



## 2019 ANNUAL MEETING CALL FOR SUBMISSIONS

Toronto, Canada • Friday, April 5–Tuesday, April 9

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### I. Theme: “Leveraging Education Research in a ‘Post-Truth’ Era: Multimodal Narratives to Democratize Evidence”

“Before mass leaders seize the power to fit reality to their lies, their propaganda is marked by its extreme contempt for facts as such, for in their opinion fact depends entirely on the power of the man who can fabricate it.”

Hannah Arendt, *The Origins of Totalitarianism* (1951, p. 350)

“. . . A persistent propaganda campaign had been spread as slave labor began to increase in value, to prove by science and religion that black men were not real men; that they were a sub-species fit only for slavery.”

W. E. B. Du Bois, *In Battle for Peace* (1952, p. 128)

In 2016, the Oxford Dictionary’s Word of the Year was *post-truth*, defined as “relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief.” Indeed, we see daily examples of policy issues—from climate change to immigration—in which appeals by powerful leaders to personal beliefs and emotions hold more sway than objective facts and evidence. And while Du Bois reminds us that “evidence” has also served racist agendas under the guise of objectivity, in the current political context, lies and misinformation coupled with what Arendt calls “contempt for facts” by powerful leaders regularly incite fear, hatred, and White supremacist protests, such as the one in Charlottesville, VA, in August 2017.

Juxtaposed, Arendt and Du Bois teach us that research evidence can be either used or rejected by those who seek to maintain a racial hierarchy in their quest for power. The question for education researchers is how, in a so-called “post-truth” political era when evidence is shunted and emotion is exploited, can we make our research matter to lessen inequality and increase educational opportunities? How do we have an impact when our most conscientious methodology—measuring, understanding, and communicating material and experiential “realities”—is increasingly discredited by those who construct alternate truths

to serve their agendas? Furthermore, how can our findings speak to and of emotions such as fear and anxiety, which are regularly scapegoated onto the most marginalized individuals rather than attributed to their economic and social causes?

To make matters worse, at the same time that research is growing ever more marginalized, the interdisciplinary knowledge base of the field of education has been undermined by special interests bent on teacher-proofing pedagogy, fast-tracking professional preparation, and disregarding powerful evidence on child development in the quest for “data driven” results. In fact, some argue that we are transitioning from a society of facts and evidence to a society of unsystematically collected data, as smartphones, social media, and e-commerce make us all producers of “big data” that is mined to chart behavior patterns, especially those related to consumption and political leanings. In this context, systematic research that asks hard questions about how things came to be the way they are and why inequality persists can be dismissed as a remnant of Modernity. Education researchers are, therefore, experiencing the double bind of a disrespected craft in a disrespected field.

What we must do: Push back against the post-truth paradigm by demonstrating, with all the skill and energy we can muster, the value of our inquiry and the knowledge we generate—be it in the form of linear equations; deep, rich ethnographies; or Youth Participatory Action Research. *We must mobilize interdisciplinary and mixed-method bodies of evidence that coalesce to tell powerful, empirically driven, and multimodal narratives connecting the findings of advanced statistics to the lived experiences of educators, students, and parents across multiple contexts.*

This does not mean we will all conduct mixed-methods research, but it does require us to move beyond our disconnected individual research projects, beyond our often siloed AERA divisions and SIGs, to bring our findings into conversation with those of other studies to generate data-rich, multimodal narratives or stories of key findings on specific issues, such as assessment, campus climate, or integration. These compelling narratives, or the stories of our evidence, should be expressed through multiple modalities, including text, speech, and video and audio representation. Such multimodality will enable us to connect with different audiences, from PTAs to Capitol Hill, seeking reality-based research that explains the complex struggles in our field and provides hope for those denied the right to a meaningful and culturally sustaining education.

## II. GENERAL INFORMATION

These cross-boundary collaborations do not imply that we should ignore the methodological, disciplinary, and epistemological disagreements in our field. They signify our different understandings of whose truth matters, what warrants reliable evidence, and whether or not objectivity exists. These differences are significant, and, hopefully, they force each of us to think more deeply about our research. But at this moment in history, we must also work together across some of these divides to learn from each other and bring comprehensive, systematic evidence to bear on critical issues in educational policy and practice.

Why should we work collaboratively across our boundaries to develop multimodal narratives of many studies instead of just promoting our own work, one study at a time? Research has demonstrated that discrete and disconnected facts alone will not sway people's opinions. Indeed, the research evidence must be framed in more compelling ways that bring facts and findings to bear on people's emotions and personal beliefs about fairness and equal opportunities. Otherwise, we know from recent history that these emotions and beliefs will be swayed by the fabricated facts of powerful leaders whose interests may or may not reflect democratic principles.

Therefore, we must make new connections across our often fragmented and disconnected findings, and we must learn from each other the possibility of different epistemological and methodological approaches speaking to each other to address the most compelling policy and practice issues of our time. We need to reimagine education research, given our "post-truth" context, as the sum of our parts. Our impact depends on multimodal meta-analyses that are empowering and inclusive and that provide evidence-based narratives that speak to the frustration of millions of people denied their educational rights. Spoken in a clear, compelling, and multilingual manner, our evidence-based narratives can empower a populist movement of a new kind—one that demands a caring, supportive, and challenging education from early childhood through adulthood as a basic human right.

The 2019 AERA Annual Meeting, based in the vibrant multicultural city of Toronto and in the country of Canada, known more for political cooperation than partisan squabbles, is an opportunity to assess the state of education research. It is also an opportunity to explore how our work can help overcome the challenges of our time by becoming more relevant to communities, practitioners, and policy makers who believe in democratic principles and the public schools that should sustain those principles.

Multiple *subthemes* can be derived from this year's theme that connect with the research interests and agendas of many AERA members and others participating in our Annual Meeting. A few examples include:

1. The relationship between a "post-truth" politics and the exacerbation of racial, class, and gender inequality in education policy and practice from pre-K through higher education.
2. Strategies to address the marginalization of the empirical research and knowledge of our field to ensure that it informs the development of professionals and their practice.
3. The relationship between the measures used to evaluate

students, educators, schools, universities and workforce development in a standardized-test-driven system and the evidence on developmental psychology, culturally relevant ways of knowing, and the racial hierarchy that too often defines our field.

### *Presidential Sessions*

The president and program co-chairs design 28 Presidential sessions aligned with their selected theme. They encourage those who have a session they wish to be considered for a Presidential session to submit proposals consisting of a brief—2- to 3-paragraph—description of the session, including the title, proposed session format, and a list of the participants, directly to [president@aera.net](mailto:president@aera.net).

