**Reading and Digesting Scholarly Research**

**EDUCAUSE ELI Webinar**

**February 26, 2019**

# Slide One

**Reading and Digesting Scholarly Research: Tips to save time while increasing understanding**

ELI | February 26, 2019

The Oregon State University institutional logo is displayed in lower right corner.

# Slide Two

**Actionable research in online education**

Laptop icon next to: Online Learning Research Efficacy Database

Book icon next to: “High Impact Practices in Online Education”

Sound bars icon next to: “Research in Action” podcast

Clipboard icon next to: National and local studies

Ecampus.oregonstate.edu/research

The Oregon State University institutional logo is displayed in lower right corner.

# Slide Three

**Presenter**

A photo of Dr. Katie Linder is displayed on the left side.

Katie Linder, Ph.D.

Director of Research

Oregon State University Ecampus

Twitter: @Katie\_\_Linder | @ECResearchUnit

Email: [kathryn.linder@oregonstate.edu](mailto:kathryn.linder@oregonstate.edu)

Website: [ecampus.oregonstate.edu/research](https://ecampus.oregonstate.edu/research)

# Slide Four

**Overview**

Participants will leave this webinar better able to:

* Find the scholarly research that is of most importance to their work
* Read scholarly research efficiently
* Evaluate the quality of scholarly research
* Decide when and how to apply scholarly research results in their work

Each bullet point is preceded by an icon in the following order:

Magnifying glass, book, horizontal bars, hand

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# Slide Five

**What are your** current challenges **with reading and digesting research?** (Preceded by question mark icon.)

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# Slide Six

**Finding Research** (followed by magnifying glass icon)

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# Slide Seven

**Finding Research: Journals, journal digests and publisher catalogs**

Online Learning Journal logo: olj.onlinelearningconsortium.org

The Journal of Educators Online logo: thejeo.com

Online Journal of Distance Learning Administration logo: westga.edu/~distance/ojdla/

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# Slide Eight

**Finding Research: Reports**

CHLOE2: The changing landscape of online education report cover: qualitymatters.org/qa-resources

New Media Consortium Horizon Report cover: library.educause.edu

Grade Increase: Tracking distance education in the United States report cover: onlinelearningconsortium.org/read

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# Slide Nine

**Finding Research: New Directions series**

Displayed from left to right are the front covers of three New Directions series journals in the following order:

* New Directions for Teaching & Learning
* New Directions for Adult & Continuing Education
* New Directions for Student Services

onlinelibrary.wiley.com/journal

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# Slide Ten

**Finding Research: Google Scholar & Google alerts**

* **If you have published**, consider setting up a Google Scholar profile
* **Google alerts** offer an automated strategy for staying up to date with the research in your field

A screen shot of the Google Scholar homepage is displayed on the right.

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# Slide Eleven

**Finding Research: The Online Learning Efficacy Research Database**

* The Ecampus Research Unit created **a** **searchable database that houses efficacy research studies** that compare the modalities of online, hybrid/blended, and face-to-face classrooms
* **Search the database:** ecampus.oregonstate.edu/research-database

A screen shot of the Online Learning Efficacy Research Database is displayed on the right.

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# Slide Twelve

**Finding Research: Social Media**

* **Who are the industry thought leaders** that you want to follow?
* **What information can you share** on social media about research in your field?

Right side displays Twitter, Facebook, and LinkedIn symbols.

@IDEAeducation

@UWMDETA

@laurapasquini

@ECResearchUnit

@Ecampusnews

@ShellTerrell

@DavidMiller\_UK

@BryanAlexander

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# Slide Thirteen

**Finding Research: Conferences**

A table displays the following organization logos and URLs in two rows of three columns beginning on the left:

* UPCEA logo: upcea.edu
* EDUCAUSE Learning Initiative: educause.edu/eli
* OLC Innovate: onlinelearningconsortium.org/innovate
* WCET: wcet.wiche.edu
* Pod Network: podnetwork.org
* OLC Accelerate: onlinelearningconsortium.org/accelerate

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# Slide Fourteen

**Finding Research: Podcasts**

The following podcast logos, titles, Twitter handles, and URLs are displayed from left to right:

* TOPcast, @topcastnow, topcast.online.ucf.edu
* Teaching in Higher Ed, @tihighered, teachinginhighered.com
* Research in Action, @RIA\_podcast, Ecampus.oregonstate.edu/podcast
* Leading Lines, @leadinglinespod, leadinglinespod.com

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# Slide Fifteen

**Reading Efficiently** (followed by a book icon)

Bottom right corner displays the Twitter symbol and @ECResearchUnit | Oregon State University Ecampus Research Unit.

