Brightman describe a professional book's potential trajectory?
- What does David Brightman explain are interesting paradoxes to his work, specifically with higher education?
- According to David Brightman, what might be some challenges academics may run into with book proposals?
- What do you think David Brightman means by suggesting, "don't overdo the scholarly rationale"?
- How does David Brightman describe the role of an "active author" and how might it be beneficial to a newly published book? (See also, Bonus Clip)

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e34/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e34/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask David Brightman if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, November 21). *David Brightman on Being a Book Editor*. [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e34/

Notes

Julie Risien on Broader Impacts [27:58]

Research in Action - Episode 35

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Julie Risien, who manages operations and programs at the Center for Lifelong STEM Learning at Oregon State University. Her work focuses on campus-wide initiatives including building a network to improve research impacts and managing transdisciplinary STEM research programs. She serves as an advisor to the OSU office of research development and the NSF-funded Center for Advancement of Informal Science Education; Julie is also a steering committee member on the NSF-funded National Alliance for Broader Impacts. Julie's background in research planning and administration includes 10 years at OSU with Oregon Sea Grant and the Institute for Natural Resources. Her background also includes many years working for non-profit organizations including the Environment Now Foundation and as a U.S. Peace Corps Volunteer in the Pacific Islands. Julie has a Masters of Science in Marine Resource Management from the College of Earth, Ocean and Atmospheric Sciences at OSU and is currently working on her PhD in Environmental Sciences.

Segment One [00:00-14:35] - In this segment, Julie defines the concept of "broader impacts" and talks about where the concept originated.

Segment Two [14:36-27:58] - In this segment, Julie shares about a campus initiative at Oregon State University to support broader impacts.

Bonus Clip: [00:00-11:04]: Research on Networks

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e35/

Learning Outcomes

By listening to this episode, students will be able to:

- Define broader impacts and provide an example of a broader impact project

- Discuss benefits and challenges for researchers with regard to broader impacts

- Cite resources for engaging in broader impacts networks

- Review suggestions for researchers to create broader impacts beyond student mentorship

- Describe ORIN at OSU

- Provide some examples of "research on networks"

Guiding Questions for Listening

- What are broader impacts?

- What appear to be some of the benefits of identifying broader impacts in research?

- How have broader impacts become more of a concern for researchers?

- According to Julie Risien, why does there appear to be an increase in the emphasis of broader impacts?

- What is citizen science and how might it be an example of a broader impact?

- According to Julie Risien, what is one way to "tackle broader impacts"?

- What is the purpose of ORIN at OSU?

- What suggestions does Julie Risien offer for those seeking to bring a broader impacts network to their campus or organization?

- How does Julie Risien describe "research on networks"? (See also, Bonus Clip)

- What is a "boundary professional"? (See also, Bonus Clip)

- With regard to Julie Risien's current work with research on networks, how does she describe change from a theoretical viewpoint? (See also, Bonus Clip)

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e35/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e35/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Julie Risien if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, November 28). *Julie Risien on Broader Impacts*. [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e35/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Hannah Gascho Rempel, a Science Librarian and the Coordinator for Graduate Student Success at Oregon State University Libraries and Press. At Oregon State, she has led the development of OSU Libraries' services for graduate students and has been deeply involved in the libraries' Teaching and Engagement Department's transition to a more strategic focus on learner-centered instruction activities. Her research focuses on research behaviors and curiosity, the intersection of technology use and learning, and providing library services that help promote graduate student success. Hannah has taught Zotero workshops at OSU since 2008 and has created a highly used Zotero tutorial.

Segment One [00:00-12:06] - In this segment, Hannah defines citation management and talks about several different citation management platforms.

Segment Two [12:07-24:30] - In this segment, Hannah shares some of her best practice tips for experienced researchers and those new to citation management.

Segment Three [24:31-35:19] - In this segment, Hannah shares some additional features for researchers looking to level-up their citation management platform use.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e36/

Learning Outcomes

By listening to this episode, students will be able to:

- Define citation management

- Cite resources for citation management tools

- Describe the benefits of utilizing a citation management tool and system

- Discuss considerations for choosing a citation management tool

- Explain additional functionalities of a citation management tool

- Provide an example of how to use a "tag" within a citation management system

Guiding Questions for Listening

- What is citation management?

- What might be the benefits of utilizing a citation management tool?

- According to Hannah Gascho Rempel, what are some important components of citation management?

- What are some of the differences and similarities between the citation management tools mentioned in Segment 1?

- According to Hannah Gascho Rempel, what appears to be some of the hesitancy behind the use of a citation management tool?

- What has Hannah Gascho Rempel observed with regard to "modeling" and the use of citation management tools?

- What advice does Hannah Gascho Rempel offer for beginners in choosing a citation management tool?

- What advice does Hannah Gascho Rempel offer for experienced researchers in choosing a citation management tool?

- What are some additional functionalities with citation management tools?

- How might someone use "tags" within a citation management system?

Possible Activities

- Have students choose a citation management system to try for the term and compare notes after several weeks of use. What did they like about it? What was challenging about it? Will they keep using it in the future?

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e36/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e36/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Hannah Gascho Rempel if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, December 5). *Hannah Gascho Rempel on Citation Management*. [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e36/

Notes

Dr. Jamison Fargo on Working with a National Research Center [32:57]

Research in Action - Episode 37

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Jamison Fargo, an Associate Professor in the Department of Psychology at Utah State University where he is affiliated with the graduate emphasis in Sociobehavioral Epidemiology. He is also a Research Scientist with the National Center on Homelessness among Veterans, Philadelphia Veterans Affairs Medical Center. Dr. Fargo's primary research interests focus on preventing and ending homelessness, particularly among Veterans, as well as preventing injury and victimization. Dr. Fargo also has extensive methodological expertise in the application of modern psychometric, latent variable, and mixed-effects modeling techniques to research problems in the sociobehavioral, epidemiological, and educational sciences. Dr. Fargo earned Master's degrees in Clinical Psychology (2003) and Quantitative Epidemiology (2008) as well as a Doctoral degree in Experimental Psychology (2004) from the University of Cincinnati. In 2005 he founded the Office of Methodological and Data Sciences at Utah State University, which he directed until 2009. He previously worked at the University of Pennsylvania, where he was a Senior Research Investigator in the Center for Health Equity Research, a Biostatistician in the Center for Clinical Epidemiology & Biostatistics, and an Associate Fellow in the Center for Public Health Initiatives.

