September 2016 Preview Clips

# KL: Katie Linder

# [intro music]

# Segment 1:

**KL**: Hello Research in Action listeners this is Katie Linder and I’m popping in to let you know about a new resource we have been working on all summer for our listeners of Research in Action and that is instructor guides. Now on our websites you can find an instructor guide for every episode of the podcast. These instructor guides include information for your students about how to access the podcasts episodes, information on where they can find the show notes, some contextual information for you about what is included in each episode and how long they are, and then also accompanying learning objectives guiding question for your students and possible learning activities that you could use alongside each episode. We hope that this resources will help to incorporate episodes into your class when appropriate if you’re talking about research, research methods, writing productivity or one of the many other topics we discuss on research in action. If you like the instructor guides or if you additional ideas for what we should be including in them please let us know. You could always email us or tweet us at RIA\_Podcast. This has been a resource that has been really fun for us to put together we hope it’s going to so useful for you. So please go to our website and check it out. Now on to this month’s clips.

# Segment 2:

**KL:** On this month of the *Research in Action* podcast, I’m excited to share four more of our episodes with you.

On Episode 23, I’m joined by Dr. Janet Salmons, an independent researcher, writer and consultant through her company, Vision2Lead, and the author of *Doing Qualitative Research Online* (2016)*.*

In this episode, Janet and I talk about e-Research and some of her experiences with conducting qualitative research online. Here’s a short clip:

**JS:** I see thee informed consent process again when we are interacting with participants. This can really be a valuable part of the study because we can think through the design stage you know what kinds of things we want to be able to do. Not only in the study with the data we collected. How might we want to use it in publishing. Do we want to be able use media or visuals that have come out of the study. If so we can build those into the consent process at the beginning. So thee participants understand what is being expected, what’s being asked of them and then think about as a dialog throughout the study not just a form we fill out at the beginning so of the study

**KL:** Janet’s episode also has three bonus clips on conducting a virtual book tour, incorporating technology into a research study, and getting started with e-Research, so make sure to check those out.

On Episode 24, I’m joined by Dr. Neil Salkind, Professor Emeritus in the Department of Psychology and Research in Education at the University of Kansas and the author of *Statistics for People (Who Think) They Hate Statistics* and the editor of the *Encyclopedia of Research Design* among other popular academic works.

In this episode, Neil talks about statistics anxiety, some of his tips for researchers just starting out with statistics, and his experiences as an encyclopedia editor. Here’s a short clip from the episode:

**NS:** I start my class by putting on the board with two stick figures. One says I’m afraid of math and the other says get over it and that’s the deal. I mean you just have to approach this stuff as it’s given to you but I think most important is as it’s thinking about the world. It’s one prospect if it’s one unique view of thinking about the relationship between things in the world. And that is what you want to teach. You want to teach, you want to teach them how to understand a relationship between variables and the impact and how to assess whether or one variable has an impact on one or more variable. I do that all the way through the course. My student have great success because what I said I don’t speak down to them, I don’t try to intimidate them, I don’t teach this as a central topic I. I teach this as a tool to be use. For the most part it has been successful.

**KL:** This episode also has a bonus clip with Neil sharing about his experiences writing about research methods – you won’t want to miss it.

On Episode 25, I’m joined by Dr. Patsy Moskal, the Associate Director for the Research Initiative for Teaching Effectiveness at the University of Central Florida.  In this episode, Patsy talks about her experience with research on distance education and how she maintains research productivity. Here’s a short clip:

**PM:** I think so much of what we do in education and what we here about is driven on the next shiny object. I mean if you’re a Pixar fan, you know the squirrel right. So if you’re thinking about the Gartner hype cycle and what is everything that been there we tend to jump on the bandwagon because that’s I think we just at a wonderful time where there is so much going on in terms of improvements in technology and new kinds of software. For us as researchers to looking at big data and ability to able to analyze to large amounts of data to look at different models of student behavior is really a cool thing. I think for me the point we need to not to lose sight of is that we really is to stay focused on our students.

**KL:** On Episode 26, I chat with Nick Foreman, a PhD candidate in American and Latin American history at the University of Florida. On this episode, Nick and I talk about the logistics of archival research. Here’s a short clip:

**NF:** The research questions that I’m working on currently as I make my way on writing my dissertation. Have come hopefully a long way in the right direction from when they started out. I didn’t really when I got into PhD course work you know they tell use ok well use your first you to decide what you want to write about. Then by the time take your qualifying exams you’re ready to do your prospectus and just keep moving forward. I on the other hand had sort of started working in this area. I always studied in Louisiana but was working on free black women as property holders. But then when I started PhD course work and got interested in this idea of how were they gaining accesses to these properties that they’re buying and holding onto and passing down to different generations and one of the answers I keep coming across was food.

**KL:** Nick’s episode also has a great bonus clip on organizing archival data – so make sure to take a 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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