

Considerations for Centering Diversity, Equity, and Inclusion in Research Syntheses

Session 3 | November 30, 2023

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ENGAGE EVERYONE



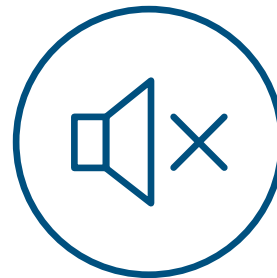
BE HEARD AND SEEN



ACKNOWLEDGE SPEAKER



MAXIMIZE MICROPHONES



MINIMIZE NOISE



MAXIMIZE VISUAL DISPLAYS

These guidelines are intended to improve the meeting experience for virtual participants as well as people with hearing loss, visual impairment, and those for whom English is an additional language.

Developed by the Access AIR and AIR CREW employee resource groups with support from the AIR Office of Diversity, Equity, and Inclusion.

Meet the Presenters



**Rebecca Steingut,
PhD, MEd**

*American Institutes
for Research
Researcher*



Isabelle Edwards

*American Institutes
for Research
Research Associate*

Working Assumptions



You are important to this process.



Everyone has wisdom; **we need your voice!**



Assume positive intent. **This is a space of mutual learning.** It is also a continual process.



These may be sensitive topics—patience and empathy are important.

Norms



Active listening and engagement.
Participate and share your ideas!



Questions or comments? Use the raise hand feature.



Cameras: Encouraged!



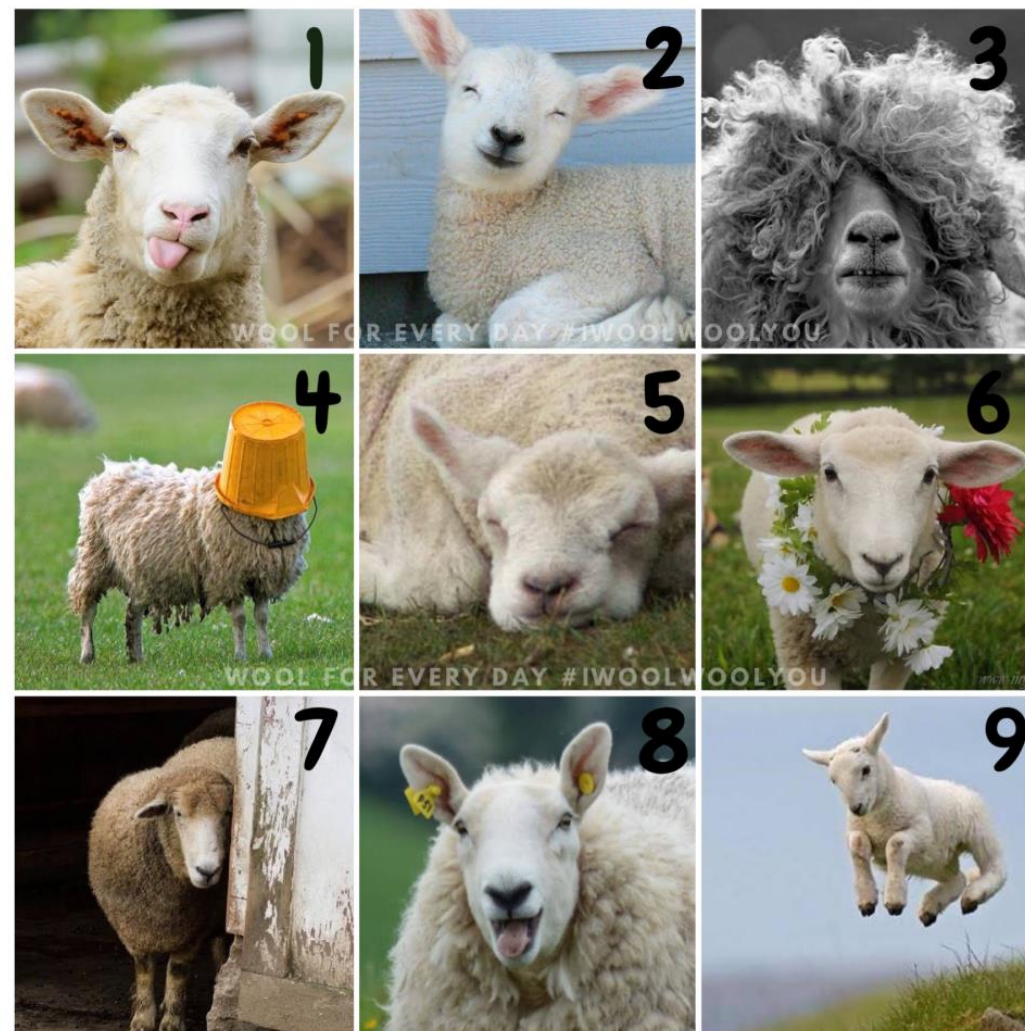
Audio: Mute and unmute. Be mindful of background noise.