Segment One [00:00-12:29] - In this segment, Jamison shares about his experiences working with a national research center.

Segment Two [12:30-21:49] - In this segment, Jamison defines biostatistics and shares about training in this field and the disciplines where it is most likely to be used.

Segment Three [21:50-32:57] - In this segment, Jamison discusses what led him to "retool" at mid-career and how he went about it.

Bonus Clip [00:00-5:44] – Dr. Jamison Fargo's Experience as a Methodologist

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e37/

Learning Outcomes

By listening to this episode, students will be able to:

- Describe the National Center for Homelessness Among Veterans and its purpose

- Discuss the potential benefits in working with a national center

- Define biostatistics

- Provide an example of a career field, outside of academia, in which a biostatistician might work

- Explain retooling as it relates to professional skills

- Describe the role of a methodologist

Guiding Questions for Listening

- What is the National Center on Homelessness Among Veterans and what does Dr. Fargo explain is the VA's top priority with this center?

- How did Dr. Fargo become involved in the National Center on Homelessness Among Veterans?

- What does Dr. Fargo mention may be helpful to young researchers with regard to working with a national center?

- What are biostatistics?

- What are some of the differences between the two types of biostatisticians that Dr. Fargo describes?

- What are some examples of the various career fields in which a biostatistician might work?

- How does Dr. Fargo describe the process of retooling within his career?

- What do you think might be some potential benefits or challenges in retooling professional skills?

- How does Dr. Fargo describe the role of a methodologist? (See also, Bonus Clip)

- What is an example of how a methodologist might provide assistance within an academic institution?

Possible Activities

- Have students find and explore a website for a national research center like the one that Jamison describes in this episode. What kinds of work does the Center do? What kinds of research roles are present in the Center?

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e37/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e37/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Jamison Fargo if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, December 12). *Dr. Jamison Fargo on Working with a National Research Center*. [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e37/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the *Research in Action* podcast, the host shares the audio from a podcasting panel at the Online Learning Consortium Accelerate Conference that took place in Orlando, Florida in November 2016. The moderator for the panel is Kelvin Thompson, the co-host of *TOPcast: The Teaching Online Podcast*. Presenters on the panel include Tom Cavanagh, the other co-host of *TOPcast: The Teaching Online Podcast*; Tanya Joosten, who is a co-host of Women Who Wine in Higher Education; Bonni Stachowiak, the host of the Teaching in Higher Ed podcast; Jenny Quarles, who hosts Learning Lab; John Ernstberger, who hosts HigherEdScope; and Katie Linder, the host of Research in Action.

Segment One [00:00-10:31] - In this segment, the panelists share some reasons that podcasting has become more popular and also some of their success metrics.

Segment Two [10:32-22:32] - In this segment, the panelists offer some ideas for audience engagement strategies and share about their production processes.

Segment Three [22:33-30:17] - In this segment, the panelists share their recommendations for getting started with podcasts and some of their favorite podcast shows.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e38/

Learning Outcomes

By listening to this episode, students will be able to:

*   Cite resources for podcasts in higher education

*   Discuss possible reasons as to the rise in the number of podcasts

*   Provide an example of a podcast process

*   List some ideas for engaging podcast listeners

*   Review recommendations for those new to podcasting

Guiding Questions for Listening

*   According to the conference panel, why does there appear to be a rise in the number podcasts coming out?

*   What podcast does Dr. Katie Linder mention in segment 1 as the catalyst for a podcasting resurgence?

*   What does Dr. Bonni Stachowiak note about the accessibility of podcasts?

*   According to the conference panel, how might podcast success be measured?

*   What does Dr. Bonni Stachowiak explain was the biggest piece of advice she received with regard to gaining podcast followers?

*   What does Dr. Katie Linder mention about audience "pockets"?

*   How might social media play a role in reaching a podcast audience?

*   What are some of the podcast production processes mentioned in segment 2?

*   How might collaboration play a role in podcasting?

*   After listening to this episode, would you ever consider starting a podcast? On what topic?

*   What tips and recommendations does the podcast panel offer to those new to podcasting?

Possible Activities

- Have students find and listen to a couple episodes from a podcast related to the topic of your course. Facilitate a discussion on what they found useful in their particular episodes. Use the activity to crowd-source a list of relevant episodes for future course content.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e38/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e38/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask the Podcast Conference Panel if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, December 19). *Dr. Katie Linder on Podcasting in Higher Education (Conference Panel)*. [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e38/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Jill Buban, Online Learning Consortium's Senior Director of Research & Innovation, where she oversees the organization's research and publications strategy. Prior to joining the Online Learning Consortium, Dr. Buban was the Assistant Provost for Research & Innovation at Post University. Dr. Buban continues to study and present on topics surrounding effective technology use for adult learners in online environments. She is a member of the SSEA Communications Committee, an organization for which she was named an Emerging Scholar in 2012. She also continues to teach in the areas of adult and online learning.

Segment One [00:00-11:26] - In this segment, Jill shares about her experiences moving from academia to the Online Learning Consortium.

Segment Two [11:27-22:04] - In this segment, Jill shares ideas and strategies for finding thinking partners and mentors.

Segment Three [22:04-33:42] - In this segment, Jill discusses her experiences working remotely and shares tips for effectively working from home.

