

Advancing Equity Through Collaborative Learning Events Strengthening Practice-Based Teacher Education

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Abstract

Preparing teachers to enact equity-centered instruction remains a persistent challenge in teacher education, particularly when coursework and clinical experiences are disconnected from the sociocultural realities of local schools. This article introduces the Collaborative Learning Event (CLE) model, an embedded, practice-based approach situated within a teacher residency partnership in a culturally and linguistically diverse urban district. Grounded in the cycle of enactment and investigation and informed by research on approximations of practice and context-specific teacher education, CLEs engage teacher candidates, mentor teachers, university faculty, and school leaders in structured learning cycles that include observation, rehearsal, enactment, and reflective analysis. Through an illustrative case focused on pressing for evidence and reasoning, the article demonstrates how candidates develop equity-oriented instructional practices, including strategic translanguaging and inclusive discourse facilitation. By situating teacher learning within authentic school contexts and emphasizing co-design with school partners, the CLE model offers a promising framework for strengthening clinically rich, equity-centered teacher preparation.

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Introduction

Preparing teachers to enact equity-based practices in classrooms remains a persistent challenge in teacher education. Despite growing commitments to justice-oriented teaching, many preparation programs still struggle to bridge the gap between coursework and classroom practice (Feiman-Nemser, 2001; Grossman et al., 2009; Zeichner, 2010). Even when candidates enter the profession with a strong foundation in equity-based pedagogies, they often abandon these practices due to fear of pushback, a lack of institutional support, and pressure to conform to traditional school norms (Ligocki, 2024). Zeichner (2023) argues that practice-based teacher education programs must go beyond surface-level techniques and instead foster teachers' adaptive expertise, enabling them to make informed instructional decisions in real classroom contexts. Further, he states that "the preparation of culturally sustaining teachers requires community-engaged teacher educators who are able to learn from the families and community members in the settings in which they are preparing teachers to teach" (Zeichner, 2023, p. 179).

Similarly, Matsko, Hammerness, and Lee (2022) emphasize that while many programs offer candidates opportunities to learn about equity and context, few provide embedded opportunities to *practice in place*, or to learn to teach while immersed in the specific dynamics and relationships of local school communities. Further, they call for context-specific teacher education that prepares candidates within the sociocultural, political, and community realities of the schools they will serve. This includes engaging with local policy, community knowledge, school-based practices, and critically examining one's own positionality. Community-centered, practice-based approaches to teacher education have gained traction in recent years, emphasizing the importance of integrated clinical practice, with some programs embedding structured learning experiences within school contexts [American Association of Colleges for Teacher Education (AACTE), 2018]. Yet, there remains a pressing need for innovative models that go beyond traditional placements to support teacher learning that is deeply contextualized, equity-focused, and grounded in meaningful practice.

The Collaborative Learning Event (CLE) model introduced in this article offers an innovative approach to clinical preparation that centers equity, inquiry, and practice, embedded in and responsive to the specific contexts of local school communities. Grounded in the idea of a community of practice (Lave & Wenger, 1991) and sustained through strong school-

university partnerships, CLEs bring together teacher candidates, mentor teachers, university faculty, school administrators, and community members to engage in culturally responsive, justice-oriented instruction through collective learning. Situated within a teacher residency program in a culturally and linguistically diverse urban region, CLEs are intentionally embedded in the daily work of schools, allowing candidates to develop and refine their practice in authentic classroom contexts with the support of collaborative relationships and responsive coaching. With a particular emphasis on STEM and biliteracy instruction, areas of pressing relevance in our partner schools, CLEs are designed to help teacher candidates draw on students' cultural and linguistic knowledge as assets for engaging meaningfully with discipline-specific content. Grounded in the belief that teacher learning is most powerful when it occurs within the communities they will serve, CLEs prepare candidates to enact research-based practices that are contextually responsive, equity-centered, and rooted in the cultural, linguistic, and relational work of teaching.

Practice in Place: The CLE Cycle in Action

We designed our CLEs around the cycle of enactment and investigation (Lampert et al., 2011; McDonald et al., 2013) to support teacher candidates in learning to apply core teaching practices in ways that are responsive to the communities they serve. Within CLEs, this cycle is situated in a school setting, allowing teacher candidates to learn in and from practice alongside experienced educators and to immediately apply their learning within real classrooms.