Proposed Presidential sessions will be selected based on their connection to the theme, and thus their ability to foster collaboration between scholars (or between scholars and journalists, practitioners, policy makers, students, artists, etc.) who have rarely if ever collaborated before and who come from different disciplinary perspectives and/or methodological approaches but examine similar or related issues/topics in our field. The selected sessions will be those that integrate formerly disconnected work and help derive more compelling, evidence-based, and multimodal narratives that will touch the hearts and minds of millions of educators, parents, and/or policy makers.

Examples of session topics that relate to the theme and subtheme and may require cross-unit collaboration within AERA include:

1. Whose interests have been served by the last few decades of privatization and assessment-driven teaching in our field?
2. What do we know about the psychological and sociological impact of these reforms?
3. Whose knowledge is not valued in our narrow measures of ability, and what is the impact on children?
4. What are the individual and societal outcomes of our increasingly segregated and unequal educational system?
5. Why has research had such a limited impact on policies that define teacher preparation and teaching and learning in our schools?

## II. General Information

- AERA 2019 Annual Meeting: Friday, April 5–Tuesday, April 9, Toronto, Canada.
- The vast majority of the Annual Meeting program consists of papers and sessions selected through this open call and based on a peer-review process guided by program chairs of divisions, special interest groups (SIGs), and committees. Other elements of the program include invited Presidential and AERA-wide invited sessions, professional development courses, and graduate student programs.

### III. SUBMISSION PROCEDURES AND POLICIES

- Submitters acknowledge that their work complies and is in accord with the AERA [Code of Ethics](#).
- Submitters acknowledge that their professional conduct adheres to the highest standards, including with respect to nondiscrimination, nonexploitation, and harassment in accord with the AERA [Code of Ethics](#).
- Submitters are strongly encouraged to review the elements of presenting well-warranted and transparent work as described in the [Standards for Reporting on Empirical Social Science Research in AERA Publications](#) and the [Standards for Reporting on Humanities-Oriented Research in AERA Publications](#).
- For questions related to specific Division, SIG, or committee areas of interest, contact the respective program chairs listed in the Call Details.
- For general questions, contact the AERA meetings team at [annualmtg@aera.net](mailto:annualmtg@aera.net) or (202)238-3200.

### III. Submission Procedures and Policies

The following procedures and policies must be adhered to. Failure to follow these policies will result in submissions being removed from consideration.

1. **Submission is open to AERA members and non-members.** Any AERA member or non-member may advance a submission to any division, SIG, or committee regardless of AERA membership or membership in a specific unit. All submitters need to have a “My AERA” user profile with a username and password to submit. However, AERA membership is not required to create the profile.
2. **Submissions are accepted only online at [www.aera.net](http://www.aera.net).** Click “Login” at the upper right of the screen. After you log in, click “My AERA” at the top of the page. On the “My AERA” page, scroll down to the 2019 Annual Meeting and click “Online Program Portal.”
3. **Submissions must arrive by the deadline.** The submission system opens on **June 1, 2018**, and closes on **July 23, 2018**, at 11:59 PM Pacific Time. No late submissions will be accepted.
4. **Types of submission.** AERA accepts two types of submissions: an individual paper submission and a session submission. An individual paper submission is one paper with one or more authors for presentation at a paper, poster, or roundtable session. To submit a paper, you select “paper.” During the submission process, you select your preferred mode of presentation for that paper—as part of a paper, poster, or roundtable session. Individual papers that are accepted will be grouped into sessions by program chairs. Your accepted paper will be considered for presentation only in the formats selected. To submit a session, you select “session.” A session

submission is a fully planned session, involving multiple presentations or participants and a chair.

5. **Completeness of submissions.** Authors should submit only complete papers. Proposals to write a paper are not eligible for consideration. The paper may be preliminary, with upload of the final paper required by March 15, 2019, but the initial submission must be a complete paper.
6. **Originality of submissions.** Only paper and session submissions that have not been previously published or presented at another professional meeting are eligible.
7. **A submission may only be submitted to a single division, SIG, or committee.** Should the author(s) submit a paper or session to more than one unit (division, SIG, or committee), all versions of the submission will be removed from consideration. This includes submissions that are submitted multiple times with slight changes in the title and content.
8. **All abstracts, paper uploads, and session summary uploads must be submitted without author identification.** For paper submissions, all submissions are reviewed blind. For session submissions, each division, SIG, or committee selects blind or non-blind review. For the non-blind reviews, the system will be set up to show author identification to reviewers for units that specify that this information should be included for review. Failure to exclude author identification from the abstract, paper upload, and session summary upload will disqualify the submission from consideration. References may include citations from the author(s) if applicable.
9. **Word limits.** Submissions of papers for sessions may not exceed the word limits specified in the “Advancing a Paper Submission” and “Advancing a Session Submission” sections. There are different word limits for different submission types. Please read the requirements carefully. Only submissions that adhere to the requirements will be considered. References, tables, charts, graphs, images, and figures should be added at the end of the document and are not included in the word count.
10. **IRB Review.** If the research being reported in a submission involves human subjects, then the author must ensure, and indicate on the submission, that the study has been reviewed and approved by an institutional review board (IRB) or an equivalent research ethics review board. If IRB review was not obtained or is not applicable, the authors should specify “No,” “Pending,” or “Not Applicable” and need to provide a detailed explanation. The explanation is a required field.
11. **Online repository.** Authors are encouraged to participate in the voluntary AERA Online Paper Repository to share their papers widely with other scholars in an open access environment. The online paper repository authenticates

## IV. ADVANCING A PAPER SUBMISSION | PAPER REQUIREMENTS

and time-dates all uploaded papers and assigns a Digital Object Identifier (DOI). The repository also allows citation to subsequent publication to be added.

### 12. Participant registration and attendance requirement.

All presenting authors of accepted papers and all participants in accepted sessions (presenting authors, chairs, and discussants) are required to register for and attend the Annual Meeting and to be present at the scheduled sessions. Submission is a commitment to do so.

13. **First author participation limits.** To promote broad participation in the Annual Meeting, an individual may not appear as first author on more than two paper submissions. You may be first author on more than two submissions, but you will need to withdraw papers if more than two are accepted where you are first author. The purpose of this requirement is to limit the number of first author submissions in any one year. You should not change authorship position for purposes of submission (see AERA *Code of Ethics*).

14. **Other participation limits.** In addition, an individual may not appear on the program more than four times (e.g., in the role of chair, discussant, or participant). The participation limit does not include participation in invited speaker sessions or any session connected with an AERA office, committee, or award (such as AERA division/SIG business meetings, invited addresses, award ceremonies, or professional development courses).