Bonus Clip: [00:00-04:12]: Considerations for Shifting from Academia to Industry

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e39/

Learning Outcomes

By listening to this episode, students will be able to:

- Discuss considerations for shifting into a new professional realm

- Describe "thinking partners"

- Provide an example of how to seek out "thinking partners"

- Review tips for effectively working from home and suggestions for avoiding potential pitfalls

Guiding Questions for Listening

- What led Dr. Buban to shift from academia to industry?

- What were some of the differences and similarities Dr. Buban experienced in her shift from academia to industry?

- What professional experiences did Dr. Buban mention were helpful in preparing for her shift to industry?

- What are "thinking partners"?

- What did Dr. Buban describe as an important point in her career with regard to "thinking partners"?

- What example does Dr. Buban provide as a way to potentially connect with "thinking partners"?

- What are some ways a mentor/mentee relationship might change over time?

- According to Dr. Buban, what are some important considerations for effectively working from home?

- Why might it be important to intentionally block out time for projects, specifically if one is working from home?

- What does Dr. Buban suggest is "important to think through" with regard to a shift into a new professional realm? (See also, Bonus Clip)

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e39/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e39/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Jill Buban if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2016, December 26). *Dr. Jill Buban on Transitioning from Academia to Industry.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e39/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Matt Bergman, an Assistant Professor at the University of Louisville in the College of Education and Human Development. He teaches adult students (25 and older) in the Bachelor of Science in Organizational Leadership and Learning program. Dr. Bergman's research is focused on factors that impact adult learners in degree completion programs at four-year universities and he recently won a national competition for Innovation in Educational Attainment from the Gheen's Foundation based upon local implementation of his research. Dr. Bergman has also served in several other capacities at Appalachian State University and Lees-McRae College in Western North Carolina working in Enrollment Management, Athletic Learning Assistance, and Admissions. Prior to his career in Higher Education, Matt played Arena Football in Charleston, SC for a total of three seasons. He received a B.S. in Sports Administration, Physical Education, and Health Education from Union College in Barbourville, KY. He received a Master of Arts in Higher Education Administration from Appalachian State University in Boone, NC and a Ph.D. in Educational Leadership and Organizational Development from the University of Louisville. He is a teacher, administrator, and ambassador of degree attainment at the local, regional, and national levels.

Segment One [00:00-11:45] - In this segment, Matt shares about his first three years as a faculty member and how he shaped his research pipeline.

Segment Two [11:46-21:33] - In this segment, Matt shares some of his strategies for preparing for a third-year review as part of his tenure clock.

Segment Three [21:34-35:24] - In this segment, Matt shares about feelings of "imposter syndrome" and how he stays motivated.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e40/

Learning Outcomes

By listening to this episode, students will be able to:

- Discuss suggestions for building a research pipeline as an early-career researcher

- Review strategies for balancing teaching, research and service obligations

- Describe suggestions for staying motivated and addressing potential challenges as an early-career researcher

- List an example of a mentorship opportunity that could be found inside or outside of an academic institution

Guiding Questions for Listening

- With regard to building a research pipeline, what is the "three-three-three" advice Dr. Bergman received early on?

- What does Dr. Bergman suggest as a starting place for early-career researchers as a way to begin building a pipeline?

- What strategies does Dr. Bergman offer for balancing teaching preparations with service obligations?

- What does Dr. Bergman mention about service obligations, research and teaching being related?

- What did Dr. Bergman describe as an "empowering" point in his career?

- What suggestions does Dr. Bergman offer in preparing for an upcoming third year review?

- What are some of Dr. Bergman's suggestions for addressing potential challenges as an early-career researcher?

- What advice does Dr. Bergman share that has allowed him to stay motivated?

- How might a mentor, either inside or outside of an academic institution, be beneficial to an early-career researcher?

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Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e40/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e40/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Matt Bergman if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, January 2). *Dr. Matt Bergman on Early-Career Research.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e40/

Notes

Michaela Willi Hooper on Copyright [34:25]
Research in Action - Episode 41

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Michaela Willi Hooper, the Scholarly Communication Librarian at Oregon State University and an Assistant Professor for the Center for Digital Scholarship and Services at the Valley Library. Michaela is a resource for faculty, staff, and students with questions about fair use and open access. She promotes ScholarsArchive@OSU and encourages compliance with funder public access requirements and the university's open access policy. Her research interests include transformative learning and student perception of issues in scholarly communication. Michaela earned her MS in Information Science from the University of Michigan and has a bachelor's in History.

Segment One [00:00-12:51] - In this segment, Michaela shares some of the most important things that researchers need to know about copyright.

Segment Two [12:52-22:54] - In this segment, Michaela demystifies some of the components of publisher contracts that are related to copyright.

Segment Three [22:55-34:25] - In this segment, Michaela discusses copyright principles related to the re-use of resources for teaching and research.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e41/

Learning Outcomes

By listening to this episode, students will be able to:

- Define copyright

- Describe the process of obtaining an official copyright

- Provide an example of open access

- Explain the difference between an exclusive and nonexclusive license

- Provide an example of an embargo within a publishing contract

- Cite resources for copyright guides

- Define fair use

Guiding Questions for Listening

- What is copyright?

- According to Michaela Willi Hooper, in what ways do we potentially interact with copyright on a daily basis?

- How does someone become a copyright holder?

- How is an official copyright obtained?

- According to Michaela Willi Hooper, what might be some important considerations for "re-use"?

- What is open access and what are some of the various avenues by which a work becomes "open access"?

- What recommendations does Michaela Willi Hooper offer with regard to researchers sharing their own published works?

- What are some potential challenges that an embargo might impose with regard to a publishing contract?

- What are the four factors of fair use?

