



Day2: Meta-analysis Winter school: Data screening and coding

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第二天：元分析的文献筛选及数据编码

- 文献筛选（标题/摘要 & 全文筛选）15:00-16:30
- 5min Q & A ; 5 Min break
- 数据编码：编码表的创建 16:40 – 18:00
- Double doing及编码手册的制作
- 提供多个excel编码模板练习

练习 & 答疑

- 筛选& 编码练习 20 min
- Q & A 30 min

Leader humor

Methods

Sample. We conducted a comprehensive search (till May 2017), using the ABI/INFORM Complete, Academic Search Complete, Business Source Complete, PsycINFO, PsycARTICLES, PsycCRITIQUES, Psychology and Behavioral Sciences Collection, Dissertation & Theses (ProQuest), Social Science Research Network, Web of Science, and Google Scholar search engines as well as the Academy of Management and the Society for Industrial and Organizational Psychology conference programs to identify published and unpublished empirical studies of leader humor for potential inclusion. We searched the terms "humor," "joke," "joking," "tease," or "teasing" in the titles, abstracts, subject terms, and keyword fields of the papers to identify humor studies, terms "leadership," "leader," "supervisor," "superior," "manager," or "subordinate" in the titles, abstracts, subject terms, and keywords to limit the humor studies to leadership contexts.

Kong et al., 2019

2023/1/14

Web of science

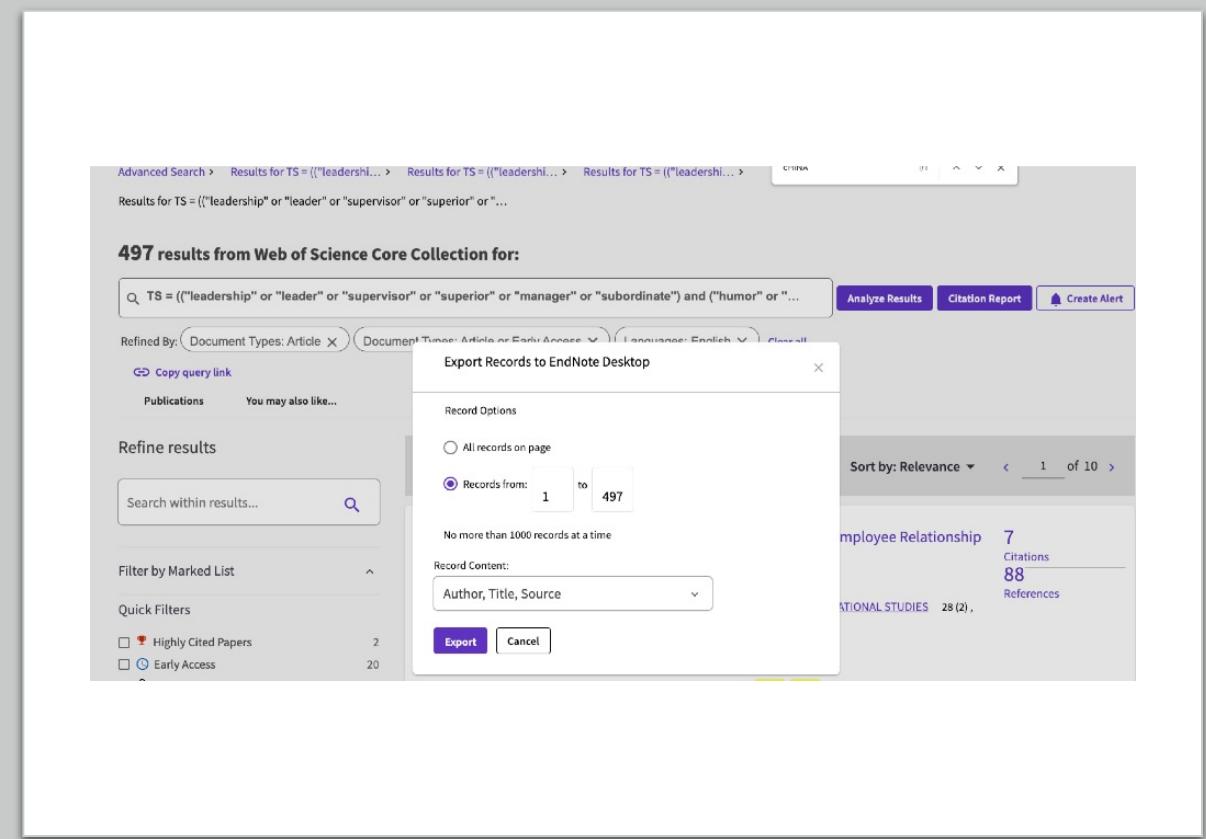
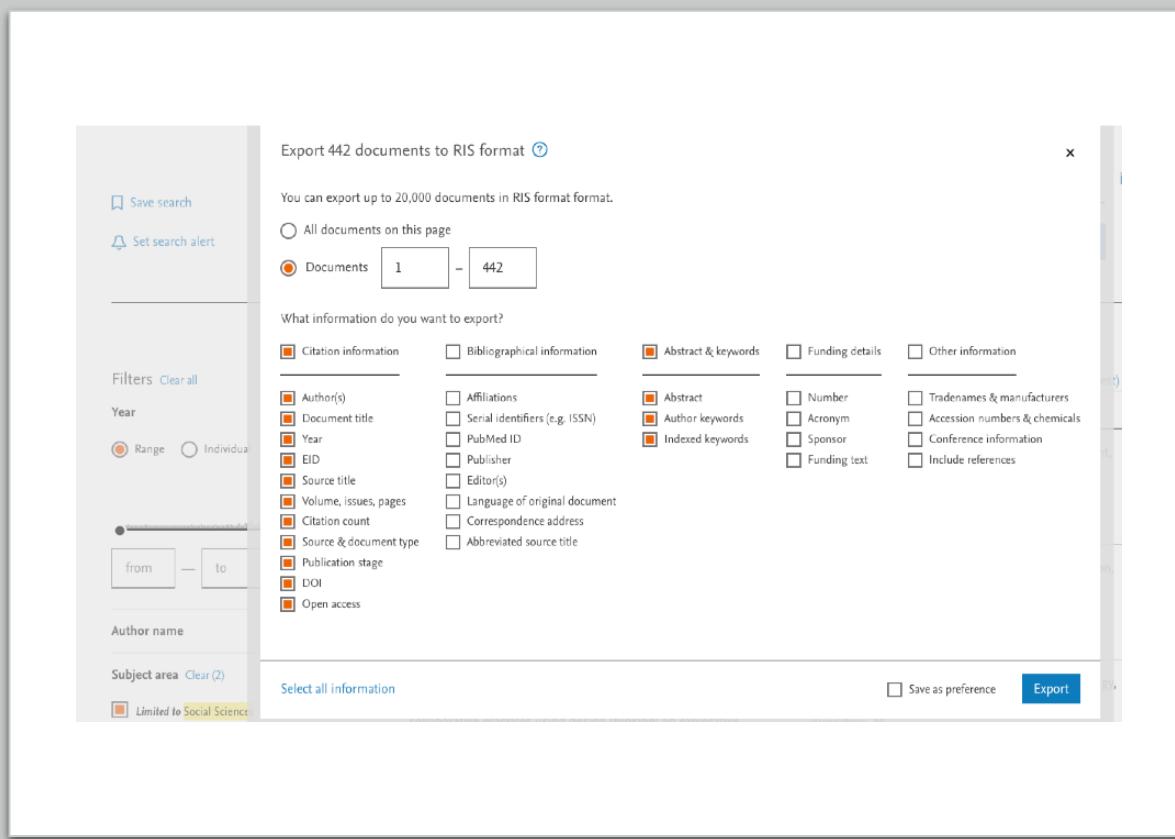
TS = (("leadership" or "leader" or "supervisor" or "superior" or "manager" or "subordinate") and ("humor" or "joke" or "joking" or "tease" or "teasing"))

SCOPUS

(TITLE-ABS-
KEY ("leadership" OR "leader" OR "supervisor" OR "superior" OR "manager" OR "subordinate") AND TITLE-ABS-
KEY ("humor" OR "joke" OR "joking" OR "tease" OR "teasing"))

Step 3 screening & coding

After literature search, you can export the searched results.



- Next step, you need to determine whether these studies should be included in your meta-analysis: data screening.



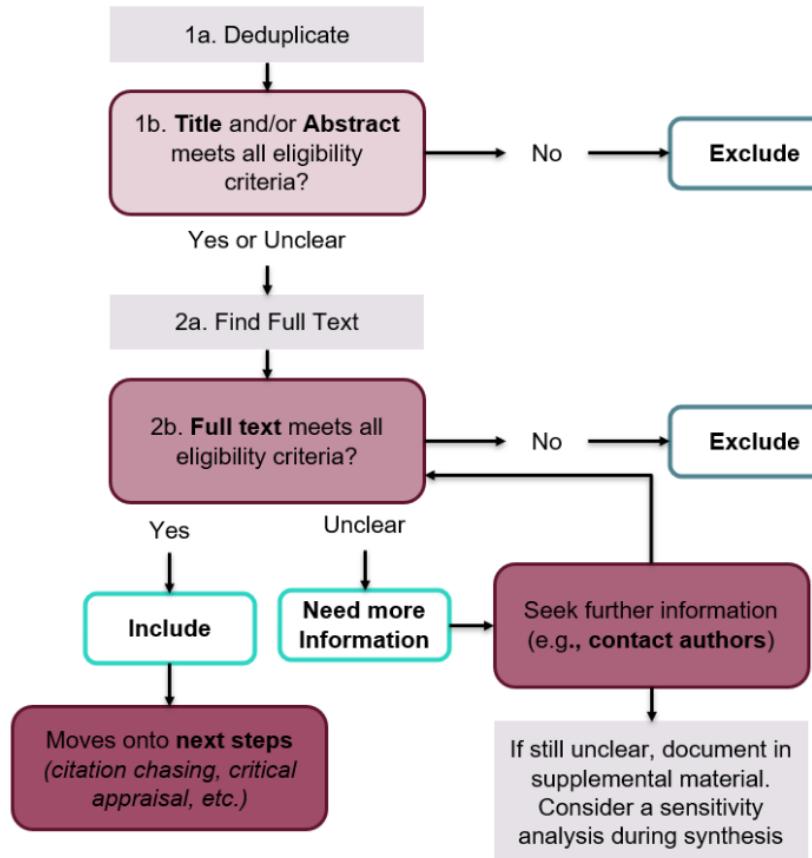
Step 3 Screening: Overview

- This is how you determine the final studies to be included in your review

*Note: Knowing your research question well (in terms of **exclusion and inclusion criteria**) is essential for efficient study selection*

- Screening is a two-step process, should be done independently by **two members** of your group followed by comparison for consistency/agreement. Discrepancies solved by a third reviewer, or by discussion and consensus.
 - First, you should pilot your screening → to verify inclusion/exclusion criteria means what you think it means, and establish initial inter-rater agreement
 - Phase One: Screening Title/Abstracts
 - Phase Two: Screening with the full-text of the studies

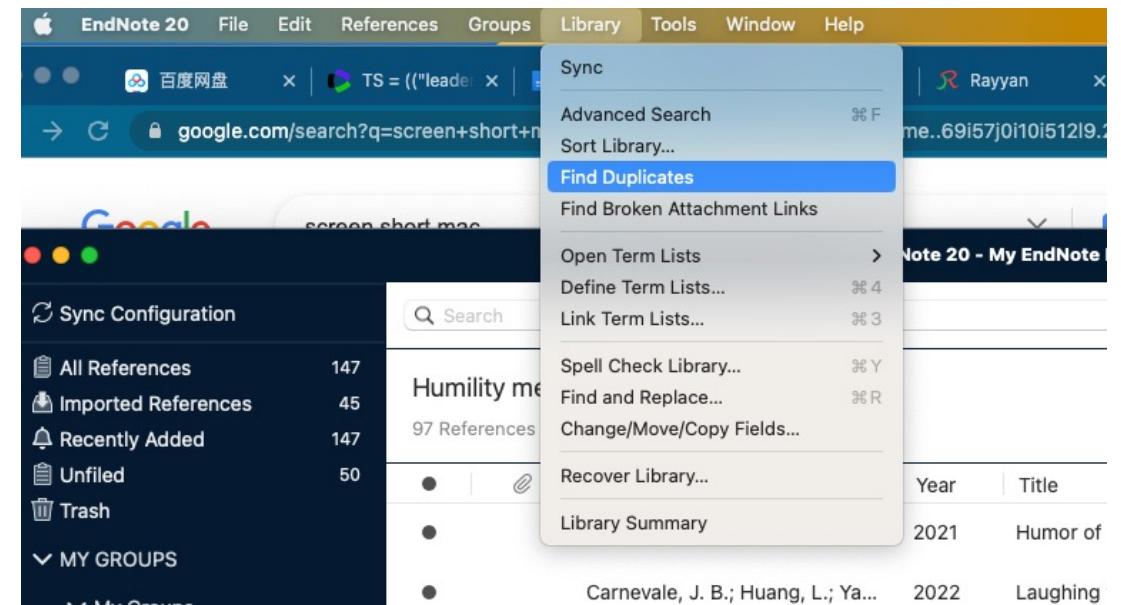
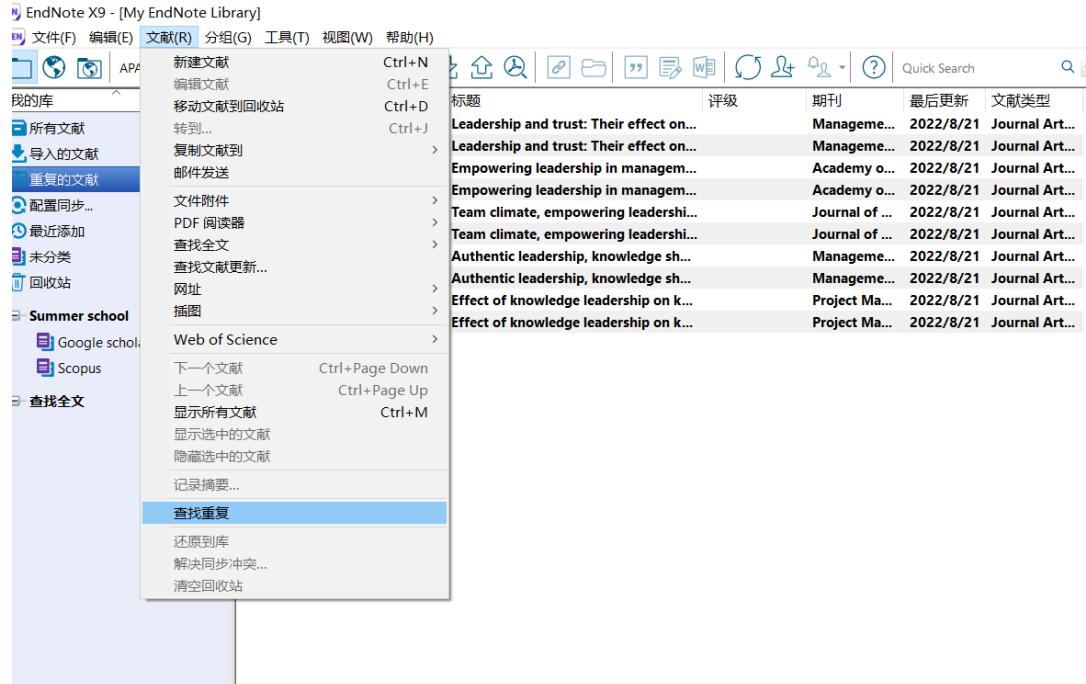
Eligibility Screening Process



<https://guides.lib.vt.edu/SRMA/screen>

1aDeduplicate

- Tool: ENDNOTE: From the menu bar, select References > Find Duplicates (or library->find duplicates).