This design builds upon the concept of approximations of practice (Grossman et al., 2009), which suggests that teacher candidates benefit from scaffolded opportunities to try out instructional strategies before full implementation. By engaging in rehearsals that are embedded in authentic contexts, candidates begin to develop confidence and fluency in core practices while staying grounded in the realities of local school settings. CLEs provide intentional and responsive support through coaching, feedback, and facilitated debriefs (Kazemi et al., 2009). Within each CLE cycle, instructional activities serve as “containers” that allow candidates to approximate teaching by engaging with multiple dimensions of practice—such as eliciting student thinking, using academic language, and employing productive discourse moves (Kazemi et al., 2009; Lampert et al., 2011).

Because CLEs take place within school settings, teacher candidates enact these instructional activities in real classrooms with P–12 students. This bridges the gap between rehearsals and the complex, relational work of teaching. In doing so, candidates are not only refining specific

techniques but also learning to navigate the sociocultural and institutional contexts that shape instructional decision-making. This echoes what Matsko, Hammerness, and Lee (2022) describe as essential for context-specific, equity-focused teacher education.

This embedded, iterative approach ensures that candidates develop a deep, practice-based understanding of core teaching practices that are frequently used, accessible to novices, and essential for supporting student learning (Core Practices Consortium, 2013; Grossman & McDonald, 2008). Prior research has demonstrated the effectiveness of engaging teacher candidates in cycles of rehearsal and enactment, particularly in mathematics instruction (Virmani, 2019). By situating these learning opportunities within school contexts and engaging multiple stakeholders in the process, CLEs extend prior models of practice-based teacher education by offering teacher candidates the chance to develop justice-oriented instructional expertise in the very settings where they will teach.

Embedding CLEs Through Co-Design and School Partnerships

Co-design is central to the CLE model, not just as a structural feature, but as a commitment to shared ownership and local relevance. University faculty, mentor teachers, school administrators, and district leaders collaborate to shape the focus and structure of each CLE, ensuring that the work is grounded in the daily realities, priorities, and assets of school communities. This collaborative design process moves teacher preparation beyond generic fieldwork by aligning coursework with the specific cultural, relational, and instructional contexts in which teacher candidates will teach.

The co-design approach has been especially important in advancing our emphasis on biliteracy instruction and culturally sustaining pedagogy. Through close collaboration with school-based partners, faculty co-develop CLEs that weave together language development frameworks, family engagement practices, and pedagogies that honor students' full linguistic and cultural repertoires. In the linguistically diverse classrooms where our work takes place, biliteracy-focused instruction plays a vital role in affirming students' identities and supporting meaningful participation in academic learning (Arreguín-Anderson & Garza, 2014).

School administrators play a vital role in embedding CLEs into the life of the school. Their leadership positions CLEs as integral to professional learning and school improvement, rather than isolated clinical placements. When administrators participate in co-design and implementation, CLEs are more likely to be aligned with site-based goals and sustained over time. This integrated approach strengthens the professional learning culture of schools. Teacher candidates engage in meaningful, supported practice;

mentor teachers deepen their instructional expertise through shared inquiry; and faculty stay grounded in the dynamics of everyday teaching. In this way, CLEs not only prepare equity-focused educators but also contribute to the transformation of schools as communities of learning and justice.

Inside the CLE Cycle: Structure and Purpose

While the specific structure of a CLE varied depending on the focal teaching practice, school site, and participating educators, each CLE consistently followed a learning cycle that included collective discussion, guided observation, rehearsal, enactment, and reflective analysis. These half-day immersions, held twice per semester, created space for collaborative learning across roles and emphasized the integration of equity and practice within authentic school contexts.

Each CLE began with a collective discussion to establish a shared understanding of the day's focal core teaching practice. These opening conversations offered space for participants to raise questions, share insights, and surface tensions related to equity, content, and student experience. For example, in one CLE (focused on creating discussion spaces that support a strong sense of classroom community), a mentor teacher described the challenge of cultivating a learning environment where all students feel invited to participate and are seen as competent contributors. Later in the conversation, a teacher candidate reflected, "I'm thinking about whose voices I usually hear in class and whose I don't, and how that connects to the way I frame questions." Viewed alongside one another, these contributions illustrated the kinds of questions and challenges participants bring into the CLE space and helped set a purpose for the collaborative learning ahead.

