Dr Katie Linder: You're listening to Research in Action, episode 177. 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 e-campus, 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 Laura A Pasquini, a seasoned learning designer, researcher, instructor and trainer. As an early career scholar practitioner, Dr Pasquini's teaching and research explores mentoring experiences, networked practices, online communities, student support and advising, professional identity development, open educational resources and practices, and online learning.

Dr Katie Linder: She consults with various education institutions, nonprofits and corporate associations on the stewardship of technology for designing networked learning, improving organizational culture and enhancing open collective projects. To encourage storytelling from peers, she co hosts and produces two podcasts called [#invevovab 00:01:22] and [breakdrink 00:01:26]. To escape from her digital life, you can find her running, doodling, playing ukulele and hiking with her pup, Jack. Thanks so much for joining me on the show today, Laura.

Dr L Pasquini: Oh, thank you for calling me. Longtime listener, first time caller, so happy to be here.

Dr Katie Linder: Yes. I am really happy to have you here too. I wanted to start by talking a little bit about your research focused on support structures for learning. Our listeners know, I love the origin stories of what gets people interested in this stuff, so can you talk first about what led you to researching in this particular area?

Dr L Pasquini: Sure. So yeah, support structures doesn't really sound sexy, but I'll talk about why I've found learning just interesting. The idea of what really motivates and interests people to learn has been always been an interest of mine. I always want to know what gets people in, what keeps them interested, engaged and continued to learn and motivate.

Dr L Pasquini: I guess part of that I've been looking at in higher ed specifically because I've been curious for learners, but also curious for staff and faculty because beyond the campus sometimes you hold a few of those roles or maybe all of them at the same time. I want to know and get a little slice of where people are going to take their learning beyond whatever they finished with, with a degree and how are we going to perpetuate this ongoing lifelong learning that we know is going to happen as we go into work?

Dr L Pasquini: I guess it started with learning to explore some of these learning meets things. I read a probably a couple NBTI books and what do I do with my life, when I was 16, 17 in high school. I wanted to know how people unpacked their understanding of how they'll continue to learn something new in a profession. That's been ongoing and people say if you can't do, then you teach, which I disagree, but for me, if I couldn't make up a career then maybe I should do some advising and career counseling around that.

Dr L Pasquini: I always wanted to know what was going on outside the classroom and my own student life, in undergrad I was very educational, so I did learn a lot from my history degree, but I learned a lot from the student leaders and the people outside that were pushing me and challenging beyond a comfort zone or beyond what I felt was normal or how I was working with people. I think those are some of the most memorable experiences that I found and probably why continued on as a professional and educator or practitioner in higher ed. Meaning I found a lot of interesting roles outside the classroom that I didn't realize you could do as a professional and that could be a real job.

Dr L Pasquini: My first experiences of that was working as a student leader and working on campuses, doing government and being motivated by those professionals that wanted me to advocate for our community or get certain rights or push us to do something new as a project, that I was like, oh, I'd love to be that role and get paid to do some of that. I don't know if that answers your question, but that gets me into like why I want to know learning and learning outside the typical course or classroom environment. It was always interesting to me.

Dr Katie Linder: Okay. I'm really curious, so you talk about researching support structures for learning, how are you defining those support structures? Because it seems like even based on your origin story, it can be pretty broad of what's included in that. When you think about are there boundaries around what this means for you? Are you being really exploratory in terms of a very open definition of what support structures for learning could look like?

Dr L Pasquini: Yeah, so I can talk about support structures. I think some of what interests me are the people that I encountered. Those individuals who cared and humanized the experience of learning around it. I always call them the wrapper of the learning. Learning could be, let's just say typically a course or a program or a degree or even a workshop or training thing. How did that get started? Some of it is around instructional design I've been interested in, or some of it's been around, in K-12 I think with the school librarians and help with curriculum, or it's been around people that you go to for help. So on the college and university campus, it might be an academic advisor, it might be an orientation leader, it might be a that learning lab where you can improve your stats or help with their writing skills.

