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Daniel Olson

School of Languages and Cultures



Dr. Olson's website

Olson, D. J., Doyle, P., & Jiang, Y. (2026). Control group design in second language acquisition: A systematic review of L2 pronunciation research. *Research Methods in Applied Linguistics, 5*(3), Article 100338. https://doi.org/10.1016/j.rmal.2026.100338



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Control group design in second language acquisition: A systematic review of L2 pronunciation research

Daniel J. Olson [a], Paige Doyle [b], Yiying Jiang [b] Show more

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Abstract

In experimental design, control groups serve as a primary mechanism for mitigating threats to experimental validity and represent a key component of methodological quality in second language acquisition research. Yet, little prior research in the field has systematically examined control group design practices. Taking an empirical approach to methodology, the current study presents a large-scale systematic review of control group design in second language pronunciation research. Given the robust growth in recent years, second language pronunciation is well-positioned for a critical review of methodological practices. Following systematic identification and screening procedures, a total of 195 studies were identified that met the inclusionary criteria: assessed learner performance, included a pedagogical intervention, and examined a pronunciation feature. Control group types were initially identified using a grounded, cyclical coding approach. Subsequently, all studies were coded for control group type. Analyses focus on the relative frequency of different control group types, randomization procedures, and whether the control group designs account for language exposure. The results identify nine unique control group types, highlighting variability in methodological approaches. Less than half of the studies examined employed explicitly randomized designs or controlled for between-group differences in language exposure. Addressing these existing issues, recommendations are offered for research in second language acquisition regarding how control groups are conceptualized, reported, and utilized in the interpretation of results.

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Abstract

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References (56)

Keywords

Systematic review; Control groups; Experimental design; Methods; Pronunciation

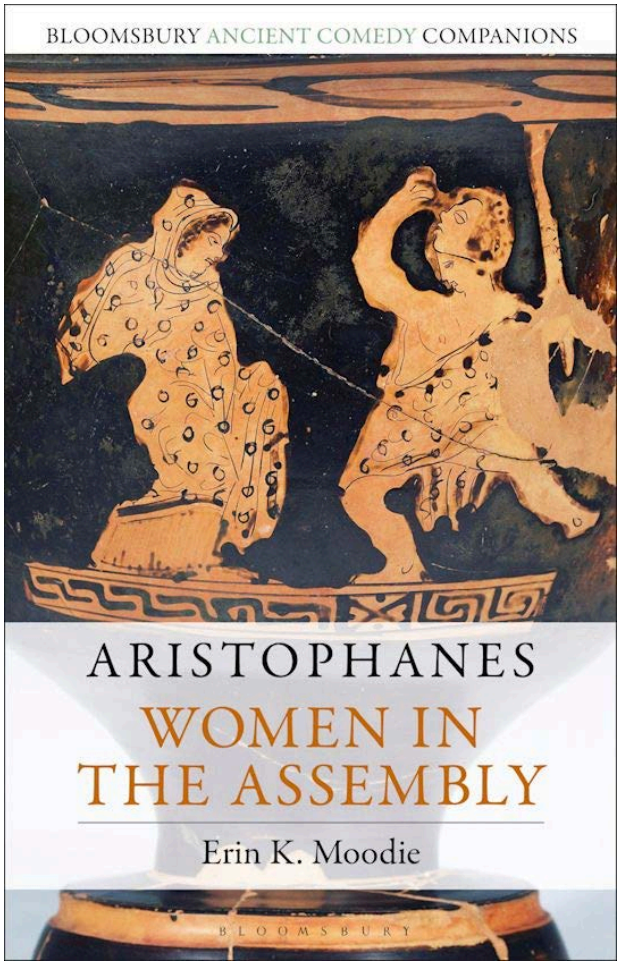
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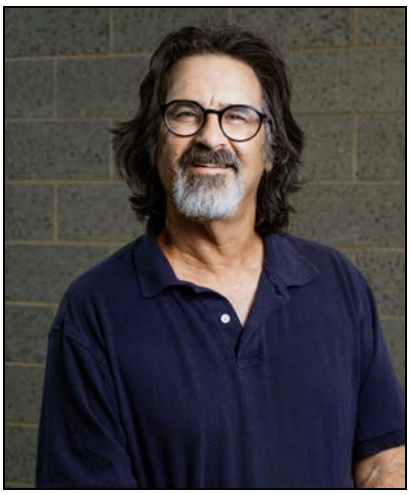
Dr. Moodie's website