- What does Michaela Willi Hooper explain librarians need, in some cases, with regard to tenure? (See also, Bonus Clip)

Possible Activities

- Have students explore the Creative Commons website mentioned on the show (and linked in the show notes). Ask students to choose one kind of license and develop an idea of what they might copyright using that license.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e41/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e41/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Michaela Willi Hooper if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, January 9). *Michaela Willi Hooper on Copyright.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e41/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. George Veletsianos, who holds a Canada Research Chair in Innovative Learning and Technology and is an Associate Professor at Royal Roads University. George is a former Fulbright scholar and early-career fellow of the Network of Excellence in Technology Enhanced Learning, a European Union Initiative. His research has been dedicated to understanding the practices and experiences of learners, educators, and scholars in emerging digital environments. In particular, he studies online social networks, open scholarship/education, and emerging technologies. He is the author of *Social Media in Academia: Networked Scholars* (Routledge, 2016), *Online learning: Emerging Technologies and Emerging Practices* (Athabasca University Press, in press), *Emerging Technologies in Distance Education* (Athabasca University Press, 2010), and *Learner Experiences in MOOCs and Open Online Learning* (Hybrid Pedagogy, 2013). Individually and collaboratively, he has also published more than 50 peer-reviewed manuscripts and book chapters and given more than 100 talks at conferences and events worldwide. His research has been funded by the Canada Research Chairs Program, the National Science Foundation, the European Union, National Geographic, and the Swedish Knowledge Foundation.

Segment One [00:00-09:56] - In this segment, George shares about how he became interested in social media as a research topic.

Segment Two [09:57-20:42] - In this segment, George shares about some of his methods for promoting scholarship online.

Segment Three [20:43-32:36] - In this segment, George discusses his own social media practices and chats about taking digital sabbaticals.

Bonus Clip [00:00-04:28]: Choosing How to Engage in Social Media

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e42/

Learning Outcomes

By listening to this episode, students will be able to:

- Describe "networked scholarship"
- Define scholarship
- Provide an example of student's online experience that is not captured through a data trail
- Discuss the benefits and challenges of a "digital sabbatical"

Guiding Questions for Listening

- How does Dr. Veletsianos define "networked scholarship"?
- How does Dr. Veletsianos define scholarship?
- According to Dr. Veletsianos, what "caught his attention" with regard to writing *Social Media in Academia*?
- How has Dr. Veletsianos' research impacted his own interaction with social media?
- What was the purpose behind the creation of Dr. Veletsianos' YouTube videos?
- According to Dr. Veletsianos, why might it be beneficial to think about a scholarship dissemination plan ahead of time?
- What is an example of a student experience that Dr. Veletsianos explains might not be captured through a data trail?
- What might be some benefits and challenges to a "digital sabbatical"?
- How does Dr. Veletsianos approach his engagement in social media? (See also, Bonus Clip)

Possible Activities

- Assign students to take a digital sabbatical and have them report back on their experience.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e42/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e42/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. George Veletsianos if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, January 16). *Dr. George Veletsianos on Sharing Research Online*. [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e42/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guest is Dr. Adriane Brown, Assistant Professor and Director of Gender, Sexuality, and Women's Studies at Augsburg College in Minneapolis, Minnesota. Her research focuses on contemporary American youth, examining the ways that youth develop gendered, racial, and sexual subjectivities in different spaces--both physical and virtual. Her work on teenage girls' digital subjectivities has appeared in *Signs: Journal of Women in Culture and Society* and in *Introducing the New Sexuality Studies* (third edition). She is currently working on a book manuscript that examines the salience of gender and race in high school policy debate. Adriane particularly enjoys incorporating digital media into her research, whether as a primary site of data collection--such as Taylor Swift fan forums--or as a means of engaging in traditional research practices--such as using instant messenger to conduct interviews with research subjects. Adriane teaches courses on a wide range of topics, including youth studies, popular culture, feminist theory, and masculinities, in addition to core introductory courses in the field of Gender, Sexuality, and Women's Studies. She also serves as director of the Anne Pedersen Women's Resource Center at Augsburg College. Outside of work, Adriane enjoys hiking, traveling, and eating with her wife, Jess, and their son, Sam.

Segment One [00:00-12:17] - In this segment, Adriane shares about some of her research on Taylor Swift fan sites and MySpace.

Segment Two [12:18-22:46] - In this segment, Adriane shares about what she learned applying to the IRB for digital research on adolescent girls.

Segment Three [22:47-34:02] - In this segment, Adriane discusses what it means to her to be a feminist researcher.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e43/

Learning Outcomes

By listening to this episode, students will be able to:

- Define stigmatized

- Discuss challenges associated with research in digital environments

- Provide an example of an online interview tool

- Describe the Institutional Review Board (IRB)

- Discuss recommendations regarding the IRB application process

- Discuss the relationship between feminist research and interdisciplinary research

Guiding Questions for Listening

- How does Dr. Brown choose which digital environments to research?

- How does Dr. Brown define stigmatized?

- What appear to be some of the challenges associated with researching digital environments?

- What suggestions does Dr. Brown offer for pursuing research in digital environments?

- According to Dr. Brown, why does the online interview response rate appear to be low?

- What online tool has Dr. Brown used during interviews that is "self-transcribing"?

- What appear to be some of the challenges in collecting data from public sites?

- What recommendations does Dr. Brown offer regarding the IRB application process?

- How does Dr. Brown describe feminist research?

- What role does interdisciplinary research play for Dr. Brown?

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e43/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e43/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Adriane Brown if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, January 23). *Dr. Adriane Brown on IRB Logistics for Online Research.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e43/

Notes

Dr. Monika Raesch, Dr. Frank Rudy Cooper & Dr. Pat Reeve on Researching as Administrators [31:02]

Research in Action - Episode 44

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode of the podcast, the guests are three faculty members from Suffolk University in Boston, MA: Dr. Monika Raesch, associate professor and chair of the Communication and Journalism Department; Dr. Pat Reeve, associate professor and chair of the History Department; and Dr. Frank Rudy Cooper, professor of law, who until recently was the president's senior advisor for diversity.