Following the opening discussion, participants observed a mentor teacher or experienced educator enact the focal practice in a live classroom, attending closely to teacher–student interactions, instructional decisions, and student engagement. A facilitated debrief followed, during which the observed teacher reflected on their pedagogical choices and participants analyzed the lesson through an equity lens. With insights from the observation and debrief, teacher candidates transitioned into collaborative planning, supported by mentor teachers, to prepare for their own enactment of the instructional activity. This was followed by rehearsals or peer-run-throughs, where candidates practiced instructional moves and received coaching from faculty and mentors. The cycle culminated in classroom enactment, often with small groups of students, and a final group debrief focused on reflection, analysis, and actionable next steps.

Together, these structured phases offered candidates multiple,

scaffolded opportunities to approximate practice in ways that were responsive to students, content, and context. The CLE cycle supported the development of justice-oriented teaching by linking theory, practice, and equity within the everyday realities of P–12 classrooms. In the following section, we offer a detailed illustration of a CLE focused on the core teaching practice of pressing for evidence and reasoning. This case highlights how the CLE structure helped teacher candidates deepen both their pedagogical skill and their equity commitments in linguistically diverse classrooms.

Expanding the Vision of Practice-Based Learning

The development of CLEs was driven by the recognition that multiple stakeholders in teacher preparation benefit from engaging in shared inquiry around core teaching practices. CLEs build upon a growing body of collective learning models, such as Math Labs (Kazemi et al., 2018), which embed professional learning into the school day and create structured opportunities for educators to collaboratively plan, observe, and reflect on instruction in real-time with students present. Like Math Labs, CLEs prioritize equity-centered, collaborative learning cycles situated in authentic school environments.

What distinguishes CLEs, however, is their specific focus on teacher preparation. Unlike many professional development models aimed solely at in-service teachers, CLEs integrate mentor teachers and university faculty as co-learners alongside teacher candidates. This deliberate positioning fosters a shared professional community across roles, disrupting traditional hierarchies in clinical preparation and modeling the collaborative relationships necessary for equitable school systems. By embedding structured learning cycles within school settings, CLEs ensure that teacher learning is intimately connected to the complexity and cultural richness of real classrooms, not confined to the boundaries of university coursework.

CLEs also align with clinically rich teacher preparation models that emphasize structured guidance and iterative practice. Mediated Field Experiences (Campbell, 2012; Horn & Campbell, 2015) bridge the gap between coursework and fieldwork through real-time coaching, guided observations, and structured opportunities to teach and reflect in collaboration with mentors and faculty. Similarly, approximations of practice and rehearsals (Grossman et al., 2009; Lampert et al., 2011) provide scaffolded opportunities for candidates to practice instructional strategies before full implementation. While university-based rehearsals offer valuable low-stakes simulations, CLEs extend this model by relocating rehearsals into school-based contexts, where candidates immediately apply and refine

their practice in interaction with actual students, bringing together theory, community context, and relational work in meaningful ways.

By drawing upon and expanding these models, CLEs support the broader shift in teacher education toward making teaching public and fostering sustained professional communities engaged in collective inquiry. The iterative cycle of planning, observation, rehearsal, enactment, and reflection positions teacher candidates within dynamic, justice-focused learning environments. In doing so, CLEs serve as a bridge between theory and practice, cultivating educators who are prepared to teach ambitiously and equitably in partnership with the communities they serve.

CLE in Practice: Centering Equity Through Evidence and Reasoning

To illustrate how Collaborative Learning Events support teacher learning, we describe a CLE focused on the core teaching practice of pressing for evidence and reasoning, a pedagogical approach that helps students articulate, justify, and refine their ideas through evidence-based argumentation across disciplines. When implemented with intentional attention to equity, this practice promotes academic rigor and it can also serve as a tool for disrupting classroom hierarchies and expanding whose voices are valued in disciplinary discourse. As Gutiérrez (2013) argues, practices that center student reasoning and make space for multiple ways of knowing can rehumanize classroom spaces by affirming students' intellectual contributions and cultural identities.