• Papers must address and will be reviewed on the following six elements:

1. Objectives or purposes
2. Perspective(s) or theoretical framework
3. Methods, techniques, or modes of inquiry
4. Data sources, evidence, objects, or materials
5. Results and/or substantiated conclusions or warrants for arguments/point of view
6. Scientific or scholarly significance of the study or work

It is understood that theoretical or methodological papers will include information that is the equivalent of element 4 for those genres of scholarly work.

- Specific format or style, such as APA, is not required.
- Submitters can review and make changes to a submission during the open submission period, including uploading a revised paper. Uploading a revised paper automatically replaces the one previously uploaded.
- Authors of accepted papers may upload a final paper by March 15, 2019. The initial narrative paper submitted will constitute the final paper unless an author uploads a revised paper.

## Session Formats for Paper Submissions

When you submit an individual paper, first select “paper.” Later, you will select your preferred format for presentation of the paper—as part of a paper, poster, or roundtable. All formats provide a means for grouping related papers into sessions, with different opportunities for discussant, audience, or attendee participation. Meeting rooms for paper sessions will be set up theater-style; poster sessions will be set up with poster boards; and roundtable sessions will be set up with roundtables. The following session formats are used by program chairs to group accepted papers.

**Paper sessions.** In paper sessions, authors present abbreviated versions of their papers, followed by comments/critique if there is a discussant, and audience discussion. Paper sessions have a chair; discussant(s) are optional. Chairs and discussants for paper sessions are identified by unit program chairs. A discussant (or discussants) is included as part of a paper session only if a discussant’s expertise can add to the understanding of the papers. A typical structure for a session with four or five papers allows approximately 5 minutes for the chair’s introduction to the session, 10 minutes per presentation, 20 minutes of critique, and 15 minutes of discussion. Session chairs may adjust the timing based on the number of presentations and discussants (where applicable) scheduled for the session. Individuals must be attentive to the time allocation for presenting their work in paper sessions. In the case of multiple-authored papers, more than one person may present, but multiple presenters must divide among the presenters the total time available to them. They should take steps to ensure that including more than one speaker does not detract from the overall presentation of the work or infringe on the time allotments for other presentations.

## IV. Advancing a Paper Submission

### Paper Requirements

- A paper submission is an individual paper with one or more co-authors, to be presented in a paper, poster, or roundtable session.
- Papers must be in the form of a complete narrative paper, whether these papers are still in progress or are the final versions for presentation. PowerPoint slides, summary tables, abstracts, or proposals to write a paper will not be considered.
- Word limits:
  - 15 words or fewer for paper title.
  - 120 words or fewer for abstract.
  - 2,000 words or fewer for paper upload containing no author identification. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count. Submissions will be removed from consideration if the paper exceeds the word limit or includes author identification.

## V. ADVANCING A SESSION SUBMISSION

**Poster sessions.** Poster sessions combine graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Papers accepted for poster sessions will be grouped by the program chair into appropriate poster sessions. Individual presenters set up displays representing their papers in a large area with other presenters. Because of the physical configuration of this type of session, no additional audiovisual equipment, such as a screen or LCD projector, is provided.

**Roundtable sessions.** Roundtable sessions allow maximum interaction among presenters and with attendees. Papers accepted for a roundtable session will be grouped by the program chair into tables with three to five papers per table, clustered around shared interests. At a roundtable session, each roundtable will have a designated chair who is knowledgeable about the research area, to facilitate interaction and participation. Because the emphasis is on interaction, there will be no discussants. Each roundtable session will be scheduled for a 90-minute time slot. Because of the physical configuration of this type of session, no additional audiovisual equipment, such as a screen or LCD projector, is provided. Authors wishing to display information may do so from their own laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as no power source will be provided.

### Paper Submission Process

Follow these step-by-step instructions to submit a paper for presentation in a paper, poster, or roundtable session.

STEP 1: Go to [www.aera.net](http://www.aera.net). Click “Login” at the upper right of the screen. After you log in, click “My AERA” at the top of the page. On the “My AERA” page, scroll down to the 2019 Annual Meeting and click “Online Program Portal.” All submitters need a “My AERA” user profile with a username and password to submit; AERA membership is not required to create a profile.

STEP 2: Underneath the Submitter Menu, click “Submit or Edit a Paper or Session Submission.” On the next page, click “Submit a New Paper or Session.”

STEP 3: Select a division, SIG, or committee to submit to. A submission may be submitted only to a single division, SIG, or committee. Should you submit a paper or session to more than one unit (division, SIG, or committee), all versions of the submission will be removed from consideration.

STEP 4: Select “Paper” as the submission type for paper, poster, and roundtable presentations. This is for an individual paper with one or more co-authors to be presented in a paper, poster, or roundtable session. To submit, you select “paper,” not poster or roundtable. When you continue through this submission process you can select your preferred presentation type of paper, poster, or roundtable. You may select more than one mode of presentation. If your paper is accepted, you will not be placed in a presentation mode you have not selected.

STEP 5: On the next page enter the following information about your paper:

- Title of 15 words or fewer.
- Abstract of 120 words or fewer.
- Provide responses for the following: recording, descriptors, research method, preferred session format, special requests, accessibility needs, human subjects research protection, and online paper repository.
- Click “Accept and Continue.”

STEP 6: Select author(s) and indicate presenting or non-presenting. If you cannot find a co-author’s name in the system, you can add it. Co-authors do not need to be AERA members to be added. Click “Accept and Continue.”

STEP 7: Review your submission information and upload your paper. Papers must be in the form of complete narrative papers whether they are still in progress or are the final versions for presentation. Papers must not have more than 2,000 words and must not contain any author identification. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count. Click “upload paper” located in the lower right. Affirm that your paper follows the policies for uploaded documents. Click the button at the bottom of the page in the middle to upload your document; then choose your document and click “Accept and Continue.”

STEP 9: If the paper is submitted successfully, a confirmation screen appears and you will receive a confirmation email within 24 hours. You may log in and edit your submission during the submission open period, including uploading a revised paper. Uploading a revised paper automatically replaces the current one.

## V. Advancing a Session Submission

### Session Requirements

- A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.
- 15 words or fewer for session title.
- 120 words or fewer for session abstract.
- 500 words or fewer for overall session summary without any author/participant identification. The summary must address the following session elements:
  1. Objectives of the session
  2. Overview of the presentation
  3. Scholarly or scientific significance
  4. Structure of the session
- 15 words or fewer for each paper/presentation title.

