November 2016 Preview Clips

# KL: Katie Linder

# [intro music]

# Segment 1:

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

# Segment 2:

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

On Episode 32, I’m joined by two guests, Drs. Tom Cavanagh and Kelvin Thompson from the University of Central Florida. Tom and Kelvin also host Topcast: The Teaching Online Podcast. In this episode, Tom and Kelvin join me to chat about their strategies for keeping up with reading research. Here’s a short clip:

**KT:** I think we also want to have research literature guide our operational data collection and analysis, right. So, it’s one thing to know that this is what the literature says about academic integrity in general, academic integrity in the online setting specifically. But then it’s another thing to say, looking at our operational data with our Office of Student Conduct, what are we seeing actually coming through? What’s being reported? What cases are being, are finding that students were in violation? How much of that, what’s the proportion online versus face-to-face? So, how does that calibrate?

**KL:** Also, Tom and Kelvin invited me to be a guest on their podcast, Topcast, this month, so make sure to visit them as well. We’ll include a link to that episode in the show notes for Episode 32.

**KL:** On Episode 33, I’m joined by Dr. Inger Mewburn, the Director of Research Training at The Australian National University and author of the popular blog *The Thesis Whisperer*. In this episode, Inger shares about how her blog got started and discusses her work in research education. Here’s a short clip from the episode:

**IM:** One of the reasons thatPhD students pull out of their studies, when they’re actually sort of doing okay, I mean encountering some of the usual problems, but they don’t realize that they’re usual problems. They think that these problems are unique to them, and that it’s their fault that they’re suffering those problems, and Barbara Lovitts, who’s a U.S researcher, wrote an excellent book called “Leaving the Ivory Tower.” She calls this pluralistic ignorance, so it’s a failure to recognize that your problems are actually not your problems, they’re the system problems, and the blog has always had that underlying it, which is to speak about these problems, not to normalize them, but to question them.

**KL:** This episode with Inger also has a couple of great bonus clips, so make sure to listen to those as well.

On Episode 34, I chat with David Brightman, a senior editor with Stylus Publishing. In this episode, David and I chat about his role as a book editor and what makes a strong book proposal. Here’s a short clip:

**DB**: One thing to say is just that there’s a lot ofdifferent kinds of book editor, you know, we break that task down a lot. But my role is really to go out and find the right books to, you know, serve the needs of my audience. And I think that’s true for every book editor in a way, even the ones who publish fiction, and, you know, various other genres, you’re always thinking about who’s the reader and what are they looking for.

**KL:** This episode also has a bonus clip with David talking about some of the common misconceptions about book editors and publishing – you won’t want to miss it.

On Episode 35, I chat with Julie Risien, the Associate Director for the Center for Lifelong STEM Learning at Oregon State University. In this episode, Julie and I chat about the concept of “broader impacts” and how it connects to grant writing. Here’s a short clip:

**JR:** So, the term “broader impacts” is really a National Science Foundation term. And it really does apply across agencies. But a lot of the energies around broader impacts, and a lot of the funding, external funding, that comes into universities is from the National Science Foundation, so that’s where a lot of the tension is brewing around the concept of broader impacts. So in terms of “what are they,” you can think about it in a couple different ways. You can think of it as they’re the public’s return on investment for publically funded research. But, that’s kind of a really tactical way to think about it. It really also is, ways to meaningfully connect research to the public, so that might be research that has some benefit and improves our way of life, or it might mean some way to engage the public in the process of doing science and the research itself.

**KL:** This episode also has a bonus clip with Julie sharing about some of her research on networks, so make sure to listen to that 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.

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