February 2018 Preview Clips

# KL: Katie Linder

# [intro music]

# Segment 1:

**KL**: Hey there, RIA listeners! Can you believe that this month we celebrate 100 episodes of RIA? I’m excited to share four brilliant researchers with you.

On Episode 97, I’m joined by Dr. Bryan Alexander, an independent researcher and futurist focusing on what’s next in higher education. On this episode, Bryan discusses some of the pros and cons of being an independent researcher. Here’s a short clip:

**BA:** It’s interesting this is, um, in some ways the definitional problems. People say that futurists—their job is to predict the future. In the futurist’s community, people also tend to disagree with that. They say the idea of futurists is to help people think more effectively and more intelligently about the future. So we-- our jobs are to give people a better sense of the possible futures that lay ahead for whoever that person is. You have futurists working all over the place from the military to food to science to publishing. My field is higher education with an emphasis on technology. So my job is to work with colleges, museums, libraries, universities, state governments, national government associations, individuals. And help them think more creatively, sometimes more richly, about where this whole sector will go.

**KL:** Bryan’s episode also has a couple bonus clips where he discusses being an alternative academic and how he deals with loneliness as an independent researcher – you won’t want to miss them.

On Episode 98, I’m joined by Dr. Bonnie Stewart, the Program Lead and designer for experiential education at the University of Prince Edward Island. In this episode, Bonnie shares about the process of opening her dissertation and her defense to broad audiences. Here’s a short clip from the episode:

**BS:** I had been a practitioner with an open practice for a long time, so I had been a blogger before I even went back to do my Ph.D. I worked in higher ed for about twenty years and I was a staff member at a university, project manager and program manager, who kind of blogged on the side and had built something of a network. I had a fairly positive network experience in terms of building that sense of community among people I may or may not have met face-to-face, but who were out there doing stuff. And as I went back to do my Ph.D. that network kind of morphed into an academic network where I started meeting particular other grad students. My program here was absolutely tiny and so that capacity to work in the open was hugely valuable to me and no one else here that was doing the kind of work I was doing, or even sort of working in the area I was working in.

**KL:** On Episode 99, I’m joined by Dr. Jesse Stommel, executive director of the Division of Teaching and Learning Technologies at University of Mary Washington. In this episode, Jesse discusses his work on disrupting the digital humanities. Here’s a short clip:

**JS:** The term digital humanities comes from the mid two-thousands, so about a little over ten years old. And for me, what the term gets at, is it gets at kind of venn diagram of the digital and digital studies and the humanities—thinking about the places those two intersect. Often times people talk about it as using digital tools in order to do humanities work. So using digital tools to study literary texts to look at parts or large amounts of literacy data, if you will. Like for example, using a computer in order to read all of the book of Herman Melville and make arguments about a large corpus that you might otherwise not be able to parse the same way. I also think of the digital humanities as using humanities tools to think about the digital. So using our critical faculties, critical thinking, writing skills in order to investigate and interrogate how the digital works.

**KL:** On Episode 100, we have something special for you. I’m bringing back our first repeat guest, Dr. Wendy Belcher, who we featured on the first episode of Research in Action. In this episode, Wendy and I discuss what she’s been up to over the past couple years and she shares some tips for an effective sabbatical. Here’s a short clip:

**WB:** Well one of the things about getting older is that you know yourself very well and you still kind of lie to yourself a little bit. You know that you are lying to yourself and you lie to yourself. So one of the things I always do when I am coming up to a sabbatical is like, “yes; of course I am going to get two books done over that twelve months. It’s going to be like every day it is going to magically expand into the equivalent of a week and everything is going to go lovely.” So even though I know it’s not true, somehow I have it in my mind. So I guess in some ways you could say I will be working on two books. I think the bottom line is that sabbatical rarely works out exactly how you planned and that this kind of infinite amount of time that you fantasize is there, is not there.

**KL:** I hope you will join me in celebrating Research in Action 100 episodes this month! I’m Katie Linder – thanks so much for listening.

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

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