## V. ADVANCING A SESSION SUBMISSION | SESSION FORMATS

- 500 words or fewer for each paper/presentation summary for each presenter/participant in the session.
  - This is a summary for each presenter/participant, not a paper for each; only one upload that consolidates the summaries is required.
  - Paper/presentation summaries are required for each presenter/participant in a session, including in a symposium submission or in any other session format (e.g., panel discussions and town halls).
  - Each paper/presentation summary in the session must address and will be reviewed on the following six elements:
    1. Objectives or purposes
    2. Perspective(s) or theoretical framework
    3. Methods, techniques, or modes of inquiry
    4. Data sources, evidence, objects, or materials
    5. Results and/or substantiated conclusions or warrants for arguments/point of view
    6. Scientific or scholarly significance of the study or work

It is understood that theoretical or methodological papers will include information that is the equivalent of element 4 for those genres of scholarly work.
  - See session formats below for minimum and maximum presentations and participants for each session format.
- Session summary upload with no author identification is a consolidated document containing the session summary (500 words or fewer) and a paper/presentation summary for each presenter in the session (500 words or fewer). The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the consolidated word count. The submission will be removed from consideration if the upload exceeds the word limit or contains author identification.
- Session submissions need to include chairs and, if applicable, discussants, with appropriate expertise. Chairs and discussants need to have substantive background and expertise appropriate to the session, and the knowledge and skill to guide the session (beyond keeping time).
- Specific format or style such as APA is not required.
- Submitters can review and make changes to a submission during the open submission period, including uploading a revised consolidated session summary. Uploading a revised consolidated session summary automatically replaces the one previously uploaded.
- All presenters (excluding any discussants) in an accepted session format of symposium, structured poster session, working group roundtable, or demonstration/

performance are required to upload a paper or commentary paper addressing all of the six elements noted above by the deadline for uploading final papers: March 15, 2019. Papers or commentary papers for sessions are not limited in length but may be shorter than final full papers (e.g., 1,000 words). These papers/commentary papers are required for presentations of accepted session submissions only; they are not required for submission.

### Session Formats

A session submission provides opportunities, not afforded by a single paper, to examine a specific education research problem or topic from a variety of perspectives, engage in intensive discussion, or draw on a wide range of experiences. Organizers of sessions propose the topic, identify participants, and describe the format to be used. The organizer must obtain the consent of all participants before advancing a session submission.

In general, session submissions include presenters from different institutions or from different research groups or teams. Under unusual circumstances, however, session submissions may include participants from the same institution or from a single research group or team. The rationale for focusing on the work of a single group must be specified in the submission, and reviewers are expected to address this element in their evaluation. Furthermore, in the case of a session submission that presents work from a single unit, there must be at least one discussant who is external to the project, group, or team included in the session submission to permit constructive critique and commentary.

**Demonstration/performance.** Demonstration/Performance submissions are directed to using, showing, or illustrating a particular technique, tool, or method to convey the value of the approach for research or to illustrate or present understandings or findings through such a method. Participants in demonstration/performance sessions are expected to prepare a brief commentary paper addressing what the performance or demonstration is, what it is seeking to convey or illustrate, and what has been learned or could be learned through that tool or method. These papers may include information about or links to information about demonstrations or performances. Submissions for demonstration/performance may have a maximum of six (6) participants. Demonstration/performance submissions are expected to include a chair; discussant(s) are optional.

**Off-site visits.** Off-site visits offer participants site-specific learning, such as observation of a school in session. This format takes advantage of the unique attributes of the city in which the Annual Meeting takes place and connects researchers with concrete examples of relevant work. The organizer makes arrangements for a block of supervised and structured time—as little as two hours or as much as a day—to be spent at a site other than the meeting rooms (e.g., a school, museum, science lab, or community agency) toward a goal compatible with the Annual Meeting's theme and content. It is useful to protect a period of time for shared reflection on the visit. Organizers of off-site

## V. ADVANCING A SESSION SUBMISSION | SESSION SUBMISSION PROCESS

visits need to work with the AERA Meetings Department on implementation. Fees covering costs are typically assessed. Off-site visit submissions are expected to include a visit leader and/or chair; discussant(s) are optional.

**Structured poster sessions.** This format provides for overarching consideration of a research topic or issue while permitting significant opportunity for visual and graphic presentation and individualized discussion with presenters. Submissions for structured poster sessions must have a minimum of six (6) and a maximum of twelve (12) posters. There must be a chair who offers an introduction. Discussant(s) are optional. Poster sessions can also include brief oral presentations to the audience gathered as a group. Much of the time is devoted to direct discussion between attendees and poster presenters. We encourage submission of sessions with poster presentations that are conceptually linked in terms of education research issues, problems, settings, methods, analytic questions, or themes. All presenters are expected to prepare a paper or commentary paper.

**Symposia.** A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may be quite interactive, where a large portion of the session is devoted to activities such as discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction. Innovative formats (e.g., town meetings) can be proposed under this rubric. Accordingly, organizers of symposia may use (and are encouraged to use) a range of presentation modes—including brief opening remarks, ed-talks, or similar short comments—to convey key points and catalyze discussion.

All presenters are expected to prepare a paper or commentary paper. Session submissions for symposia must have a minimum of three (3) participants. Session submissions for symposia are limited to six (6) participants for 90-minute sessions and seven (7) participants for 120-minute sessions. The number of participants includes presenters and any discussants. These limits are in addition to the chair. The presentation limits are to allow for meaningful presentation, discussion, and audience participation. In general, symposia sessions include presenters from different institutions or from different research groups or teams.

**Working group roundtables.** A working group roundtable encourages substantive exchange and interaction among researchers working on a common set of research issues, problems, or themes. Roundtable submissions are encouraged from organizers working in areas that are cross-cutting where there are shared research problems or issues that would benefit from cooperation and exchange, or where researchers with complementary interests would benefit from new, synergistic discussions. Working group roundtable submissions are not eligible for consideration if all of the participants are at the same institution or already involved in formal or ongoing research

collaboration. The working group roundtable submission is designed to bring individual researchers or teams of researchers together for discussion where there is potential for new substantive gains and research communication or cooperation. All presenters are expected to prepare a brief paper or commentary paper that frames the issues or problems they wish to advance or examine.

Submissions for working group roundtables must have a minimum of three (3) and a maximum of six (6) participants. A working group roundtable submission includes a chair; there is no discussant, however, for such a roundtable. The setup for these sessions is a large, open hollow square. Attendees may sit at the table (as space permits) or in chairs surrounding the table.

**Workshops.** A workshop provides an opportunity to exchange information or work on a common problem, project, or shared interest. Presentations are brief, allowing adequate time for reflective discussion and interaction. The workshop format is designed for sessions that provide information relevant to the research process or other elements of the work of research professionals (e.g., obtaining research funding, serving as a peer reviewer, presenting research to public audiences, integrating diverse theories, using a particular research method or technique). Workshop submissions need to be sessions related to the research process or other elements of the work of research professionals. Workshop submissions are expected to include a chair. (Submissions for courses and mini-courses should be submitted to the AERA Professional Development and Training Committee through the Online Submission System. Special submissions instructions are available online.)