# Slide Sixteen

**Reading Efficiently: What are you looking for?**

What is effective?

For whom?

How do we know?

What does it mean?

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# Slide Seventeen

**Reading Efficiently: What is effective?**

* Platforms
* Strategies
* Tools
* Techniques

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# Slide Eighteen

**Reading Efficiently: What is effective?**

**Examples:**

* Daggett, M. A. (2017). A Comparison of student profiles and performance in an introductory non-majors Biology course offered 100% in the classroom vs. 100% online. *The FASEB Journal, 31*(1 Supplement), 576-41.
* Eichler, J. F., & Peeples, J. (2016). Flipped classroom modules for large enrollment general chemistry courses: a low barrier approach to increase active learning and improve student grades. *Chemistry Education Research and Practice, 17*(1), 197-208.
* Lack, K. A. (2013). Current state of research on online learning in postsecondary education. ITHAKA. Retrieved from http://www.sr.ithaka.org/research-publications/current-status-research-online-learning-postsecondary-education.

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# Slide Nineteen

**Reading Efficiently: For whom?**

* Level of learner
* Students with disabilities
* Faculty roles and experience
* Prior educational experience
* Degree of motivation and engagement

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# Slide Twenty

**Reading Efficiently: For whom?**

**Examples:**

* Linder, K. (2016). *Student uses and perceptions of closed captions and transcripts: Results from a national study*. Corvallis, OR: Oregon State University Ecampus Research Unit.
* Kortemeyer, G. (2016). Work habits of students in traditional and online sections of an introductory physics course: A case study. *Journal of Science Education and Technology, 25(*5), 697-703. doi:10.1007/s10956-016-9624-6

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# Slide Twenty-One

**Reading Efficiently: How do we know?**

* Assessment
* Measures
* Data
* Analytics

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# Slide Twenty-Two

**Reading Efficiently: How do we know?**

**Examples:**

* Kortemeyer, G. (2014). Extending item response theory to online homework. *Physical Review Special Topics Physics Education Research, 10*(1), 010118
* U.S. Department of Education, Office of Planning, Evaluation, and Policy Development. (2010). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. Washington, D.C.

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# Slide Twenty-Three

**Reading Efficiently: What does it mean?**

* Evaluation
* Costs
* Forecasting
* Structures and infrastructures
* Sustainability
* Retention
* Iteration
* Innovation

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# Slide Twenty-Four

**Reading Efficiently: What does it mean?**

**Examples:**

* Adams Becker, S., Cummins, M., Davis, A., Freeman, A., Hall, Giesinger, C., and Ananthanarayanan, V. (2017). *NMC Horizon Report: 2017 Higher Education Edition*. Austin, Texas: The New Media Consortium.
* Blackmon, S. J. (2016). Through the MOOCing glass: Professors’ perspectives on the future of MOOCs in higher education. *New Directions for Institutional Research, 2015*(167), 87-101.

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# Slide Twenty-Five

**Evaluating Quality** (followed by an icon of three horizontal lines)

Bottom right corner displays the Twitter symbol and @ECResearchUnit | Oregon State University Ecampus Research Unit.

# Slide Twenty- Six

**Evaluating Quality: The Report Reader Checklist**

* A free resource created to serve as a guide for assessing quality and rigor of online teaching and learning study reports
* **Access the checklist:** [ecampus.oregonstate.edu/checklist](https://ecampus.oregonstate.edu/checklist)

Displayed on the right in the report reader checklist.

Bottom right corner displays the Twitter symbol and @ECResearchUnit | Oregon State University Ecampus Research Unit.

# Slide Twenty-Seven

**Evaluating Quality: The Report Reader Checklist categories**

* **Context** (on orange square displaying five vertical rectangles with one slightly higher than the rest)
* **Methodology** (on brown square displaying process map)
* **Sample** (on light blue square displaying a grid of nine squares with one square slightly removed from the rest)
* **Reporting Results** (on yellow square with the outline of a document)
* **Transparency** (on green square with two hands shaking)
* **Reader Experience** (on dark blue with hand/finger pointing at a document)

Bottom right corner displays the Twitter symbol and @ECResearchUnit | Oregon State University Ecampus Research Unit.

