Dr Katie Linder: You're listening to Research in Action, Episode 175.

Dr Katie Linder: Welcome to Research in Action, a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines. I'm your host, Dr. Katie Linder, Research Director at Oregon State University Ecampus, a national leader in online education. Along with every episode, we post show notes with links to resources mentioned in the episode, a full transcript and an instructor guide for incorporating the episode into your courses. Visit our website at ecampus.oregonstate.edu/podcast to find all of these resources.

Dr Katie Linder: On this episode, I'm joined by Dr. Sharla Berry, and Assistant Professor in the Graduate School of Education at California Lutheran University. Her research explores education technology in K20 contexts. She's published several peer reviewed articles, exploring how students and faculty cultivate learning communities in online programs. Dr. Berry also does research on the relationship between technology and college access. She is the author of Degree for Free: How to Save Time and Money on Your College Education. Sharla, thank you so much for joining me on the show today.

Dr Sharla Berry: Thank you. Happy to be with you.

Dr Katie Linder: I know that you do some really fascinating research on cultivating community online. So I want to dig into that first, but as our listeners know, I'm always interested in origin stories. What led you to researching this topic area in the first place?

Dr Sharla Berry: Sure. Well, it was really kind of an unwieldy path with a lot of twists and turns. My background is actually in K-12 education. I started off as an elementary school teacher and I also taught middle school. When I pursued my doctorate, I initially wanted to explore how students use technology in K-12 classrooms. I was a part of a large research team and we had an opportunity to research a really big project in urban school district. However, the district never got the technology that I was supposed to get. We waited and waited and we waited, and after awhile it was like, "Oh. Well, I've got to get a doctorate." So I had to switch reels a little bit. I was fortunate to work... I pursued my doctorate at USC and while I was there, one of my advisors had a key role in bringing online programs to the school of education. She said, "Why don't you take a look at our programs?" And I said, "Great." So that's pretty much how I got started in that area.

Dr Katie Linder: Okay. I love the twists and turns and how sometimes the disruptions end up leading in some really interesting areas. Okay. Tell us a little bit about when it comes to cultivating community online, what are some of the research questions that you're exploring in this area?

Dr Sharla Berry: Sure. My research is really centered around asking how students create community and distance environments. That can be fully online or in hybrid programs, but it's really about how students create community, cultivate connections, develop a sense of belonging, things like that. I'm also interested in the things that instructors can do to make students feel connected and supported in the classroom, how a program structure can influence this, and even the role of student affairs practitioners and helping students connect at a distance.

Dr Katie Linder: Okay. I want to dive into some of the methodologies you're using here, but I'm also really curious if this is the kind of research where you've come with a definition of community in mind or you're trying to find what students think is kind of the definition of community or belongingness when it comes to the classroom? So what's kind of your starting point with that?

Dr Sharla Berry: Sure. That's a great question because when I started I was like, "Oh. Community. Community is community, everyone knows what that means." So I would ask students, "Do you feel a sense of community?" And they'd be like, "What do you mean?" I was like, "Oh, shoot." Really, there's some work in the literature about community as being feelings of connection and closeness within a social group. Obviously, community has elements like feelings of membership, feelings of belonging, feelings of trust and that's kind of the baseline that I use, but more than that, I'm really interested in hearing from the student's perspective, how they define community because it varies person to person and context to context. In my work, I really open it up for students to tell me what community is to them and what it looks like. So I'm still building my framework as I go. I have some ideas, but I really want to hear from students and faculty how they define community.

Dr Katie Linder: Mm-hmm (affirmative). I would imagine that the definitions of this can be very wide ranging depending on background and just where people are coming from, what their needs are. Okay. So this could probably get kind of complicated. Tell us about the methodologies that you're using to do research in this area of cultivating community online.

Dr Sharla Berry: Sure. I am a qualitative researcher, so that's it. That's important to me because a lot of the studies in this area were quantitative and while that's very important, it didn't necessarily get into the questions I had around how students cultivate community and why it matters to students. Qualitative methods were very important for me in that regard. I utilize a lot of the traditional qualitative methods, such as interviews. I like to interview students. Obviously, most of the students I talk to don't live in the same places as me, so this involves virtual elements, phone interviews, or Zoom or Skype, or things like that, even a little bit more interesting though, is that I have had the opportunity to look inside of an online classroom.