### Session Submission Process

Follow these step-by-step instructions to submit a session.

STEP 1: Go to [www.aera.net](http://www.aera.net). Click “Login” at the upper right of the screen. After you log in, click “My AERA” at the top of the page. On the “My AERA” page, scroll down to the 2019 Annual Meeting and click “Online Program Portal.” All submitters need a “My AERA” user profile with a username and password to submit; AERA membership is not required to create a profile.

STEP 2: Underneath the Submitter Menu, click “Submit or Edit a Paper or Session Submission.” On the next page, click “Submit a New Paper or Session.”

STEP 3: Select a division, SIG, or committee to submit to. A submission may be submitted only to a single division, SIG, or committee. Should you submit a session submission to more than one unit (division, SIG, or committee), all versions of the submission will be removed from consideration.

STEP 4: Select the “session type” of demonstration/performance, off-site visit, structured poster, symposium, working group roundtable, or workshop. This submission is for a fully planned session, involving multiple presentations or participants and a chair.

## VI. COMMON MISTAKES AND FAQs

STEP 5: On the next page enter the following information about your session and do not include any author/participant information.

- Session title of 15 or fewer words.
- Session abstract of 120 words or fewer.
- Session summary of 500 words or fewer.
- Provide responses for the following: estimated attendance, length of session, recording, descriptors, research method, special requests, accessibility needs, and alternative session format.
- Click “Accept and Continue.”

STEP 6: On the next page, you will add your presenters/participants. You need to click “Add a Paper” to add each presenter/participant to the session. Each presenter/participant in a session submission, including symposia taking the form of panel discussions or town hall meetings, is required to have an abstract (500 words or fewer) that provides a summary framing the particular aspect of the session topic that will be addressed. When you click “Adding a Paper,” it is for providing this summary for each presenter/participant; it is not a paper for each. Only one upload—a consolidated document of the summaries—is required. Enter the following information about each and continue adding until all papers/presentations and presenters/participants are added. Do not include any author/participant identification.

- Paper title of 15 words or fewer that is different from the session title.
- Abstract of 500 words or fewer for each presenter/participant in the session.
- Provide responses for the following: human subjects research protection and online paper repository.
- Click “Accept and Continue.”
- On the next screen, select author(s)/presenters/participants and indicate presenting or non-presenting. If you are adding co-authors and the names are not in the system, you can add them. Co-authors do not need to be AERA members to be added. Click “Accept and Continue.”

STEP 7: Add a chair and, if applicable, a discussant, and then click “Accept and Continue.”

STEP 8: Specify any audiovisual equipment needs. Click “Accept and Continue.”

STEP 9: Review your submission information and upload your session summary document. The session summary upload should have no author identification and must be a consolidated document containing the session summary (500 words or fewer) and the paper/presentation summary for each presenter in the session (500 words or fewer). The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document

and are not included in the consolidated word count. Click “upload session summary document” located in the lower right. Affirm that your submission follows the policies for uploaded documents. Click the button at the bottom of the page in the middle to upload your document; choose your document, and then click “Accept and Continue.”

STEP 10: If the session is submitted successfully, a confirmation screen appears and you will receive a confirmation email within 24 hours. You may log in and edit your submission during the submission open period, including uploading a revised summary abstract. Uploading a revised summary abstract or a consolidated document automatically replaces the current one(s).

## VI. Common Mistakes and FAQs

### Common Mistakes

- Uploading papers with author identification.
  - All paper uploads for individual paper and session submissions are submitted without author identification.
  - Some divisions and SIGs do session submission review with author identification, but the uploaded session summary document still should not include author identification; the reviewer system is set up to show author identification as applicable.
- Exceeding the word limit (paper and session submissions have different word limits).
- Submitting a proposal to write a paper rather than submitting a complete paper, even if it is preliminary.
- Submitting the same submission to multiple divisions/SIG/committee; submissions may be submitted only to one unit.
- Submitting a previously published or presented paper.
- Uploading the incorrect paper to a particular submission.
- Indicating the wrong category for your submission (paper versus session submission). To submit for a poster or roundtable, select individual paper because it is only one paper, and then select your preferred session format; do not select the session types “structured poster” or “working group roundtable” because those are fully planned sessions with multiple presentations and participants.
- Using Internet Explorer—the system is not compatible with that browser; please use Chrome or Firefox.

### FAQs

- **Do I need to be an AERA Member to submit to the Annual Meeting?** No, you do not need to be an AERA Member to submit. You need to have or create a user profile with username and password on [www.aera.org](http://www.aera.org).



## VI. COMMON MISTAKES AND FAQs

- [net](#). AERA membership is not required to create a user profile, and it is free to create a user profile.
- **What is the deadline for the 2019 Annual Meeting Submissions?** July 23, 2018, at 11:59 PM Pacific Time.
  - **What is the difference between a paper submission and a session submission?**
    - **Paper Submission:** A paper submission is an individual paper with one or more co-authors to be presented in a paper, poster, or roundtable session.
    - **Session Submission:** A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.
  - **What is the word count for a paper submission?**
    - 15 words or fewer per title.
    - 120 words or fewer per abstract.
    - 2,000 words or fewer per paper (with no author identification).
    - References, tables, charts, graphs, images, and figures should be added to the end of the paper and do not count towards the word count.
  - **What is the word count for a session submission?**
    - 15 words or fewer for session titles.
    - 120 words or fewer for session abstracts.
    - 500 words or fewer overall for session summaries.
    - 500 words or fewer for summaries for each paper/commentary in a session.
    - Session summary upload with no author identification that is a consolidated document containing the session summary (500 words or fewer) and the paper/presentation summary for each presenter in the session (500 words or fewer). The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the consolidated word count.
  - **How do I submit for a poster or roundtable?** Select “Paper” as the submission type because you are submitting only one paper. When you continue through the submission process you can select your preferred presentation type of paper, poster, or roundtable. Do not select the session types “structured poster” or “working group roundtable” because those are fully planned sessions with multiple presentations and participants.
  - **Should I include author identification?** No. Author identification should not be included for any abstract, paper, or session submissions.
  - **The division/SIG/committee I am submitting to has non-blind reviews for session submissions. Why shouldn't I include author identification?** For the units with non-blind reviews where sessions are reviewed with author identification, the system will be set up to show author identification to reviewers.
  - **Can I submit the same submission to more than one division/SIG/committee?** No. Each submission can be submitted to one unit only.
  - **How many times can I be listed as the first author or participant in the program?** Each individual can be listed as the first author twice and may not appear on the program more than four times, e.g., in the role of co-author, chair, and discussant. This limit does not include participation in invited sessions or any session connected with an AERA office, committee, or award.
  - **Is there a limit on the number of co-authors on my paper?** No. There is no limit for co-authors listed as long as they all contributed to the paper.
  - **What do I do if I forgot to add my co-author or I cannot find them in the system?** Prior to the submission deadline you can log in and edit your submission, including adding co-authors and adding people that are not already in the system. An individual does not need to be an AERA member to be in the system or be added to the system.
  - **Do I need to use a specific format or style, such as APA?** No, you do not need to use a specific style.
  - **Why is my submission removed from consideration?** Submissions are removed from consideration if you do not follow AERA policies and if you submit a proposal to write a paper rather than a complete paper (though the paper may be preliminary); include author identification; exceed the word limit (there are different word limits for paper and session submissions); submit the same paper to more than one division/SIG/committee; or submit a paper that has been previously presented or published.
  - **Can I change the division/SIG/committee I am submitting to after I have already submitted?** You can change the unit you submit to if the submission deadline has not passed. The only way to change the unit is to completely delete your original submission and then resubmit to the new unit.
  - **I submitted my paper to a journal for publication (or to another conference for presentation). Can I still submit to AERA?** Yes, as long as the paper has not been previously published or presented. If you find out after submitting to AERA that your paper has been accepted for publication or presentation at another conference, you can still present at AERA as long as the publication or presentation date is after AERA. If it is before, you should withdraw from AERA.
  - **What if my affiliation/university has changed and I want to update my information?** Once you log in to your AERA account and land on the MY AERA homepage, you can click the “My Profile” link to edit your profile.