Chat Activity!

Time: 3 minutes

Instructions: In the chat, please share which sheep you feel like today.

**On this sheep-scale,
how do you feel today?**



WOOL FOR EVERY DAY #IWOOLWOOLYOU

Community of Practice Overview

Rebecca Steingut

Goals of the Community of Practice

Community members will...

1. Gain awareness of diversity, equity, and inclusion (DEI) and cultural and linguistic competence (CLC).
2. Expand their knowledge of how to operationalize and center DEI in research syntheses.
- 3. Gain familiarity with the research synthesis process.**
- 4. Explore planning and proposing a research synthesis that centers DEI principles.**
- 5. Learn how to integrate DEI principles into ongoing research syntheses.**

Session 3 Agenda

1. Critique of the *Considerations*
2. Reflect With Synthesis Authors: Opportunities for Growth
3. Review Next Steps
 - a. Optional feedback opportunity
 - b. Staying connected
 - c. Provide feedback

Poll: Intersessional Activity

Help us tailor today's session to best suit you! **Please tell us your experience with the intersessional activity following Session 2.**

1. I completed the activity using my own proposal.
2. I completed the activity using the Williams et al. (2022) paper.
3. I completed the activity using the Neitzel et al. (in preparation) paper.
4. I did not have a chance to complete the intersessional activity.

Critique of the *Considerations*

Isabelle Edwards

Whole-Group Discussion!

Time: 15 minutes

Instructions: Open the *Considerations* document and think about the following questions.

1. Which individual Considerations feel easiest to implement? Why?
2. What tradeoffs do you anticipate when trying to implement the *Considerations*?



Reflect With Synthesis Authors: Opportunities for Growth

Rebecca Steingut

Steingut, Patall, and Trimble (2017)

- Did not clearly define a sample (studies in schools, workplaces, healthcare settings)
- No advisory board
- No specific group analysis
- Looked at proportion of women in the sample as a moderator
- No preregistration or protocol

Motivation Science
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The Effect of Rationale Provision on Motivation and Performance Outcomes: A Meta-Analysis

Rebecca R. Steingut, Erika A. Patall, and Scott S. Trimble
University of Texas at Austin

A meta-analysis of 23 experimental studies examined the effect of rationale provision on subjective task value, autonomous motivation, engagement, performance, perceived autonomy, perceived competence, perceived relatedness, and controlled motivation compared with a control condition. Results suggested that rationale provision enhanced subjective task value, engagement, performance, and perceived autonomy to a small to moderate extent ($d = .16$ to $d = .40$) under fixed- and random-effects models. Results also suggested that rationale provision diminished perceived competence under both fixed- and random-effects models ($d = -.19$), but did not impact autonomous motivation, controlled motivation, or perceived relatedness. Moderator analyses for subjective task value, autonomous value, motivation, engagement, and performance suggested that rationales were most effective (a) when they were prosocial or autonomous compared to controlling (for 3 outcomes), (b) for samples with a higher proportion of females (for 3 outcomes), and (c) for uninteresting tasks (for 3 outcomes). Implications for theory, future research, and practice are discussed.

Keywords: meta-analysis, motivation, rationale, self-determination theory, subjective task value



Chat With the Author!

Author: Martyna Citkowicz

Title: *Heterogeneity in Mathematics Intervention Effects: Evidence from a Meta-Analysis of 191 Randomized Experiments*

Questions:

- Can you speak to the successes of this work and how, if at all, DEI was intentionally centered?
- How was the synthesis team selected? What kinds of backgrounds and lived experiences did the team have? What backgrounds were missing?
- The limitations section mentions that most studies did not report how many English learner, special education, or economically disadvantaged students were in their samples. What resources are needed to combat this in future work (e.g., more time for author queries, or simply more detailed primary studies)?

Chat With the Author!

Author: Amanda Neitzel

Title: *A Quantitative Synthesis of Research on Elementary Science Programs*

Questions:

- What is the most important contribution of this study?
- In retrospect, what is the single thing you would change to improve how the study centers DEI?
- Can you share more about best evidence synthesis (see p. 5)?





