August 2017 Preview Clips

# KL: Katie Linder

# [intro music]

# Segment 1:

**KL**: Hello, RIA listeners!

This month we have four more exciting episodes to share with you.

On Episode 71, I’m joined by Dr. Marleah Dean Kruzel, an Assistant Professor in Health Communication at the University of South Florida in Tampa. On this episode, Marleah discusses the benefits and challenges that come with having a personal connection to your research. Here’s a short clip:

**MK:** And in my specific research interest in hereditary breast and ovarian cancer came about a few year ago when I actually underwent genetic testing to determine if I, along with my mother and her sister, who was also diagnosed with cancer at 38, tested positive for BRCA2, um, commonly referred to as the breast cancer gene. And BRCA greatly increases your risk for developing lifetime hereditary cancers, such as: breast, ovarian, melanoma, and a couple of other hereditary cancers. So, so I was already interested in cancer communication research, and then I tested positive for BRCA2 and started attending my own doctors’ appointments—not for cancer diagnostics, but as a high risk patient. And I realized that doctors’ didn’t really know how to work with me, because I didn’t have cancer— yet, and so that really kind of moved my research in a different direction to look at individuals and their family who are at risk and how they communicate with their families and their health care providers in order to make informed health decisions.

**KL:** Marleah’s episode also has a bonus clip where she discusses how she decides what to post on her blog The Patient and the Professor, so make sure to listen to that as well.

On Episode 72, I’m joined by Dr. John Fritz, Associate Vice President for Instructional Technology at the University of Maryland, Baltimore County (UMBC). In this episode, John shares about his research on faculty course design and analytics. Here’s a short clip from the episode:

**JF:** I think that as students are engaged, what they attend to, inside the [??], I think is largely a function of what the faculty allow them to do, in other words, if you’re primarily using the [??] as a support for a lecture course, you know maybe they download the syllabus, notes, maybe a PowerPoint, but there isn’t really a whole lot of interaction going on there. On the other hand, if what you’re trying to do is get students to sort of, um, practice and apply concepts, then things like the discussion board, being able to turn in homework electronically, even practice quizzes and exams are really a more higher [orders?] sort of activities, and skills that students can engage in but the faculty have to do that by design.

**KL:** On Episode 73, I offer a solo episode about strategies for networking with other researchers. In this episode, I focus on how to connect with other researchers via conferences, social media, and other avenues. Here’s a short clip:

**KL:** There are kind of three main things that I usually network about when it comes to research, and that is there are specific people that I want to talk with, and it may be that they are key people in my field, or they are key people that are doing something that I just want to learn more about—the thing that they are doing, might be that they’ve authored a book on a particular topic or something along those lines. Sometimes I want to network around a particular method—I want to talk with other researchers who are doing a particular kind of research, in a particular kind of way that I want to emulate, or that I want to learn more about. So I’m trying to network around that specific kind of skill set, and then the third thing is there might just be a topic that I want to network around when it comes to my research and this is especially true when I’m thinking about researching a new area, and I want to just learn who are the people in that area, what are the questions that people are asking, what are maybe the gaps in the literature—the gaps in the field that need to be answered.

**KL:** On Episode 74, I chat with Dr. Matt Lee, an Associate professor of psychology at James Madison University. In this episode, Matt shares about his research on campus climate. Here’s a short clip:

**ML:** In terms of demographics, there are some questions that are not asked at our university during the application process, and during the application process is where we typically get a lot of confusion about things like, gender, racial and ethnic backgrounds—things like this, but our study was able to collect more data on demographics, because again, we, you know, we had some independence in terms of using our own research lab. We were also able to ask questions about [inaudible] gender identity and sexual orientation. We ask about religion, we also ask about a concept called ability status, which refers to the presence or absence of physical disability or a mental illness—mental health issues for something like this. We expanded some of our demographic categories to allow people to select more than one, um, so if you go to our website, for JMU, and this is the criticism that I have of the administration is you don’t know how many biracial students there are because there is no option for a biracial student to actually select such an option which is like really unfair [*laugh*]. You identify as coming from this background, and that’s the same for things like gender identity and sexual orientation, and even religion as some of the other traditional categories. I think one of our strengths from our data category is that we asked about many identities that do not typically get asked about during the application process which is how many universities collect their demographic data.

**KL:** Matt’s episode also has a bonus clip about his work on ethnic conflict and identity. You won’t want to miss it.

I hope you’ve enjoyed hearing some clips from our upcoming episodes of *Research in Action -* I’m Katie Linder – thanks so much for listening.

Show notes with links to resources mentioned in the episode, a full transcript, and an instructor’s guide for incorporating the episode into your courses, can be found at the show’s website at [ecampus.oregonstate.edu/podcast](http://www.ecampus.oregonstate.edu/podcast).

There are several ways to connect with the “Research in Action” podcast. Visit the website to post a comment about a specific episode, suggest a future guest, or ask a question that could be featured in a future episode. Email us at riapodcast@oregonstate.edu. You can also offer feedback about “Research in Action” episodes or share research-related resources by contacting the Research in Action podcast via Twitter @RIA\_podcast. Finally, you can call the Research in Action voicemail line at 541-737-1111 to ask a question or leave a comment. If you listen to the podcast via iTunes, please consider leaving us a review.

The “Research in Action” podcast is a resource funded by Oregon State University Ecampus – ranked one of the nation’s best providers of online education with more than 50 degree programs and over 1,000 classes online. Learn more about Ecampus by visiting ecampus.oregonstate.edu. This podcast is produced by the phenomenal Ecampus Multimedia team.

“Research in Action” transcripts are sometimes created on a rush deadline and accuracy may vary. Please be aware that the authoritative record of the “Research in Action” podcast is the audio.