- **What purpose does the online repository serve?** The AERA paper repository allows scholars to widely disseminate their papers in an open-access environment. All papers are authenticated with date, time, and a Digital Object Identifier (DOI). The repository is a vehicle for sharing papers and does not constitute publication. Authors may subsequently provide citations to final publication, further widening access to their scholarship.
- **Why do I need to provide an explanation if IRB review (or equivalent research ethics review board) has not been obtained or is not applicable for the study?** In accordance with the *Code of Ethics*, AERA seeks to ensure that all papers presented at the Annual Meeting involving human subjects have received appropriate review and adhere to the association's ethical standards.
- **What if I am awaiting IRB approval for my study or if IRB review is not applicable?** Studies that are awaiting IRB approval should be noted as "pending," and must be noted with an explanation. As indicated in the call, submissions of proposals to write papers will not be considered. AERA should be notified at (annualmtg@aera.net) once final IRB action is taken. "Not applicable" is intended for work that is theoretical, methodological, or involves using only public information. An explanation is important to understand why IRB review was not undertaken, needed, or applicable.

### VII. Descriptors

The descriptors used for preparing the subject index of the Annual Meeting Program will be available online on June 1. The Online Submission System will prompt submitters to select descriptors from a pull-down list.

### VIII. Call Details

The following sets forth the specific calls for division, SIGs, and committees. All AERA policies and procedures regarding submissions apply to all units with the exception that units may decide whether to undertake blind reviews of session submissions. Questions regarding AERA policies may be directed to the AERA meetings team at [annualmtg@aera.net](mailto:annualmtg@aera.net) or 202-238-3200.

### A. Divisions

#### Division A: Administration, Organization, and Leadership

*Program Chair: Cristóbal Rodríguez*

In the description of this year's program theme, "Leveraging Education Research in a 'Post-Truth' Era: Multimodal Narratives to Democratize Evidence" AERA President Amy Stuart Wells challenges us to work together, across methodologies, disciplines, interests, and institutions to (1) make our research more reflective of the diversity of school communities and (2) counteract the forces that would have us believe that we do not matter (excerpt from AERA 2019 Call, pages 1–2). In our roles we study leader identity,

leadership development, student learning, equity, educational policy, family/community engagement, new leadership frameworks, accountability, school context, organizational change, etc., in pursuit of just and equitable schools. With our findings, we inform practitioners, policy makers, and colleagues. We have the unique opportunity to inspire each other and build a collaborative knowledge base that will ensure that all our children reach their fullest potential.

The implications of this call for educational leadership are clear. We must center the voices, questions, and needs of marginalized communities in our work, as well as within our own ranks. We must ask ourselves, who are we not listening to, in and out of the academy, and what questions are we not asking? And finally, we must engage in dialogue with each other about how our collective work could more effectively understand, support, and advocate for educational leaders (formal/recognized, informal/overlooked, emerging/youth) across schools, districts, communities, and statehouses. We urge our members to take this challenge to heart and share their research in response to this year's call and in the spirit of inter/intra-disciplinary, multimodal, and transnational learning.

The Division A call for submissions solicits scholarship that explicitly responds to the call, clearly outlining the role of leadership, administration, and organizations in considering the purpose and potential of public education, and in (re)imagining its possibilities. At the core of our work are questions related to the role of leaders in fostering opportunity for students, families, and communities and how the organizations they lead work to promote equity and educational opportunity for all.

Division A is broadly committed to supporting scholarly research in the field of educational organization, leadership, administration, and school reform; to disseminating knowledge about and for the field; and to improving the capacity of the profession in our field to enhance educational opportunity. Division A welcomes submissions addressing the multiplicity of ideologies, theoretical constructs, and social, economic, and political exigencies that have compelled our field to consider and reconsider the basic tenets of our research and scholarship. We invite research on all types of schools and school systems, including traditional, nontraditional, public, private, charter, virtual, or other school organizations involved in preK–12 education. We invite submissions using a range of methodologies — qualitative, quantitative, and mixed methods. We also invite papers and sessions that show how scholars' broad range of interests creates knowledge that engages policy makers and publics to meet the challenges of education in increasingly diverse democracies. We encourage submissions that incorporate new strategies, media, and other formats of scholarship into the 2019 Annual Meeting.

***Please note the following important guidelines for submission to Division A sections:***

- Please indicate *three topic descriptors at the end of your abstract*. These will be used to assign reviewers and to group accepted submissions appropriately.
- Submissions should be aligned to both the AERA and Division A calls for submissions, as they will be reviewed with such consideration.

- All submissions—including symposia—should be made *without author identification*, for blind review. Submissions that are not blinded will automatically be rejected.
- AERA requires that submissions must represent *completed* work, not works in progress.
- Authors submitting individual papers are encouraged to select all presentation formats as preferred types (e.g., paper, poster, *and* roundtable sessions).
- *Graduate students* are encouraged to submit papers for consideration for the Division A Graduate Student Poster Session. *Note: Poster session must be selected as one of the preferred formats if the submission is to be considered for this session.*
- For general questions, contact *Program Chair Cristóbal Rodríguez, Howard University, Cristobal.Rodriguez@Howard.edu; or Assistant Program Chair: Soribel Genao, Queens College CUNY, Soribel.Genao@qc.cuny.edu.*

### Section 1: Leadership

This section focuses on research that examines leadership in PK–12 education, in terms of forms, values, approaches, and practices that leaders enact; the distribution of leadership with and among others as shared practice; systems-level leadership; and the impact of leadership on schools and student learning. Submissions for this section span four primary areas. First, we invite papers that focus on leadership forms, approaches, and practices, but more specifically, papers that consider the moral, ethical, and spiritual dimensions of leadership or that investigate different leadership approaches, such as instructional leadership, transformational and change leadership, and democratic leadership, among others.