Dr Sharla Berry: So I've done a lot with looking at recordings of all my class sessions and analyzing that. It's kind of like a document or a textual analysis, but using video, which I think is really great because a lot of the literature on online learning doesn't necessarily go inside of the virtual classroom. I've done a lot with that. I've also done some things looking at online message boards, so I would really want to take a holistic look at online classes and online programs. Whatever is there, I like to incorporate it in my data collection.

Dr Katie Linder: Mm-hmm (affirmative). Okay. This is really interesting because I can imagine, especially the part about kind of looking at an online classroom, there's several things going on within that online space. I'm curious how you approach what to look at, or where to look, or which artifacts to include as data given that there's this wide range of things going on. Do you have a taxonomy or something that you're kind of using or are you just very exploratory, seeing what's there and what comes out of it?

Dr Sharla Berry: Yes. Right now, it's very exploratory and I'm just kind of seeing what's there. One of the things... To backtrack, I first talked to a lot of online faculty and administrators about what they thought I should look at. So of course, they were like, "Look at recordings of the classrooms and also look at it like our online platforms." So online platforms can have message boards, discussion boards, all types of things, groups, and so I did that, however, they weren't very generative.

Dr Sharla Berry: I found a few introductory posts from administrators and just students kind of being like, "Thumbs up," or "Yes, won't forget my assignments." When I talk to students, they were like, "No, no, no. That's not where the bulk of our connections happen." They really didn't feel comfortable expressing themselves in these university run sections of the online platform. So they took their conversations to Facebook and even that might be monitored, so Facebook or GroupMe. It's very interesting. The short answer is, I think it varies widely by context, but that's why it's really important for me to talk to online students to find out, "Hey, where are the bulk of your interactions happening?" Often they're in places that we might not be thinking about.

Dr Katie Linder: Okay. So that sounds like a really important finding from this work that a lot of people maybe just wouldn't have considered that students are going outside of that classroom space and engaging with each other in different ways. Are there other findings from this work that you have? It sounds like you're in the midst of it, but anything so far that you're kind of finding interesting?

Dr Sharla Berry: Sure. I have completed a major case study with online students and it's generated a number of publications, so I'll tell you about that. I've also followed up with online faculty, but in terms of major findings, just from talking to the students, I have a piece about the offline nature of online communities. Kind of as what you're pointing out, a lot of interactions take place outside of the classroom and even outside of university sanctioned spaces. In the study that I did, a number of students were involved in connecting face to face. They would fly from different places around the country and meet up at sporting events to connect with each other. That was really interesting. They talked about feeling overlooked because no one would think that the online students are going to the football game, but they said, "Hey, we're just like alumni in that regard. We have school spirit. We want to connect with colleagues."

Dr Sharla Berry: Students are connecting offline, students are connecting in person, students are connecting in other virtual spaces that already exist. Some students experienced a lot of fatigue, right? About having to connect on a university run platform and managing their own social media, so some of them merged the two, right? They just connected on Facebook. Others have kind of strict boundaries around that and said, "You know, I don't really want to be involved with school things on Facebook." So it varies widely and I hesitate to make any generalizations about what type of student would connect in this way or what type of student we'll connect in that way, but I think it's just really important in helping us broaden our expectations or understanding of who online students are and how they connect. They connect in just as many ways as face to face students do.

Dr Katie Linder: Okay. So you're still in the midst of doing this work. What is next for this particular project for you?

Dr Sharla Berry: Sure. This work has just been so, so generative and I want to continue to explore online student's experiences at different types of institutions. Right now, my work has primarily explored students at the graduate level, which is great and our grad programs are among the fastest growing group of online programs. However, I'm really curious about undergraduates experiences as well, right? Because we can imagine that undergraduates obviously come into college with less experience in higher education, so they might have different experiences or different feelings about connecting online. I really want to explore that.

Dr Sharla Berry: I also really want to explore what online learning is like for different types of students. I'm currently a professor at an HSI, so a Hispanic serving institution, and so I'm really curious about what it might be like for students at an HSI or other more diverse institutions as they go online. I think I've kind of just started the first layer of understanding what online student's experiences are and I really just want to go deeper, explore elements of diversity, explore elements of class, explore elements of students with academic strengths and challenges, and just really add more nuance to this.

Dr Katie Linder: Okay. I'm so excited to see where this goes. We're going to take a brief break. When we come back, we'll hear a little bit more from Sharla about her work on college access back in a moment.