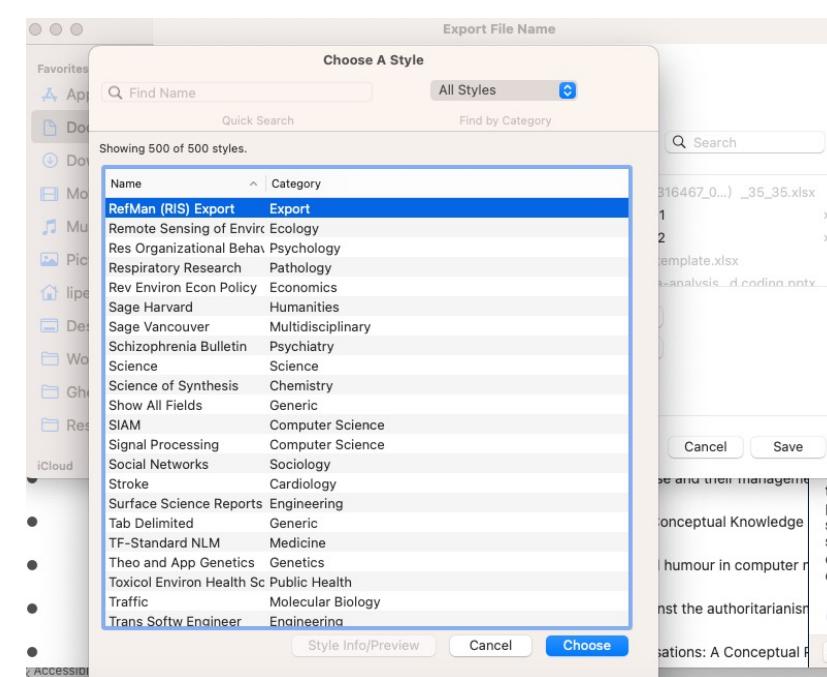
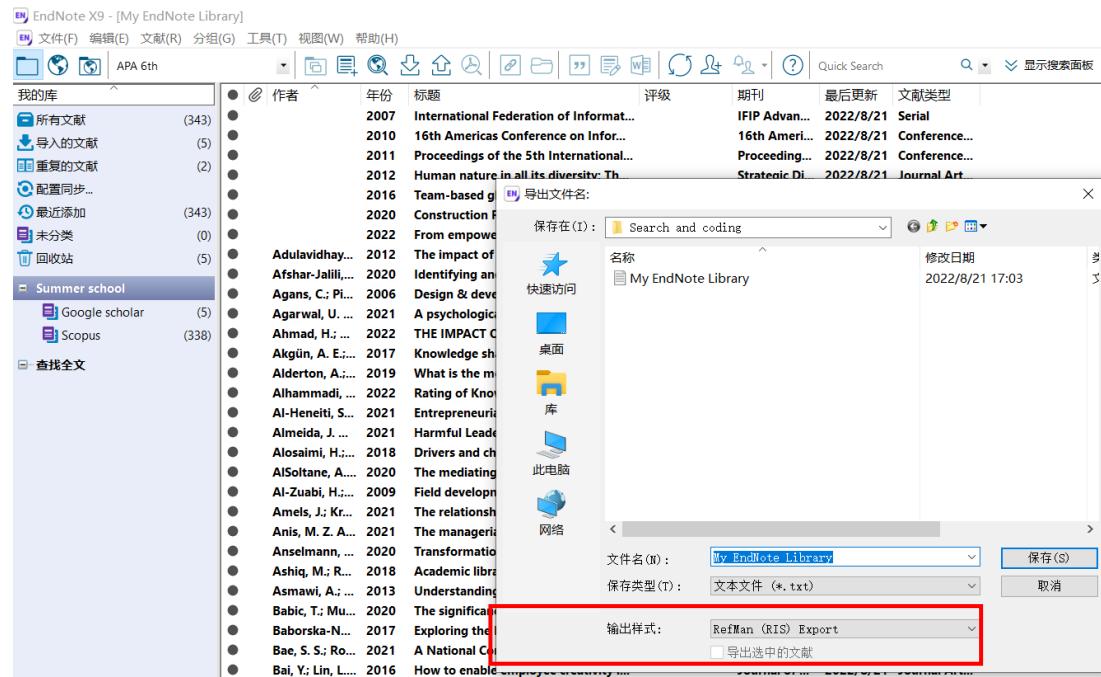
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A'Beckett, L.	2009	Appraisal in the russian press: The characterisa
Abrams, S. F.	2022	The Power of Laughter Jessie Redmon Fauset a
Acharya, S.		statement
Adamczyk, P.; Wyczesany, M.		humour processing in sch
Adamczyk, P.; Wyczesany, M.		I humor comprehension in
Adeniyi, E.		om muse to text, neo-Mar
Adeyemo, S. A.	2003	The Effect of Training on Insight Problem Solvin
Adibkia, K.; Shadbad, M. R. S.;...	2007	Piroxicam nanoparticles for ocular delivery: Phy
Adkins, J. C.; Balfour, J. A.	1998	Brimonidine - A review of its pharmacological p
Aitken, C.	1984	Psychosocial aspects of disease and their mana



No duplicate references found.

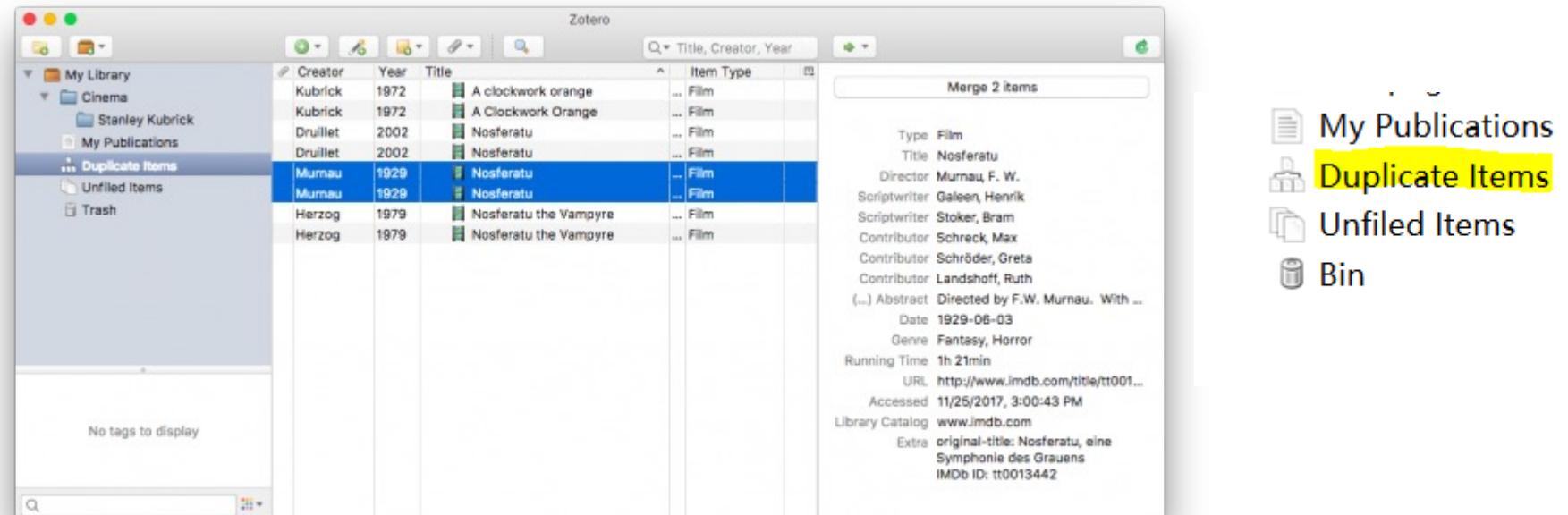
OK

- Endnote: 文献->导出->选择ris格式



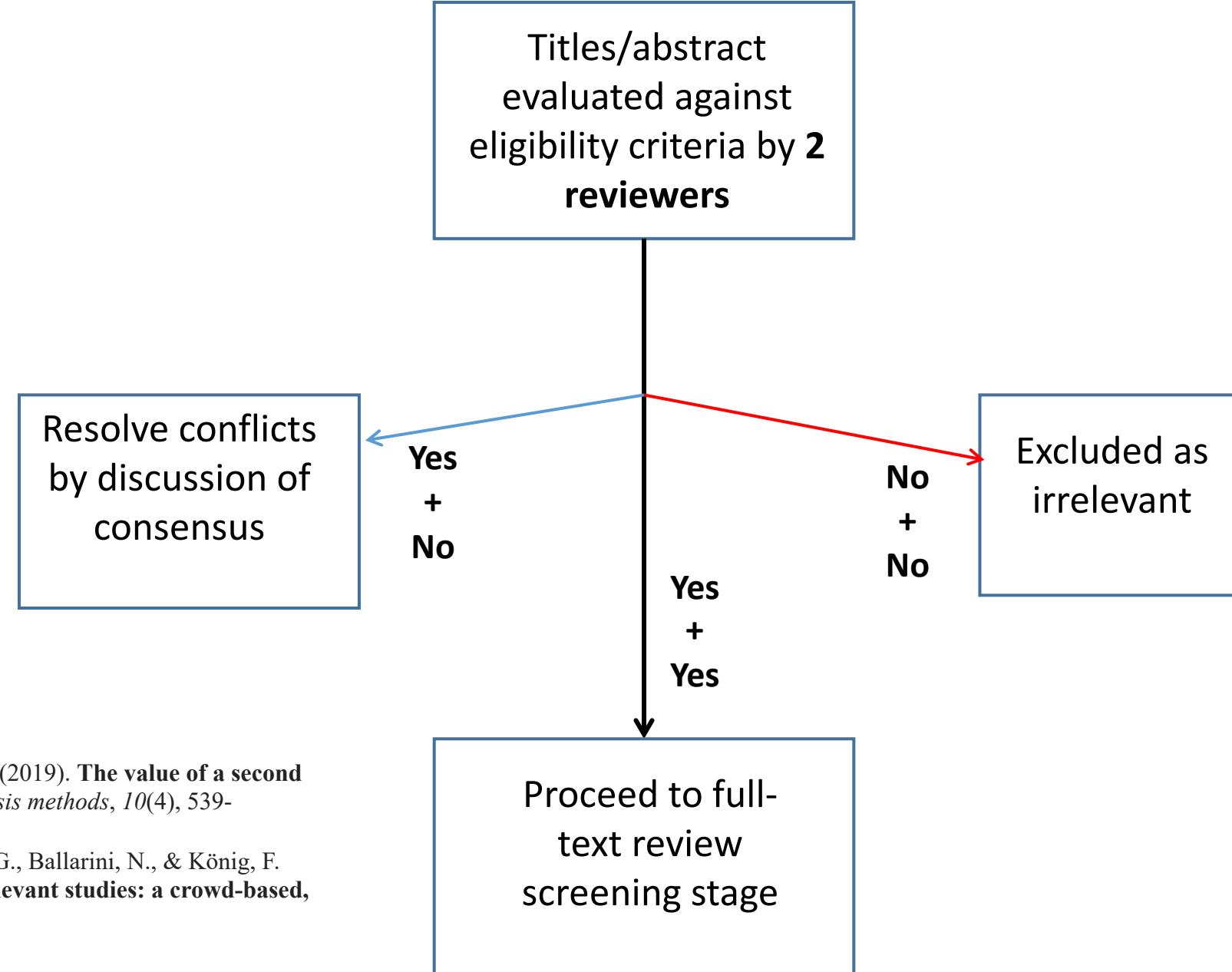
Tool: Zotero

- Clicking on the “Duplicate Items” collection in your library or right-clicking the library in the left pane and selecting “Show Duplicates” will show the items Zotero thinks are duplicates in the center pane.



https://www.zotero.org/support/duplicate_detection

Phase 1 screening (Title/abstract)



• Stoll, C. R., Izadi, S., Fowler, S., Green, P., Suls, J., & Colditz, G. A. (2019). **The value of a second reviewer for study selection in systematic reviews.** *Research synthesis methods*, 10(4), 539-545. <https://doi.org/10.1002/jrsm.1369>

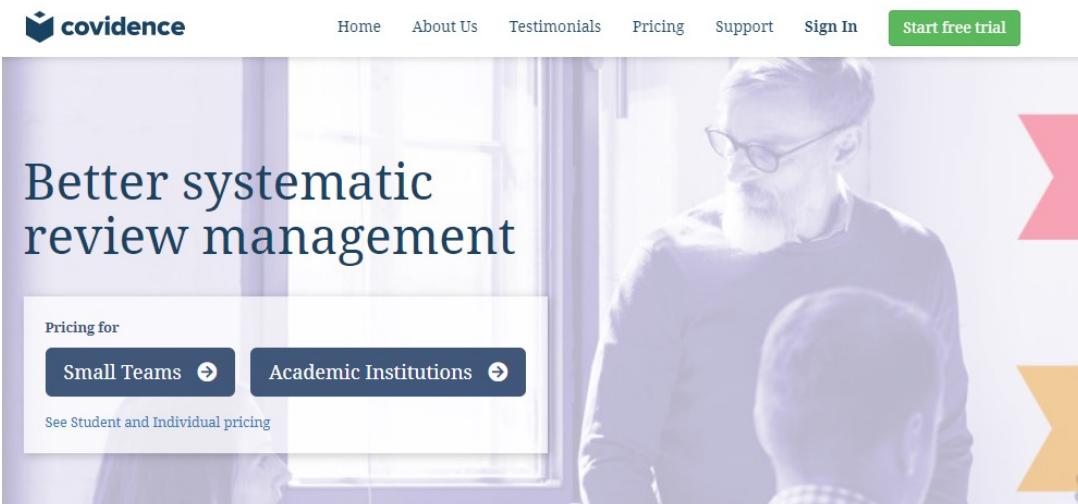
• Gartlehner, G., Affengruber, L., Titscher, V., Noel-Storr, A., Dooley, G., Ballarini, N., & König, F. (2020). **Single-reviewer abstract screening missed 13 percent of relevant studies: a crowd-based, randomized controlled trial.** *Journal of Clinical Epidemiology*. <https://doi.org/10.1016/j.jclinepi.2020.01.005>

Tools available to facilitate the screening process

- Covidence: <https://www.covidence.org/home>
- Rayyan: <https://rayyan.ai/reviews/485108>
- ASReview: <https://asreview.nl/>
- Excel

Step 3: Primary screening

3.1 covidence (<https://www.covidence.org/home>)



The image shows the 'Settings' page of Covidence, specifically the 'Criteria & exclusion reasons' tab, which is highlighted with an orange underline. At the top, there's a back arrow and the word 'Settings'. Below the tabs are sections for 'Manage criteria for screening and full text review', 'Inclusion criteria', and 'Exclusion criteria'. The 'Inclusion criteria' section contains four items: 1) quantitative field research, 2) article needed to include measures of both leadership and employee engagement, 3) studies needed to report sample sizes along with correlations or statistical results adequate, and 4) studies had to be written in English. The 'Exclusion criteria' section contains several items: review, laboratory study, case study, comments, interview, qualitative research, students participants, leader's engagement(not employee), team level engagement, and Repeated references.

Some basic knowledge about Rayyan

This review was automatically archived on 2022-02-04 because it was not accessed within the last 31 days.
For learning how to use Rayyan to conduct a systematic review, please visit our [Help Center](#).

My Reviews (0) **Collaboration Reviews (0)** **Translation Only Reviews (0)**

▶ New review...

Currently showing 0 out of 0 **active** reviews.

[Show archived reviews](#)

↓

My Reviews (1) **Collaboration Reviews (0)** **Translation Only Reviews (0)** **Other Reviews (5)**

▶ 2023-01-14: Meta-analysis: abstract screening (822 articles)

▼ New review...

Title *

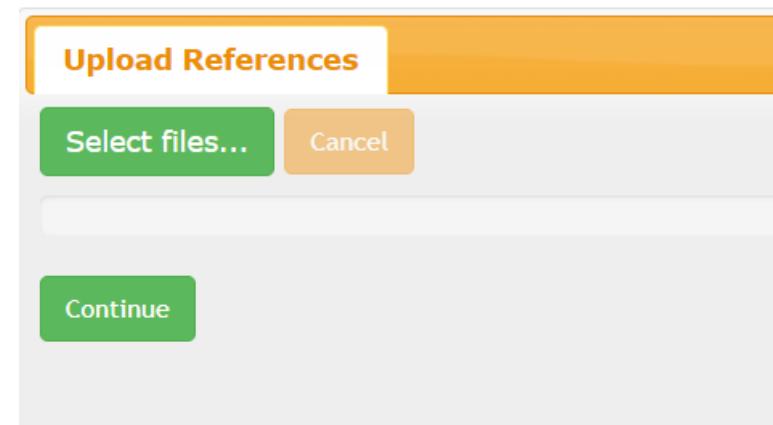
Research field *

Review type *

Review domain *

Description

Create



Migration Guides

▼ Supported formats

Upload references in one of these text formats:

- EndNote Export ([download example.enw](#))
- Refman/RIS ([download example.ris](#))
- BibTeX ([download example.bib](#))
- CSV ([download example.csv](#))
- PubMed XML ([download example.xml](#))
- New PubMed Format ([download example.nbib](#))
- Web of Science/CIW ([download example.ciw](#))

Additionally, you can embed any of the above text files into:

- Text ([download example.txt](#))
- Microsoft Word ([download example.docx](#))
- GZ compressed file ([download example.ris.gz](#) or [evidencelive15.ris.gz](#))

Finally, you can group any number of the above files in a single ZIP archive ([download example.zip](#))

<https://rayyan.ai/reviews/485108>

Inclusion decisions

Undecided	822
Maybe	0
Included	0
Excluded	0

Search methods [Add new]

Uploaded References [leaderhumor.txt]	822 0
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Keywords for Inclusion [Add new]

randomised controlled trial	0 0
randomized controlled trial	0 0
placebo controlled	0 0
randomly allocated	0 0
controlled design	0 0
randomly assigned	0 0
controlled study	0 0
controlled trial	0 0

2023-01-14: Meta-analysis: abstract screening 822 new articles

Showing 1 to 8 of 450 unique entries (filtered from 500 total unique entries)

Date Title

- 2005-01-01 Stalin's joke
- 2009-01-01 Appraisal in the russian press: The characterisation of the ukrainian leaders
- 2022-01-01 The Power of Laughter Jessie Redmon Fauset and the Racial and Gender Politics of Humor
- 2006-01-01 Humour, jokes and the statement
- 2019-07-01 Dynamics of impaired humour processing in schizophrenia - An EEG effective connectivity study
- 2017-01-01 Neural circuit of verbal humor comprehension in schizophrenia - an fMRI study
- 2021-01-01 'Who Nigeria Epp?': from muse to text, neo-Marxist appeal and alter/native canonicity of two Nigerian poets

Detect duplicates Show Invite Archive Delete

This project aims to help students learn how to do literature titles and abstract screening.

Owner: me

100% 

undecided 

0 minutes 0 sessions

You can add keywords for inclusion and exclusion

2023-01-14: Meta-analysis: abstract screening 822 new articles

Showing 1 to 8 of 450 unique entries (filtered from 500 total unique entries)

Date Title

- 2005-01-01 Stalin's joke
- 2009-01-01 Appraisal in the russian press: The characterisation of the ukrainian leaders A'Beckett, L.
- 2022-01-01 The Power of Laughter Jessie Redmon Fauset and the Racial and Gender Politics of Humor Abrams, S. F.
- 2006-01-01 Humour, jokes and the statement Acharya, S.
- 2019-07-01 Dynamics of impaired humour processing in schizophrenia - An EEG effective connectivity study Adamczyk, P.; Wyczesany, M...
- 2017-01-01 Neural circuit of verbal humor comprehension in schizophrenia - an fMRI study Adamczyk, P.; Wyczesany, M...
- 2021-01-01 'Who Nigeria Epp?': from muse to text, neo-Marxist appeal and alter/native canonicity of two Nigerian poets Adeniyi, E.

Detect duplicates Compute ratings Export Copy New search All reviews Search: id or title or abstract or Authors Rating

 **Include**  **Maybe**  **Exclude** Reason Label  **Add Note**  **Highlights ON**  **Upload PDF full-texts**

Appraisal in the russian press: The characterisation of the ukrainian leaders

The purpose of this paper is to uncover the means of inviting negative perceptions of Ukrainian leaders (the former President Yushchenko and Prime Minister Timoshenko) in the Russian press. Russian newspapers with the highest rates of circulation have provided the empirical base for this research. Appraisal theory has constituted the main theoretical framework. Other approaches such as conceptual metaphor theory, allusions and intertextual metaphors, semantic script theory of humour, irony research and a cognitive-stylistic approach to characterisation have been incorporated into the main framework, since the hidden evaluative devices include metaphors, allusions, irony and teasing, as well as narratives on the characters' disposition. The paper focuses on the techniques of foregrounding negative factors in heterogeneous discourse which include formulations of conditional acceptance of positive views and the attribution of value-laden opinions. Contextual cues and culture-based knowledge have been analysed as stimuli to the negative interpretations of ambivalent statements. Graded salience hypothesis and online concept construction have been used to substantiate negative preference in interpretation. Overall, the paper supports the claim that subtle ways of delivering evaluation have a strong impact on readers, since these devices are hard to recognise and dispute.