Second, we invite papers that focus on leadership as shared practice, rather than on the leaders themselves. This includes a focus on distributed leadership, as well as leadership in communities of practice within and among schools and districts and the relationship among principals, teacher leaders, assistant principals, and other school leaders.

Third, we invite papers that emphasize local, state, and federal systems-level leadership and its impact on student learning and other outcomes. In particular, we invite papers that investigate the nature of effective practices, including forms of leadership, models of district-level leadership, school and district relationships, and superintendent–school board relations.

Fourth, we invite papers that focus on research that examines leadership effectiveness—in particular, papers focusing on research that examines innovative school and district leadership practices that result in positive change in PK–12 schools. Also, papers may consider the role of leadership in the teaching and learning process and its impact on student learning and other student outcomes. This emphasis includes research on how school and district leaders foster social justice, influence curriculum and instructional effectiveness through teacher supervision and support, and apply other leadership practices to support learning for all students, particularly those who traditionally have been

underserved. *Section Co-Chairs: Detra Johnson, University of Houston, drdetradjohnson@gmail.com; Decoteau Irby, University of Illinois at Chicago, irbyd@uic.edu.*

### Section 2: School Organization and Effects

The focus of this section is research on the organization and effects of schools and school systems. Researchers interested in practices and policies associated with the organizational operations and effectiveness of schools are strongly encouraged to submit work to this section. Relevant submissions related to organizational operations may investigate routines, practices, and structures for coordinating students’ activities within the school (e.g., grade-level structures, classroom assignment, grouping practices); the formal and informal organization of teachers’ work across classrooms; the work and role of administrators; school governance; time considerations such as calendaring and scheduling; budgeting; data use; human resources allocation; and how schools respond to pressures in their external environments. Relevant submissions related to organizational effectiveness may investigate issues related to student learning and achievement, factors affecting teachers’ performance and retention, the impact of school administrators, and the overall organizational capacity of schools. Of particular interest is research that examines how organizational operations mediate school effectiveness. This section is open to research on all types of schools and school systems. This includes traditional, nontraditional, public, private, charter, virtual, or other school organizations involved in preK–12 education. Other submissions relating to school and district organization and effects are also encouraged, particularly those which attend to the broader convention theme by seeking to understand how the organization and effectiveness of schools can be leveraged to promote educational opportunity. *Section Chair: Vincent Cho, Boston College, vincent.cho@bc.edu.*

### Section 3: School and District Improvement

This section focuses on research studies that examine school and district improvement innovations and the impact of school improvement approaches on students, families, school communities, and practitioners (i.e., school leaders, teachers, faculty and staff, etc.). We invite submissions that use a range of methodologies and that offer new insights into school improvement models, approaches, and processes, as well as submissions that focus on the impacts of school improvement projects, models, or approaches on a broad range of school and district quality indicators.

First, we welcome submissions on improvement approaches and processes that focus on improvement innovations, school and district readiness, policy development, policy implementation, and school and district conditions and contexts as they relate to improvement efforts. We also invite papers that focus on governmental and privately supported policy and funding initiatives to foster school and district improvement and that address the role of public and private organizations in fostering school change, development, and improvement through grants, mandates, community and cross-sector collaborations, and other inducements.

Further, we invite submissions that focus on the impact of school and district improvement approaches. Such submissions should report findings that highlight the ways improvement efforts are associated with improvement in school and district quality and how particular approaches advance the public good and goals of social justice and equity in education. We are especially interested in papers that explore the relationship between improvement approaches and the educational opportunities and outcomes of historically marginalized students, families, and communities. Impact studies might include analyses of improvement theories of action, experiences for individuals or groups of schools and districts, impacts on the broader democratic goals of schooling, including student equity and access, family and community engagement, and social justice issues (i.e., the relationship between school and district change and public advocacy, community development, and social movements more generally). *Section Chair: Erica Fernandez, University of Connecticut, erica.fernandez@uconn.edu.*

### Section 4: School Context and Schools

This section focuses on scholarship that explores the reciprocal relationship between schools, districts, their communities, and diverse democracies. This includes how contexts (local, regional, or national) and environments shape racial, ethnic, and social-class dynamics in schools, districts, and their communities.

We invite research that investigates the relationship between schools and their community context and the resulting effects on democracy as an enterprise. This includes research that investigates how schools foster parent engagement, school-district-community relationships, and community involvement among stakeholders in schools. It also investigates school leaders' efforts to address diversity among family and community constituencies and how schools make use of their neighborhoods and communities as contexts for teaching, leading, and learning opportunities. We invite scholarship that focuses on district-community relationships, including community agency, university and business partnerships with schools and districts, and governmental relationships, including city and school relationships with school districts and their impact on students, their schools, and the larger "public." *Section Chair: Sarah Diem, University of Missouri, diems@missouri.edu.*

### Section 5: Leadership Preparation Development

This section focuses on research that examines innovations in research and practice related to the preparation and development of school and district leaders (including principals, building-level leaders, teacher leaders, central district staff, superintendents, and school board members). This section welcomes scholarship that serves to inform school leadership preparation and development models which focus on (1) research that investigates the conceptualization, description, and evaluation of models for leadership preparation (including certification, master's, and doctoral programs) and leadership development promoted by schools, districts, higher education institutions, not-for-profits, and other organizations; and (2) research that examines the roles of standards, assessments, accreditation, and funding, as well as policies at the local, state, and national levels. These

examinations could include the changing nature of the field of leadership preparation as influenced by foundation and governmental policies, initiatives, and emergence of alternative pathways to licensure, preparation, and development; (3) research that examines how leadership preparation and development influence leadership practices, teaching and learning, schools, and student and school outcomes. These examinations could include the impact of leadership preparation that brings to light engaged research and researchers in the United States and around the globe. *Section Chair: Catherine O'Brien, Gallaudet University, Catherine.obrien@gallaudet.edu.*

### Division B: Curriculum Studies

*Program Co-Chairs: K. Wayne Yang and Vonzell Agosto*

Division B (Curriculum Studies) invites you to submit exciting, unsettling, and field-building proposals for the 2019 Annual Meeting in Toronto, Canada—a site of politics, a somewhere on Indigenous land. Division B uses critical perspectives in studies of curriculum and curricula within, across, and beyond sites of formal education. This has included various engagements, contestations, and deliberations concerning the hidden (and not-so-hidden) curriculum of schooling, education, and education research.

