July 2018 Preview Clips

# KL: Katie Linder

# NS: Nancy Segal

# BS: Brad Shuck

# LC: Ludovico Cademartiri

# RW: Rebekah Willson

# [*intro music*]

# Segment 1:

**KL**: Hey there, RIA listeners. I’m excited to share five more information-packed episodes with you.

On episode 118, I’m joined by Dr. Nancy Segal, professor of psychology at California State University Fullerton and director of the Twins Study Center. On this episode, Nancy shares about her decades-long interest about her research on twins. Here’s a short clip:

**NS:** I think I stay energized around it because new things keep coming up. And that’s what it is—it’s never the same old story. Everyday there’s something new and something interesting. And I think that’s probably true of every field. Every field is very, very complex—all kinds of angles. And once you become known in a field, things just come your way. And the other trick is that you have to be passionate. If you’re not passionate and in love with a subject, then it not going to work.

**KL:** On episode 119, I’m joined by Dr. Brad Shuck, associate professor and program director of both the Health Professions Education and Human Resources and Organizational Development programs in the School of Medicine and College of Education and Human Development and the University of Louisville.

In this episode, Brad shares some of the results from his work on engagement in the workplace. Here’s a short clip:

**BS:** Engagement looks like effort and energy, and passion, and enthusiasm. It looks like raising your hand in a meeting, staying late to work on a project. It’s helping a colleague that needs something that you have a resource to, or access to. It’s discretionary effort—it’s all of those things. Oftentimes, organizations think about engagement as this outcome as this thing that happens outside of the work that’s actually going on, but engagement is the work that’s going on and it’s how people experience it and then express their experience of work to their colleagues, or their organization, or their leaders. It’s actually all around us all of the time.

**KL:** Brad’s episode also includes a bonus clip where he discusses how to create highly engaging work environments, so look for that as well.

In episode 120, I introduce the “Research in Action” summer research engagement challenge. You’ll have to tune in to find out more about what that’s going to be all about. But I’m really excited to share it with you.

On episode 121, I’m joined by Dr. Ludovico Cademartiri, assistant professor in the department of materials, science and engineering at Iowa State University. In this episode, Ludovico discusses his research on plants. Here’s a short clip:

**LC:** What we are especially interested beside this physical characteristics of the environment like, as I said, temperature, humidity and so forth, is the potential for biological interactions. So, interactions between the plants and other organisms surrounding it, which could be microorganisms—especially in the root system, but not only in the root system, as well as other plants. So the reason, the potential for plants to interact both above ground and below ground with other plants and that’s where I think the questions become rapidly, extremely fascinating in terms of what plants might, what could be the hidden life of plants in a sense.

**KL:** On episode 122, I’m joined by Dr. Rebekah Willson, a lecturer in Information Science in the Department of Computer and Information Sciences at the University of Strathclyde in the UK. In this episode, Rebekah shares about here experiences using grounded theory as a methodology for her research. Here’s a short clip:

**RW:** So, grounded theory in an approach—it’s a methodological approach that guides both how you collect the data and how you analyze the data, but it also is then the output of the analysis that you have a grounded theory. So it’s a rigorous way of collecting data that is really, really close to what the participants are saying and what they’re meeting. You do data analysis and data collection together very closely, so you collect the data and analyze it and you make assessments as you go about what you need to follow up on, what things you need to change. Often there is emergent design incorporated with that, which is you look at how effective what you’re doing and the data you’re collecting, how effective it is, and what changes you need to make rather than sticking to a really strict plan and seeing it through even if it’s not working appropriately.

**KL:** I hope you’ve enjoyed hearing this month’s preview clips. I’m Katie Linder—thanks so much for listening.

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

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

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

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