Framing and Equity-Oriented Discourse

The event began with a framing session where teacher candidates explored strategies for fostering sustained opportunities for students to engage in disciplinary discourse and make their reasoning visible through multiple linguistic and representational modes. The group engaged with classroom artifacts and video exemplars, while also reflecting on the equity implications of academic discourse, particularly how cultural and linguistic diversity shape students' access to rigorous inquiry. These conversations emphasized that facilitating discourse is not just about eliciting correct answers, but about creating space for students to be seen as thinkers, sense-makers, and knowledge-builders. This reflects a broader commitment to rethinking classroom norms, specifically centering students' ideas, valuing diverse ways of knowing, and creating learning spaces that affirm and include all voices.

Live Observation: Seeing the Practice in Action

A critical component of the CLE was the opportunity for teacher candidates to observe mentor teachers enacting the core practice in live classroom settings. Using an observation protocol, candidates documented teacher–student interactions, focusing on how teachers established norms for discussion, modeled evidence-based reasoning, and encouraged students to justify their claims with textual or conceptual evidence.

Particular attention was given to strategic translanguaging, where mentor teachers supported emergent bilingual students in expressing and defending their ideas using multiple linguistic resources. In one classroom, a mentor teacher encouraged a student to explain their reasoning in Spanish, positioning their home language as a valued part of classroom learning and offering space to share their thinking in Spanish, English, or both. Rather than treating translanguaging as a temporary scaffold, the teacher's stance reflected a belief in students' full linguistic repertoires as essential tools for engaging in complex academic conversations, something teacher candidates were encouraged to observe and reflect on throughout the CLE.

Equity Reflections and Small-Group Approximation

In the debrief that followed, teacher candidates reflected on how embracing students' linguistic resources (rather than restricting them to monolingual norms) fostered deeper engagement. The conversation raised critical questions about whose voices are valued in academic discourse and how instructional moves can either expand or constrain meaningful participation. These reflections prompted candidates to consider how everyday choices, such as the language students are invited to use or how their ideas are taken up, carry powerful equity implications, shaping who gets to be heard, seen, and recognized as a knower in the classroom.

Following observations, candidates engaged in approximations of practice, facilitating small-group discussions designed to press students for evidence and reasoning. These approximations served as a bridge between observation and enactment, allowing candidates to experiment with instructional strategies in a supported, collaborative environment. Many initially struggled with balancing their role as facilitators, often defaulting to direct instruction rather than prompting students to construct their own reasoning.

In one small-group discussion, a candidate asked, "Can someone explain why that answer makes sense?" and, when initially met with silence, instinctively provided an explanation. During the debrief, peers helped reframe the moment, suggesting alternate prompts like, "What evidence from the text supports your thinking?" or "Does anyone want to build on what was just said?" This iterative feedback helped refine

candidates' questioning techniques and reinforced the shift from teacher-centered to student-driven inquiry—an essential move in promoting equitable participation and affirming the value of students' ideas.

Rehearsal and Planning for Full-Class Enactment

In the next phase of the CLE, candidates participated in rehearsal activities to further refine their practice before full-classroom enactment. Working in small groups, they collaboratively planned lessons, identified key moments to press for evidence, and offered targeted feedback. Discussions centered on equitable participation, with candidates considering how to ensure all students, including emergent bilingual learners and those typically less vocal, had meaningful opportunities to contribute. As part of this process, candidates refined their talk moves, incorporating wait time to support deeper processing and validating multiple forms of reasoning, recognizing that argumentation may look different across cultural and linguistic contexts.