Each of these guests have recently experienced taking on administrative roles while also trying to maintain their scholarship and research productivity, so that will be the focus of the discussion.

Segment One [00:00-20:17] - In this segment, Pat, Frank, and Monika discuss some of the challenges with balancing scholarship with administrative roles.

Segment Two [20:18-31:02] - In this segment, Pat, Frank, and Monika share how their perspectives about scholarship changed as they took on administrative roles.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e44/

Learning Outcomes

By listening to this episode, students will be able to:

- Define administrative teacher-scholar

- Describe a challenge that may arise within an administrative teacher-scholar's role

- Discuss suggestions for integrating research and writing into an administrative teacher-scholar's schedule

- Provide an example of an opportunity that may come out of juggling the roles of an administrator and teacher-scholar

Guiding Questions for Listening

- How is administrative teacher-scholar defined in this episode?

- What does Dr. Raesch explain is a benefit of an administration perspective to the role of a teacher-scholar?

- According to Dr. Cooper, what has he discovered about scholarship and teaching?

- What appear to be some of the common challenges associated with juggling an administrative role with the role of a teacher-scholar?

- What approach does Dr. Raesch explain has allowed her to "switch modes" as an administrative teacher-scholar?

- What suggestions do Dr. Raesch, Dr. Reeve and Dr. Cooper offer for integrating writing and research into a busy administrative schedule?

- According to Dr. Reeve, what can be "debilitating" in juggling the multiple roles of an administrative teacher-scholar?

- What appears to be a way to maintain accountability with colleagues in similar roles?

- What does Dr. Cooper mention about scholarship and negotiation?

- According to Dr. Raesch, how might an administrative role impact research?

- What opportunities appear to have come out of juggling the roles of an administrator and teacher-scholar?

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e44/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e44/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Monika Raesch, Dr. Pat Reeve, and/or Dr. Frank Rudy Cooper if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, January 30). *Dr. Monika Raesch, Dr. Frank Rudy Cooper & Dr. Pat Reeve on Researching as Administrators.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e44/

Notes

Dr. Monika Raesch, Dr. Frank Rudy Cooper & Dr. Pat Reeve
on Writing Groups and the Importance of Self-reflection [35:46]

Research in Action - Episode 45

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

This episode is part two of a two-part episode about researching and writing as administrators. I'm joined by three faculty members from Suffolk University in Boston, MA: Dr. Monika Raesch, associate professor and chair of the Communication and Journalism Department; Dr. Pat Reeve, associate professor and chair of the History Department; and Dr. Frank Rudy Cooper, professor of Law, who until recently was the president's senior advisor for diversity.

Each of the guests in this episode have recently experienced taking on administrative roles while also trying to maintain their scholarship and research productivity.

Segment One [00:00-17:18] - In this segment, Monika, Pat, and Frank discuss their experience of engaging in an academic writing group.

Segment Two [17:19-35:46] - In this segment, Pat, Frank and Monika share some concrete examples of their own self-reflective practices.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e45/

Learning Outcomes

By listening to this episode, students will be able to:

- Explain the purpose of a writing group
- Review an example of a writing group process
- Discuss potential challenges in writing as an administrative teacher-scholar
- Describe the concept a good practice audit
- Provide an example of a method for self-reflection

Guiding Questions for Listening

- What writing group process have the guests adopted and found to be successful?
- What incentive does the group use as a way to meet their agreed upon writing times?
- What are some examples of ways each of the guests have experienced a shift in how they approach writing as administrators?
- What does Dr. Raesch point out about "pure writing time"?
- According to Dr. Reeve, what does she explain attributes to the success of their writing group over the past two years?
- What advice does Dr. Reeve offer to administrative teacher-scholars who may be interested form a writing group?
- According to Dr. Cooper, why are in-person check-ins "important for the adaptation of the group"?
- What are the three phases of a good practice audit?
- How has self-reflection affected each of the guests in their roles as teacher-scholars and administrators?
- What is a SWOT analysis?
- According to Dr. Raesch, why does she think self-reflection can never happen in isolation?

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e45/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e45/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Monika Raesch, Dr. Pat Reeve, and/or Dr. Frank Rudy Cooper if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, February 6). *Dr. Monika Raesch, Dr. Frank Rudy Cooper & Dr. Pat Reeve on Writing Groups and the Importance of Self-reflection.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e45/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode, the guest is Dr. Sam Johnston, a research scientist with The Center for Applied Special Technology, or CAST. With support of the Gates Foundation's Open Professionals Education Network, she recently led the development of UDL On Campus—a collection of online resources to aid postsecondary educators in implementing Universal Design for Learning. Currently, Sam works on the National Center on Accessible Educational Materials (AEM) focusing on postsecondary and workforce take up of AEM. Sam is also a co-principal investigator for a National Science Foundation study on stereotype threat and its impact on inquiry science pedagogy in middle schools. The project will create a prototype web-based professional development course to help middle-school science teachers understand stereotype threat and use UDL to reduce its effects in everyday instruction. Sam's primary research focus is on the use of networked technology to support peer-to-peer knowledge transfer and she has conducted design-based research in both professional development and formal education settings. Before joining CAST, Sam was a Senior Associate and Distance Educator at the Center for Social Innovation, leading the company's online learning strategy. Sam holds a BA from McGill University and a masters degree and doctorate in education from Harvard.

Segment One [00:00-10:17] - In this segment, Sam offers a definition of design-based research.

Segment Two [10:18-18:32] - In this segment, Sam shares some examples of designed-based research based on her work with CAST.

Segment Three [18:32-29:32] - In this segment, Sam discusses some of the benefits and challenges of collaborating with vendors on academic research.

