July 2016 Preview

**KL:** Katie Linder

[intro music]

**KL:** Welcome to *Research in Action*. A weekly podcast where you can hear about topics and issues related to research and higher education from experts across a range of disciplines. I’m your host – Dr. Katie Linder, Director of Research at Oregon State University Ecampus.

On this month of the *Research in Action* podcast, we have some more exciting episodes to share with you.

On Episode 14, I’m joined by Chrysanthemum Mattison Hayes, an experienced policy and data analyst at Oregon State University.

In this episode, Chrysanthemum and I talk about the role of the data analyst in higher education and about the data being used to impact student success initiatives. Take a listen to a short clip from the episode:

**CMH:** Sometimes there’s a tendency to overgeneralize with data and I find myself being very protective of that. I don’t want there to be an overstatement or an understatement of what’s shown. There are so many things that can factor into the results that we see that having that nuanced understanding of well, “Who is it that we’re actually looking at in this population?” becomes really important. I think especially when a decision maker is going to be seeing it there has to be at least transparency in terms of who is in this, who isn’t in this, what can you say about it, and what can’t you say about it

**KL:** This episode also has a fascinating bonus clip about living in what Chrysanthemum calls “the post specialist era” – you won’t want to miss it.

On Episode 15, I’m joined by Dr. Geoff Pullum, Professor of General Linguistics at the University of Edinburgh. In this episode, Geoff and I talk about theoretical research and the challenges of presenting that kind of research to the public. Here’s a short clip:

**GP:** You have to know when not to explain something to the general public. Some things while you don’t want to conceal them from them, they’re just not important for them to know. And I’ve devoted quite a lot of time to thinking about what really does matter in linguistics that is worth explaining to the general public. Plus how to keep the general public reasonably entertained by the way you explain it. So a lot of the stuff that I’ve done in blogs, particularly on Language Log, I’ve tried to be quite entertaining in the way I write it.

**KL:** This episode also has an interesting bonus clip with Geoff talking about his work writing on academic blogs, so make sure to listen to that as well.

On Episode 16, I’m joined by Dr. Tanya Joosen, the director of eLearning Research and Development at the University of Wisconsin-Milwaukee. In this episode, Tanya and I discuss her work with the National Research Center for Distance Education and Technological Advancements. Here’s a short clip from the episode:

**TJ:** Now in writing the grant, which was really interesting, is that, you know, for years we have been doing research around, you know, blended learning and online learning and different technologies in the classroom, such as, you know, clickers and virtual worlds and social media, and how those could influence student learning. But we knew throughout the years that there needed to be sort of a greater consistency in how we approach researching blended online as a field. And so in writing the proposal it was sort of a need that we knew that needed to be filled.

**KL:** This episode also has a great bonus clip with Tanya talking about creating a virtual community, so make sure to take a listen to that also.

On Episode 17, I chat with Dr. Jason Osborne, Associate Provost and Dean of the Graduate School at Clemson University in Clemson, South Carolina, where he’s also Professor of Applied Statistics in the Department of Mathematical Sciences and in Public Health Sciences. In this episode, Jason and I talk about his book *Best Practices in Data Cleaning*, one of my new favorites! Here’s a short clip:

**JO:** And people get very fearful around mathematics, especially in the United States. But this isn’t really math. This is science and there’s numbers, but I always argue that statistics is more about being able to explain what those numbers mean rather than being able to complete equations and get the right answer. And so I think if people bring that notion, that it’s ok to just play, you can’t break anything, I think that relieves some of that anxiety.

**KL:** This episode also has some great bonus materials, so make sure to check those out as well.

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

Show notes with information regarding topics discussed in each episode, as well as the transcript for each episode, can be found at the *Research in Action* website at [ecampus.oregonstate.edu/podcast](http://www.ecampus.oregonstate.edu/podcast).

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

The *Research in Action* podcast is a resource funded by Oregon State University Ecampus – ranked one of the nation’s best providers of online education with more than 40 degree programs and over 1,000 classes online. Learn more about Ecampus by visiting ecampus.oregonstate.edu. This podcast is produced by the phenomenal Ecampus Multimedia team.

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