Dr L Pasquini: People that scaffolded and I guess set up the foundation and/or framework for learning is kind of what I looked at. My parameters will be open, but it's probably been the roles that I've taken on myself. I think about those that stay on campus and that live in the residence halls, to folks that are doing career counseling, to people who are thinking about ways we could support a class beyond that typical dyad of teacher, instructor meets student learners. We know that other things support those things to happen and it doesn't matter to the environment whether it's like face to face or online. Who else is there holding up the crew and making sure the foundation's settled for that learning experience?

Dr L Pasquini: That's kind of what I'm thinking about, and yeah, I guess it does expands beyond one particular role because I think academic affairs and student affairs, which are different entities that are institutions that kind of have different functions, roles and services are helping students develop. I don't think we unpack that enough for explain that to the academy, the faculty side of the house as much as we should and could.

Dr Katie Linder: Okay. I'm really curious, Laura, what kinds of research questions you're choosing to focus on here? Because it's broad, like you said, there are so many different directions you could go. What are some of the things that you're exploring specifically?

Dr L Pasquini: One of my first professional roles was in residence life. I thought about really, what interested me so much in that role was the opportunity to team and train and develop a group of both undergrads, grads and professionals, and to get them together and onboard on different issues and ideas and concepts. What that would look like in a residence hall. Sticking with that initial experience and exposure, we got to create really great trainings in the summer, ongoing development opportunities. I always thought talent development was really interesting to me. In higher ed and our colleges and universities, I don't always see that that's a priority and focus and so that's probably why I want to look at how we professionally train and learn and what does that performance look like, and display that on campus. But it's not a high priority for a lot of our institutions. I guess that's an area where I saw a gap that I wanted to explore it a little bit more.

Dr Katie Linder: Okay. So how did you approach this? What are some of the methodologies that you're using to explore these questions?

Dr L Pasquini: The initial approach came when I moved to like a new place and I moved to a new country, a new state. In 2008 I decided it was a good time to come to America at the height of the recession. The economy went down and I really wanted to figure out, well, how are people going to continue to learn professionally? Because we know that when budgets get cut into university or college, typically training, development, travel gets cut or questions and there aren't many opportunities for those to be exposed.

Dr L Pasquini: Around that time, part of my interest was finding people online doing similar things, doing interesting, support students. I was in kind of a tutoring, supplemental instruction area, and then into academic advising. I wanted to know where can I learn from those if I couldn't physically travel to a conference or find something online like a webinar to go to.

Dr L Pasquini: There was a really neat growth of communities that probably came around 2009 of hashtags. People using them to repurpose them for learning, using Twitter [inaudible 00:09:17] and then we'd take a hashtag like #essaychat, #advise, #ACADV or #edtech. Those hashtags became ways to thread conversations with one another, ask each other questions and give each other advice, resources, feedback. Twitter communities were one of the spaces, but I saw a lot of other social media platforms being co-opted and these communities forming around goals to learn, share knowledge, ask questions.

Dr L Pasquini: That really got me involved to ask, well, what are these communities? Why are they motivated to be part of this type of open online practice? What are people getting? There's probably a wealth of knowledge being shared, but what are they doing with this information? How are they taking it to help their work on campus, their work in their field or in their domain or discipline, or what are the challenges that they're facing? Because it's been over a decade now and some of these platforms and technologies have changed and some of these communities have also shifted and evolved over the years.

Dr L Pasquini: That's some of the basic questions that I've gone to and looking at these learning networks or communities of practice online that I've been asking about. A colleague of mine that you interviewed previously, Dr. Paul Eaton decided to jump on this fun adventure with me to explore some of these questions I always wanted to know about and didn't get to explore in my doctoral research. I thought, why not start this afterwards?

Dr Katie Linder: Okay. We can definitely link to Paul's episode in the show notes too, for people who haven't had a chance to listen yet. So Laura, I would love to hear a little bit about what you found thus far from some of these explorations of the support structures for learning and particularly as you're looking at these communities online.

Dr L Pasquini: Yeah. We are learning that communities are in wide variety of spaces and most commonly Twitter and Facebook have been the predominant, so they form groups on Facebook to have a small discussions around whether it's a type of student population or affiliation group themselves. It could be student affairs professionals or they might be having a conversation about open education as a topic.