Bonus Clip #1 [00:00-04:10]: Basic vs. Applied Research

Bonus Clip #2 [00:00-04:26]: Expanding Design-based Research into Higher Education

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e46/

Learning Outcomes

By listening to this episode, students will be able to:

* Define design-based research

* Provide an example of design-based research

* Discuss an example of a stereotype threat

* Discuss potential benefits and challenges in collaborating with a vendor on research projects

* Cite resources for design-based research

* Explain the difference between basic and applied research

Guiding Questions for Listening

* What is design-based research?

* What does Dr. Johnston mention is an important component of design-based research?

* What does Dr. Johnston explain is the goal of design-based research?

* What is the Agile software development process?

* What is an example of a design-based research project?

* What is stereotype threat?

* According to Dr. Johnston, what important role do vendors bring to research?

* What appear to be some of the challenges in collaborating with vendors in research?

* What is the difference between "basic research" and "applied research"? (See also, Bonus Clip #1)

* According to Dr. Johnston, how might designed-based research be applied to a higher education setting? (See also, Bonus Clip #2)

Possible Activities

- Have students find and read an article where design-based research is included in the methodology for the study. Ask students to share about their articles on a discussion board or in-class and lead a discussion on the range of projects where design-based research can be applicable.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e46/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e46/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Sam Johnston if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, February 13). *Dr. Sam Johnston on Design-based Research.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e46/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode, the guest is Michael Alley. Holding a master of science in electrical engineering and a master of fine arts in writing, Michael Alley is an associate professor of engineering communication at Penn State. He is the author of *The Craft of Scientific Presentations* (Springer, 2013), which has been translated into Japanese and Chinese. Over the past decade, he has taught presentations to scientists and engineers on four continents, in sixteen countries, and at more than 150 institutions. He has presented at Google, MIT, Harvard Medical School, Texas Instruments, Simula Research Laboratory (Norway), Shanghai Jiao Tong University, and the European Space Organization in the high desert of Chile. Alley's websites on presentations are top Google listings for the topics of "engineering presentations" and "scientific presentations".

Segment One [00:00-09:35] - In this segment, Michael shares some of what he has learned about making effective research presentations.

Segment Two [09:36-16:25] - In this segment, Michael discusses how researchers can be more confident as presenters.

Segment Three [16:26-30:55] - In this segment, Michael shares some of his thoughts on PowerPoint and best practices for using the tool.

Bonus Clip #1 [00:00-02:48]: Tips for Presenting to Non-scientists

Bonus Clip #2 [00:00-06:39]: The Four Aces for Projecting Confidence

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e47/

Learning Outcomes

By listening to this episode, students will be able to:

- Discuss common challenges associated with creating and delivering presentations

- Provide an example of how to project confidence in delivering a presentation

- Explain the importance of preparing for a presentation

- Review the four aces for projecting confidence

- Cite resources for creating and delivering presentations

Guiding Questions for Listening

- What is the most common question Michael Alley receives with regard to presentations?

- What three pieces of advice does Michael Alley offer as a way to address nervousness?

- What does Michael Alley mean by, "give the talk they want to hear"?

- Based on Michael Alley's suggestions, how can you project confidence?

- What does Michael Alley explain about the importance of preparation?

- What does Michael Alley say is the antithesis of helping people learn?

- According to Michael Alley, what are the two biggest mistakes people make in using the defaults in PowerPoint?

- Why does Michael Alley suggest building presentations on a "message" as opposed to a "talk"?

- How does Michael Alley suggest presenting supporting evidence?

- What are some of Michael Alley's suggestions for PowerPoint users in creating scientific presentations?

- What tip does Michael Alley suggest for presenting scientific presentations to non-scientists? (See also, Bonus clip #1)

- What are the four aces for projecting confidence? (See also, Bonus clip #2)

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e47/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e47/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Michael Alley if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, February 20). *Michael Alley on Best Practices for Presenting Research.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e47/

Notes

Dr. Laurie Juranek on Research in the Arctic [33:25]

Research in Action - Episode 48

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode, the guest is Dr. Laurie Juranek, an Assistant Professor in the College of Earth, Ocean, and Atmospheric Sciences at Oregon State University. Dr. Juranek studies what the chemistry of seawater tells us about life and death in the ocean. Her research takes her from the warm, aquamarine waters off of Hawaii to the ice-covered Arctic Ocean. When not doing science, she enjoys vegetable gardening, cooking, and weightlifting.

Segment One [00:00-10:09] - In this segment, Laurie describes the research questions she explores in her study of life and death in the ocean.

Segment Two [10:10-22:17] - In this segment, Laurie shares some of the logistics of her research in the arctic.

Segment Three [22:18-33:25] - In this segment, Laurie discusses some of the ways she frames the broader impacts of her research, particularly for grant applications.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e48/

Learning Outcomes

By listening to this episode, students will be able to:

- Describe an example of the type of data collected during research in the Arctic

- Define primary production

- Discuss potential logistical challenges in conducting research in the Arctic

- Provide an example of a broader impact associated with research in the Arctic

- Explain the importance of communication skills in scientific research

Guiding Questions for Listening

- What are some examples of the types of data Dr. Juranek collects?

- According to Dr. Juranek, how are these data samples collected?

- What is primary production?

- How is Dr. Juranek's research connected to ocean wildlife?

- What led Dr. Juranek to pursue research in the Arctic?

- What appear to be some of the logistical challenges in conducting research in the Arctic?

- What does Dr. Juranek explain is a cost-effective way research can be conducted in the Arctic?

- What might be some of the limitations of conducting research in the Arctic?

- According to Dr. Juranek, how much time is generally spent pursuing grant funding for this type of research?

- According to Dr. Juranek, what are some of the broader impacts of conducting research in the Arctic?

- What does Dr. Juranek explain about the importance of communication skills in scientific research?