# Slide Twenty-Eight

**Evaluating Quality: One: Context**

1. The report describes the larger purpose or need for the study.
2. The report explains the history of the study and/or theoretical frameworks, if appropriate.
3. The report includes the research aims or goals addressed by the study.
4. The report offers suggestions for further research.

Displayed on the right are five vertical rectangles with one slightly higher than the rest, outlined in orange.

Bottom right corner displays the Twitter symbol and @ECResearchUnit | Oregon State University Ecampus Research Unit.

# Slide Twenty-Nine

**Evaluating Quality: Two: Methodology**

1. The report has a methodology section.
2. It is clear how data were collected.
3. It is clear how data were analyzed.
4. If statistical analyses were used, specific tests are named.
5. If coding was performed, the coding procedure is described.

Displayed on the right is a process map, outlined in brown.

Bottom right corner displays the Twitter symbol and @ECResearchUnit | Oregon State University Ecampus Research Unit.

# Slide Thirty

**Evaluating Quality: Three: Sample**

1. The study participants and/or data source (e.g., existing data from IPEDS) are described in detail, including how many are engaged in the study.
2. It is clear how the participants were recruited for the study.
3. The participant sample represents an appropriate level of diversity for the study aims.
4. If subgroups are included in analyses, they are appropriately defined and labeled.

Displayed on the right is a grid of nine squares with one square slightly removed from the rest, outlined in light blue.

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# Slide Thirty-One

**Evaluating Quality: Four: Reporting Results**

1. All numbers used in the report are easy to comprehend.
2. An “N” is offered whenever data is being described in text, graph, table or chart.
3. The report identifies missing data.
4. It is clear where study findings fit in with the study’s purpose, research question(s) and methodology.
5. The data visualizations (graphs, charts and tables) enhance your understanding of the results.

Displayed on the right is a document icon, outlined in yellow.

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# Slide Thirty-Two

**Evaluating Quality: Five: Transparency**

1. Raw quantitative data (i.e., tables of frequency counts) for the entire study are included somewhere in the report, or in an appendix, for you to reference.
2. The instrument and/or study protocol are provided in the report or as an appendix.
3. The authors are clear about any conflicts of interest or other motivations for their role in the study.
4. Any commentary or discussion is rooted in data results or study findings shared within the report.

Displayed on the right is an icon of two hands shaking, outlined in green.

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# Slide Thirty-Three

**Evaluating Quality: Six: Reader Experience**

1. The report uses language that is easy to understand.
2. The report meets ADA accessibility standards.
3. The report includes an executive summary and/or abstract for ease of digesting study findings.
4. The report is an appropriate length for the study scope and reporting of results.

Displayed on the right is an icon of a hand/finger pointing to a document, outlined in dark blue.

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# Slide Thirty-Four

**Evaluating Quality: Supplemental website**

Displayed on the right is a screen shot of the Report Reader Checklist website homepage.

Visit the website and download the checklist: [ecampus.oregonstate.edu/checklist](https://ecampus.oregonstate.edu/checklist)

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# Slide Thirty-Five

**Application** (followed by an icon of a raised hand)

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# Slide Thirty-Six

**Application: Deciding when and how to apply scholarly research results in your work**

* One thing at a time
* Constraints
* Read and then implement
* Experiment and play
* Discuss with others

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# Slide Thirty-Seven

**Application: The Collaborative Higher Education Research Group (CHEdR)**

* A group of researchers that meets quarterly to discuss topics related to online teaching and learning
* **Join by emailing:** kathryn.linder@oregonstate.edu

Displayed on the right is an image of three professionals sitting at a table talking.

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# Slide Thirty-Eight

**Questions?**

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# Slide Thirty-Nine

**Contact us**

* Ecampus.oregonstate.edu/research (preceded by icon of a computer)
* [ecresearchunit@oregonstate.edu](mailto:ecresearchunit@oregonstate.edu) (preceded by icon on an envelope)
* @ECResearchUnit | @RIA\_podcast (preceded by Twitter symbol)