May 2016 Preview Clips

**KL:** Katie Linder

[intro music]

# Segment 1:

**KL**: Welcome to the second month of *Research in Action*. I’m your host, Dr. Katie Linder. Before we get to the preview clips for this month’s upcoming episodes I wanted to let everyone know that we’re preparing for our first call-in episode. We’re hoping that you’ll share with us what you wish you had known about research from the very beginning.

There’s a few ways that you can answer this question and connect with us. The firs is through our voicemail line at 541-737-1111. If you decide to leave us a voicemail please make sure and give us your permission to use the audio on the show. You can also connect with us via Twitter at RIA\_podcast or through our email at [riapodcast@oregonstate.edu](mailto:riapodcast@oregonstate.edu). Again, we’re hoping that you’ll tell us what you wish you had known about research from the very beginning.

I also wanted to let you know that we have a monthly email update option on our website that you can sign up for. If you do sign up for this monthly email you get emailed at the beginning of each month so you can know who’s coming up on the *Research in Action* podcast and see if there’s any episodes in particular that you’re interested in listening to. You can sign up for this monthly email update at [ecampus.oregonstate.edu/podcast](http://www.ecampus.oregonstate.edu/podcast" \t "_blank). Also, remember that you can always view show notes and transcripts at our website. And while you’re there, feel free to leave a comment on any episode that you want if you have an extra resource or if there was just something about the episode that was helpful to you.

Also, I want to thank all of our listeners so much for already helping to spread the word about the *Research in Action* podcast. We’ve had hundreds of downloads this month and it’s really exciting to see the engagement on Twitter and also the feedback that we’ve received via email from some of our listeners. If you want to help continue to spread the word, one way to do that is through iTunes. If you listen to us there please consider leaving us a review. So thank you so much to all of the listeners of the *Research in Action* podcast. Now onto our preview clips for the coming month.

# Segment 2:

**KL:** For our second month of the *Research in Action* podcast, we have some really fun episodes coming up.

On Episode 5, I’m joined by Dr. Jim Kroll, the Director of Research Integrity and Administrative Investigations for the National Science Foundation’s Office of the Inspector General. In this role, Jim is primarily responsible for leading the investigation and resolution of all allegations that, if substantiated, would result in administrative action rather than civil or criminal prosecution. In this episode, Jim and I discuss the role of the OIG and the different kinds of research misconduct that Jim sees through his work. Take a listen to a short clip from the episode:

**JK:** I’m not sure whether it’s they just think they’re bigger than the system or whether what they’re doing is so small that it won’t get, you know, caught by the big system itself. It could be some arrogance out there. It could be a variety of things. I’m just sure that people think, you know, that no one’s going to be looking at their little research project and eventually taking a look at why what they did might have been wrong.

**KL:** I find Jim’s work to be fascinating, so this was a very interesting conversation for me. Make sure to also check out a bonus clip where Jim talks about examples of his cases. I hope you’ll enjoy listening to the episode as much as I enjoyed recording it.

On Episode 6, I’m joined by Kirsten Behling, the Director of the Office of Disability Services at Suffolk University and one of my research collaborators. In this episode, Kirsten and I share about the benefits we’ve found from research and writing collaborations, some of the challenges we’ve encountered, and some of our tips for setting up strong collaborative partnerships from the start. Here’s a short clip from the episode:

**KB:** I think one of the most important things to remember when you’re collaborating is the need for a level of patience that isn’t, it doesn’t always run true to me. I tend to be like, “What needs to get done? Let’s make it happen. I need to move onto my next project.” But patience in learning from the other person, from their perspective, where they’re coming from, and also just what they have to say is critical.

**KL:** For Episode 7, I’m joined by Dr. Joshua Weller, an assistant professor of Psychology at Oregon State University whose research focuses on the development of psychological scales to quantify individual differences in risk taking tendencies and decision-making competence.  I reached out to Josh when I was learning about psychometrics, so on this episode we talk about the work of psychometricians and some of Josh’s own research on risk-taking. Here’s a short clip:

**JW:** Briefly and really kind of at the broadest level, psychometrics is the scientific study of the attributes of tests, of psychological measures. What we’re trying to do is assess in the broadest terms, the quality of a psychological test to make sure that it’s reliable; it measures what it’s supposed to measure. And that has really important implications for the use of tests kind of at the end user stage and test administrators, the people taking the test, interpreting the scores and knowing what that score means is very, very important.

**KL**: Make sure to also check out the bonus clip with episode 7 where Josh and I talk about his involvement in fantasy baseball and how he uses his statistics skills and risk-taking research to help him be successful.

On Episode 8, I talk with Dr. Nina Huntemann, Director of Academics and Research at edX. In this episode, we talk about Nina’s transition from a faculty member to her role at edX and some of her strategies for learning new research skills at mid-career and working while traveling. Here’s a short clip:

**NH**: When I go to, when I visit our campuses because I travel quite a bit in my job, and I stand in front of faculty many of those faculty are very knowledgeable about teaching at scale and have conducted research, you know, with all this learner data. The first thing I say and I put it out there and my heart skips a beat every time I do it is I say, “First and foremost I am not a learning scientist.” You know, I really want to put that upfront so that we kind of level set on expectations and what I think that allows me to do is one I get this secret out, so I don’t feel like an imposter. You know, instead of trying to hide it or fake my way through, I get the secret out. Like, I actually don’t have, you know, much experience at all teaching MOOCs – I’ve only done it once – and I am not a learning scientist. So, that helps me feel actually much calmer, better, less anxious than I’m going to “found out.” So I highly recommend doing that: admit what you don’t know. And then from there because I am and sincerely I am curious and I need to learn from these people, I show a lot of enthusiasm. And, you know, I know this from going to conferences and having to network in my previous job that if you are showing genuine enthusiasm, people will teach you. They will offer to help you understand.

**KL:** For episode 8, we also have a great bonus clip with Nina talking about her work with Women in Games Boston, so you’ll want to take a listen to that as well.

On episode 9, I chat with Dr. Kevin Gannon, a professor of History and the director of the Center for Excellent in Teaching and Learning at Grandview University. In this episode, we talk about strategies for juggling teaching, research, and service – here’s a short clip:

**KG**: Good teaching informs good scholarship. So, you know, I bring what I work on, you know, in my discipline to my teaching. So if I’m teaching a research methods class, I’m sharing what I’m doing with my students on my current project just as they’re doing their own project. You know, for them to see that model that this is what historians do when we run into dead ends or we have an editor who tells us that we need to cut 20% of text because we’re apparently too wordy, which never happens to me but I’m sure happens to lots of other people. You know, for them to see that is a really powerful example of, you know, scholarship being modeled.

**KL:** I can’t wait to share this next month of the podcast with you. 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" \t "_blank).

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.

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