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e48/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e48/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Laurie Juranek if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, February 27). *Dr. Laurie Juranek on Research in the Arctic.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e48/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode, the guest is Dr. Therese Huston, who is looking to change how we see women as decision-makers. The New York Times calls her book, "How Women Decide," "required reading on Wall Street." Therese is a cognitive scientist at Seattle University, where she helps intelligent people make smart choices. She's written for the New York Times, the Los Angeles Times, Harvard Business Review and The Guardian, and her work has been featured on NPR. In October 2016, Therese gave her first TEDx talk on women and decision-making. Harvard University Press published Therese's first book, Teaching What You Don't Know, which won a Book of the Year Award in Education from Foreword Literary Reviews.

Therese received her BA from Carleton College, a B.S. and PhD in Cognitive Psychology from Carnegie Mellon University, and completed a post-doctoral fellowship with the Center for the Neural Basis of Cognition at the University of Pittsburgh. She founded the Center for Excellence in Teaching and Learning at Seattle University. When she's not writing, she loves to travel, play with numbers, spend time with her husband and dog, and bake amazing gluten-free chocolate cake.

Segment One [00:00-14:01] - In this segment, Therese shares about how her book *How Women Decide* came to be.

Segment Two [14:02-23:39] - In this segment, Therese shares some of the strategies from *How Women Decide* that can be applied to higher education.

Segment Three [23:40-35:07] - In this segment, Therese shares about transitioning to a new research area of studying gender in mid-career.

Bonus Clip #1 [00:00-07:37]: Finding and Working with a Literary Agent

Bonus Clip #2 [00:00-03:53]: Benefits of Setting "Tripwires" in Your Professional Life

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e49/

Learning Outcomes

By listening to this episode, students will be able to:

- Discuss the purpose of Dr. Huston's book, *How Women Decide*

- Identify an example of "risk-taking" in higher education

- Review suggestions for finding a literary agent

- Provide an example of Dr. Huston's method for setting "tripwires" in one's professional life

Guiding Questions for Listening

- What does Dr. Huston suggest is "a very standard assumption"?

- What led Dr. Huston to write her book, *How Women Decide*?

- According to Dr. Huston, what has "gone under the radar"?

- How did Dr. Huston prepare for feedback on *How Women Decide* being reviewed by *The New York Times*?

- What surprised Dr. Huston about the media response to *How Women Decide*?

- What advice does Dr. Huston offer to those who may encounter media attention due to a popular book?

- According to Dr. Huston, how does her book, *How Women Decide,* relate to higher education?

- What suggestions does Dr. Huston offer on to those in higher education with regard to "risk-taking"?

- What research topic does Dr. Huston explain she initially "came at very reluctantly"?

- What tips does Dr. Huston offer for finding a literary agent?

- According to Dr. Huston, what is the benefit to setting up "tripwires" in one's professional life?

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e49/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e49/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Therese Huston if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, March 6). *Dr. Therese Huston on Drawing Media Attention.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e49/

Notes

Dr. Chris Goldfinger on Reacting to Unexpected Media Attention [35:18]

Research in Action - Episode 50

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode, the guest is Dr. Chris Goldfinger, Professor of Geology and Geophysics at Oregon State University. Chris's research interests include subduction earthquakes; mechanics of oblique subduction, accretion and erosion of active margins; seafloor imaging, mapping, and visualization techniques; and seafloor drilling technology. His current work focuses on the investigation of the earthquake potential global subduction zones, including Sumatra, Japan and particularly the Cascadia subduction zone. Chris has been widely quoted by the media for his research, perhaps most noticeably in a 2015 *New Yorker* article called, "The Really Big One" about the potential fallout of a massive Cascadia earthquake.

Segment One [00:00-10:55] - In this segment, Chris shares about his research regarding the Cascadia subduction zone.

Segment Two [10:56-21:39] - In this segment, Chris shars about the media attention his research received after a *New Yorker* article went viral.

Segment Three [21:40-35:18] - In this segment, Chris shares about his work educating the general public about earthquake preparedness.

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e50/

Learning Outcomes

By listening to this episode, students will be able to:

- Define paleoseismology

- Provide an example of how the public is informed of earthquake preparedness recommendations

- Discuss Dr. Goldfinger's suggestions for ways scientists can think about how to share research with the media

- Review Dr. Goldfinger's recommendations for earthquake preparedness in the home and in the workplace

Guiding Questions for Listening

- What is paleoseismology?

- What is one way indirect evidence of earthquakes is collected?

- According to Dr. Goldfinger, why is it important to "focus on one thing at a time" when conducting subduction research?

- What does Dr. Goldfinger explain is the reason geology is "far behind"?

- How does earthquake preparedness information reach the public?

- What does Dr. Goldfinger explain is "probably a good thing" about some of the responses to the article, *The Really Big One*?

- What advice does Dr. Goldfinger offer to scientists with regard to communicating research to the public?

- What does Dr. Goldfinger explain is a good example as to what might drive scientists away from being involved with the media?

- What are some of Dr. Goldfinger's recommendations for earthquake preparedness in the home?

- What does Dr. Goldfinger recommend for earthquake preparedness in the workplace?

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e50/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e50/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Chris Goldfinger if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, March 13). *Dr. Chris Goldfinger on Reacting to Unexpected Media Attention.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e50/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode, the guest is Dr. Sara Goldrick-Rab, the author of *Paying the Price*, and the coauthor of *Reinventing Financial Aid: Charting a New Course to College Affordability*. She has written on education issues for the *New York Times*, the *Chronicle of Higher Education*, and other publications. Goldrick-Rab is currently a Professor of Higher Education Policy and Sociology at Temple University in Philadelphia, and is a former professor of higher education policy and sociology at the University of Wisconsin- Madison. She is the founding director of the Wisconsin HOPE Lab, the nation's first laboratory aimed at improving equitable outcomes in postsecondary education. The *Chronicle of Higher Education* recently named her Twitter account (@saragoldrickrab) the most indispensable one to follow.