Authors: A'Beckett, L.;

Journal: Revista Espanola de Linguistica Aplicada - Volume 6, Issue 0, pp. 102-119 - published 2009-01-01

Publication Types: Journal Article

Topics: Allusions | Dialogic engagement | Humour | Invoked appraisal | Irony | Metaphor | Russian public discourse

System Id: 410533136

 **Help**

Primary coding/title abstract screening

- Rayyan <Https://rayyan-prod.qcri.org/reviews/122159>

Duplicates

Unresolved	4
Deleted	366
Not duplicates	0
Resolved	312

Inclusion decisions

Undecided	0
Maybe	0
Included	168
Excluded	1630

Search methods [Add new]

- Uploaded References [wos1001-1321.ciw] 321
- Uploaded References [wos1-500.ciw] 500
- Uploaded References [wos501-1000.ciw] 500
- Uploaded References [ProQuest11.ris] 11
- Uploaded References [scopus41.ris] 41
- Uploaded References [psychinforris.ris] 314
- Uploaded References [ebsco.ris] 347
- Uploaded References [citations40.enw] 10
- Uploaded References [citations50.enw] 10
- Uploaded References [citations80.enw] 10
- Uploaded References [citations60.enw] 10
- Uploaded References [citations90.enw] 10
- Uploaded References [citations70.enw] 10
- Uploaded References [citations10.enw] 10
- Uploaded References [citations110.enw] 10
- Uploaded References [citations130.enw] 10
- Uploaded References [google1-10.enw] 10
- Uploaded References [citations100.enw] 10
- Uploaded References [google10-20.enw] 10
- Uploaded References [google20-30.enw] 10
- Uploaded References [citations120.enw] 10

Keywords for include [Add new]

engagement	1399
leadership	967
work_engagement	363
employee_engagement	216
transformational	131
ethical	71
servant	38
randomly	17
abusive_supervision	16
assigned_to	6

2020-03-17: Updating leaderhsip and work engagement

Date Title Authors Rating

Showing 3 to 12 of 1,798 unique entries

2018-05-01	Peikai not measure enaggement Assessing teacher leadership in physical education: the Spanish version of the transformational teaching qu... Alvarez, O; Tomas, I; Esteva...	Alvarez, O; Tomas, I; Esteva...
2018-05-01	Peikai not measure enaggement Can Empowering Leaders Affect Subordinates' Well-Being and Careers Because They Encourage Subordinates'... Kim, M; Beehr, TA; Kim, Min...	Kim, M; Beehr, TA; Kim, Min...
2018-05-01	Peikai no leadership The impact of anger on creative process engagement: The role of social contexts da Costa, CG; Zhou, Q; Ferr...	da Costa, CG; Zhou, Q; Ferr...
2018-05-01	Peikai no leadership Occupational Well-being Among University Faculty: A Job Demands-Resources Model Mudrak, J; Zabrodska, K; Kv...	Mudrak, J; Zabrodska, K; Kv...
2018-01-01	Peikai wrong study design Interdisciplinary Team Science and the Public: Steps Toward a Participatory Team Science Tebes, JK; Thai, ND; Tebes, ...	Tebes, JK; Thai, ND; Tebes, ...
2018-05-01	Peikai not measure enaggement When nurse emotional intelligence matters: How transformational leadership influences intent to stay Wang, L; Tao, H; Bowers, BJ...	Wang, L; Tao, H; Bowers, BJ...
2018-05-01	Peikai not measure enaggement Medical society engagement in contentious policy reform: the Ethiopian Society for Obstetricians and Gyneco... Holcombe, SJ; Holcombe, Sa...	Holcombe, SJ; Holcombe, Sa...
2018-01-01	Peikai wrong study design What really matters to people with aphasia when it comes to group work? A qualitative investigation of factors im... Lanyon, L; Worrall, L; Rose, ...	Lanyon, L; Worrall, L; Rose, ...

Include ? Maybe Exclude Reason Label Highlights ON Upload PDF full-texts

Interdisciplinary Team Science and the Public: Steps Toward a Participatory Team Science

Interdisciplinary team science involves research collaboration among investigators from different disciplines who work interdependently to share leadership and responsibility. Although over the past several decades there has been an increase in knowledge produced by science teams, the public has not been meaningfully engaged in this process. We argue that contemporary changes in how science is understood and practiced offer an opportunity to reconsider engaging the public as active participants on teams and coin the term participatory team science to describe public engagement in team science. We discuss how public engagement can enhance knowledge within the team to address complex problems and suggest a different organizing framework for team science that aligns better with how teams operate and with participatory approaches to research. We also summarize work on public engagement in science, describe opportunities for various types of engagement, and provide an example of participatory team science carried out across research phases. We conclude by discussing implications of participatory team science for psychology, including changing the default when assembling an interdisciplinary science team by identifying meaningful roles for public engagement through participatory team science.

Authors: Tebes, JK; Thai, ND; Tebes, Jacob Kraemer; Thai, Nghi D.;

Journal: AMERICAN PSYCHOLOGIST - Volume 73, Issue 4, pp. 549-562 - published 2018-01-01

Publication Types: Journal Article

System Id: 57449969

Search methods: Uploaded References [wos1001-1321.ciw]

Activate Windows 17
Go to Settings to activate Windows.

荷兰心理统计联盟-李培凯

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Fast Scalable Intuitive

Work offline from anywhere, anytime

Advanced Filters

Simple, Easy and Fast decision making

The Best Systematic Literature Review App

This image shows the Google Play Store listing for the Rayyan mobile app. It includes the app's logo, developer name, rating, download count, PEGI rating, and an 'Install' button. To the right, there are several screenshots illustrating the app's features: a welcome screen, a review list, an advanced filters menu, and a detailed article view. The screenshots are overlaid with descriptive text such as 'Welcome to rayyan!', 'Faster Systematic Reviews!', 'Fast Scalable Intuitive', 'Work offline from anywhere, anytime', 'Advanced Filters', and 'Simple, Easy and Fast decision making'.

Systematic Reviewing with Elas

With the birth of Elas reviewing became great again!



3-7-21 13:00



官方简介ASReview: <https://asreview.nl/#!/about-us>

教程:

<https://mp.weixin.qq.com/s/SJUGLr4gwL-8kFssGuZl2w>

Primary screening

- If you don't like to use these platforms/tools, you can just do it in Excel!

Authors	Author(s)	Title	Year	Source	Volume	Issue	Art. No.	Page star	Page end	Page cour	Cited by	DOI	Link	Affiliati	Authors	Abstract	
Ogunfowor 57637435	A meta-an	2022 The Journ	107	5			746	775			2	10.1037/shttps://wOrganiza	Ogunfowor Moral disc				
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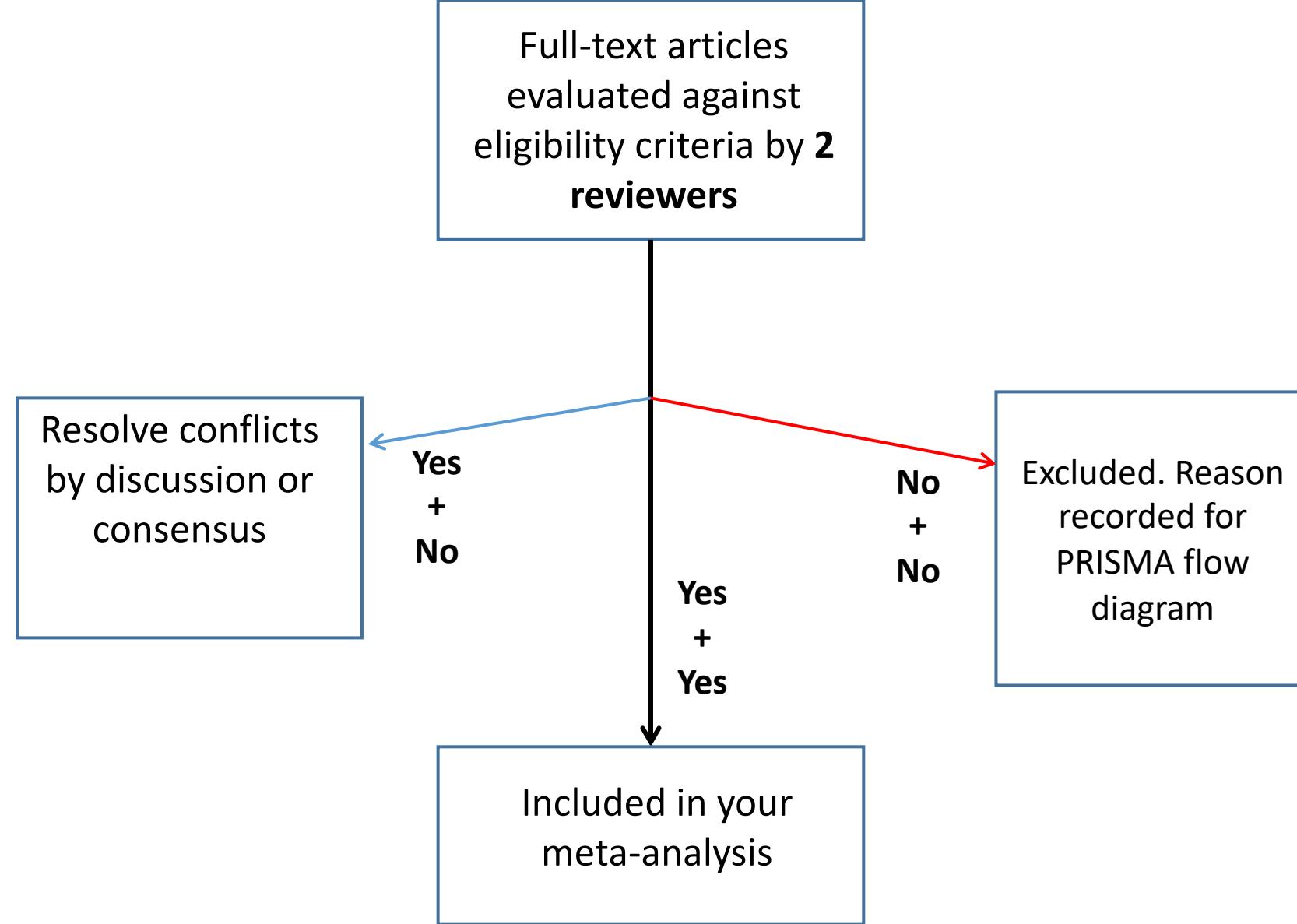
Screening & Coding

A	B	C	D	E	F	G	H	I	J
initial_decision	full_text_obtained	final_decision	year	authors	title	abstract	journal	doi	source
4	Y	inc	2019	Faber, H. & Samson, P.	Example study 1	Abstract goes here	Journal goes here	10.1080/09658211.2013.12316	Scopus
4	Y	inc	2018	Jeffreys, P.	Example study 2	Abstract goes here	Journal goes here	10.1111/bdi.111923	Scopus
4	Y	inc	2018	Proctor, H. & Jenson, A.	Example study 3	Abstract goes here	Journal goes here	10.1080/003234343	Scopus
4	Y	inc	2016	Ali, D., et al.,	Example study 4	Abstract goes here	Journal goes here	10.1016/j.concog.2014.05.012	Google Scholar
4	Y	inc	2016	Marks, W.	Example study 5	Abstract goes here	Journal goes here	10.1111/bdi.22778	Scopus
4	Y	inc	2016	Houston, H., et al.	Example study 6	Abstract goes here	Journal goes here	10.1111/bdi.66533	Scopus
4	Y	inc	2016	Hanks, T. & Reeves, K.	Example study 7	Abstract goes here	Journal goes here	10.1080/0037544	Scopus
4	Y	inc	2015	Anderson, H., et al.	Example study 8	Abstract goes here	Journal goes here	10.1016/j.jbtep.2014.08.0032	Scopus
4	Y	inc	2015	Zhang, M., D. & Peterson, L.	Example study 9	Abstract goes here	NA	NA	EndNote
4	Y	inc	2013	Brown, A., & Albertson, A.	Example study 10	Abstract goes here	Journal goes here	10.1080/003123287	ProQuest
4	Y	inc	2011	Ji, T. & Lang, L.	Example study 11	Abstract goes here	Journal goes here	10.1111/bdi.18222	ProQuest
4	Y	inc	2005	Smith, D., et al.	Example study 12	Abstract goes here	Journal goes here	10.1016/j.jrp.2004.05.912	Google Scholar
4	Y	inc	2000	Potter, M. K. et al.	Example study 13	Abstract goes here	Journal goes here	10.1080/09658211.2013.10093	Scopus
4	Y	inc	1999	Patterson, L.	Example study 14	Abstract goes here	Journal goes here	10.1111/bdi.11112	ProQuest
4	Y	inc	1998	Roberts, D., et al.,	Example study 15	Abstract goes here	Journal goes here	10.1080/09658211.2015.12322	EndNote
4	Y	ex4	1999	Li, K., Jones, H., Chen, G.	Example study 16	Abstract goes here	NA	NA	Academy
4	Y	ex4	1994	Schmidt, U.	Example study 17	Abstract goes here	Journal goes here	10.1080/09658211.2013.90923	ProQuest
4	Y	ex3	2016	Smith, D., et al.	Example study 18	Abstract goes here	Journal goes here	10.1111/bjc.13403	ProQuest
4	N		2013	Henderson, T., et al.	Example study 19	Abstract goes here	Journal goes here	10.1080/09658211.2015.12031	ProQuest
3	R		1992	Jonasson, H. & Jonasson, P.	Example study 20	Abstract goes here	Journal goes here	10.1016/j.concog.2014.05.006	ProQuest
2			1996	Anand, L., Weber, F. & Patel, R.	Example study 21	Abstract goes here	NA	10.1080/09658211.2013.12309	ProQuest
1			2001	Johnson, R. et al.	Example study 22	Abstract goes here	Journal goes here	10.1111/bdi.18901	Google Scholar
1			1998	Schmidt, F., et al.	Example study 23	Abstract goes here	Journal goes here	10.1080/00192371	Scopus

Exercise #1 Title/abstract screening

- 1.1 Import all your searched files to Endnote _or other reference managers (Such as Zotero) and deduplicate.
- 1.2 Export ENDnote file for Rayyan.
- 1.3 Create a meta-analysis project & Upload your files to Rayyan and Invite a collaborator via Email.
- **1.4 Finish the Title & Abstract screening of 20 papers.**

Phase 2 screening (Full-text)



2a Find full text

Where?

- School Library
- Google Scholar
- ResearchGate
- SciHUB <https://sci-hub.mksa.top/>
- Contact authors via Email

For Full-text screening, you can do it in any reference managers.

- Remember to document everything!

initial_decision	full_text_obtained	final_decision	year	authors	title	abstract	journal	doi	source	author1_vot	author2_vot	author3_vot
										e	e	e
4	y	inc	2019	Faber, H. & Samson, P.	Example study 1	Abstract goes here	Journal goes here	10.1080/09658211.2013.1231	google_scholar	inc	inc	inc
4	y	inc	2018	Jeffreys, P.	Example study 2	Abstract goes here	Journal goes here	10.1111/bdi.111923	scopus	inc	inc	inc
4	y	inc	2018	Proctor, H. & Jenson, A.	Example study 3	Abstract goes here	Journal goes here	10.1080/003234343	scopus	inc	inc	inc
4	y	inc	2016	Ali, D., et al.,	Example study 4	Abstract goes here	Journal goes here	10.1016/j.concog.2014.05.012	google_scholar	inc	inc	inc
4	y	inc	2016	Marks, W.	Example study 5	Abstract goes here	Journal goes here	10.1111/bdi.22778	science_direct	inc	inc	inc
4	y	inc	2016	Houston, H., et al.	Example study 6	Abstract goes here	Journal goes here	10.1111/bdi.66533	scopus	inc	inc	inc
4	y	inc	2016	Hanks, T. & Reeves, K.	Example study 7	Abstract goes here	Journal goes here	10.1080/0037544	scopus	inc	inc	inc
4	y	inc	2015	Anderson, H., et al.	Example study 8	Abstract goes here	Journal goes here	10.1016/j.jbtep.2014.08.0032	scopus	inc	ex2	inc
4	y	inc	2015	Zhang, M., D. & Peterson, L.	Example study 9	Abstract goes here	NA	NA	emails_to_researchers	inc	inc	inc
4	y	inc	2013	Brown, A., & Albertson, A.	Example study 10	Abstract goes here	Journal goes here	10.1080/003123287	psycinfo	inc	inc	inc
4	y	inc	2011	Ji, T. & Lang, L.	Example study 11	Abstract goes here	Journal goes here	10.1111/bdi.18222	pubmed	inc	inc	inc
4	y	inc	2005	Smith, D., et al.	Example study 12	Abstract goes here	Journal goes here	10.1016/j.jrp.2004.05.912	google_scholar	inc	inc	inc
4	y	inc	2000	Potter, M. K. et al.	Example study 13	Abstract goes here	Journal goes here	10.1080/09658211.2013.1009	science_direct	inc	inc	inc
4	y	inc	1999	Patterson, L.	Example study 14	Abstract goes here	Journal goes here	10.1111/bdi.11112	psycinfo	inc	inc	inc
4	y	inc	1998	Roberts, D., et al.,	Example study 15	Abstract goes here	Journal goes here	10.1080/09658211.2015.1232	emails_to_researchers	inc	inc	inc
4	y	ex4	1999	Li, K., Jones, H., Chen, G.	Example study 16	Abstract goes here	NA	NA	author_libraries	ex4	ex4	ex6
4	y	ex4	1994	Schmidt, U.	Example study 17	Abstract goes here	Journal goes here	10.1080/09658211.2013.9092	psycinfo	ex4	inc	inc
4	y	ex3	2016	Smith, D., et al.	Example study 18	Abstract goes here	Journal goes here	10.1111/bjc.13403	reference_lists	ex3	ex3	ex3
4	n		2013	Henderson, T., et al.	Example study 19	Abstract goes here	Journal goes here	10.1080/09658211.2015.1203	pubmed			
3	r		1992	Jonasson, H. & Jonasson, P.	Example study 20	Abstract goes here	Journal goes here	10.1016/j.concog.2014.05.006	psycinfo			
2			1996	Anand, L., Weber, F. & Patel, R	Example study 21	Abstract goes here	NA	10.1080/09658211.2013.1230	proquest_dissertations			
1			2001	Johnson, R. et al.	Example study 22	Abstract goes here	Journal goes here	10.1111/bdi.18901	google_scholar			
1			1998	Schmidt, F., et al.	Example study 23	Abstract goes here	Journal goes here	10.1080/00192371	science_direct			