Review Individual Proposals

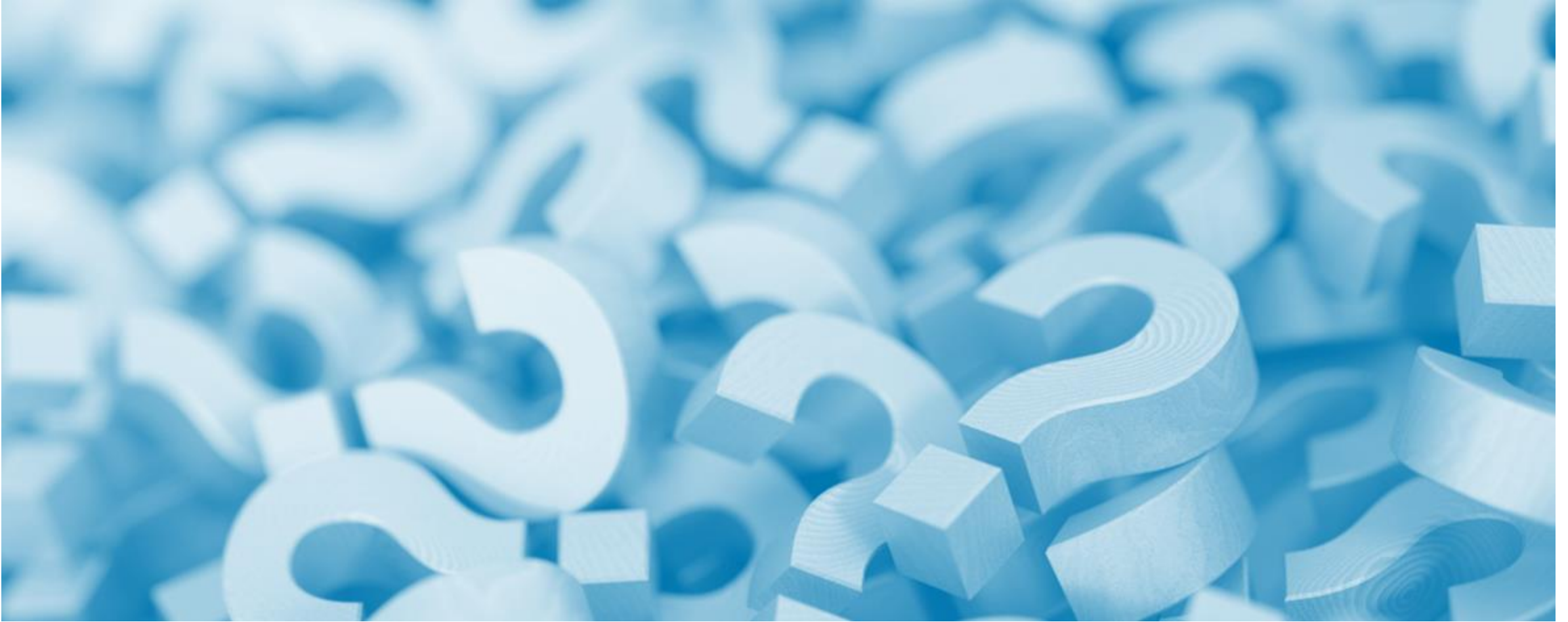
- Which Considerations did you choose to focus on? How does your proposal operationalize DEI values?
- What challenges do you anticipate facing when working to operationalize DEI values in this specific project?
- What tradeoffs will you have to consider when centering DEI in this specific project?



Group Discussion

Based on what you have learned, what is one thing that you commit to doing when developing a research synthesis proposal or project plan?

Questions?



