READING & DIGESTING SCHOLARLY RESEARCH

Tips to save time while increasing understanding

ELI | February 26, 2019
Actionable research in online education

Online Learning Efficacy Research Database

“High Impact Practices in Online Education”

“Research in Action” podcast

National and local studies

ecampus.oregonstate.edu/research
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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
What are your **current challenges** with reading and digesting research?
Finding research
Journals, journal digests & publisher catalogs

olj.onlinelearningconsortium.org  thejeo.com  westga.edu/~distance/ojdlia/
Reports

qualitymatters.org/qa-resources
library.educause.edu
onlinelearningconsortium.org/read
New Directions series

Teaching & Learning
Adult & Continuing Education
Student Services

onlinelibrary.wiley.com/journal
Google Scholar & Google alerts

- **If you have published**, consider setting up a Google Scholar profile.

- **Google Alerts** offers an automated strategy for staying up to date with the research in your field.
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
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?

@IDEAeducation  @Ecampusnews
@UWMDETA  @ShellTerrell
@laurapasquini  @DavidMiller_UK
@ECResearchUnit  @BryanAlexander
# Conferences

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<tr>
<th>UPCEA</th>
<th>EDUCAUSE Learning Initiative</th>
<th>OLC Innovate</th>
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<td>upcea.edu</td>
<td>educause.edu/eli</td>
<td>onlinelearningconsortium.org/innovate</td>
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<td>wcet.wiche.edu</td>
<td>podnetwork.org</td>
<td>onlinelearningconsortium.org/accelerate</td>
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Podcasts

Teaching Online Podcast
@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
Reading efficiently
What are you looking for?

What is effective?  For whom?
How do we know?  What does it mean?
What is effective?

- Platforms
- Strategies
- Tools
- Techniques
What is effective?

Examples:


For whom?

- Level of learner
- Students with disabilities
- Faculty roles and experience
- Prior educational experience
- Degree of motivation and engagement
For whom?

Examples:


How do we know?

- Assessment
- Measures
- Data
- Analytics
How do we know?

Examples:


What does it mean?

- Evaluation
- Costs
- Forecasting
- Structures and infrastructures
- Sustainability
- Retention
- Iteration
- Innovation
What does it mean?

Examples:


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
Report Reader Checklist categories

- Context
- Methodology
- Sample
- Reporting Results
- Transparency
- Reader Experience
One: Context

a. The report describes the larger purpose or need for the study.

b. The report explains the history of the study and/or theoretical frameworks, if appropriate.

c. The report includes the research aims or goals addressed by the study.

d. The report offers suggestions for further research.
Two: Methodology

a. The report has a methodology section.
b. It is clear how data were collected.
c. It is clear how data were analyzed.
d. If statistical analyses were used, specific tests are named.
e. If coding was performed, the coding procedure is described.
Three: Sample

a. 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.

b. It is clear how the participants were recruited for the study.

c. The participant sample represents an appropriate level of diversity for the study aims.

d. If subgroups are included in analyses, they are appropriately defined and labeled.
Four: Reporting Results

a. All numbers used in the report are easy to comprehend.

b. An “N” is offered whenever data is being described in text, graph, table or chart.

c. The report identifies missing data.

d. It is clear where study findings fit in with the study’s purpose, research question(s) and methodology.

e. The data visualizations (graphs, charts and tables) enhance your understanding of the results.
Five: Transparency

a. 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.

b. The instrument and/or study protocol are provided in the report or as an appendix.

c. The authors are clear about any conflicts of interest or other motivations for their role in the study.

d. Any commentary or discussion is rooted in data results or study findings shared within the report.
Six: Reader Experience

a. The report uses language that is easy to understand.

b. The report meets ADA accessibility standards.

c. The report includes an executive summary and/or abstract for ease of digesting study findings.

d. The report is an appropriate length for the study scope and reporting of results.
Supplemental website

Visit the website and download the checklist: ecampus.oregonstate.edu/checklist
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
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
Questions?
Connect with us

ecampus.oregonstate.edu/research
ecresearchunit@oregonstate.edu
@ECResearchUnit | @RIA_podcast