Reporting Standards

A well-reported meta-analysis:

- Is transparent
- Is possible to reproduce
- Enables critical appraisal of its methods

The most used reporting standard for meta-analysis is **PRISMA: Preferred Reporting Items for Systematic Reviews and Meta-Analysis.**

- Includes a checklist for ease of use
- New PRISMA 2020

PRISMA 2020 Checklist			
Section and Topic	Item #	Checklist item	Location where item is reported
TITLE			
Title	1	Identify the report as a systematic review.	
ABSTRACT			
Abstract	2	See the PRISMA 2020 for Abstracts checklist.	
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of existing knowledge.	
Objectives	4	Provide an explicit statement of the objective(s) or question(s) the review addresses.	
METHODS			
Eligibility criteria	5	Specify the inclusion and exclusion criteria for the review and how studies were grouped for the syntheses.	
Information sources	6	Specify all databases, registers, websites, organisations, reference lists and other sources searched or consulted to identify studies. Specify the date when each source was last searched or consulted.	
Search strategy	7	Present the full search strategies for all databases, registers and websites, including any filters and limits used.	
Selection process	8	Specify the methods used to decide whether a study met the inclusion criteria of the review, including how many reviewers screened each record and each report retrieved, whether they worked independently, and if applicable, details of automation tools used in the process.	
Data collection process	9	Specify the methods used to collect data from reports, including how many reviewers collected data from each report, whether they worked independently, any processes for obtaining or confirming data from study investigators, and if applicable, details of automation tools used in the process.	
Data items	10a	List and define all outcomes for which data were sought. Specify whether all results that were compatible with each outcome domain in each study were sought (e.g. for all measures, time points, analyses), and if not, the methods used to decide which results to collect.	
	10b	List and define all other variables for which data were sought (e.g. participant and intervention characteristics, funding sources). Describe any assumptions made about any missing or unclear information.	
Study risk of bias assessment	11	Specify the methods used to assess risk of bias in the included studies, including details of the tool(s) used, how many reviewers assessed each study and whether they worked independently, and if applicable, details of automation tools used in the process.	
Effect measures	12	Specify for each outcome the effect measure(s) (e.g. risk ratio, mean difference) used in the synthesis or presentation of results.	
Synthesis methods	13a	Describe the processes used to decide which studies were eligible for each synthesis (e.g. tabulating the study intervention characteristics and comparing against the planned groups for each synthesis (item #5)).	
	13b	Describe any methods required to prepare the data for presentation or synthesis, such as handling of missing summary statistics, or data conversions.	

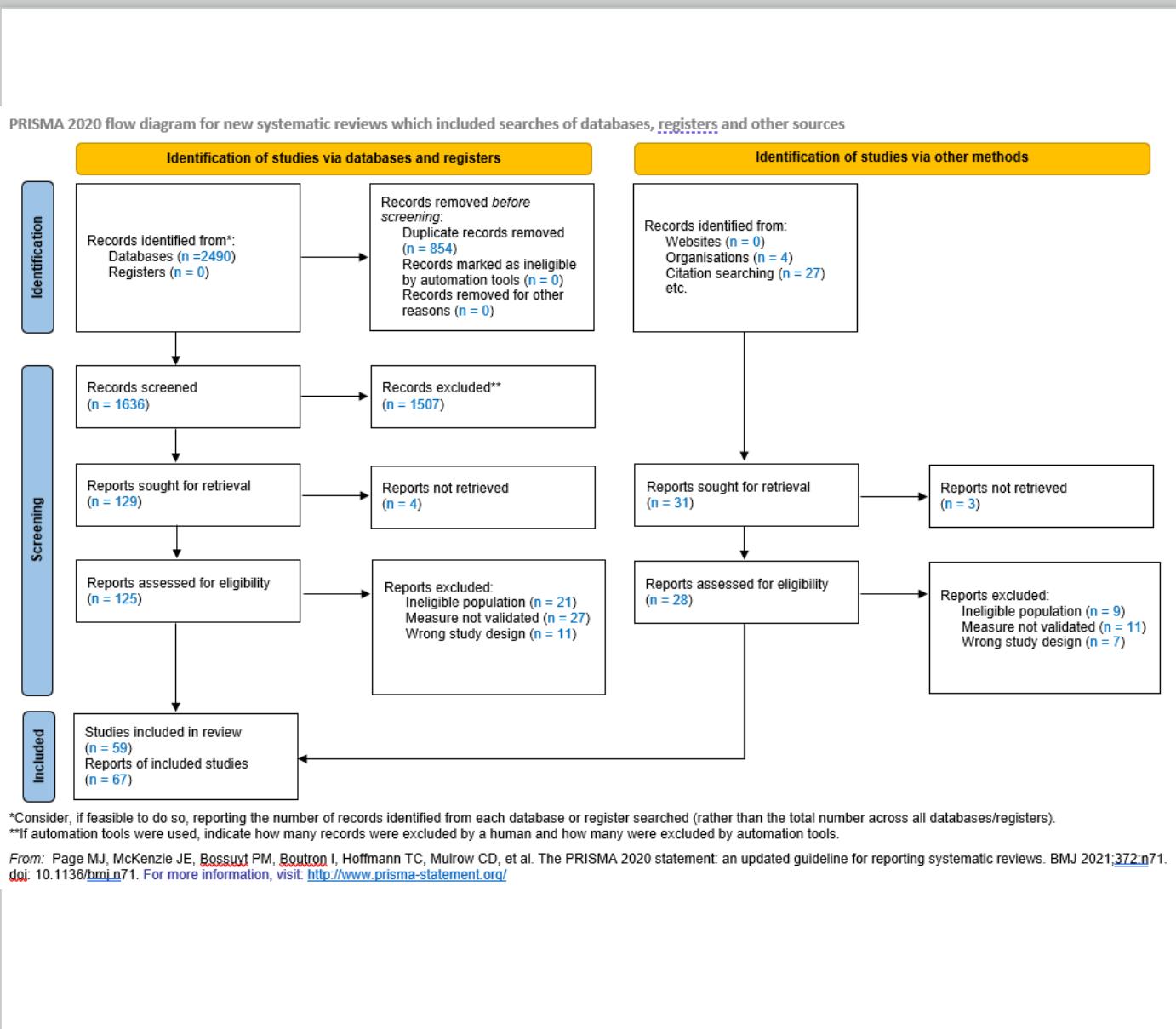
Reporting the study selection

A well-reported study selection section describes:

- How many reviewers were involved at each stage
- How discrepancies/conflicts were resolved
- Inter-rater agreement level
- Whether software was used to facilitate the screening process
- Includes a flow diagram

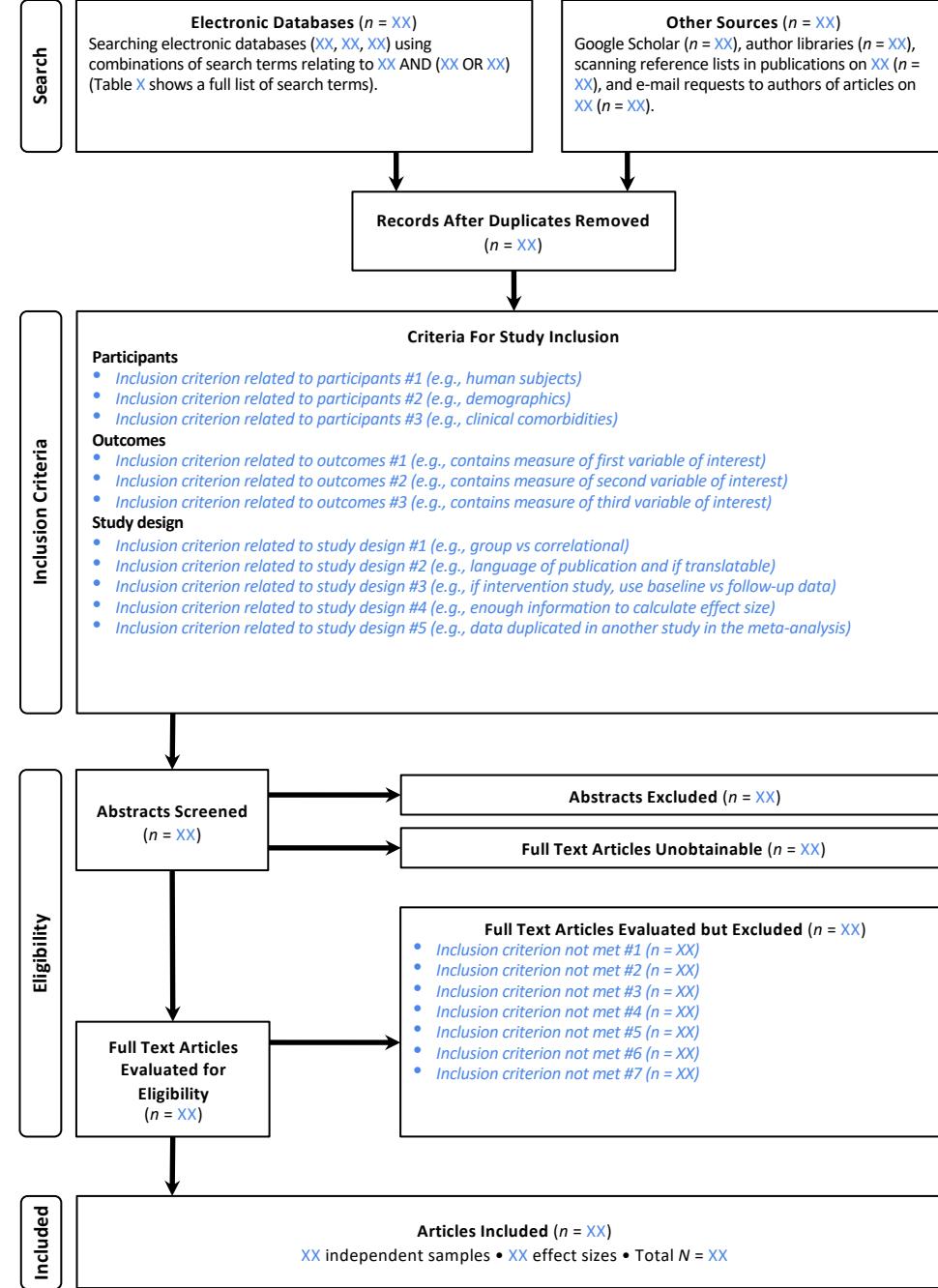
This improves transparency

Note: Refer to the **PRISMA checklist** for further guidance



PRISMA flow diagram: <http://prisma-statement.org/PRISMAStatement/FlowDiagram>

Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *Systematic Reviews* 2021;10:89



(PRISMA-P; Shamseer et al., 2015)

Q & A 5 Minutes





Step 3 coding



Step 3 screening & coding

Guidelines for the Coding Process:

- The “Who” of Coding
- The “What” of Coding
- The “How” of Coding
- The quality of Coding

Villiger, J., Schweiger, S. A., & Baldauf, A. (2021). Making the Invisible Visible: Guidelines for the Coding Process in Meta-Analyses. *Organizational Research Methods*, 10944281211046312.

The “Who” of Coding

- (a) **include multiple coders, at least two**, who independently code the studies and to report the number of coders in their review (cf. Glass et al., 1981 MARS, 2008; Steel et al., 2021);
- (b) provide those coders **with sufficient training** before actual coding to familiarize them with the coding scheme and clarify potential ambiguities in the coding manual that need refinement and also to transparently document the details of the training provided (cf. Higgins and Deeks, 2008; Wilson, 2009);
- (c) select coders who are at least at the **doctoral student level** and who have sufficient experience to master the technically demanding aspects of coding and to explicitly report the coders' identities (e.g., students or authors as coders; cf. Cooper, 2009, 2017; Lipsey and Wilson, 2001; MOOSE, 2000);
- (d) choose coders from **complementary disciplines** (e.g., a methodologist and a topic area specialist) and report on the coders' level of knowledge and expertise in respective research fields related to the meta-analysis research topic (cf. Higgins and Deeks, 2008; Orwin and Vevea, 2009);
- (e) to **always perform a second coding** (double coding) of the sample and report on the extent to which such second coding was performed (e.g., full vs. partial second coding; cf. MARS, 2018; PRISMA, 2009)

简而言之，至少两位编码者，编码人员至少应该是博士研究生，且来自不同领域，编码之前要进行细致的培训，文章必须要两个人编码！

The “What” of Coding

- (a) **specify the type of information** that coders must extract when coding a study (e.g., what study characteristics, variables, effect sizes need to be coded; cf. Cooper, 2009, 2017; PRISMA, 2009; Wanous et al., 1989);
- (b) determine and report the **inclusion criteria** a study must meet for coders to consider it pertinent for coding (cf. Littell et al., 2008; Siddaway et al., 2019);
- (c) use **at least two databases** to identify relevant studies for coding and to report the databases used (cf. Card, 2015; Hunter et al., 1982);
- (d) decide which **keywords** best circumscribe the focal construct or phenomenon of the meta-analysis and display the depth of data extraction by indicating whether the title, abstract, or full text of the primary study was searched (cf. MARS, 2008, 2018; MOOSE, 2000; PRISMA, 2009; Steel et al., 2021);
- (e) to reduce the risk of publication bias, **always consider unpublished studies** (grey literature) for coding and indicate the percentage of unpublished studies represented in the meta-analysis sample (cf. Glass et al., 1981; Rothstein and Hopewell, 2009).
- 编码内容：明确编码的信息，确定纳入标准，采用至少两个数据库，确定好相关关键词，为了减少发表偏差，始终考虑纳入未发表研究！

The “What” of Coding

- 1) Basic information about the manuscript
- 2) Participants information
- 3) Study design
- 4) Effect size

1) Basic information about the manuscript

- ID
- Title
- **Authors** names
- **Year** of publication
- year or years of data collection (if possible)
- Journal
- type of manuscript (journal article, dissertation, technical report, unpublished manuscript, and so on)
- Doi (sometimes, but not necessary)

1) Basic information about the manuscript

Sdtud Author(s)	Year	Title	Journal/use Acronym)	Article Type 1=Journal 2=Dissertation/thesis 3=Conference 4=Book 5=manuscript	Categorize article type 1=published 2=unpublished 3=BOTH	Coded by 1=PK 2=X 3=BOTH	inchi/Exclude ? 1=include 2=exclude 3=maybe (=contact author for info, depending on	Have		
								0 = include first search	1 = include after authors?	2 = yes; 0 = no Email address
1 Ababneh, Omar Mohamne	2015	Conceptualizing and		0	2	2	1	1	0	0
1 Ababneh, Omar Mohamne	2015	Conceptualizing and		0	2	2	1	1	0	0
2 Abbott, A. R	2017	Purdue extension: Employee engagement		2	2	1	2	4	1	0
3 Abidin, S. N. S. Z.	2017	THE EFFECT OF PERCEIVED THEM		1	1	1	1	0	0	0
4 Adil, A., & Kamal, A.	2016	Impact of psychological	PGPR	1	1	1	1	0	0	0
5 Ahamed, F., Hassan, A	2013	Authentic leadership	JGBA	1	1	1	1	0	0	1 fbsrose@
5 Ahamed, F., Hassan, A	2013	Authentic leadership	JGBA	1	1	1	1	0	0	1 yes
6 Ahuja, J., & Chaturvedi	2017	Job Crafting and Employee	NMR	1	1	1	2	4		
7 Akharbin, P., Zahed E	2014	The Relationship between Servant Leadership and Work Engagement	IJL	1	1	1	2	5		
8 Al Zaabi, M. S. A., A	2016	Authentic leadership, work engagement		1	1	1	1	0	0	no email

2)Participants information

- **Sample size** (team numbers, daily observations, if longitudinal you need to code the sample size for each wave)
- Mean age
- Gender (percentage of male/female)
- Education
- Country
- Tenure (team, with leader, organization)

2)Participants information

Country of sample(the samples were drawn) (write characteristic of employees down the country)		Mean age(if effect size(N))	Mean age(if longitudinal T1)	Mean age(if longitudinal T2)	Age range mostly(>50%)	categorize employees' education 3=mostly higher educated (some college or above, >60%) =2average(hig school)	Tenure range mostly(>50%)	Tenure range mostly(>50%)	Study design:Transacti onal=1, longitudinal, =2, time delayed	categorize (if longitudinal) time delayed
		2)			1=25,below 2=26-35; 3=36-45; 4=46-55; 5=above 56;	1=mostly low educated (9th grade or lower, >60%)	1=less than 2 years 2=2-5; 3=6-9; 4=10-13; 5=above 13;	1=0-6 mths 2= 6-12 mths 3= 12-18 mths 4= 18-24mths 5=>24mths	1=0-6 mths 2= 6-12 mths 3= 12-18 mths 4= 18-24mths 5=>24mths	if diary how long/days
New Zealand		106							1	
New Zealand		106							1	
		86			25	86	0		1	
Malaysia		260			2	102	112	1	1	1
Pakistan		500	31.78					3	5.68	
Islamic		189			78	111	2		2	1
Malaysia		206			101	105	2		2	1
United Arab Emirates		189			2	136	53	2	4	
Qatar										
India		117	31.17		82	35		4.3		1

3) Study design

- Variables names
- Variable roles
- Measurement scales
- Scale type (Likert, strongly agree vs how often etc.)
- Rating source (self vs others)
- Time points
- ...