Enactment and Reflective Debriefing

Finally, candidates transitioned into full-classroom enactment, applying their refined strategies in a live teaching setting. This phase deepened their understanding of the practice in action, highlighting both the challenges and possibilities of facilitating discourse with real students. In post-enactment debriefs, candidates analyzed their instructional choices, identified moments when questioning led to deeper engagement, and surfaced instances where participation was unintentionally limited. Reflection questions included: *What teacher and student moves supported evidence-based reasoning? Where did challenges arise? How did students respond to instructional supports designed to deepen their reasoning?*

One candidate noted how they initially called only on students who readily volunteered but, upon reflection, realized this pattern reinforced existing classroom hierarchies—often sidelining students whose contributions were equally valuable but less visible. In response, they made a deliberate effort to elevate the voices of students who had not yet spoken, affirming their insights as essential to the collective learning process. The candidate also reflected on their use of questioning, noting that while they had asked for evidence, they had not always provided students with the space or support to fully articulate their thinking. They began to experiment with prompts such as, “What makes you say that?” and “Can you say more about your reasoning?”, moves intended to press for evidence while signaling to students that their ideas were valued. This shift reflects the kind of rehumanizing stance Gutiérrez (2013)

advocates, where pressing for evidence is not simply about academic rigor, but about positioning all students, especially those whose voices are too often marginalized, as capable sense-makers and contributors to collective knowledge. Another candidate reflected on the impact of translanguaging strategies, recognizing how leveraging students' full linguistic resources allowed them to engage more deeply with complex ideas and articulate their reasoning in more nuanced ways. This reflection marked a shift in the candidate's understanding of language, not as a barrier to overcome, but as a vital resource for supporting equitable participation and rigorous thinking.

These discussions reinforced the intersection of equitable participation and disciplinary discourse, pushing candidates to critically examine how their instructional choices shape students' access to rigorous academic conversations and whose voices are positioned as central to knowledge-building. A key takeaway from this CLE was the recognition that pressing for evidence and reasoning requires intentional scaffolding, inclusive participation structures, and a stance that values student voice. The event also underscored the power of translanguaging as a resource for deepening understanding and affirming students' cultural and linguistic identities.

As Zeichner (2023) argues, effective practice-based teacher education must integrate theoretical understanding with structured, supported practice in authentic settings. The CLE model exemplifies this approach by providing candidates with multiple entry points to observe, approximate, rehearse, enact, and reflect on core teaching practices within a supportive, collaborative environment. Perhaps most importantly, this CLE created a space where teacher candidates could begin to see themselves as facilitators of justice-oriented discourse, responsible for designing classrooms that affirm, amplify, and build on the intellectual contributions of all students.

Lessons Learned and Transformational Impact

Collaborative Learning Events have proven particularly effective within our residency-based teacher preparation model, where sustained, school-based engagement enables teacher candidates to develop instructional expertise in real time with the support of a collaborative educator community. Unlike conventional models that separate theory from practice, CLEs embed teacher learning within authentic classrooms, grounded in the cultural, linguistic, and relational contexts of local school communities. The iterative cycle of analysis, rehearsal, and enactment allows candidates to apply instructional strategies in ways that are immediately responsive to students, bridging the gap between conceptual knowledge and the lived realities of teaching.

Because CLEs are integrated within long-term university-school

partnerships, they support the co-design of learning experiences that respond to local priorities, such as biliteracy, equity of participation, and culturally sustaining pedagogy. These partnerships not only strengthen the teacher pipeline but also contribute to more inclusive, collaborative, and reflective school cultures. Mentor teachers, administrators, and faculty all benefit from this shared model of inquiry and practice, reinforcing CLEs' potential to impact both teacher preparation and ongoing professional learning.

The insights gained from this work contribute to a broader shift toward sustainable, equity-centered, and practice-based teacher education. As calls for embedded clinical preparation continue to shape the field, CLEs demonstrate how teacher education can move beyond traditional coursework to cultivate reflective, justice-oriented educators who are prepared to teach in and for the communities they serve. The CLE model affirms the power of learning in context, not only to strengthen individual practice, but to build the collective capacity of schools as spaces for equity, inquiry, and transformation.

As the field of teacher education continues to grapple with how to prepare educators for the demands of justice-oriented, context-specific practice, CLEs offer a promising model for bridging theory and practice within authentic school communities. The CLE design not only supports teacher candidates in developing equitable instructional approaches, but also reimagines how schools and universities can work together in sustained partnership. As programs seek more coherent, practice-based, and equity-centered approaches, CLEs demonstrate the potential of collaborative learning to shift both individual and institutional practice. Future research and implementation can further explore how CLEs might be adapted across settings, expanded to new content areas, and leveraged to transform not just teacher preparation, but the broader landscape of teacher learning and development.

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