Dr Katie Linder: The Research in Action podcast is brought to you by Oregon State University Ecampus, a national leader in online education. As the landscape of higher education evolves and the efficacy of online learning is accepted by more institutions nationwide, Oregon State University Ecampus is at the forefront of innovation and research in online teaching and learning, providing access to a top ranked online education to learners worldwide, but we won't stop there. Recently, several Oregon State Ecampus administrators contributed chapters to the book, Leading and Managing Elearning: What the Learning Leader Needs to Know. This book is a resource designed to assist educational leaders who do not come from a background of formal training and educational technology, instructional design or distance education. Learn more about this book and other notable publications at ecampus.oregonstate.edu\research\publications.

Dr Katie Linder: Sharla, I'm also really interested in talking with you about your work around college access. I know you have a book, Degree for Free. Can you share about this first, about this project and how it came to be?

Dr Sharla Berry: Sure. In 2013, I self-published a book called, Degree for Free: How to Save Time and Money on Your College Education. That book really emerged from my undergraduate and graduate school experiences before pursuing my doctorate. I attended a small liberal arts college and I really enjoyed it. I was fortunate in that I was able to graduate in three years with no debt. I really wanted to share my experience about this.

Dr Sharla Berry: I wrote this book, which is really about the kind of dispositions, attitudes, beliefs and opportunities that students might have in high school and in college that would help them navigate the system of higher education, both in kind of getting into school and getting through school, so I wrote the book. I was also just really influenced by the whole lifestyle design movement. I was reading books like, The Four Hour Work Week, and I really liked this idea of hacking an education or hacking a system, and kind of making things more efficient and aligned to your goals. However, I really didn't see anything that was from my perspective as a woman of color. So I wanted to write a book that would be about how students could hack education, but also that was culturally and contextually relevant.

Dr Katie Linder: Okay. There's so much to unpack there. I'm wondering if you can talk a little bit about some of the current challenges to college access that you think need more exploration, that maybe this book is responding to in terms of maybe the audience that you're trying to reach?

Dr Sharla Berry: Sure. Well, obviously cost is the biggest one. I wrote the book in 2013 and it was prior to me getting my doctorate, prior to me delving really into the research about barriers to college access. So it's really kind of motivational and sharing my personal experiences. Those are great and I think individuals can learn a lot from that. However, after writing the book and doing the work and getting out in the field, I started talking to so many students who are doing a lot of the right things, but still came up against institutional barriers. For example, students that were kind of middle-class really were not eligible for a lot of scholarships or institutional aid. While my book is about uncovering hidden places to find aid, some of these students just were not eligible for things that are out there.

Dr Sharla Berry: I think that is a challenge in terms of opening up opportunities, both for low income students and also for middle income students, right? That's one of the biggest challenges we need to look at. There's also other challenges in just that folks don't necessarily know what resources are out there or how to make sense of what different institutions have to offer, right? We kind of think of college just as college writ large and we don't necessarily know what a liberal arts college might do or the benefits of the community college. Helping families become more literate in terms of the options that are out there, I think is really important.

Dr Katie Linder: I would imagine that this is an area where information is changing quite a bit over time, especially institution specific information, but also where you can find these pockets of money or aid. Is this something that, as you've kind of written the book several years ago and you're still kind of looking around in this area, are you seeing lots of shifts and changes over time or is this a relatively stable area in terms of how you can provide advice to people of the kinds of places to look?

Dr Sharla Berry: Sure. That's a really great question and it's challenging. When I was in college, or when I was starting that process a little over 10 years ago, everyone was encouraging us to go online, right? Go online, use these major scholarship search engines, and while that's beneficial, a lot of those tools are kind of filled with junk now, filled with advertising. It's really hard for students to make sense of those things, particularly if they don't really have strong digital literacy or strong information literacy skills. There's a lot of fear, rightfully so, right? About participating in things that can be fraudulent, so I've noticed that many students kind of take their hands off the wheel altogether and say, "Wow. I can't do this." And that's unfortunate because they miss out on some vital spaces.

Dr Sharla Berry: However, everything that is beneficial is not necessarily online and that is also where challenge lies. In my work and my community involvement around this, a lot of information about college is really gained through networks, social networks, peer to peer networks, community based networks and that's all well and good, but what happens if someone doesn't really know anyone that went to college or what if everyone they know went to only the same college, a local institution or what have you? Students are sometimes missing out on access to individuals with different perspectives that can help them get a fuller picture of how to make choices around college.