3) Study design

Questionnaires leadership measure	developer	how many report leadership style: nr(1=only one leader-report leadership;2=two employee;3=three;4=more than three)	Mean_leadership	SD_leade	Questionnaires engagement	Nr of items measure1=UW ES;2=Others	scale points of engagement measures	report employee engagement: 1= self-report 2= others report(colleague, supervisors etc)	Outcome performance	Outcome OCB	a of leadership styles	a of engagement	a of outcome	effect size ID	effect size(correlations referred to leadership styles:		
															1=transformational; 2=authentic; 3=ethical; 4=servant 5=abusive; 6=paternistic 7=shared 8=transactional 9=authoritarian 10=democratic; 11=charismatic; 12=others%;		
MLQ-5X	Bass and Avolio	2	2	3.31	0.77	2	20	1	3.37	0.47				0.96	0.89	1	
MLQ-5X	Bass and Avolio	2	2	3.21	0.81	2	20	1	3.37	0.47				0.85	0.89		
MLQ		1	2	3.06	0.42	1		2	4.63	0.77				0.85	0.82		
ALQ	Walumbwa et al.	2	1	4	0.54	2	18	5	1	4,247	0.376			0.757	0.88	3	
ALQ	Walumbwa et al.	2	1											0.93	0.86	0.87	
	Avolio et al.	2	1	3.69	0.61	1	9	5	1	3.77	0.73			0.91	0.92	5	
	Avolio et al.	2	1	3.4	0.45	1	9	5	1	3.56	0.6			0.91	0.92		
ALQ	Walumbwa et al	2	1			1	9									8	
	Walumbwa et a	2	1	2.43	0.91	1	9	7	1	4.65	1.09			0.95	0.88	10	
	Bass & Avolio	2	1			1	20							0.847	0.82	0.871	17

4) Effect size

- Effect size
- Correlations
- Reliability

a of leadership styles		a of engagement	a of outcome	effect size ID	specific leadership term:	specific leadership term: 1=positive (supversion, support, autonomy, sensitivity, involvement, monitoring, authoritative, warmth, positive expression etc.)	Effect size used correlation or Regression coefficients 1=Correl; eng measures 2=Regression (may use "if") Coefficients	consistence of report informant of leadership styles measures and	page nr(in excel to case like calculate) Comments(an	Fisher effect	
specific leadership	if onthers, name the specific leadership	raw effect (harsh, cold, neglect, rejection)	Raw effect size(correlatio ns, leadership and eng)	Raw effect size(correlatio n, eng and outcome)	Correlations(l eadership and outcomes)	Correlations(l eadership and outcomes) & dimension 4=mean of V 1=consistent information 2=inconsistent information)	funciton of	recode or	ything need to pay attention)	total effect sizes	size (fisher=CQ) variance (1/ (n-3))
0.96	0.89		1	1	1	0.46		1	1	153	no details for participants
0.85	0.89			8	2	0.26		3	1		
0.85	0.82										leaders leadership and engagement
0.757	0.88		3	2	1	0.316		4	1	14	
0.93	0.86	0.87	4	2	1	0.29	0.57	0.4	1	10	no mean, SD
0.91	0.92		5	2	1	0.319		2	1	11	no coreelationo tanle, we used regression wei
0.91	0.92			2	1	0.58		2	1	10	
											no leadership were measured not in english
			8	2		0.48	0.6	0.4	2	1	14 no mean, SD, and correlation table use regress
0.95	0.88		10	2	1	0.47		1	1	8	complete
											Only 24 no data available
											Only 24 no data available

Sample size independence

- **Effect Sizes for Multiple Measures**
- Each study in a meta-analysis may report relationships of interest on more than one measure. These relationships may involve different constructs, that is, different things being measured, such as academic achievement, attendance, and attitudes toward school. They may involve **multiple measures of the same construct**, such as achievement measured both by standardized achievement tests and grade point averages.
- Each such correlation can be coded as a separate effect size.

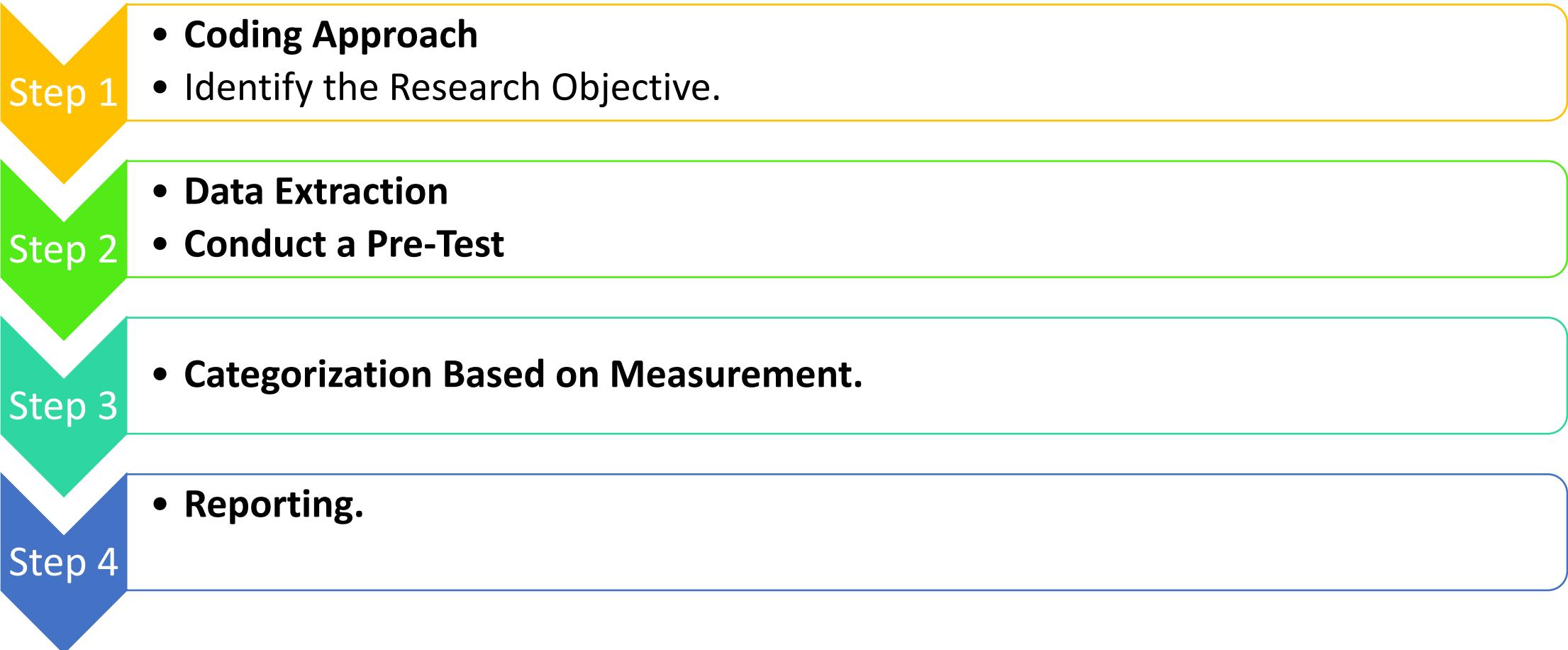
- **Effect Sizes for Multiple Studies**

Can be treated as independent samples.

Different approaches for dealing with non-independent samples

- Only included one (delete others)
- Use the average effect sizes
- Use composite approach
- Multi-level approach (for more details, will be covered at Day 4)

The “How” of Coding



Coding scheme

Typically, coding schemes for meta-analyses of organizational research literature encompass (see the “what of coding”)

- 1) information on **independent and dependent variables, moderators and mediators, and control variables** (e.g., variable labels, definitions, and measurement items used in an original study, and if applicable, reliability estimates) and other variables of interest;
- 2) data (e.g., data type, perceived vs. objective, firm size, and firm age);
- 3) **quality** (e.g., journal ranking and study setting such as geographic location);
- 4) **quantitative information** (e.g., sample size, effect sizes such as correlations between variables of interest).

Step 3 screening & coding

How to design your coding book?

Moreau, D., & Gamble, B. (2020). Conducting a Meta-Analysis in the Age of Open Science: Tools, Tips, and Practical Recommendations.

Psychological Methods.

Bosco, F. A., Uggerslev, K. L., & Steel, P. (2017). MetaBUS as a vehicle for facilitating meta-analysis. *Human Resource Management Review*, 27(1), 237–254.

MetaBUS

Table 1
Fields contained in the metaBUS database with descriptions and sample entries.

	Description	Sample entry
Article-level codes		
metaBUS source identifier	A concatenation of abbreviated journal name, year, volume number, issue number, and start page	JAP-2016-101-6-815
DOI	Digital object identifier (if available)	10.1037/api0000098
Reference	Full APA-formatted reference	Lin, S. H. J., Ma, J., & Johnson, R. E. (2016). When ethical leader behavior breaks bad: How ethical leader behavior can turn abusive via ego depletion and moral licensing. <i>Journal of Applied Psychology</i> , 101, 815–830. http://dx.doi.org/10.1037/api0000098
Funding/support	Indicator for whether financial support was acknowledged (e.g., grant funding) Yes; No	Y
Variable-level codes		
Verbatim (reported) variable name		Abusive leader behavior
Sample size	[positive integer]	151
Exact sample size?	Yes; No	Y
Taxonomic node classification	[5-digit code from taxonomy]	10,046
Taxonomic node name	[Taxonomic node name]	Abusive supervision
Conceptual reversal?	Yes; No	N
Descriptives: M	[numeric]	1.81
Descriptives: SD	[positive numeric]	0.61
Reliability value	[positive numeric]	0.85
Reliability type: alpha?	Yes; No	Y
Time point	[positive integer]	1
Response rate	[positive numeric]	0.68
Sample number identifier	[positive integer]	1
Data source data pertains to	Students; General employees/Subordinates/Protégés; Managers/Supervisors/Mentors; Upper managers; Armed forces; Job applicants; TMT; CEO; SMEs; Teams/Families/Groups/etc.; External stakeholders/Customers; Org records/Archives; Gov't records/Public; Mixed; Not specified; Other/Don't know; and Self ("self" is an option only for the "pertains to" category)	Managers/supervisors Self
Unit of analysis	Individuals; Dyads; Teams/Families/Groups/etc.; Business Units/Departments/Stores/Plants/etc.; Organizations; Mixed; Not specified; Other/Don't know	Individuals
Data collection country	One of listed independent states, or: "Mixed" "Not specified" "Taiwan"	Not specified
Coding confidence	Normal; Low r Uncorrected, zero-order correlation [numeric]	Normal Abusive leader behavior: Depletion = 0.19 Abusive leader behavior: Moral credits = 0.11 Abusive leader behavior: Moral credentials = -0.05 ...(for all variable pairs)

METALAB

Metalab

- <https://langcog.github.io/metalab/>

MetaLab Explore Data Documentation Publications Team

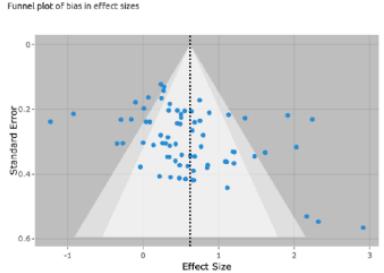
The MetaLab database contains **2,497 effect sizes** from **30 meta-analyses** across two domains of cognitive development, based on data from **688 papers** and **45,260 subjects**.

Interactive, community-augmented meta-analysis tools for cognitive development research

New: The [2020 Contribution Challenge Winners](#)

[Explore Apps](#) [View Documentation >](#)

New MetaLab User? Check out [Getting Started](#) first!



 MetaLab Decision Spreadsheet template.xlsx

 MA template.xlsx

编码表的制定

- 1) Coding protocol: 明细编码流程
- 2) 筛选规则: 明确纳入排除规则 (Day 1)
- 3) 制定编码表: **excel**
- 4) 编码手册: 解释编码表每一个项目
- 5) 预编码: 检验及完善编码表
- 6) 编码一致性的计算方式

1) Coding protocol

- Developing a good coding protocol is much like developing a good survey questionnaire: it requires a clear delineation of what is important to measure and a willingness to revise and modify initial drafts.

CODING MANUAL

A set of instructions giving definitions of variables and how to code them

Should be detailed enough for coders to be able to use this to learn to code

CODING SHEET

A worksheet or spreadsheet into which coders enter their codes

3) 制定编码表：excel

- 文献基本信息
- 被试基本信息
- 研究设计
- 效应量
- 调节变量等.....

Excel 演示 及讲解：

- 模板1:多个自变量(IV)一个结果变量(DV): different leaderships & engagement
- 模板2:一个IV多个DV: servant leadership & different outcomes
- 模板3: 多个IV多个DV: different leaderships & different outcomes
- 模板4: 多个IV team level一个IV: leaderships & team level performance
- LME: 两两相关

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D24 The relationship between charismatic leadership, work engagement, and organizational citizenship behaviors.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Sdtud	Author(s)	Year	Title	Journal/use Acronym)	Article Type1=Journal 2=Dissertation/thesis 3=Conference 4=Book	Categorize article type 1=published 2=unpublished	Coded by 1=PK 2=X 3=BOTH	inclus/Exclude ? 1=include 2=exclude 3=maybe (=contact author for info, depending on how)	Incl/Exclude Why? 0=INCLUDE 1=no or inappropriate leadership/eng measure 2=review article 3=pdf unavail(i.e. need to know)	0 = include first search 1=include after info from authors 2=yes; 0=no	Have Contact ed	Email address	Country of sample(the samples were drawn)	Country level characteristics(see sheet 2)	sample size (N) employees for a certain effect size(N)
1	1	Ababneh, Omar Mohammed	2015	Conceptualizing and m	0	2	2	1	1	0	0	0	New Zealand		106
2	1	Ababneh, Omar Mohammed	2015	Conceptualizing and m	0	2	2	1	1	0	0	0	New Zealand		106
4	2	Abbott, A. R	2017	Purdue extension: Employee engagemen	2	2	1	2	2	4	1	0			86
5	3	Abidin, S. N. S. Z.	2017	THE EFFECT OF PERCEIV JTHEM	1	1	1	1	1	0	0	0	Malaysia		260
6	4	Adil, A., & Kamal, A.	2016	Impact of psychologica PGPR	1	1	1	1	1	0	0	0	Pakistan		500
7	5	Ahamed, F., Hassan, A., &	2013	Authentic leadership, tr JGBA	1	1	1	1	1	0	0	1	fbsrose@gu Islamic		189
8	5	Ahamed, F., Hassan, A., &	2013	Authentic leadership, tr JGBA	1	1	1	1	1	0	0	1 yes	Malaysia		206
9	6	Ahuja, J., & Chaturvedi, M	2017	Job Crafting and Employ NMR	1	1	1	2	2	4					
10	7	Akharbin, P., Zahed Babc	2014	The Relationship between Servant Leade	1	1	1	2	2	5					
11	8	Al Zaabi, M. S. A., Ahmac	2016	Authentic leadership, work engagement	1	1	1	1	1	0	0	no email	United Arab Emirates		189
12	9	Al-Haj, A.	2018	Leadership Styles and Employee Motivat	2	2	1	2	2	4			Qatar		
13	10	Alok, K., & Israel, D.	2012	Authentic leadership & wo IJIR	1	1	1	1	1	0	0		India		117
14	11	Alston, C. D.	2018	Evaluating leadership frames, employee enga	2	2	1	3	3	8	0 no				
15	12	Alvi, A. K., Hussain, Z., Tahir,	2015	DOES THE RELATIONSHIP OF WORK LIFE BALAN	2	2	1	3	3	8	0				
16	13	Amah, O. E.	2016	Employee engagement and the work-family conflict relationship: The role of personal and org	1	2	2	3	3						
17	14	Amos, M. D. (2017	Servant leadership's impact on engagement, t	2	2	1	3	3	8	0				

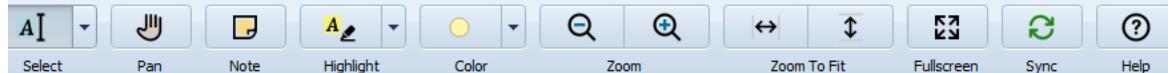
Country of sample(the samples were drawn) (write down the country)	In-group collectivism								Performance orientation_House et			Cultural tightness-looseness		Future orientation		Assertiveness		Uncertainty		Country level			sample size employees			Age range mostly(>50%) 1=25, below			employees' education 3=mostly higher educated (some college or above, >60%) 2=2-5; 3=6-9; 4=10-13; 5=above 13;			Tenure range mostly(>50%) 1=less than 2 years 2=2-5; 3=6-9; 4=10-13; 5=above 13;			Study design:Transnational=1, longitudinal=2, (if longitudinal) diary=3; time delayed 1= 0-6 mths 2= 6-12 mths 3= 12-18 mths 4= 18-24mths 5=>24mths
	Region	In-group collectivism	Performance orientation_House et	Cultural tightness-looseness	Future orientation	Assertiveness	Avoidance																												
New Zealand	A	4.89	3.67	4.72	3.9	3.47	3.42	4.75																						1					
New Zealand	A	4.89	3.67	4.72	3.9	3.47	3.42	4.75																						1					
Malaysia	S.Asia	5.17	5.51	4.34	11.8	4.58	3.87	4.78																						1					
Pakistan	S.Asia	—	—	—	12.3	—	—	—																											
Israel	M	4.73	4.7	4.08	3.1	3.85	4.23	4.01																						2					
Malaysia	S.Asia	5.17	5.51	4.34	11.8	4.58	3.87	4.78																						1					
United Arab	M	—	—	—	—	—	—	—																											
Oman	M	4.72	4.71	3.45	—	3.79	4.11	3.89																						4					