Dr L Pasquini: We found hashtags that are threaded and having structured conversations where there's a Q&A, five questions posted in an hour, to ones that are open and extend beyond weeks. I think about a current one that I really like, #femedtech. We're seeing these communities being curated and administered and managed and supported by volunteer leaders. That's really great, and then we're seeing some communities connected to professional orgs to get more subject matter experts involved, asking some other critical questions around trends and issues in the field.

Dr L Pasquini: I would think for some of my academic advisors, they're thinking more about partnering with an association like NACADA, the global community for academic advising to ask questions around what are we doing for distance learners and distance education with advising when it comes to how we best prepare our staff that are having these conversations online and from a distance.

Dr L Pasquini: Initial findings are really interesting and there's lots of details and data and information, but there are some gaps, is what we found, is that some of these communities aren't really sure about how to manage the information, the knowledge, the resources, and there's no one there to be a curator of sorts. I think they all needs secret librarians in there to organize the data they're collecting, to help scaffold maybe where they share and preserve these resources is one issue. Then the second piece is how we share outside. Of my kind of instructional design and online learning folks, who are aware of open educational resources, a lot of these communities aren't able to think about ways they could share using like, a creative commons license. They're not thinking about open educational resources in a repository or somewhere people could access them in a central location.

Dr L Pasquini: I think some of that comes from lack of probably formal support. These are all volunteers. They're all communities that organically formed. Unless they've got some sort of lead person or lead team, maybe connected to a professional organization or association, there sometime is a bit of flailing we've seen in these communities over the last decades.

Dr L Pasquini: I think having some sort of infrastructure or idea of where to put the things and organize them in a way that it can be found has been a struggle for some of our communities. The third thing that happens is people just drift into other roles and they shift professionally. That's not a bad thing. We have seen some fluidity and we don't always know who the people are and people want to ask us, give us the demographics of this community. It's hard to say, well, it's evolving and may vary from year to year, from each semester. For the last 10 years people don't stay in the same geographical area let alone maybe physically what they do functionally on a campus. Those are some things that were just initially unpacking right now.

Dr Katie Linder: Okay. I want to back up like a couple of steps Laura and hear a little bit about, you talked about the data, you talked about the locations where you're finding it, you've talked about some of the findings, but I'd love to hear a little bit more about the analysis because I would imagine that some of this is coming from tweets themselves. You're looking at some of that data but also are, are there other qualitative or other methodologies that you're using to gather this information so that you can start to figure out what's going on?

Dr L Pasquini: Yeah, with the 10 years worth of information and people, there's a wealth of information out there. Some of the approaches I grounded in qualitative work. Ethnographic research is a big grounding for me. I go back to the books that I studied, at [inaudible 00:15:19], but also net graphic approaches. Netnography, [inaudible 00:15:25] is one that talks about being embedded in these communities. The purpose of studying them and being involved and understanding them further is I was part of these groups that were blogging, that were tweeting, that were podcasting and I wanted to continue to have some ideas.

Dr L Pasquini: Sure there were some abilities to scrape some data from the web, so things that are open and online. We would use things like collecting, using the tags, the open Google collector spreadsheet that, thanks [Martin Hawksley 00:15:57] For creating. But we'd also have permission from the administrators or managers of groups to say we'd like to take some of this data and do an analysis of what has been talked about in the last year. Contents analysis, thematic analysis, constant comparative.

Dr L Pasquini: With a lot of data which comes from Twitter and blogs, we did some text mining. So semantic analysis, semiautomatic, so not like putting into a computer and output, but getting some idea of things we want to look forward to make meaning about these conversations. It is not easy work and nor did I do this alone because we had a team of different people and projects based on the community. We really wanted to have people within the community informing the practice for netnography, so we had typically, we call them, they were either community managers, Twitter moderators, administrators of a Facebook group, or those that were part of the practice being part of the process for data collection and analysis and understanding to give us meaning for how that community formed, things that they talked about and rationales for what we could be looking at besides the give us the idea of what we're talking about, but where does this connect to the profession and fields?

Dr L Pasquini: That was really helpful for us and I think the vast amount of researchers, narrow early career scholars that joined us on this project out of interest and to learn and to understand better ways that they could support their community and figure out, well what are other community managers doing in these spaces to support learning and development?