Dr Katie Linder: Mm-hmm (affirmative). I would imagine this is a particular issue for people who are first generation college students who may not have family networks that they can also talk with about these kinds of issues.

Dr Sharla Berry: Yes, it definitely is something that impacts students that are first generation, but I think it's even more complicated than that, right? I know that my parents went to school when college was totally different, right? They went to school at a time when the state system was a lot more robust or even applying to private colleges was a lot less complicated. So individuals might have family members that have gone to college, but depending on when they went to college or what type of institution, there still might be a lot of knowledge related gaps there.

Dr Katie Linder: Okay. That is a really excellent point. I know you have an interest also, in how black youth in particular, use technology like mobile phones, social media, the internet in general, to research and prepare for college. What has this area looked like in your own work and how have you delved into that specifically?

Dr Sharla Berry: Sure. I am really interested, as you mentioned, in how black students use technology to research and prepare for college. This emerged out of just different trends that go on related to black youth. We see on the one hand, that black youth tends to be early adopters of social media and of mobile media, right? One of the largest groups to use any type of social media and so have smartphones and things like that. That's one piece of it.

Dr Sharla Berry: Then the other piece is that, for African Americans, our enrollment in college is not as high as other groups and maybe not as high as we'd like it to be. I'm wondering if there are ways to kind of merge the two and to kind of think about how students can leverage technology to research and prepare for college. So I started to do some work in this area and completed a small case study talking to high school juniors about, "Hey, what do you do?" And it's been really, really interesting. While these students are really involved online, they're not necessarily looking to online to provide information about college. Sometimes it's that they just don't know how to use the internet or how to use technology, and sometimes it's just because there's too much information for them to even make sense of. It's a really interesting area.

Dr Katie Linder: Okay. As you've been talking Sharla, all I can think of is, I don't want to ever have to go back to college again and try to research this on my own. I do remember just how overwhelming it was. I'm wondering if you have addressed this in Degree for Free when you talked a little about mindsets and what people needed to kind of move forward, but even how to deal with that overwhelm? Like you said, people just take their hands off the wheel and they're like, "I don't want to deal with this at all. It's too much." What are some strategies that you think today's students could use as they're trying to prepare to try to dig through all of this information, find the right information and get the resources they need to go to college?

Dr Sharla Berry: Right. Yeah. It is very overwhelming and I really empathize with anyone going through this process. I recommend that individuals start as early as possible. Sometimes college prep doesn't start until ninth grade or for many, it might not start until 11th or 12th grade when they're actually applying for college. Ideally, we want to start even in middle school, to start to think about what options are out there for us. So earlier is better. A lot of the students I interviewed were in 11th grade and they were like college, "Eh. College, you know, I'll sign up for one." And it's a little more complicated than just signing up for one a few months before. I really want folks to kind of start the conversation early.

Dr Sharla Berry: Really get immersed in the culture, visit different campuses, see if you can visualize yourself there, but beyond that, start talking to people. A lot of times in my interviews, students would start interviewing me and say, "Well, where did you go to college? What was it like? Where were the dorms? What was the experience like?" And to me that really pointed out just this need for people to have exposure to as many individuals as possible that went to different types of institutions. Just kind of start doing your own informational interviews if you can to find out what schools are like. Come up with your own criteria that reflects your needs and be comfortable with that.

Dr Sharla Berry: For a lot of our students, the biggest factor is cost and I understand that. Have really candid conversations about what specific opportunities might there be on a campus for a student like you. Sometimes students will look at a school and say, "Wow, that school is too expensive." Because that's the sticker price just like when you buy a car. That's the sticker price, but by the time you drive it off the lot, it might be a lot cheaper. By the time you look at institutional aid or local and government aid, that price might be a lot less for you. So don't dismiss schools because of costs, but start to have conversations with financial aid and other departments there about what they might offer to a student like you.

Dr Katie Linder: Okay. This is such important work, Sharla. Thank you so much for sharing a little bit more about your work in this area. We're going to take another brief break and when we come back we're going to hear from Sharla about the importance of taking a critical perspective on technology. Back in a moment.

Dr Katie Linder: We're proud of Research in Action and hope you find the episodes interesting, valuable and actionable. If you're enjoying the show, help others discover Research in Action by rating and reviewing it on iTunes.