3.2 secondary coding

- Coding what?
- Tools: Excel, Mendeley/zotero/endnote

Questionnaires	leadership measure	developer	how many report leadership styles nr(1=only 1= leader-one; 2= employee leadership; 2=two or 3=three; 4=more than three)	Questionnaires engagement	Nr of items measure 1=UW ES; 2=Others	scale points of engagement measures	report(employee engagement; 1= self-report 2= others e, supervisors etc)	Outcom Mean_eng	Outcom SD_Eng	es1	e2	Category	Effect size (correlations) referred to leadership styles:		a of leadership styles	a of engagement outcome	effect size ID	Effect size (correlations) referred to leadership styles:			
													Mean_lea	SD_Lead	leadership styles	a of engagement outcome	effect size ID	7=shared			
MLQ-5X	Bass and Avolio		2	2	3.31	0.77	2	20		1	3.37	0.47					0.96	0.89	1	1	
MLQ-5X	Bass and Avolio		2	2	3.21	0.81	2	20		1	3.37	0.47					0.85	0.89		8	
MLQ			1	2	3.06	0.42	1			2	4.63	0.77					0.85	0.82			
ALQ	Walumbwa et a		2	1	4	0.54	2	18	5	1	4,247	0.376					0.757	0.88	3	2	
ALQ	Walumbwa et a		2	1													0.93	0.86	0.87	4	
	Avolio et al., 20		2	1	3.69	0.61	1	9	5	1	3.77	0.73					0.91	0.92	5	2	
	Avolio et al., 20		2	1	3.4	0.45	1	9	5	1	3.56	0.6					0.91	0.92		2	
ALQ	Walumbwa et a		2	1			1	9					OCB		1				8	2	
	Walumbwa et a		2	1	2.43	0.91	1	9	7	1	4.65	1.09					0.95	0.88	10	2	
MLQ	Bass & Avolio, 20		2	1			1	20					perfomrance		2		0.847	0.82	0.871	17	
MLQ	Bass & Avolio, 20		1	1	3.51	0.64	2	15	5	1	3.71	0.62	Task performance		2	4.05	0.64	0.93	0.92	0.79	18

If onthers, name the specific leadership	specific leadership term: 1=positive (supversion, sup- port, autonomy, size) sensitivity, involvement, monitoring,		Raw effect size(correlati- ons, leadership and eng)		Correlations(I on, eng and outcome)		Coefficients 3=Hume integration;		used correlation or Regression coefficients		of report informant of leadership styles		Comments(a nything need to pay attention)		Fisher effect size (fisher=CQ)	Variance (1/ (n-3))
	1	0.46			1	1	153	no details for participants					0.009708738			
	2	0.41				3	1								0.009708738	
																leaders leadership and engagement
	1	0.45				4	1	14								0.012048193
	1	0.29	0.57	0.4		1	1	10	no mean, SD							0.003891051
	1	0.319				2	1	11	no coreelationo	tanle, we used regressio						0.002012072
	1	0.58				2	1	10								0.005376344
									no leadership were measured							-0.333333333
									not in english							-0.333333333
		0.48	0.6	0.4	2	1	14	no mean, SD, and correlation table use re								0.005376344
																-0.333333333
	1	0.47				1	1	8 complete								0.00877193
								Only 24 no data available								-0.333333333
								Only 24 no data available								-0.333333333
																-0.333333333
																-0.333333333
																-0.333333333
		0.287	0.26	0.102	0	1	14	no mean and correlation, used regression not								0.004022258



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The Measurement of Work ...

How interpersonal lead...

Transformational leader...

The comparative influe...

leadership, LMX, follower engagement, OCB, and turnover intentions. In addition, exploratory analyses were conducted to investigate if the dimensions of each leadership style predicted different dimensions of engagement. The results replicated the findings of the second-order factors. For the sake of parsimony, the current research reported the relationships among the second-order factors.

Descriptive Statistics. Table 2 provides descriptive statistics, reliability levels, and zero-order correlations

which provides an index and measures how the variance of an estimated regression coefficient is increased due to collinearity. The VIF was below 2.5, providing evidence against multicollinearity concerns (Kutner, Nachtsheim, & Neter, 2004). In order to provide further evidence that transformational leadership and LMX are empirically distinct variables, the suggestions of Fornell and Larcker (1981) and Netemeyer, Johnston, and Burton (1990) were followed, comparing the variance shared by each latent variable and its measures with the variance shared by both latent variables.

Table 2. Means, Standard Deviations, and Correlations

Variable	Mean	SD	1	2	3	4	5
Leader-member exchange	3.85	.61	(.88)				
Transformational leadership	3.72	.67	.77**	(.95)			
Follower engagement	6.02	.99	.49**	.42**	(.91)		
Organizational citizenship behavior	4.77	.71	.19**	.17**	.30**	(.90)	
Turnover intentions	1.95	.79	-.49**	-.46**	-.58**	-.26**	(.90)

Note. N=280; reliability coefficients for the scales are in parentheses along the diagonal.

**p<.01.

PRIVATE ANNOTATIONS

- Peikai Li, Ph.D. ma mei 7 2018 participants
- Peikai Li, Ph.D. ma mei 7 2018 participants 280
- Peikai Li, Ph.D. ma mei 7 2018 MEASUREMENT
- Peikai Li, Ph.D. ma mei 7 2018 MEANS SD and correlations

Double coding

Coder	Article ID	Reference	Author + year	Published	Journal
	2	Bryant, W. (2020). A Multilevel Examination of Unethical Pro- or Bryant, 2020		2	
	2	Bryant, W. (2020). A Multilevel Examination of Unethical Pro- or Bryant, 2021		2	
	3	Bryant, W., & Merritt, S. M. J. J. o. B. E. (2019, 2019). Unethical Pro- or Bryant & Merritt, 2019		1	Journal of Business Ethics
	3	Bryant, W., & Merritt, S. M. J. J. o. B. E. (2019, 2019). Unethical Pro- or Bryant & Merritt, 2019		1	Journal of Business Ethics
	4	Burnett, E. A. (2017, 2017). Bad behavior in business organizations: The role of Burnett, 2017		2	
	4	Burnett, E. A. (2017, 2017). Bad behavior in business organizations: The role of Burnett, 2017		2	
	5	Castille, C. M., Buckner, J. E. V., & Thoroughgood, C. N. (2018, 2018). Castille et al., 2018		1	Journal of Business Ethics
	5	Castille, C. M., Buckner, J. E. V., & Thoroughgood, C. N. (2018, 2018). Castille et al., 2018		1	Journal of Business Ethics
	6	Chen, M., Chen, C. C., & Sheldon, O. J. (2016, 2016). Relaxing Moral Chen et al., 2016		1	Journal of Applied Psychology
	6	Chen, M., Chen, C. C., & Sheldon, O. J. (2016, 2016). Relaxing Moral Chen et al., 2016		1	Journal of Applied Psychology
	6	Chen, M., Chen, C. C., & Sheldon, O. J. (2016, 2016). Relaxing Moral Chen et al., 2016		1	Journal of Applied Psychology
	6	Chen, M., Chen, C. C., & Sheldon, O. J. (2016, 2016). Relaxing Moral Chen et al., 2016		1	Journal of Applied Psychology
	6	Chen, M., Chen, C. C., & Sheldon, O. J. (2016, 2016). Relaxing Moral Chen et al., 2016		1	Journal of Applied Psychology
	6	Chen, M., Chen, C. C., & Sheldon, O. J. (2016, 2016). Relaxing Moral Chen et al., 2016		1	Journal of Applied Psychology
	9	Cheng, K., Wei, F., & Lin, Y. H. (2019, 2019). The mickle-down effect of Cheng et al., 2019		1	Journal of Business Research
	9	Cheng, K., Wei, F., & Lin, Y. H. (2019, 2019). The mickle-down effect of Cheng et al., 2019		1	Journal of Business Research
	10	Coppens, T. T. (2019, 2019). Not in my Occupation: An Examination of Coppens et al., 2019		2	
	10	Coppens, T. T. (2019, 2019). Not in my Occupation: An Examination of Coppens et al., 2019		2	
	11	Dou, K., Chen, Y. S., Lu, J. M., Li, J. J., & Wang, Y. J. (2019, 2019). W Dou et al., 2018		1	International Journal of Psycho
	11	Dou, K., Chen, Y. S., Lu, J. M., Li, J. J., & Wang, Y. J. (2019, 2019). W Dou et al., 2018		1	International Journal of Psycho
	13	Effelsberg, D., & Solga, M. (2015, 2015). Transformational Leaders' In Effelsberg & Solga, 2015		1	Journal of Business Ethics
	13	Effelsberg, D., & Solga, M. (2015, 2015). Transformational leaders' In Effelsberg & Solga, 2015		1	Journal of Business Ethics
	14	Effelsberg, D., Solga, M., & Gurt, J. (2014, 2014). Transformational Le Effelsberg et al., 2014		1	Journal of Business Ethics
	14	Effelsberg, D., Solga, M., & Gurt, J. (2014, 2014). Transformational Le Effelsberg et al., 2014		1	Journal of Business Ethics
	14	Effelsberg, D., Solga, M., & Gurt, J. (2014, 2014). Transformational Le Effelsberg et al., 2014		1	Journal of Business Ethics

AN	AP	AQ	AI
备注需要说明的如何疑问或需要注意	校正: 不一致数目	不一致是否已解决 (Y/N)	
	2	Y, 解决2/2	
	7	Y, 解决7/7	
	5	N, 解决4/5	
	4	Y, 解决4/4	
JPB body: 18.2 % self-identified as	8	Y, 解决8/8	
UPB body: 37% managers	8	Y, 解决8/8	
UPB body: 15% managers	4	Y, 解决4/4	
	4	Y, 解决4/4	
	4	Y, 解决4/4	
	5	Y, 解决5/5	
163不是学生	3	Y, 解决3/3	
	5	Y, 解决5/5	

4) 编码手册：解释编码表每一个项目

展示两个真实的coding book (在线资料有提供).

- Covid-19 meta-analysis.
- Leadership Meta Essentials

编码手册

Leadership Meta Essentials 编码指导手册* (LME Codebook)

Version 1.0

September 25, 2020 Updated

史健 李培凯 曹文蕊
荷兰心理统计联盟

2023/1/14

2.2 编码文献作者信息 Authors & Year

请参照 APA 7th 格式填写：例如 “Zhang et al., 2019”

两位作者：二位作者的姓+年份 Li & Zhang, 2019;

三位及以上：第一作者姓 et al. + 年份 Zhang et al., 2019;

2.3 通讯作者姓名及联系方式 Corresponding author; Email address

请根据文章信息填入通讯作者的姓名以及邮箱。如果通讯作者不止一个，姓名和邮件地址用分号隔开，在对应一格中全部列出，如一篇文章中有通讯作者“张三”和“李四”，那么对应“Corresponding author”一栏中填写“张三；李四”。
“Email address”一栏中填写“张三的邮箱地址；李四的邮箱地址”。

2.4 文章标题 Title

此列填入文章标题。

2.5 文章所发表的期刊 Journal

此列填入文章所发表的期刊名称，如 “Journal of applied psychology” ，请填写期刊全名，不要写简称。

2.6 文章所发表的 DOI

此列填入文章的 DOI 信息。

5)预编码: 检验及完善编码表

- 5-10 Papers.
- If necessary you need to change your coding scheme

Coding tools

- Tabula

<https://tabula.technology/>

Tabula



Tabula is a tool for liberating data tables locked inside PDF files.

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tabulapdf/tabula

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Latest Version: Tabula 1.2.1

June 4, 2018

Tabula 1.2.1 fixes several bugs in the user interface and processing backend. (You can read about all the changes [in the release notes](#).)

Download Tabula below, or [on the release notes page](#).

Special thanks to our [OpenCollective backers](#) for supporting our work on Tabula; if you find Tabula useful in your work, please consider a [one-time](#) or [monthly donation](#).

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Tabula is used to power investigative reporting at news organizations of all sizes, including [ProPublica](#), [The Times of London](#), [Foreign Policy](#), [La Nación \(Argentina\)](#)

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README	2018/6/4 17:18	文本文档	2 KB
tabula	2018/6/4 17:18	应用程序	369 KB
tabula.jar	2018/6/4 17:18	JAR 文件	36,058 KB

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2. Select the table by clicking the top left corner of a table and dragging the mouse to the bottom right corner, until all of the data is included in the shaded selection area.
3. A window will then appear containing your data. Inspect the data to make sure it looks correct. If data is missing, you may have to slightly expand your selection.
4. Click the Download button.
5. Now you can work with your data as text file or a spreadsheet rather than a PDF! (You can open the downloaded file in Microsoft Excel or the free [LibreOffice Calc](#))

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Clear All Selections Autodetect Tables Preview & Export Extracted Data

fit. The results given in **Table V** showed that value of all the goodness of fit statistics i.e. ratio of chi-square to degrees of freedom (χ^2/df), root mean square error approximation (RMSEA), goodness of fit index (GFI), average goodness of fit index (AGFI), comparative fit

Table III.
Mean, std. deviation, composite reliability and average variance extracted for each variable

Variable	Items	Factor loadings	C.R	AVE
Authentic leadership	16	0.523-.712	0.726	0.620
Team environment of psychological safety	6	0.624-.891	0.888	0.893
Team environment of trust	3	0.824-.913	0.915	0.882
Knowledge sharing	8	0.655-.855	0.840	0.840
Employees' creativity	13	0.691-.922	0.924	0.887

Table IV.
Correlations of inter construct and average variance extracted (AVE)

Variable	1	2	3	4	5
Authentic leadership	0.787				
Team environment of psychological safety	0.738	0.944			
Team environment of trust	0.497	0.379	0.939		
Knowledge sharing	0.479	0.571	0.466	0.916	
Employees' creativity	0.593	0.568	0.550	0.524	0.941

Sample 1.pdf Export Format: CSV Export Copy to Clipboard

Preview of Extracted Tabular Data

Variable	1	2	3	4	5
Authentic leadership	0.787				
Team environment of psychological safety	0.738	0.944			
Team environment of trust	0.497	0.379	0.939		
Knowledge sharing	0.479	0.571	0.466	0.916	
Employees' creativity	0.593	0.568	0.550	0.524	0.941

A	B	C	D	E	F	G	H
Variable	1	2	3	4	5		
Authentic	0.787						
Team env	0.738	0.944					
Team env	0.497	0.379	0.939				
Knowledg	0.479	0.571	0.466	0.916			
Employee	0.593	0.568	0.55	0.524	0.941		

6) 编码一致性的计算方式

- Agreement Rate
- Cohen's Kappa
- Inter-coder Correlation
- Intraclass Correlation

Strategies to Assess or Control for Error

Failing to assess interrater reliability (IRR) and to consider it in subsequent analyses can yield misleading results (Orwin and Cordray 1985).

Agreement Rate

$$AR = \frac{\text{number of observations agreed upon}}{\text{total number of observations}}. \quad (10.1)$$

The first two coders agreed in
15 cases out of 25, so $AR = 0.60$

simplicity and widespread use by research synthesis practitioners.

AR has a drawback:
the inability to discriminate between degrees of disagreement.

Table 10.1 Illustrative Data: Ratings of Studies

Study	Coder		
	1	2	3
1	3	2	3
2	3	1	1
3	2	2	2
4	3	2	3
5	1	1	1
6	3	1	3
7	2	2	1
8	1	1	1
9	2	2	1
10	2	1	3
11	2	2	2
12	3	3	3
13	3	1	2
14	2	1	1
15	1	1	1
16	1	1	2
17	3	3	1
18	2	2	2
19	2	2	2
20	3	1	1
21	2	1	2
22	1	1	3
23	3	2	2
24	3	3	3
25	2	2	3

SOURCE: Authors' compilation.

The general rule of thumb for percent agreement is presented in Neuendorf: "Coefficients of .90 or greater are nearly always acceptable, .80 or greater is acceptable in most situations, and .70 may be appropriate in some exploratory studies for some indices" (Neuendorf 2002, p. 145). For social science studies in the communication field, the goal is often .80 or 80% pairwise agreement. In a separate article Lombard, Snyder-Duch, and Bracken suggest a higher threshold of .90 (90%) for percent agreement because of the weaknesses described below (2002, p. 596)

<http://www.bwgriffin.com/gsu/courses/edur9131/content/IntercoderReliabilityBlogPost.pdf>

- *Cohen's Kappa and Weighted Kappa.*
- K and its alternatives were designed for categorical data and are not appropriate for continuous variables.

Screening Coding

- Double screening/ coding

如果不能100%，

至少50%, 或20%

- Coding agreement

Kappa

<https://www.graphpad.com/quickcalcs/kappa1/>

Quantify agreement with kappa results

	A	B	Total
A	90	2	92
B	3	5	8
Total	93	7	100

Number of observed agreements: 95 (95.00% of the observations)

Number of agreements expected by chance: 86.1 (86.12% of the observations)

Kappa= 0.640

SE of kappa = 0.149

95% confidence interval: From 0.348 to 0.932

Journal	doi	source	author1_note	author2_note	author3_note	notes_multigenes
Journal goes here	10.1080/09658211.2013.12316	google_scholar	inc	inc	inc	
Journal goes here	10.1111/bdi.111923	scopus	inc	inc	inc	
Journal goes here	10.1111/bdi.1234343	scopus	inc	inc	inc	
Journal goes here	10.1010/jpr.2014.05.012	google_scholar	inc	inc	inc	
Journal goes here	10.1111/bdi.2276	science_direct	inc	inc	inc	
Journal goes here	10.1111/bdi.66533	scopus	inc	inc	inc	
Journal goes here	10.1080/0073544	scopus	inc	inc	inc	
Journal goes here	10.1016/j.jep.2014.08.002	scopus	inc	ex2	inc	
NA	NA	emails_to_researchers	inc	inc	inc	
Journal goes here	10.1080/09658211.2013.123297	pubmed	inc	inc	inc	Author2 thought the study did not include one of the key variables, but this turned out to be an oversight Unpublished data was obtained from authors
Journal goes here	10.1111/bdi.18222	pubmed	inc	inc	inc	
Journal goes here	10.1010/jpr.2004.05.912	google_scholar	inc	inc	inc	Data required were not in the published paper but retrieved from OSF
Journal goes here	10.1080/09658211.2013.1009	science_direct	inc	inc	inc	
Journal goes here	10.1111/bdi.11112	psycinfo	inc	inc	inc	
Journal goes here	10.1080/09658211.2015.12322	emails_to_researchers	ex4	ex4	ex6	
NA	NA	author_libraries	ex4	ex4	ex6	
Journal goes here	10.1080/09658211.2013.9023	psycinfo	ex4	inc	inc	Author1 thought the outcome measure did not capture the key variable of interest; after discussion autho
Journal goes here	10.1111/bj.13403	reference_lists	ex3	ex3	ex3	Relevant, but these same data were reported in another included study (Smith et al., 2005) Full text article could not be obtained
Journal goes here	10.1080/09658211.2015.12030	pubmed				
Journal goes here	10.1016/j.jep.2014.05.006	psycinfo				
NA	NA	proquest_dissertations				
Journal goes here	10.1111/bdi.18901	google_scholar				
Journal goes here	10.1080/0073544	science_direct				

- Kappa < 0: No agreement
- Kappa between 0.00 and 0.20: Slight agreement
- Kappa between 0.21 and 0.40: Fair agreement
- Kappa between 0.41 and 0.60: Moderate agreement
- Kappa between 0.61 and 0.80: Substantial agreement
- Kappa between 0.81 and 1.00: Almost perfect agreement."

