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.
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)


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. 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/](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/](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)

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)


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)


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. 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?
• What 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)
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)


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)


Notes
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)


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)

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.

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)


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)


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 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 through 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)


Notes
Dr. Katie Linder on Creating a Five-year Research Plan [28:07]
Research in Action - Episode 12

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.

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?

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


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/](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/](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)


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**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 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/](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)


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)


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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. 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)


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/](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/](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)


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**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. 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)**


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**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: Fulfiling 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
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)

Dr. Noah Shusterman on Maintaining a Researcher Identity [31:41]
Research in Action - Episode 21

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

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?

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


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)

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)

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

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)


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)


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/](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)


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 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)


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**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. 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)

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)


Notes
Dr. Sean Zdenek on Rhetorical Analysis [28:40]
Research in Action - Episode 30

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)


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 is in 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

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)

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


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)

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

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)

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


Notes
“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.

Contact

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