Dr Katie Linder: Sharla, one of the things I think that really draws me to your work is you have this desire to take a critical perspective on technology. Can you talk a little bit more about what that means to you and your work?

Dr Sharla Berry: Sure. Technology is a really kind of zesty, hot topic and it's really appealing, but I caution us from thinking that technology automatically addresses existing problems, right? A lot of times when people talk to me, they'll say something like, "Is online learning good or bad?" Or "Is social media good or bad?" It's a lot more complicated than that. It depends on what's behind the use of it, what's driving it. It depends on design, right? Even in my work on online learning, one of the interesting things that I found is that it was all the things outside of the classroom that were really propelling the online community, right? Even the intentionality and design, the program I looked at had an orientation for students and that introductory experience shaped them far more than what happened in the classroom, right? Sometimes it's things that are happening around technology that influence how people use technology and I just think it's important for us to be mindful of that.

Dr Katie Linder: I'm curious if you have a particular approach, or maybe a series of questions, or something to kind of help people think through that context piece of like, "It's not just the thing. It's all the stuff around the thing that could potentially be useful to look at." When you're thinking about a form of technology or something new that's kind of incorporated into your research, what are you doing to take that approach, to try to gather all this stuff around the technology itself so that that can be informing your work?

Dr Sharla Berry: Sure. Well, that's a great question. It really varies on the context and who I'm working with. I'll give two separate examples. When I'm working in higher ed and looking at online learning, I really want to know what people's views of online learning are. How has it impacted their lives? A lot of the students I work with were in school at times when online learning wasn't an option, so their perspective really compares and contrasts pre online learning models or very early online learning models with what we have today. That level of parsimony allows me to really think theoretically about what's going on, right? For example, through that nuance, I saw that having video and an online setting really impacts students' learning, right? They were able to contrast that from, "Hey, I remember back in the days where distance learning meant pick up a phone." And that's very different than being able to see someone. It's the element of being able to see someone that really makes me feel connected.

Dr Sharla Berry: Now, I have kind of a richer finding that I can take back and say, "Is online great? I don't know." But the visual element is a key component. Without that, I'm not really sure how that impacts people. So learning about how people have used technology really helps me understand that and higher ed. In K-12 it's similar. I want to learn about the ecosystem in which a student will use this technology. I asked them about the computers that they have access to, right? I don't just assume that the home computer's where everything is happening or their primary cell phone. Invariably, students will tell me about using the internet at the library and the challenges that my face or using a computer that a sibling has to use and the challenges that they experienced with that. I really want to understand the context in which someone uses technology, how use it, any barriers if they use it with others, things like that.

Dr Katie Linder: Okay. it sounds like curiosity is a major tool for you to dig in and just ask a lot of questions around a particular area.

Dr Sharla Berry: Mm-hmm (affirmative). Yes, definitely. I don't assume that I know too much of anything, but at the same time I guess I am able to draw on the wealth of experiences I've had as an educator, right? So being able to teach in K-12 environments, being able to teach in low income environments, and just seeing and being conscious of some of the barriers that people might face allows me to think a little bit more broadly and to have a little bit more of a skeptical or curious view about how people might be engaging with technology.

Dr Katie Linder: Sharla, I know another area that you have had some interest in is how technology can be used to reify existing inequalities. Can you talk a little bit about the challenges of that in the midst of your work, trying to kind of figure out how technology is being used, but maybe also digging in a little bit to how it can affect these inequalities as well?

Dr Sharla Berry: Sure. I'm really kind of still building out my work as it relates to that area, but I know that, like we said, technology, it has advantages and disadvantages. Often it can serve, if we're not conscious, it can serve to widen gaps that exist. For example, when I interviewed students in a college access program about how they were using technology, the short answer is they weren't. The program invested heavily in providing access to computers and all of this and they knew how to use computers, but the questions they have could not necessarily be answered online. So I worry if the institutional over investment in technological tools comes at the expense of the things that students might feel they need. These students just really felt they needed access to mentors, mentors of color, that could talk them through, "What would college look like for a person like me?" Right?

Dr Sharla Berry: What would it look like for a person who might have to take the bus across town to go to an institution? What is the bus route like? What's the commute like? What does it look like for a student that has to work two or three jobs and go to college? Right? These are not questions that closing the digital divide would necessarily solve, but this is about relationships and how we can support the formation of those networks. I just worry sometimes that if we focus too much on the technology, we might be missing some of the fundamentals.

