

# Meet the Second Cohort of the AERA-Deeper Learning Fellows



**Dr. Wendy Chan, Assistant Professor, University of Pennsylvania**

Policymakers and practitioners are often interested in understanding the extent to which the results of a study generalize to an inference population. However, one limitation to generalization studies is that the sample size is typically much smaller than the population. In this study, I explore the application of small-area estimation methods to improve the generalizability of the results from the Study of Deeper Learning.

I examine both the role of sample size and assumptions on the effectiveness of small-area methods for generalizability.



**Dr. Lanette Jimerson, Assistant Professor, University of Houston**

Utilizing technology to enhance learning is a significant aspect of the 21st century—even more so in the current context of nationwide distance learning. The study “Deeper learning and technology integration: Implications for writing assignments and quality student work” examined the role of technology in teacher assignments that received a high rubric score for providing opportunities for deeper learning. Initial findings

evidence higher-scored assignments required students to utilize technology to (a) craft writing for an expanded audience, (b) reflect on their own learning/perspective and communicate their reflection to others, and/or (c) collaborate with a peer.



**Dr. Ting Shen, Assistant Professor in Psychological Science, Missouri S&T**

My study adopts a multilevel propensity score method using different sets of covariates representing the characteristics of students, teachers, and schools, which reduces systematic differences between network schools and comparison schools on these covariates. The research objective is not only to examine the overall deeper learning (DL) effects across individual students and school sites but also to investigate

the heterogeneity of the program effectiveness. Findings from this study may have implications on how, where, and for whom DL works, and what conditions may increase DL effectiveness.



**Dr. Abigail Todhunter-Reid, Consultant, Reid Education Research**

Using data from the Study of Deeper Learning, I examined how deeper learning instructional practices reinforce the postsecondary pathways of low-income students and students with disabilities. I used the coarsened exact matching approach to closely match students in network schools with students in non-network schools and examined differences in college enrollment outcomes. I then used path analysis to examine the extent

to which instructional rigor, social support, and exposure to college experiences mediate the primary association.

Through funding from the Hewlett Foundation, the American Educational Research Association Fellowship Program on the Study of Deeper Learning (AERA-SDL) supports postdoctoral and early career scholars in education research and thereby fosters excellence and rigor in the next generation of faculty members, research scientists, and scholars examining education topics and issues. Fellows collaborate with research scientists at the American Institutes for Research (AIR) to develop studies and analyze the Deeper Learning data.

For further information about the AERA-SDL, see <https://www.aera.net/Professional-Opportunities-Funding/AERA-Funding-Opportunities/AERA-Fellowship-Program-on-the-Study-of-Deeper-Learning> or contact [fellowships@aera.net](mailto:fellowships@aera.net).