Review Next Steps

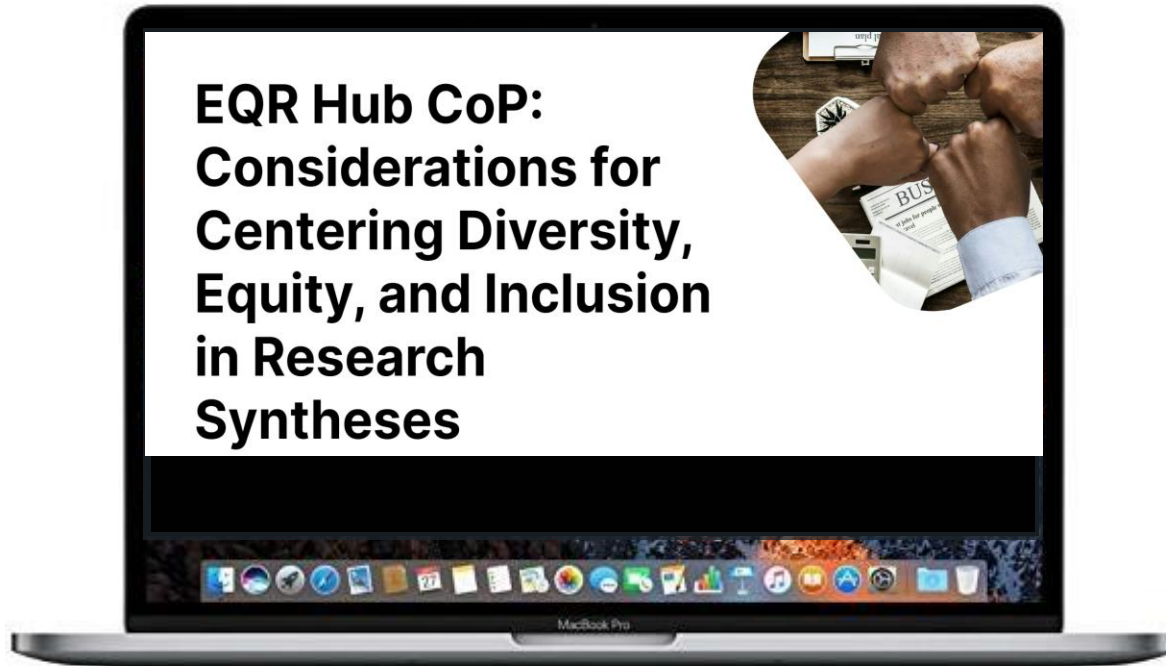
Rebecca Steingut

Optional Feedback Opportunity

Submit your own 1- to 2-page proposal summary to the presenters by **December 8** to receive individualized feedback on your proposal. Sections may include project overview, key staff, and timeline.

Direct your summary to Rebecca (rsteingut@air.org) and Isabelle (iedwards@air.org).

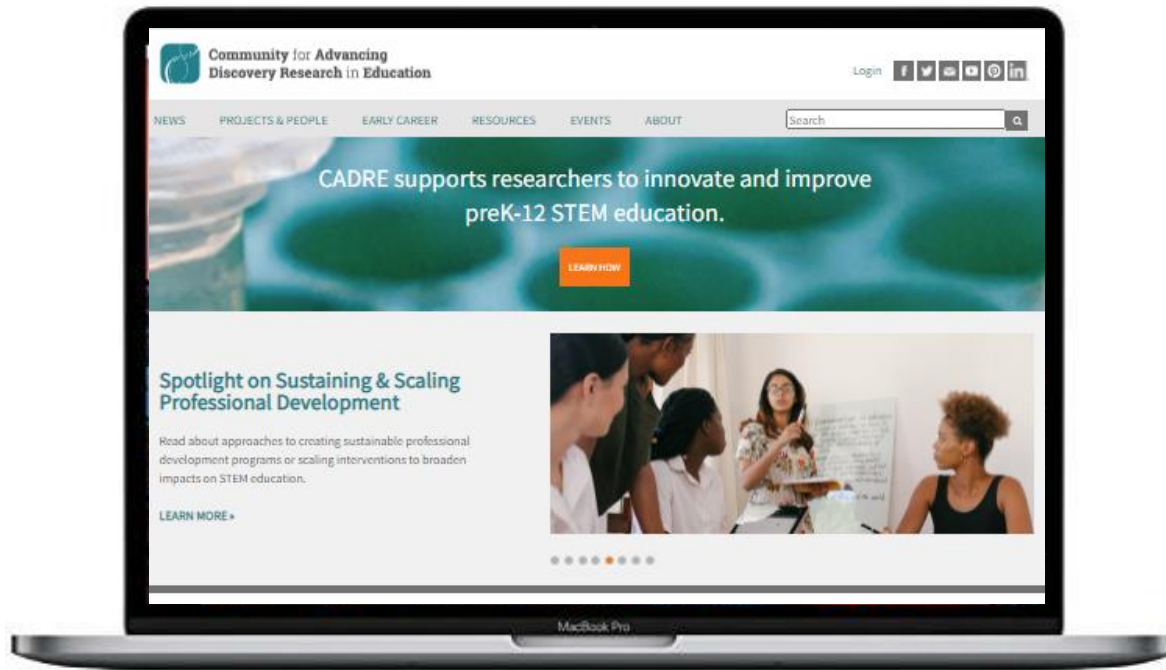
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Considerations for Centering DEI in Research Syntheses

[Community of Practice Learning Space](#)

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