June 2018 Preview Clips

# KL: Katie Linder

# LH: Linda Henderson

# AK: Avi Kaplan

# MK: Mary Kite

# BM: Bastian Mikenberg

# [intro music]

# Segment 1:

**KL**: Hey there, RIA listeners. I’m excited to share four more interesting researchers with you this month.

On episode 114, I’m joined by Dr. Linda Henderson, an early years researcher in the Faculty of Education at Monash University. On this episode, Linda discusses her engagement with participatory action research. Here’s a short clip:

**LH:** It became very much a political project for them, but then I was also, because I was embedded in the school, I was becoming part of their politics and I was having to navigate the polititcs of being a researcher, but also being an insider and having information on how they were feeling. And how do I deal with this knowledge as a researcher? So, so many questions that I was coming up with that were just really confronting around, “so what is this participatory action research?” and “how collaborative is it?” and “who owns it?” and “whose voice is going to be heard through it?” You know, what sort of knowledge do I produce at the end of this? So it was lots and lots of questions.

**KL:** Linda’s episode also includes a bonus clip with her discussing her future research plans, so make sure to take a listen to that as well.

On episode 115, I’m joined by Dr. Avi Kaplan, an associate professor of educational psychology at Temple University in Philadelphia. In this episode, Avi shares about the importance of methodological diversity. Here’s a short clip:

**AK:** Well, selection of a methodology should be done to align with the assumptions that the researcher has about the phenomenon of study, and the research question. Some people find it useful to think about it in terms of a set of assumptions, or paradigms. So, motivation research, educational psychology—in fact, psychology more generally, the dominant paradigm is post-positivism. So there is a set of assumptions, that um, psychological processes operate based on certain general, natural cause of laws that are the same across all people, and that the goal of research is to identify these laws. Most researchers understand that we can actually never really identify these laws absolutely, but the belief is that, by using scientific methods, we can build theories and then generate hypotheses and test them in an attempt to falsify the, if fact. And as long as they’re not falsified, and they replicate, then we can work on the—assume—that they’re close enough to the truth.

**KL:** Avi’s episode also includes a bonus clip where he discusses different methods of measuring motivation, so look for that as well.

On episode 116, guest host Mary Ellen Dello Stritto is joined by Dr. Mary Kite, professor of psychology at Ball State University. In this episode, Mary discusses validity, sampling, and meta-analysis. Here’s a short clip:

**MK:** A meta-analysis is often described as a study of studies. So in a typical research study, an individual respondent provides a data point. In a meta-analysis, a study result provides a data point. So you can think of a meta-analysis as a study of studies, and it’s useful because we can then take a data point from a broad range of studies and look at whether a pattern that we’re interested in holds across all of those studies. Or, we can also break it down and look at what are called moderated variables, or the variables that show when an affect holds and when it doesn’t hold. So meta-analyses are useful for studies that can provide us a numerical comparison, and can give us a data point that looks at a broad question.

**KL:** Mary’s episode also includes a bonus clip where she discusses the importance of having a representative sample—you won’t want to miss that.

On episode 117, I’m joined by Dr. Bastian Minkenberg, a postdoctoral scholar in the Innovative Genomics Institute Agricultural Genomics Branch. On this episode, Bastian shares about his research on genome editing. Here’s a short clip:

**BM:** So, a genome is essentially the summary of all genes for an organism, but what I always want to point out is that there is nothing like the genome. Every person can have a slightly different genome. There are mutations happening all of the time, so every individual or every organism has its own genome and what we usually call the genome’s representation of one of these individuals.

**KL:** I hope you’ve enjoyed checking out 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).

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