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Embedding Equitable Research Practices into the Rigorous Study of a Cognitive Learning Intervention

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Abstract

Resources and examples of building equity into the design of rigorous education studies of cognitive interventions is lacking. Here we describe an early-stage attempt to build equity into a large-scale randomized trial of a cognitive intervention - i.e., interleaved practice - for middle-school mathematics learning. Our approach is informed by WestEd's Anti-Racist Evaluation Strategies (WestEd, 2021) which is informed by literature on equitable research and evaluation. It incorporates three overarching themes: self reflection and learning, equitable partnerships, and understanding context. Our approach incorporates the themes into two major strands of equitable research practices: (1) engaging the study team in learning and self-reflection around issues of diversity, equity, and inclusion and (2) Engaging relevant parties in the research processes. Though in the early stages of the project, we will report both successes and challenges of these efforts and aim to foster discussion about how to best incorporate equity-based approaches in cognitive science research.