Landis, J.R.; Koch, G.G. (1977). The measurement of observer agreement for categorical data. Biometrics. 33 (1): 159-174. <https://doi.org/10.2307%2F2529310>

Inter-coder Correlation

- For continuous variables (e.g., effect size etc.)

$$r = \frac{1}{n} \sum_{i=1}^n \left(\frac{X_i - \bar{X}}{s_X} \right) \left(\frac{Y_i - \bar{Y}}{s_Y} \right), \quad (10.6)$$

- (X_i, Y_i) are the n pairs of values, and s_X and s_Y are the standard deviations of the two variables
- One of the more popular is the common Pearson correlation coefficient (r), sometimes called the **intercoder correlation** in this context (can be easily conducted in SPSS).
- Shortcoming: the between-coders variance is always removed in computing the product-moment formula.

- Alpha values were described as excellent (0.93–0.94), strong (0.91–0.93), reliable (0.84–0.90), robust(0.81), fairly high (0.76–0.95), high (0.73–0.95), good (0.71–0.91), relatively high (0.70–0.77), slightly low (0.68), reasonable (0.67–0.87), adequate (0.64–0.85), moderate (0.61–0.65), satisfactory (0.58–0.97), acceptable (0.45–0.98), sufficient (0.45–0.96), not satisfactory(0.4–0.55) and low (0.11).
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in science education*, 48(6), 1273–1296.

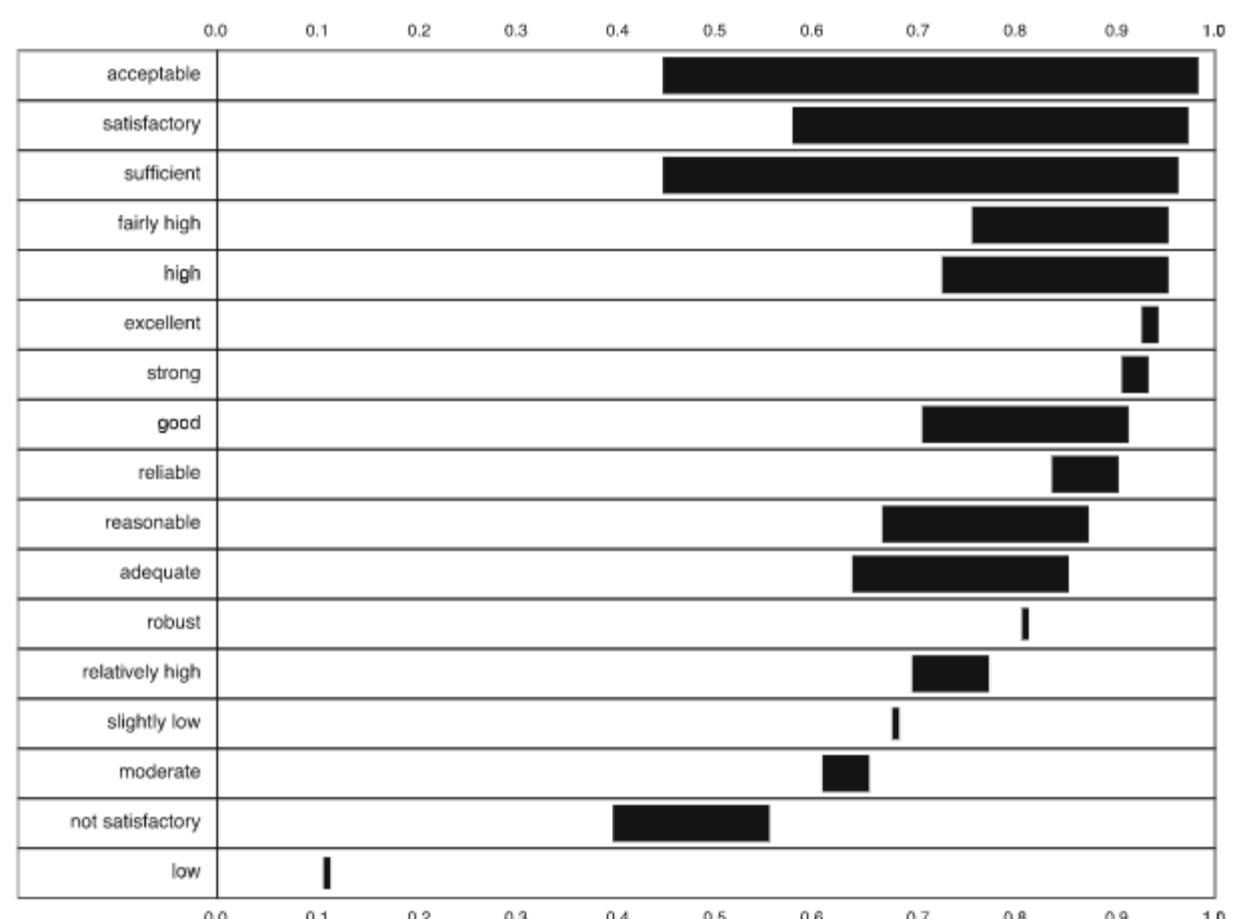


Fig. 1 Qualitative descriptors used for values/ranges of values of Cronbach's alpha reported in papers in leading science education journals

Intraclass Correlation

- The intraclass correlation (rI) is computed as a ratio of the variance of interest over the sum of the variance of interest plus error.

How to do it in R

```
##1 Agreement Rate
```

```
#install.packages(c("irr", )
```

```
library(irr)
```

```
twocat <- cbind(Rater1,Rater1)
```

```
ThreeCat <- cbind(Rater1,Rater2,Rater3)
```

```
#1.1 for two coders
```

```
agree(twocat)
```

```
#1.2 for three coders
```

```
agree(ThreeCat)
```

```
> ##1 Agreement Rate  
> #install.packages(c("irr", ))  
> library(irr)  
> twocat <- cbind(Rater1,Rater2)  
> ThreeCat <- cbind(Rater1,Rater2,Rater3)  
> #1.1 for two coders  
> agree(twocat)  
Percentage agreement (Tolerance=0)  
  
Subjects = 25  
Raters = 2  
%-agree = 60  
> #1.2 for three coders  
> agree(ThreeCat)  
Percentage agreement (Tolerance=0)  
  
Subjects = 25  
Raters = 3  
%-agree = 36  
|
```

Kappa

##2Cohen's Kappa and Weighted Kappa

#2.1 for two coders

kappa2(twocat)

#2.2 for three coders

kappam.fleiss(ThreeCat)

```
> ##2Cohen's Kappa and Weighted Kappa
> #2.1 for two coders
> kappa2(twocat)
Cohen's Kappa for 2 Raters (weights: unweighted)
```

```
Subjects = 25
Raters = 2
Kappa = 0.425
```

```
z = 3.51
p-value = 0.000455
```

```
> #2.2 for three coders
> kappam.fleiss(ThreeCat)
Fleiss' Kappa for m Raters
```

```
Subjects = 25
Raters = 3
Kappa = 0.315
```

```
z = 3.85
p-value = 0.00012
> |
```

Figure 6: Interpreting Fleiss' Kappa

- < 0.40 = Poor agreement
- $0.60 - 0.74$ = Intermediate to good agreement
- $\geq .75$ = Excellent agreement

#3 Continuous Variables

- #3.1 Intercoder Correlation
- cor(Rater1,Rater2)
- #3.2 calculate the mean correlation for more than two raters
- meancor(ThreeCat)
- #3.3 Intraclass Correlation
- icc(twocat)

```
> #3 Continuous Variables  
> #3.1 Intercoder Correlation  
> cor(Rater1,Rater2)  
[1] 0.4520228  
> #3.2 calculate the mean correlation for more than two raters  
> meancor(ThreeCat)  
Mean of bivariate correlations R
```

Subjects = 25
Raters = 3
R = 0.331

z = 1.55
p-value = 0.121

```
> #3.3 Intraclass Correlation  
> icc(twocat)  
Single Score Intraclass Correlation
```

Model: oneway
Type : consistency

Subjects = 25
Raters = 2
ICC(1) = 0.278

F-Test, H0: r0 = 0 ; H1: r0 > 0
F(24,25) = 1.77 , p = 0.0818

95%-Confidence Interval for ICC Population Values:
-0.118 < ICC < 0.599

Other issues in Coding

- 1. Missing data
- 2. Coding errors
- 3. Duplicated publications

1). Missing data

- Delete (not recommend)
- Contact authors

WHAT INFORMATION DO YOU NEED FROM EACH STUDY?

Ideally effect sizes would just be reported

Table IV.

Correlations of inter
construct and
average variance
extracted (AVE)

Variable	1	2	3	4	5
Authentic leadership	0.787				
Team environment of psychological safety	0.738	0.944			
Team environment of trust	0.497	0.379	0.939		
Knowledge sharing	0.479	0.571	0.466	0.916	
Employees' creativity	0.593	0.568	0.550	0.524	0.941

WHAT INFORMATION DO YOU NEED FROM EACH STUDY?

Ideally effect sizes would just be reported

Most effect sizes can be calculated from reported information, but it's not always there

Table 1
Mean Attitude Change, Discomfort, and Choice Ratings as a Function of Experimental Condition in Experiment 1

Measure	Experimental condition			
	PRE AFF/ ATT	POST ATT/ AFF	PROATT	Baseline
Attitude Change	2.90 _{bc}	6.80 _a	1.40 _c	3.50 _b
Discomfort	3.23 _a	1.93 _b	1.93 _b	1.80 _b
Choice	9.70 _b	11.40 _b	11.10 _b	5.80 _a

tude ratings in excess of 1 (*strongly disagree*) represented attitude change.⁴ A one-way ANOVA yielded a significant effect of experimental condition on Attitude Change, $F(3, 36) = 10.42, p < .01$. As displayed in Table 1, a planned comparison indicated that subjects in the POST ATT/AFF condition changed their attitude more than subjects in the Baseline condition, $F(1, 36) = 10.93, p < .01$, thus replicating the classic induced-compliance effect. A conceptually similar comparison revealed that POST ATT/AFF subjects changed their attitude more than PROATT subjects, $F(1, 36) = 29.26, p < .01$. POST ATT/AFF subjects also showed greater Attitude Change than subjects in the PRE AFF/ATT condition, $F(1, 36) = 15.27, p < .01$, suggesting that attitude change did not occur immediately after consenting to compose the counterattitudinal essay. Although not expected, Baseline subjects reported greater attitude change than those in the PROATT condition, $F(1, 36) = 4.43, p < .05$.

Need to contact authors?

Subject: Call for unpublished data for a meta-analysis: 'XXXX'

Dear Prof/Dr/Ms/Mr XXXX,

I am a XXXX at the University of XXXX, and I'm conducting a meta-analysis on XXXX, along with co-authors XXXX and XXXX.

The pre-registered protocol for this meta-analysis is publicly available on the Open Science Framework (OSF) at osf.io/XXXX; it is also attached as a pdf to this email.

As you have published studies relevant to this topic, we are getting in touch to see if you have any unpublished/file-drawer data, or papers in-press, which we may have missed through database searching, and which you would like to have included in the meta-analysis.

Feel free to email either the raw data (from which we will calculate summary scores) or the summary scores themselves. While any raw data emailed to us will of course remain confidential, please know that summary scores included in the meta-analysis will be made publicly available in a dataset on the OSF.

The latest we will be able to include your data in our meta-analysis is XXth of XXX, XXXX.

We are hoping to include as many relevant studies as possible, so any additional data is greatly appreciated.

Thank you very much,

XXXX

Subject: Requesting data for a meta-analysis, from your paper: 'XXXX'

Dear Prof/Dr/Ms/Mr XXXX,

I am a XXXX at the University of XXXX, and I'm conducting a meta-analysis on XXXX, along with co-authors XXXX and XXXX.

The pre-registered protocol for this meta-analysis is publicly available on the Open Science Framework (OSF) at osf.io/XXXX; it is also attached as a pdf to this email.

We think your study 'XXXX' meets inclusion criteria for our meta-analysis. However, the effect size we're interested in (i.e., the correlation/difference between XXX and XXX) does not seem to be reported in the published paper.

We would be grateful if you could send either the summary scores or the raw data themselves (from which we can calculate the effect size). While any raw data emailed to us will of course remain confidential, please know that summary scores included in the meta-analysis will be made publicly available in a dataset on the OSF.

The latest we will be able to accept your data for inclusion is XXth of XXX, XXXX.

We are hoping to include as many relevant studies as possible, so any additional data is greatly appreciated.

Thank you very much,

编码要十二分的细心！！！

- 轻则拒稿

One of the reviewers, an author of one of the primary studies included in the review, raised a concern in their response to the Editor that there were errors in the coding of their study. Further, while you reported that there was a checking process incorporated into your screening process (at the abstract screening stage), no checks were reported for the data extraction process (or for full-text screening). Taken together, there are concerns regarding the rigour of the review.

- 重则撤稿/被人当靶子，退圈

Coding errors lead to unsupported conclusions: a critique of Hofmann et al.(2015)

Authors Donald Williams, Paul-Christian Bürkner

Publication date 2020/7/13

Journal Meta-Psychology

Volume 4

Description We have detected coding errors in the meta-analysis of Hofmann et al.(2015) who investigated the effect of intranasal oxytocin on psychiatric symptoms. We demonstrate that, after correcting these errors and reanalysing the data, the main conclusions of Hofmann et al.(2015) are no longer supported.

2) Sources of Error in Coding Decisions

- Deficient Reporting in Primary Studies
- Ambiguities in the Judgment Process
- Coder Bias
- Coder Mistakes

Strategies to Reduce Error

Contacting Original Investigators

Consulting External Literature

Training Coders

Pilot Testing the Coding Protocol

Revising the Coding Protocol

Possessing Substantive Expertise

Improving Primary Reporting

Using Averaged Ratings

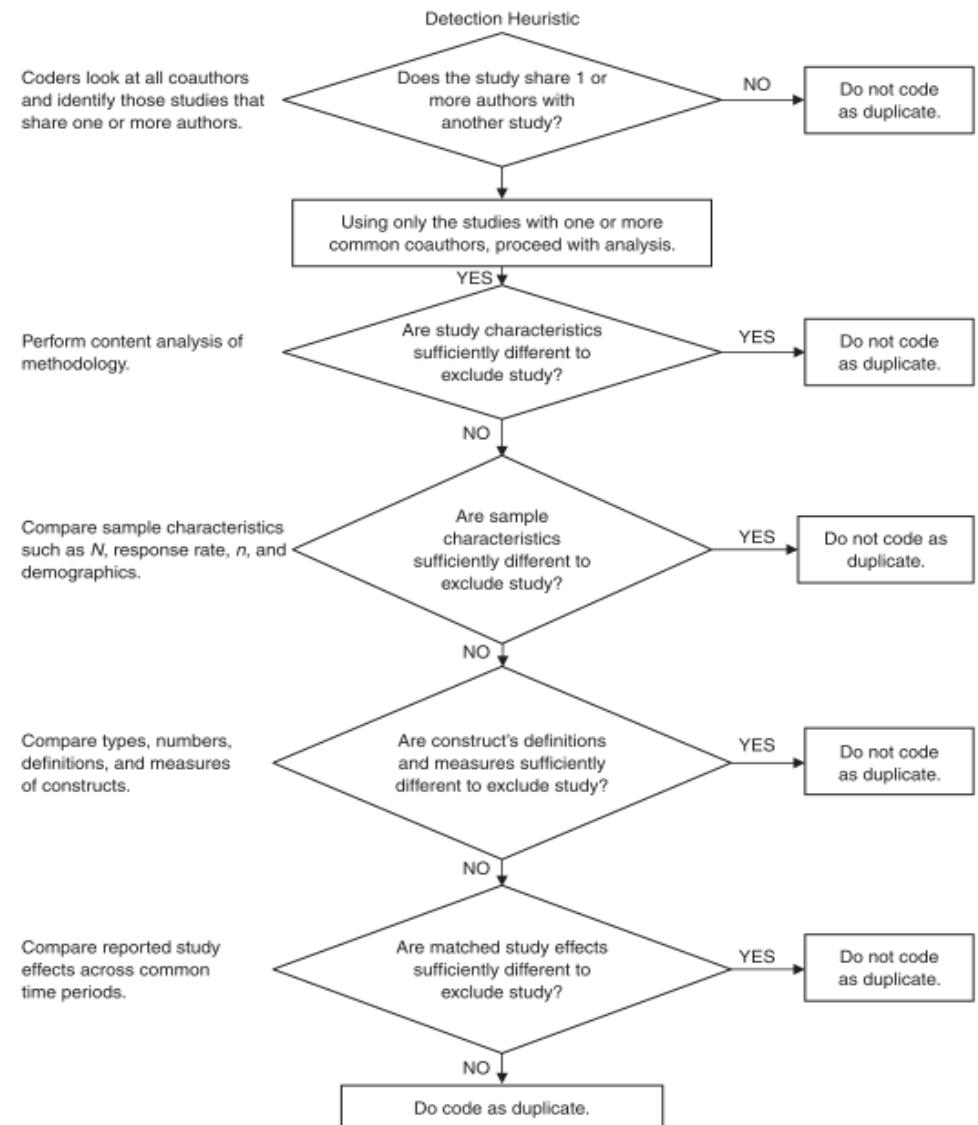
Using Coder Consensus

Strategies to Assess or Control for Error

- Reliability Assessment
 - Specific Indices of Inter-rater Reliability
 - Agreement Rate
 - Cohen's Kappa and Weighted Kappa
 - Intercoder Correlation
 - Intraclass Correlation