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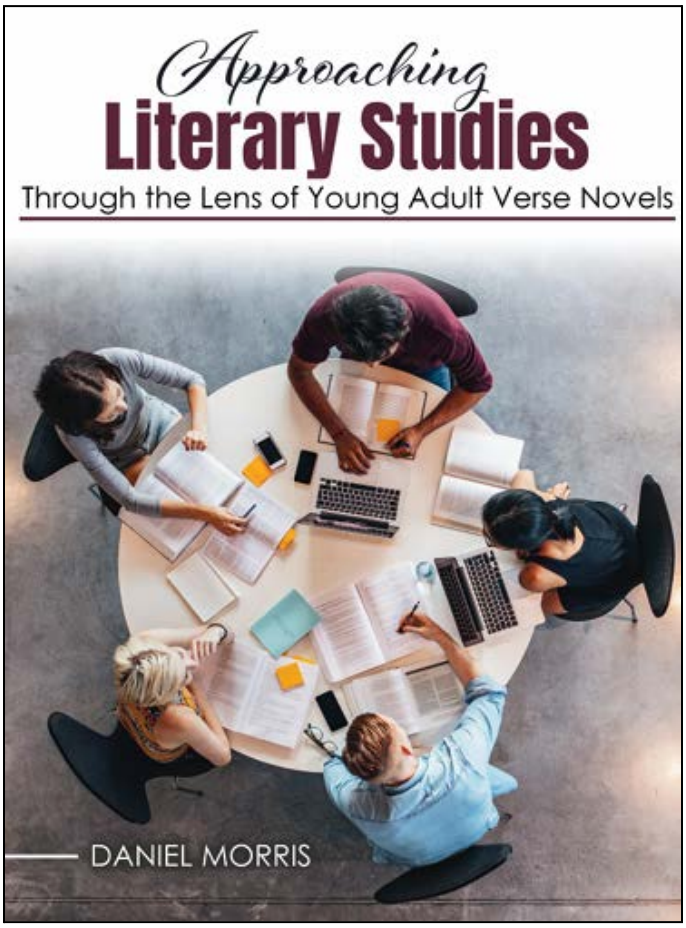
Daniel Morris

English



Dr. Morris's website

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Dr. Van Horn's website

Van Horn, A., & Stewart, A. J. (2026). The shape of shared attention: Investigating the influence of environmental variation on the compositional structure of traditional decorative artworks. *Evolutionary Behavioral Sciences.* Advance online publication. https://doi.org/10.1037/ebs0000403

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The shape of shared attention: Investigating the influence of environmental variation on the compositional structure of traditional decorative artworks.

Van Horn, A., & Stewart, A. J. (2026). The shape of shared attention: Investigating the influence of environmental variation on the compositional structure of traditional decorative artworks. *Evolutionary Behavioral Sciences.* Advance online publication.
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Styles of traditional decorative art vary substantially across cultures. Recent scholarship has focused on decorative artworks as vehicles of social information and on stylistic variation as a consequence of social factors. However, if the capacity to create and consume art evolved as a mechanism to shape shared attention, it is possible that environmental factors may indeed play a role in the variation of decorative style. We tested this hypothesis by characterizing the compositional structure of 205 decorative fabric and textile works from 18 cultures worldwide using the complexity–entropy plane. Permutation entropy and statistical complexity have previously been used to characterize the compositional structure of paintings of the Western canon, but these measures have not been applied to traditional artworks. We observe that statistical complexity and entropy are useful measures for characterizing traditional designs as evaluated both visually and through a convolutional neural network (VGG16) feature extraction analysis. Decorative styles at similar positions on the plane exhibit similar compositional characteristics, including pattern geometry and texture, as well as organizational structure and sophisticated features such as implied lines. We observe significant associations between the compositional structure measures and two environmental variables: Koppen climate classification and a composite variable representing subsistence mode. Interestingly, we also observed a significant difference between works from Afro-Eurasia/Oceania and the Americas. These exploratory results suggest a potential relationship between environmental context and decorative art style and provide a methodological foundation for further integration of computational art analysis with evolutionary theory. (PsycInfo Database Record (c) 2026 APA, all rights reserved)