Dr Katie Linder: Laura, I find this work so interesting. We're going to take a brief break. When we come back, we'll hear a little bit more from Laura about some of her other projects. Back in a moment.

Dr Katie Linder: The Research in Action podcast is brought to you by Oregon State University e-campus, a leader in online education that delivers more than 50 undergraduate and graduate degrees and programs including the Oregon state MBA. This top ranked MBA program is available online or as a blend of online coursework and in person classes in Portland, Corvallis or Bend Oregon, with various tracks that serve as a direct response to market needs. The Oregon state MBA positions working professionals for career success. Learn more about our MBA programs at mba.oregonstate.edu.

Dr Katie Linder: Laura, you mentioned in our first segment that you are interested in also learning and development for higher education professionals and how they're pursuing this and this overlaps at least a little bit with some of the stuff we were talking about in segment one. I'm wondering if you can talk about this area of your work and your research in terms of what is included here. Obviously some of it is probably in these digital spaces, but are there other kinds of things that you're also looking at when it comes to higher education professionals and how they're focusing on their own learning and development?

Dr L Pasquini: Yeah, so I guess a lot of this instigation came from thinking about it critically, in terms of the terminology of performance improvements and human resource developments all came out of my doctoral degree. My area is in [inaudible 00:19:04] technology and performance improvement, which means not necessarily the tech or the platform, but the process, the systems and the ideas that move us from behavior changes in our work to what we're doing next.

Dr L Pasquini: I started thinking of it more around performance outcomes and we would compare them to in teaching learning, like learning outcomes. But how do you see a change in the work that they do? I started looking at higher ed because for some of the roles, we don't have the same quantifiable things that we would in like, human resource management. They have a set guideline of proficiencies, competencies, you do a test towards this exam and there are other professionals that do this.

Dr L Pasquini: We, in the last 10 years have started to develop professional competencies, so my colleagues in both Canada and US student affairs educators have a list of competencies and rubrics to work towards it. Are they tested? Are they measured? Are there exams on this? No, there is no certification to be that, but it is a starting point.

Dr L Pasquini: The same thing started happening with academic advising and so what interests me in looking at both domains of student support services and advising or student affairs with these competencies are, well, what are some of the issues, topics and things built through the competencies that they are and are not talking about in these communities? Why might that be and what's the gap and how could we close it by maybe involving some of the field professionals, the associations or these learning organizations to say, hey, we'd love to see you partner or go along with this community to help them build up their knowledge base. They need subject matter experts. They need people that could offer their knowledge for a deeper conversation or a conversation on a podcast about this or maybe a blog post that breaks down research or an evidence based article into a practical terms for implications for practitioners.

Dr L Pasquini: That was kind of my interest is we don't have the same kind of professionalism in some fields that we think of in higher ed and maybe we should, and what can we look at that's being done outside of those typical, let's go to a conference session or a webinar to learn, how are they doing this online themselves and creating them for and by each other?

Dr Katie Linder: One of the things I really appreciate about your research, Laura, is that it is so practical, it is really focused on outcomes and things that you can tell people that they can do based on on what you've learned. I'm wondering if you can talk a little bit about the audiences that you're thinking of for this research. You've mentioned higher ed professionals, you've also mentioned organizations. What are you hoping will result from the research end and who are you hoping will make changes and what might some of those things look like, once you can share out and disseminate the results that you've found?

Dr L Pasquini: Yeah, I do think that most of the work, I love it to be applied into practice. I think one of my mentors and previous supervisors, George [Velichanos 00:22:03], who said, we always have to think about the work we do and if we're not doing it for it to be put into action and we're not sharing it publicly to make it presentable, that's digestible for different audiences, then why are we doing the work? My hopes would be a few things we've touched on. Hitting those stakeholders that they're directly impacting, sure. The professionals. So those that are the staff, maybe they're graduate students, maybe they're early career educators or researchers, but they should also be reaching those that control and organize some of this learning and development. Those would be administrators, senior leaders at the institutions. They're willing to put money towards talent development and connecting some of the dots between our professional organizations.