Segment One [00:00-10:47] - In this segment, Sara describes the research discussed in her book *Paying the Price.*

Segment Two [10:48-20:52] - In this segment, Sara discusses some of the media attention she received in response to *Paying the Price.*

Segment Three [20:53-36:09] - In this segment, Sarah shares some of the benefits and challenges of working with a range of media outlets.

Bonus Clip [00:00-04:17]**:** Creating Your Own Luck with Research

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e51/

Learning Outcomes

By listening to this episode, students will be able to:

- Discuss the purpose of Dr. Goldrick-Rab's book, *Paying the Price*

- Explain the purpose of a communication strategy in preparation for the release of a book

- Provide an example of a publicist's role in the release of a book

- Review suggestions for preparing for media attention

Guiding Questions for Listening

- What does Dr. Goldrick-Rab explain was the purpose of writing *Paying the Price?*

- What was Dr. Goldrick-Rab's approach to obtaining funding support for her study?

- At what point in the development of a project does Dr. Goldrick-Rab think about a dissemination and communication strategy?

- What does Dr. Goldrick-Rab explain about the different ways in which books can be communicated?

- How did Dr. Goldrick-Rab prepare for the anticipated media attention for her book?

- What was Dr. Goldrick-Rab's approach to being able to reach readers that may not read academic news articles or journals?

- According to Dr. Goldrick-Rab, why did it matter that she had an existing portfolio while seeking a publicist?

- What role did Dr. Goldrick-Rab's publisher play with regard to media attention during the release of *Paying the Price*?

- How does Dr. Goldrick-Rab describe her experience with the "reality" of media attention?

- While conducting her research study, what does Dr. Goldrick-Rab mention she learned with regard to planning? (See also, Bonus Clip.)

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e51/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e51/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Dr. Sara Goldrick-Rab if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, March 20). *Dr. Sara Goldrick-Rab on Planning and Preparing for Media Attention.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e51/

Notes

Podcast and Episode Information

"Research in Action" is a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines.

On this episode, the guest is Kevin Anselmo, the Founder and Principal of Experiential Communications. He helps individuals and groups gain clarity about what to communicate and then works with his clients to disseminate those messages to ensure they are aligned to big-picture goals. His services focus on communications strategy development, media training, PR execution, coaching, workshops and events, primarily for the higher education, research and entrepreneurial communities. He is the author of Maximize Your Impact: How Academics Can Communicate Knowledge Through Traditional and Digital Media.

Previously, Kevin was Director of Public Relations for Duke University's Fuqua School of Business and prior to that managed the media relations for IMD in Switzerland. Currently based in Chapel Hill, North Carolina, Kevin lived and worked in Switzerland for eight years and in Germany for two years. He has led public relations initiatives in various countries around the world.

Segment One [00:00-15:52] - In this segment, Kevin shares four areas that researchers should consider regarding publicizing their work.

Segment Two [15:53-34:28] - In this segment, Kevin shares some concrete steps that researchers can take to prepare for print and on-camera interviews.

Bonus Clip [00:00-04:16]**:** Example of a Shy Researcher Engaging with the Media

Show notes and a transcript for this episode can be found at:
http://ecampus.oregonstate.edu/research/podcast/e52/

Learning Outcomes

By listening to this episode, students will be able to:

- Define the four foundations of public relations

- Describe the benefits and challenges associated with "earned media"

- Provide an example of "owned media"

- Describe the ABCs of interviewing

- Review strategies for identifying key messages

Guiding Questions for Listening

- According to Kevin Anselmo, what are the four foundations of public relations?

- How does Kevin Anselmo define "earned media"?

- What appear to be some of the challenges associated with "earned media"?

- According to Kevin Anselmo, what might be a benefit of building relationships with media?

- What is an example of "owned media"?

- What does Kevin Anselmo recommend with regard to "shared" public relations?

- What is an example of audience retargeting?

- What strategies does Kevin Anselmo suggest for identifying key messages?

- What are the ABCs of interviewing?

- What preparation advice does Kevin Anselmo offer for interviewing across different types of media (radio, TV, etc.)?

- How might an interviewee "do their homework" in preparation for an interview?

- In this episode's bonus clip, how did the researcher overcome his hesitancy to engage with the media?

Possible Activities

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e52/) and look at an additional resource that is linked in connection with this episode. Students can write a short review of that resource to share with their peers.

- Ask students to visit the show notes for this episode (http://ecampus.oregonstate.edu/research/podcast/e52/) and post an additional resource connected to the content of the episode in the comments section.

- Have students share questions that are raised for them based on the content of this episode. What would they ask Kevin Anselmo if they could?

Suggested Citation (APA, 6th edition)

Linder, K. (Producer/host). (2017, March 27). *Kevin Anselmo on Sharing Your Research in Traditional and Digital Media.* [Audio podcast]. Retrieved from http://ecampus.oregonstate.edu/research/podcast/e52/

Notes

About the Research in Action Podcast

"Research in Action" (RIA) is a podcast about topics and issues related to research in higher education featuring experts across a range of disciplines. Episodes are posted weekly and include guest interviews and occasional solo episodes. Guests are from a range of higher education institutions and share their expertise on qualitative, quantitative and mixed methods as well as their personal experiences as researchers, research and writing practices, organizational and productivity strategies, and much more. Some weeks, bonus content will also be posted.

"Research in Action" is hosted by Dr. Katie Linder, research director for Oregon State University Ecampus.

Visit the podcast website to view show notes and transcripts for each episode, explore our episode guide, learn more about how to contact us, or suggest a future guest or topic.

You may subscribe to the "Research in Action" RSS feed or access the podcast via iTunes, Soundcloud or Stitcher. "Research in Action" is also listed on MERLOT.

The "Research in Action" podcast is a resource funded by Oregon State University Ecampus – ranked top ten in the nation for online education two years running by U.S. News & World Report. OSU Ecampus has more than 45 degree programs and more than 1,000 classes online.

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