Dr Katie Linder: Mm-hmm (affirmative). Well, I love this idea of kind of coming from that critical perspective that technology doesn't necessarily solve all the problems. There may be other things that we need to be taking into account as well. Despite that, technology is here and we're trying to figure it out. You and I both are engaged in kind of these online learning questions and I'm interested in hearing more about how you're thinking about how technology can support the learning experience and how your research is moving in that direction. What does that look like for you in the future?

Dr Sharla Berry: Sure. I'm really invested in understanding what students need from technology. I think that provides our greatest bit of insight into where we should be going with online learning in K-12 or in higher ed, right? So simply just talking to students about what is beneficial to them, that's everything for me. That's been my greatest area of insight.

Dr Katie Linder: I'm really curious because you straddle this line between K-12 and higher ed in your research, and I would imagine that when it comes to technology and education, the relationship between these two areas matters. Students are experiencing tech in the classroom in K-12. They're expecting to see that in higher ed. Higher ed may not have caught up as much as we would think. Can you talk a little bit about what you're seeing there in terms of comparative use of technology in K-12 versus what we're seeing in higher ed?

Dr Sharla Berry: Well, that's a tricky question and a political one indeed. We do get the sense that, of course our K-12 world is really on the forefront of what we can be doing with technology and online learning in the classroom, I don't necessarily know how that impacts students perceptions. Right? I don't really know if students are really desiring a digital or virtual classroom as much as that's what companies would tell us. I work at a small liberal arts college and we really pride ourselves on the face to face communication and having a high touch with students and that seems to be what our students need. We could use technology to do that, but we really leverage the community that we're creating. I think it depends on the student, right? Honestly, and what they might like, but I don't necessarily know if use in K-12 impacts what students might want in college. It's a great question.

Dr Katie Linder: Okay. Sharla, this has been so fascinating. As we close out our discussion today, what are you most looking forward to about the work that you have in front of you and the different kinds of questions that you're looking to explore?

Dr Sharla Berry: Well, I'm just looking forward to the opportunity to talk to more students because I just find their experiences so important, but also the opportunity to really bring a student centered perspective to research, so that we can really continue to expand programs using technology in a really powerful and student centered way. In my work, I come up with so many implications for what these findings mean at the institutional level and program level and how we can redesign things to really just take everything to the next level. I'm just looking for that opportunity to create work that supports practice.

Dr Katie Linder: Okay. I thought that was my final question, but I have one more.

Dr Sharla Berry: Okay.

Dr Katie Linder: Sharla, one of the things I really appreciate about your work is how student-centered is and it is how much you privilege the student voice in your research. I'm wondering what do you wish other people knew maybe who aren't engaging in the student voice in their research or administrators or faculty, people who are engaging with our students, what do you wish they knew about the benefits of listening to the student voice?

Dr Sharla Berry: Well, I wish they knew that students aren't a monolith, right? As much as we want to segment students in groups by their age or by their level in an academic program, our students are very diverse in what they need. I think just by talking to students, you capture that nuance. A lot of people want to make generalizations about a student that uses technology and you really can't. However, another thing that I have noticed is that the best practices that students identify really support all students, right? Students have given me insight about my own teaching practice.

Dr Sharla Berry: Just through my research, students have talked about how I can use the chat room in an online class to help them feel more connected, or how to make a discussion more democratic by giving everyone access through chat, or students have shown me the importance of just taking time in an online class in a virtual setting to allow students to share about their personal lives, right? Because they can't have those water cooler conversations if they're not at a physical water cooler. How can I recreate some of that? In talking to students, I get invaluable insights into how to really strengthen my teaching practice.

Dr Katie Linder: Sharla, this was so fun. Thank you so much for coming on the show, sharing about your expertise in cultivating community online and all of the other research you're doing. It's been really fascinating.

Dr Sharla Berry: Thank you so much. It's been great.

Dr Katie Linder: Thanks also to our listeners for joining us for this week's episode of Research in Action. I'm Katie Linder and we'll be back next week with a new episode.

Dr Katie Linder: The Research in Action podcast is a resource funded by Oregon State University Ecampus, a national leader in online education that delivers transformative learning experiences to students around the world. Learn more by visiting ecampus.oregonstate.edu. This podcast is produced by the award winning OSU Ecampus multimedia team.