March 2018 Preview Clips

# KL: Katie Linder

# [intro music]

# Segment 1:

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

On Episode 101, I’m joined by Dr. Ian Munanura, an Assistant Professor in the department of forest ecosystems and society at Oregon State University. On this episode, Ian shares about his research on ecotourism. Here’s a short clip:

**IM:** From early on we thought ecotourism is about environment, so some people defined it as an environmental travel where you go to natural areas and – you know, enjoy them. Uh so it’s a tour that is actually designed around natural areas – that is tourism that is managed for the natural environment. That contributes toward the conservation of the natural environment that is educational to the traveler – the traveler goes to these natural areas for travel and then comes back educated about the environment. But over the years people have incorporated the human dimension into it – to the environment, so actually it’s a tourism – it’s a tourism opportunity where a traveler goes to theses natural areas or tourism destinations, and in addition to contribute toward the environment they also contribute to the economic and social world of these communities.

**KL:** On Episode 102, I’m joined by Dr. Emma Compton-Daw, the Academic Department Lead for Research at the University of Strathclyde. In this episode, Emma shares about some best practices to support postdoctoral researchers. Here’s a short clip from the episode:

**ECD:** I think it’s driven largely by the number of academic positions hasn’t changed, but the number of Ph.Ds at the bottom has. So we’ve got the huge increase in Ph.Ds. compared to graduate students coming out, and the number of academic positions aren’t’ really changing so much, so – and there’s more and more research funding, and that research funding is going to the same number of academics and it’s kind of broadening out into that postdoctoral time. Certainly is um – is quite interesting, because sometimes they’ll be described as a training period and sometimes they won’t, and this is where it comes – there’s no standard definition, the names are very different, and yeah. So sometimes it will be specifically the idea is to train you, and other times it will be more that you’re doing the research under that academic investigator.

**KL:** On Episode 103, I’m joined by Dr. Kenny Maes, an assistant professor and Graduate Program Director for the anthropology program in the college of liberal arts and the school of language, culture, and society at Oregon State University. In this episode, Kenny discusses his work on community health workers. Here’s a short clip:

**KM:** It’s really important as a method to just spend the requisite amount of time just embedded, so to speak, in the situations—the daily situations—that these caregivers, and patients, and clinicians and non-profit officials are living out their lives and working in. Uh learning the language—for my dissertation work—I spent almost two years in Addis Ababa to hang out and observe and go around with these volunteer caregivers—being a part of their trainings, being a part of their interactions with patients, being a part of the ceremonies the non-profits put on to like, shower them with recognition and thank them for the work that they were doing. And all of that is participant observation.

**KL:** On Episode 104, I’m joined by Dr. Deborah Loewenberg Ball, the William H. Payne Collegiate Professor of Education at the University of Michigan, and Arthur F. Thurneau professor, and the director of Teaching Works. In this episode, Deborah shares about her research on effective teacher education. Here’s a short clip:

**DLB:** I felt as though the other subject that I was teaching, I was getting better at as I got more experience, but math somehow, something wasn’t right. And so I began a process to really focus on my math teaching, and I considered that one of the things I did was consider that I myself needed to understand math more. I didn’t really think that was the problem, but it struck me as a good idea, so I began to study more math. Uh that’s one of the things I did – and one of the things I noticed as I began to take college level mathematics about topics I hadn’t really studied before – it wasn’t so much that I was teaching those topics to children, in fact at that point I was teaching first grade, so taking calculus didn’t seem to have that much to do with what I was teaching, but I quickly discovered that it did have something to do with it. In the sense that I started to notice things that my children were saying and thinking about that were really profound, that I realized I had been missing all along.

**KL:** Thanks for 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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