Dr L Pasquini: We have some great associations and organizations people go and connect to and are members of. They might go to a conference, read their journal article or be connected to an online training, but we could cross pollinate some of these ideas would be my hope and how we share this information. I say sharing is caring and I think that if we could start modeling this and mentoring this across domains, disciplines or even the functional roles we think we have on campus, we'll see a lot more crossover of ideas and maybe connections of what we do in practice. That's some of what I hope to do.

Dr L Pasquini: As you said, sharing it out would be a a bigger goal, and so how we disseminate our research I hope looks different. I think, and I know that you're on the same board, as you do this podcast, is there's new ways to share the work we're doing. It no longer just has to be a journal article, a paper, a presentation, a poster or information session at a conference.

Dr Katie Linder: Okay. I'm sure people are interested, what are some of the ways that you've found higher education professionals are focusing on their learning and development? What are some of the different techniques and modalities that they're using for that?

Dr L Pasquini: Yeah, I think it's one of the first traces I found where those in post-secondary that were blogging and reflecting about their practice, so those are some of the first people I connected to that were learning online these ways. Part of it was also sharing a piece out onto Twitter, sure, they were there physically kind of announcing what they posted. But the deeper dive reflection has been really neat because they've expressed the things they're learning, things that they're reading about and what things they want to reference and talk about. That piece has been great.

Dr L Pasquini: Moving from the written, they're also moving into podcasts. I think as you know, there's a growing number of podcasts are being produced for and by higher education professionals or practitioners and faculty. I think that's been a really neat new version. There's been others sharing them on video. As we see the video abstracts come out, they're animating their research a little bit and I'm hoping to collect a few of those that are at least openly shared in creative commons license. One of them is in a project that I started for fun over the summer. I started a project that's connected some of these learning development opportunities, so others can see them no matter what kind of domain they're in or what discipline they're in.

Dr Katie Linder: I know, Laura, that you have kind of an interest in also open educational resources. As you said, sharing is caring, so this idea of having things open and available, I'm curious to what degree you're seeing higher education professionals finding resources for their learning and development that are free and just accessible to them, like podcasts for example, versus trying to invest financially in something like a conference where they would have to travel or some other thing that they might have to pay for, such as a certification or something along those lines. Can you talk a little bit about that and what are some of the trends that you're seeing when it comes to how people are pursuing their own learning and development?

Dr L Pasquini: I think it's a big question. I think we're constantly going, well what are we going to do next and how will I get there? There's always this validation, is this the right thing to do? What I'm hoping is that we get some education around the idea of open educational resources and open educational practice. I think [Catherine Conan's 00:00:26:19] a good colleague of mine out in Galway in Ireland and she talks about the way people share and practice and how they express what they're doing and how they license their work for people to reuse and remix, I think is really critical and important. But I don't know if a lot of us are aware of this and if I talk about it somewhere, it seems new, especially I think of those frontline practitioner roles. My folks in residence life and academic advisee, they aren't as familiar than those that would be in some of the ed tech realm and education technology.

Dr L Pasquini: What it means, it's not only free but it's also a license that someone else could borrow, remix, reuse, repurpose, give credits to where it's due. I don't think we always do that kind of basic educational piece around what is creative commons, how do we open educationally have and house these resources and where are some of the best places that are credible and are reliable that we could go to?

Dr L Pasquini: I would love people to share more around even the open textbook network that's developed at the University of Minnesota as open textbook network. I think some of the resources that we go to often or what we find off the basic search engine, I won't name, so I think it'd be nice for us to get some of this literacy and competency around searching, finding and using open educational resources to more professionals. Those are the ones that are, sure instructing, some of them, but some of them are also going to be working in an office and doing some other work in research, institutional research or student support services.

Dr Katie Linder: One of the things that I always appreciated about your work, Laura, is that it is often so rooted in your own experience. You have experienced something and it raises a question for you, it makes you curious about something that's going on in a larger experience of other people. I'm curious if you can talk about some of your favorite methods of learning and development, because I know along the way of this project, I'm sure you have been reflecting on this and also studying your own practices and letting that be inspirational for you as you're designing this research. What does this look like in your own professional life?