3.3 Duplicated publications

Figure 1
Detection Heuristic



3. Open data

A	B	C	D	E	F	G	H	I	J
initial_decision	full_text_obtained	final_decision	year	authors	title	abstract	journal	doi	s
4	y	inc	2019	Faber, H. & Samson, P.	Example study 1	Abstract goes here	Journal goes here	10.1080/09658211.2013.12316	e
4	y	inc	2018	Jeffreys, P.	Example study 2	Abstract goes here	Journal goes here	10.1111/bdi.111923	s
4	y	inc	2018	Proctor, H. & Jenson, A.	Example study 3	Abstract goes here	Journal goes here	10.1080/003234343	s
4	y	inc	2016	Ali, D., et al.,	Example study 4	Abstract goes here	Journal goes here	10.1016/j.concog.2014.05.012	e
4	y	inc	2016	Marks, W.	Example study 5	Abstract goes here	Journal goes here	10.1111/bdi.22778	s
4	y	inc	2016	Houston, H., et al.	Example study 6	Abstract goes here	Journal goes here	10.1111/bdi.66533	s
4	y	inc	2016	Hanks, T. & Reeves, K.	Example study 7	Abstract goes here	Journal goes here	10.1080/0037544	s
4	y	inc	2015	Anderson, H., et al.	Example study 8	Abstract goes here	Journal goes here	10.1016/j.jbtep.2014.08.0032	s
4	y	inc	2015	Zhang, M., D. & Peterson, L.	Example study 9	Abstract goes here	NA	NA	e
4	y	inc	2013	Brown, A., & Albertson, A.	Example study 10	Abstract goes here	Journal goes here	10.1080/003123287	f
4	y	inc	2011	Ji, T. & Lang, L.	Example study 11	Abstract goes here	Journal goes here	10.1111/bdi.18222	f
4	y	inc	2005	Smith, D., et al.	Example study 12	Abstract goes here	Journal goes here	10.1016/j.jrp.2004.05.912	e
4	y	inc	2000	Potter, M. K. et al.	Example study 13	Abstract goes here	Journal goes here	10.1080/09658211.2013.10093	s
4	y	inc	1999	Patterson, L.	Example study 14	Abstract goes here	Journal goes here	10.1111/bdi.11112	f
4	y	inc	1998	Roberts, D., et al.,	Example study 15	Abstract goes here	Journal goes here	10.1080/09658211.2015.12322	e
4	y	ex4	1999	Li, K., Jones, H., Chen, G.	Example study 16	Abstract goes here	NA	NA	a
4	y	ex4	1994	Schmidt, U.	Example study 17	Abstract goes here	Journal goes here	10.1080/09658211.2013.90923	f
4	y	ex3	2016	Smith, D., et al.	Example study 18	Abstract goes here	Journal goes here	10.1111/bjc.13403	r
4	n		2013	Henderson, T., et al.	Example study 19	Abstract goes here	Journal goes here	10.1080/09658211.2015.12031	f
3	r		1992	Jonasson, H. & Jonasson, P.	Example study 20	Abstract goes here	Journal goes here	10.1016/j.concog.2014.05.006	f
2			1996	Anand, L., Weber, F. & Patel, R.	Example study 21	Abstract goes here	NA	10.1080/09658211.2013.12309	f
1			2001	Johnson, R. et al.	Example study 22	Abstract goes here	Journal goes here	10.1111/bdi.18901	e
1			1998	Schmidt, F., et al.	Example study 23	Abstract goes here	Journal goes here	10.1080/00192371	s

3. Open data

- First, provide literature search results.
Here is the template ...

B	C	D	E	F	G	H	
obtained	final_decision	year	authors	title	abstract	journal	doi
inc	2019	Faber, H. & Samson, P.	Example study 1	Abstract goes here	Journal goes here	10.1080/0965	
inc	2018	Jeffreys, P.	Example study 2	Abstract goes here	Journal goes here	10.1111/bdi.1	
inc	2018	Proctor, H. & Jenson, A.	Example study 3	Abstract goes here	Journal goes here	10.1080/0032	
inc	2016	Ali, D., et al.,	Example study 4	Abstract goes here	Journal goes here	10.1016/j.jcon	
inc	2016	Marks, W.	Example study 5	Abstract goes here	Journal goes here	10.1111/bdi.2	
inc	2016	Houston, H., et al.	Example study 6	Abstract goes here	Journal goes here	10.1111/bdi.6	
inc	2016	Hanks, T. & Reeves, K.	Example study 7	Abstract goes here	Journal goes here	10.1080/0037	
inc	2015	Anderson, H., et al.	Example study 8	Abstract goes here	Journal goes here	10.1016/j.jbtr	
inc	2015	Zhang, M., D. & Peterson, L.	Example study 9	Abstract goes here	NA	NA	
inc	2013	Brown, A., & Albertson, A.	Example study 10	Abstract goes here	Journal goes here	10.1080/0031	
inc	2011	Ji, T. & Lang, L.	Example study 11	Abstract goes here	Journal goes here	10.1111/bdi.1	
inc	2005	Smith, D., et al.	Example study 12	Abstract goes here	Journal goes here	10.1016/j.jrp.	
inc	2000	Potter, M. K. et al.	Example study 13	Abstract goes here	Journal goes here	10.1080/0965	
inc	1999	Patterson, L.	Example study 14	Abstract goes here	Journal goes here	10.1111/bdi.1	
inc	1998	Roberts, D., et al.,	Example study 15	Abstract goes here	Journal goes here	10.1080/0965	
ex4	1999	Li, K., Jones, H., Chen, G.	Example study 16	Abstract goes here	NA	NA	
ex4	1994	Schmidt, U.	Example study 17	Abstract goes here	Journal goes here	10.1080/0965	
ex3	2016	Smith, D., et al.	Example study 18	Abstract goes here	Journal goes here	10.1111/bjc.1	
	2013	Henderson, T., et al.	Example study 19	Abstract goes here	Journal goes here	10.1080/0965	
	1992	Jonasson, H. & Jonasson, P.	Example study 20	Abstract goes here	Journal goes here	10.1016/j.jcon	
	1996	Anand, L., Weber, F. & Patel, R.	Example study 21	Abstract goes here	NA	10.1080/0965	
	2001	Johnson, R. et al.	Example study 22	Abstract goes here	Journal goes here	10.1111/bdi.1	
	1998	Schmidt, F., et al.	Example study 23	Abstract goes here	Journal goes here	10.1080/0019	

journal	doi	source	author1_vote	author2_vote	author3_vote	notes_ambiguities
Journal goes here	10.1080/09658211.2013.12316	google_scholar	inc	inc	inc	
	10.1111/bdi.11923	scopus	inc	inc	inc	
Journal goes here	10.1080/003234343	scopus	inc	inc	inc	
Journal goes here	10.1016/j.concog.2014.05.012	google_scholar	inc	inc	inc	
Journal goes here	10.1111/bdi.22778	science_direct	inc	inc	inc	
Journal goes here	10.1111/bdi.66533	scopus	inc	inc	inc	
Journal goes here	10.1080/0037544	scopus	inc	inc	inc	
Journal goes here	10.1016/j.jbtep.2014.08.0032	scopus	inc	inc	inc	
NA	NA	emails_to_researchers	inc	inc	inc	
Journal goes here	10.1080/003123287	psycinfo	inc	inc	inc	
Journal goes here	10.1111/bdi.18222	pubmed	inc	inc	inc	
Journal goes here	10.1016/j.jrp.2004.05.912	google_scholar	inc	inc	inc	
Journal goes here	10.1080/09658211.2013.10093	science_direct	inc	inc	inc	
Journal goes here	10.1111/bdi.11112	psycinfo	inc	inc	inc	
Journal goes here	10.1080/09658211.2015.12322	emails_to_researchers	inc	inc	inc	
NA	NA	author_libraries	ex4	ex4	ex6	
Journal goes here	10.1080/09658211.2013.90923	psycinfo	ex4	inc	inc	
Journal goes here	10.1111/bjc.13403	reference_lists	ex3	ex3	ex3	
Journal goes here	10.1080/09658211.2015.12031	pubmed				
Journal goes here	10.1016/j.concog.2014.05.006	psycinfo				
NA	10.1080/09658211.2013.12309	proquest_dissertations				
Journal goes here	10.1111/bdi.18901	google_scholar				
Journal goes here	10.1080/00192371	science_direct				

3. Open data

- In addition, data used for analysis...

Moreau, D., & Gamble, B. (2020). Conducting a Meta-Analysis in the Age of Open Science: Tools, Tips, and Practical Recommendations. *Psychological Methods*.

The screenshot shows a project page on the Open Science Framework (OSF) titled "Meta-analysis templates and materials". The page includes basic project metadata: Date created: 2019-11-28 11:48 PM | Last Updated: 2020-05-04 07:59 AM, Category: Project, and a description: "We make practical recommendations for applying open science practices to meta-analyses in psychology". Below the metadata is a table listing files, which includes various templates and scripts related to meta-analysis.

Name	Modified
Meta-analysis templates and materials	
- OSF Storage (Australia - Sydney)	
Template1_PRISMAProtocol.odt	2020-04-28 12:16 PM
Template2_SearchFlowDiagram.pptx	2020-05-04 07:59 AM
Template3_AnalysisScript.R	2020-05-03 03:32 AM
Template4_SearchSyntax.ods	2019-11-29 12:02 AM
Template5_OpenCallForData.odt	2019-11-29 12:02 AM
Template6_SpecificDataRequest.ods	2019-11-29 12:02 AM
Template7_SearchResults.ods	2019-11-29 12:02 AM
Template8_DataExtracted.csv	2020-01-07 05:22 PM
Template9_ProtocolDeviations.ods	2019-11-29 12:02 AM
- Video tutorials	
Intro.mp4	2020-01-07 12:32 PM
Template1.mnw	2020-01-07 07:56 AM

Step 4: Evaluating the quality of studies

Incorporating Judgments
About Study Quality into
Research Syntheses
(*Valentine, 2019; p. 129*)

CONTENTS

7.1 Introduction	130
7.2 What Is Study Quality?	130
7.3 Why Be Concerned About Study Quality?	130
7.4 How Not to Address Study Quality	132
7.4.1 Not Addressing Study Quality	132
7.4.2 Peer Review as a Proxy for Study Quality	132
7.4.3 Study Quality Scales	133
7.5 How to Address Study Quality	134
7.5.1 Set Inclusion Criteria	136
7.5.2 Interrelations Between Indicators and Other Characteristics	136
7.5.3 Statistical Tests	137
7.6 Conclusion	138
7.7 Notes	138
7.8 References	139

Step 5: Data analysis & results

Rudolph, C. W., Chang, K., Rauvola, R. S., & Zache, H. (2020). Meta-analysis in vocational behavior: A systematic review and recommendations for best practices. *Journal of Vocational Behavior*, 153057.

Table 3. Summary of Systematic Review Results

Criteria
1. Does this study include substantive moderators? ^a
2. Does this study include methodological moderators? ^b
3. Are estimates of heterogeneity reported? ^c
4. What "tradition" of meta-analysis was followed?
5. If Hedges-Olkin approach to meta-analysis, was a fixed effect or random effects estimator used?
6. Are credibility intervals reported? ^d
7. Were explicit sensitivity analyses conducted? ^e
8. Were corrections for statistical artefacts made? ^f
9. How were corrections for statistical artefacts carried out?
10. Were corrected and uncorrected effect size estimates reported?
11. Is there an explicit acknowledgement of a strategy for dealing with non-independent effect size estimates? ^g
12. Are composite variables/constructs used to represent effect size estimates? ^h
13. Are selection effects (i.e., publication bias) explored/assessed? ⁱ
14. Were attempts made to recover unpublished data? ^j
15. Is information given about the types of samples under investigation? ^k
16. Are multiple coders used? ^l
17. Was evidence of intercoder agreement provided?
18. Is this primary a meta-analysis of (quasi)-experimental or observational studies? ^m
19. Is there an explicit recognition of limits to causal inference for correlational studies?
20. Is there an explicit recognition of limits to causal inference from cross-sectional research designs? ⁿ
21. Are prospective studies considered? ^o

Note. Superscript letters cross-reference to criteria in Table 2.

WHAT CAN GO WRONG?

The effect sizes could be non-comparable across studies

The researchers could report their information incompletely

The researchers could be off in their reporting

You could make a coding error

You could make a computation error

Reporting

Study records

- **Item 11a.** *Describe the mechanism(s) that will be used to manage records and data throughout the review.* Templates are provided to help manage records from the literature search (Template 6) and the data extracted (Template 7); these can be easily adapted to suit different projects.
- **Item 11b.** *State the process that will be used for selecting studies (e.g., two independent reviewers) through each phase of the review (i.e., screening, eligibility, and inclusion in meta-analysis).*
- **Item 11c.** *Describe planned method of extracting data from reports (e.g., piloting forms, done independently, in duplicate), any processes for obtaining and confirming data from investigators.*
- **Data items**
- **Item 12.** *List and define all variables for which data will be sought (e.g., PICO items, funding sources), any pre-planned data assumptions and simplifications.* As well as listing and defining the variables here, the template provided for data extraction (Template 7), once modified, can be uploaded as part of the preregistration; this is an effective way to show what data you plan to extract in advance of the search.

Step 6 & 7 reporting

- Stroup, D. F., Berlin, J. A., Morton, S. C., Olkin, I., Williamson, G. D., Rennie, D., Moher, D., Becker, B. J., Sipe, T. A., & Thackeray, S. B. (2000). Meta-analysis of observational studies in epidemiology: A proposal for reporting. *Journal of the American Medical Association*, 283(15), 2008–2012.
- Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P. A., Clarke, M., Devereaux, P. J., Kleijnen, J., & Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate healthcare interventions: explanation and elaboration. *BMJ (Clinical Research Ed.)*, 339.
- DeSimone, J. A., Brannick, M. T., O'Boyle, E. H., & Ryu, J. W. (2020). Recommendations for Reviewing Meta-Analyses in Organizational Research. *Organizational Research Methods*, 1–24.

How to conduct a meta-analysis?

Pim Cuijpers 免费公开课 <https://space.bilibili.com/478325137/channel/detail?cid=117451>

The screenshot shows a video player interface with a grid of nine video thumbnails. Each thumbnail contains a small video preview, the lesson title, and some metadata.

- 添加视频** (+) button in a dashed box.
- 1** pim cuijpers 教授元分析入门免费公开课 A brief introduction to meta-analyses 04:14
- 2** 0. 元分析为何比较重要 Why are meta-analyses important_ 16:21
- 3** 1. 确定元分析研究问题 Defining research questions 04:32
- 4** 2. 数据库检索及文献搜集 Searching bibliographical 23:42
- 5** 3. 元分析文献筛选与编码 Selection of studies and retrieval 28:53
- 6** 6. 元分析数据结果报告与发表 Reporting and publishing meta-analyses 13:46
- 7** 4. 计算元分析的总效应量 Calculating and pooling effect 25:15
- 8** 5. 元分析异质性检验 Examining heterogeneity 27:43
- 9** 成人抑郁症心理治疗的四十年研究 Four decades of research on depression 50:31

Introduction to Meta-Analysis

<https://www.youtube.com/watch?v=Omnq13QZ-3c&list=PLu8FqtGdUsEJUqHmhEo2Kq-e7qJ07ocUi&index=1>

The screenshot shows a YouTube playlist page for 'Introduction to Meta-Analysis' by MetaLab. The page has a dark background. At the top, there's a video thumbnail for 'What is a meta-analysis?' which includes a diagram of two study designs: 'Individual study 1' and 'Individual study 2'. Below this, the title 'Introduction to Meta-Analysis' is displayed in large white text. Underneath the title, it says 'MetaLab' and provides video statistics: '12 videos 17,063 views Last updated on Apr 7, 2017'. There are standard YouTube controls like 'Play all' and 'Shuffle'. The main content area contains a text block about the playlist's purpose and a link to a GitHub file for a text version of the first 10 videos.

What is a meta-analysis?
Combining the results of individual studies with statistical methods
Can 8-month-old infants extract isolated word forms from natural speech?

Individual study 1:
N = 24
Stress pattern? Yes!
Production word form? In sentence?
Gender of infant? English

Individual study 2:
N = 24
Stress pattern? Yes!
Production word form? In sentence?
Gender of infant? Dutch

Introduction to Meta-Analysis

MetaLab

12 videos 17,063 views Last updated on Apr 7, 2017

Play all Shuffle

A playlist for the short vignettes on conducting meta-analyses. A text version of the first 10 videos can be found here:
<https://github.com/langcog/metaLab/blob/master/ups/Videos/MetaLabVideoDescriptions.pdf>

- 1 **What is meta-analysis?**
MetaLab • 131K views • 5 years ago
- 2 **Topic choice for meta-analysis**
MetaLab • 3.4K views • 5 years ago
- 3 **Reproducible meta-analysis**
MetaLab • 2.2K views • 5 years ago
- 4 **Inclusion and exclusion criteria for meta-analysis**
MetaLab • 4.4K views • 5 years ago
- 5 **Literature search for meta-analysis**
MetaLab • 5.1K views • 5 years ago
- 6 **Collection and screening of records in meta-analysis**
MetaLab • 2.3K views • 5 years ago
- 7 **What variables to code for meta-analysis**
MetaLab • 4.2K views • 5 years ago

Books

- Doing meta-analysis in R 免费书籍

https://bookdown.org/MathiasHarrer/Doing_Meta_Analysis_in_R/

对应中文版：荷兰心里统计联盟公众号后台回复
【R元分析笔记】

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Doing Meta-Analysis in R

I Introduction & R Basics

1 About this Guide

2 RStudio & Basics

3 Getting your data into R

II Meta-Analysis in R

4 Pooling Effect Sizes

5 Forest Plots

6 Between-study Heterogeneity

7 Subgroup Analyses

8 Meta-Regression

9 Publication Bias

10 Risk of Bias Plots

III Advanced Topics

11 Network Meta-Analysis in R

12 "Multilevel" Meta-Analysis

13 Bayesian Meta-Analysis

14 Structural Equation Modeling Met...

IV Helpful Tools

15 Effect Size Calculators

16 Power Analysis

17 Reporting & Reproducibility

R语言 - 元分析专题

—— 荷兰心理统计联盟 ——