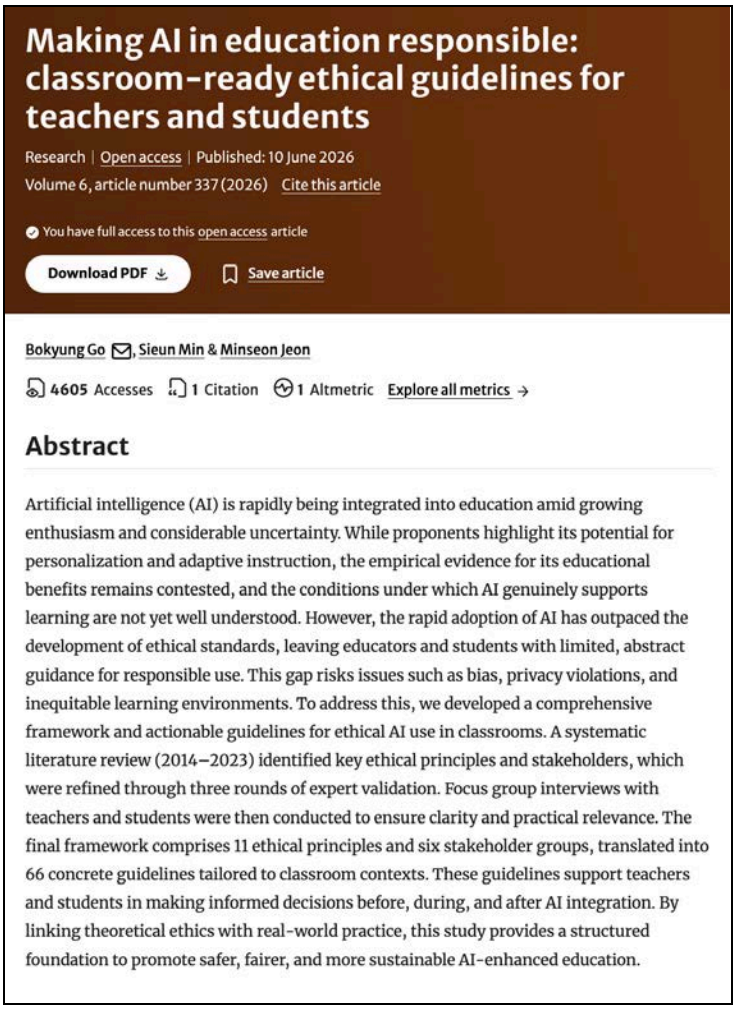
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Go, B., Min, S., & Jeon, M. (2026). Making AI in education responsible: Classroom-ready ethical guidelines for teachers and students. *AI and Ethics, 6*(3), Article 337. https://doi.org/10.1007/s43681-026-01176-2



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Abstract

Artificial intelligence (AI) is rapidly being integrated into education amid growing enthusiasm and considerable uncertainty. While proponents highlight its potential for personalization and adaptive instruction, the empirical evidence for its educational benefits remains contested, and the conditions under which AI genuinely supports learning are not yet well understood. However, the rapid adoption of AI has outpaced the development of ethical standards, leaving educators and students with limited, abstract guidance for responsible use. This gap risks issues such as bias, privacy violations, and inequitable learning environments. To address this, we developed a comprehensive framework and actionable guidelines for ethical AI use in classrooms. A systematic literature review (2014–2023) identified key ethical principles and stakeholders, which were refined through three rounds of expert validation. Focus group interviews with teachers and students were then conducted to ensure clarity and practical relevance. The final framework comprises 11 ethical principles and six stakeholder groups, translated into 66 concrete guidelines tailored to classroom contexts. These guidelines support teachers and students in making informed decisions before, during, and after AI integration. By linking theoretical ethics with real-world practice, this study provides a structured foundation to promote safer, fairer, and more sustainable AI-enhanced education.