Dr L Pasquini: Oh, that's a good question, Katie. I'm always learning. I think it is the people that you surround yourself with, and so having a personal learning network has been very important. A lot of that for me happens to be on Twitter these days and more on LinkedIn, with a splash of Instagram. Those are just the network spaces. But from those, I've actually learned a great deal of podcasts to follow, listen to and some great notes and resources that come from them. I also learn from creating podcasts, as you know, I think I get actually the most value when I take show notes and start recording what people talked about, find the resources, find the articles and pick up the books that they recommend. I'm always at the library and have a stack of books from my public library. If you don't support yours, you should.

Dr L Pasquini: I think it's been, for me, I think part of that is maybe reading and listening and going through the literature, but part of that is processing them and putting them together because if I'm not making meaning out of it for myself, then I don't always find that I am connecting those dots really well. I'd probably take it back to writing a blog post or maybe making up some visual presentation, so maybe I'll doodle or maybe create a montage of ideas that I've collected around a topic or issue that I'm thinking about these days.

Dr Katie Linder: Okay. I'm curious, Laura, what is next for you in your research pipeline? What are some of the things that you're excited about right now that you're turning your attention to?

Dr L Pasquini: One of them is going along the lines of what's next for how we work and how we learn. One of the projects on the how we learn side is understanding what does it mean to investigate online and digital learning? This could be learning in a classroom, learning in a workshop, learning in some sort of digital space that we've co-opted. What will that mean to others who want to research and get started in that? I am working on a book and I am drafting on the scaffolds for some tools and strategies that we can put into practical use.

Dr L Pasquini: The other side is thinking about the future of work. I'm interested in how we start talking about the flexible university or micro credentials and things like that, but has the future of how we work in higher ed and professionally ever changed or evolved? I'm not sure it has and I'm not sure we have enough evidence for that. Thinking about those colleagues of mine that are in post secondary that are remote and online, those thinking about different types of roles that are out there and what will it mean for some of us to up skill to meet the needs of the roles that aren't even there within our institutions? Future work is always interesting to me and so I'm not a forecaster, but I like to read enough history to know a little bit about where we're going to head. I'd be interested in looking more about what does that mean for our working lives as professionals in higher ed?

Dr Katie Linder: Okay. Laura, this has been so much fun to hear about your projects and thank you so much for taking the time to come on the show and share a little bit more about your research and experiences.

Dr L Pasquini: Thanks for having me, Katie, this has been super fun.

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 e-campus. 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.

**BONUS CLIP**

Katie: In this bonus clip for episode 177 of the Research in Action podcast, Dr. Laura Pasquini talks about her Open Higher Ed Learning & Development digital library. Take a listen:

Katie: Laura, I know that you've been working on a digital library. You're calling it the Open Higher Ed Learning and Development Library. Can you tell us a little bit more about this project, how it came to be, what is it and how people can contribute?

Laura: Sure. I've always claimed to be a secret librarian, so to take out that mantra and mantle, I decided to take some courses in library science with the University of North Texas, where I was working at the time. So over the summer I started this digital curation and data management certificate, which, I think, almost every grad student needs to take something like this.

Laura: In that, I learned a bit more around how we could create collections, libraries, and ways to house, even like, research resources, if you're going to have a huge project you want to share. So the research project that I worked on has a lot of data, extent data, collectible and open data. So I thought why not create a library where others in higher education could see things created for and by professionals from the field? So this open HELD, is what I am calling it ... This open Higher Ed Learning Development library is there for anyone to use, access, and I would love if others could contribute to it.

Laura: So, essentially it's on a website that's ... One of the different libraries you can use is Omeka and Omeka houses a wealth of information and I've linked to where people have shared reports, podcasts, maybe their drawings or pictures, videos, websites, team blogs, webcasts, and these are for anything that they've openly licensed or I've asked permission for. So, if they don't have a Creative Commons and open license on it, then I've asked direct permission from those creators to say, "Hey, I'd love to add to the library." So I've started to build it up, but I know there's much more out there.

Katie: Very cool. Okay. Well, we will link to this in the show notes for people to take a look. Again, it's the Open Higher Ed Learning and Development Digital Library. Thanks for sharing about it, Laura.

Laura: Thanks.

Katie: You’ve just heard a bonus clip from episode 177 of the Research in Action podcast with Dr. Laura Pasquini talking about her Open Higher Ed Learning & Development digital library. Thanks for listening!