In response to the 2019 annual theme, "Leveraging Education Research in a 'Post-Truth' Era: Multimodal Narratives to Democratize Evidence," we (the program co-chairs and the division vice president) pose this question for contemplation: What is the future for researchers in education, given that traditional sources of trust (which have supported claims about what we see, hear, feel, know) are becoming less trustworthy? Given the theme and question, we envision a program attuned to:

- The complexity of working toward *survivance* (survival and resistance)
- The various expressions of democratic practice and spaces
- The sensorial and relational curriculum involving bodies, flesh, and guts
- The depths of curriculum experiences: feeling deeply, deep fakes, dis/trust
- The issues of surveillance, sustainability, and movement(s)
- The lived experiences with displacement, dispossession, death, and decay

These statements will guide the Division B planning team in constructing its overall program, one that grapples with the practices, policies, processes, and outcomes of research within micro- and macro-level educational spaces.

You will find sections (1–6) that serve as guideposts to help you decide which conversation you want your work (submission) to join. Each section includes a title and keywords illustrating their overlapping tensions and resonances, and invites submissions that will:

- Reflect a variety of approaches to curriculum studies (i.e., conceptual/theoretical, ethnographic, textual, media, historical, philosophical, activist/advocacy, policy, arts-based, community-based, pedagogical, content-specific inquiries)
- Account for a variety of spaces where curricular discourses reside (i.e., classrooms, libraries, community centers, museums, state and federal policy, historical archives, textbooks, movies, social media)
- Offer path-breaking and rejuvenating research/scholarship and dialogue
- Come from those who have not yet participated in Division B
- Come from those whose works have been foundational to the field
- Come from collaborative teams of newer and senior scholars

Before submitting, remove information that identifies the author(s). Reviewers will not consider submissions that include authors' identifying information. For more information, please contact the appropriate section chairs. For general questions, you may contact the *Program Co-Chairs: Vonzell Agosto, University of South Florida, vagosto@usf.edu; or Anthony L. Brown, University of Texas, Austin, alb@austin.utexas.edu.*

### Section 1: Culture and Commentary (The Reading/Making of Curriculum)

This section calls for submissions that tend to the complicated conversations shaping the cultures of curriculum studies.

**Keywords:** Multi-literacies, popular culture, cultural production, cultural studies, cultural analysis, stories, calls, social movements, hashtags, postcolonial, anticolonial, queering, abling/disabling, transnational, security, digital, data, media, genres, sensation/alism, #Nomore.

*Section Chairs: Gabriel Huddleston, Texas Christian University, g.huddleston@tcu.edu; Keffrelyn Brown, University of Texas, Austin, keffrelyn@austin.utexas.edu.*

### Section 2: Pasts and Emerging Futurities (The Theorizing Moments of Curriculum)

This section calls for submissions that engage questions about suppressed theoretical pasts and emerging futurities of curriculum and curriculum studies.

**Keywords:** Eras, post-, pre-, folds, scenes, hyphens, horizons, asterisks, trans-, multi-, dreamtime, commemorating, remembering, folding, erasing, amending, storytelling, dystopia, utopia, temporalities, archaeologies, genealogies, futurisms, predictive analytics.

*Section Chairs: Julie Gorlewski, Virginia Commonwealth University, julieg6662@gmail.com; Reagan Mitchell, Colgate University, rmitchell1@colgate.edu.*

### Section 3: Methodologies, Cosmologies, and Philosophies (The Shaping of Curriculum)

This section calls for submissions on approaches and perspectives shaping curriculum and curriculum studies.

**Keywords:** Ontology, ethics, aesthetics, praxeology, epistemology, voice, visuals, vibrancy, mashups, mesh, review, perform, death, dynamism, materials, critical, postfoundational, prequalitive, Nepantla, Sankofa, Ourobours, coding, agency, audience, truth, sense, soma, resonance, faith, evidence, data, algorithmic power.

*Section Chairs: M. Francyne Huckaby, Texas Christian University, f.huckaby@tcu.edu; Walter Gershon, Kent State, wgershon@kent.edu.*

### Section 4: Policies and Politics (The Webbing of Curriculum)

This section calls for submissions that critically engage varied policies and politics informing curriculum and curriculum studies.

**Keywords:** Turning around, closing, reforming, arming, mining, voicing, converging, diverging, belonging, framing, funding, lands, nodes, systems, hegemonic knowledge, hope, inqueery, possibility, sovereignty, agency, settler states, global, neoliberal, private, #Neveragain.

*Section Chairs: Nichole Guillory, Kennesaw State University, nguillo1@kennesaw.edu; Boni Wozolek, Loyola Maryland, blwozolek@loyola.edu.*

### Section 5: Places and Praxis (The "Where-Abouts" of Curriculum)

This section calls for submissions that consider where curriculum and curriculum studies live and what they attempt to accomplish.

**Keywords:** Spaces, borders, communities, sanctuaries, the commons, sacred, profane, cyber, land, labor, publics, ecologies, energies, environments, fronteras, war fronts, frontiers, displacement, DIY, excess, museums, materials, materialisms, climates, counterspaces, transnational, #Metoo.

*Section Chairs: Valerie Shirley, University of Arizona, vshirley@email.arizona.edu; Lisa Weems, Miami University, weemslid@miamioh.edu.*

### Section 6: De/Colonization and Desire (The Wanting of Curriculum)

This section calls for submissions that engage realms of possibility in/through curriculum and curriculum studies.

**Keywords:** Decolonization, Indigeneity, Mestizaje, Africentricity, intersectional anti-isms, agentic cuts, contingent collaborations, cosplay, mangles, oneness, mindfulness, land, trans\*colonial imaginaries, dispossession, queer, refuse, renew, #Blacklivesmatter.

*Section Chairs: Kevin L. Henry, University of Arizona, klhenryjr@*

*email.arizona.edu; Licho Lopez, University of Melbourne, ligia.lopez@unimelb.edu.au.*

## Division C: Learning and Instruction

*Program Chair: April Z. Taylor*

Division C invites submissions of high-quality research on learning and instruction and the relations between them. Appropriate research topics include learning and instruction in various content areas such as literacy, history, fine arts, mathematics, science, engineering, or computer science; cognitive, social, affective, motivational, biological, and cultural influences on learning and instruction; and the nature and effects of designed environments either with or without technology. Moreover, Division C encourages submissions pertaining to race, culture, or equity in learning and instruction. Submissions to Division C span a wide range of theoretical orientations, research methodologies, and settings. Submissions must report findings drawn from actual data rather than report anticipated results, and should be based on methodology appropriate to address the identified research questions. In addition to traditional empirical studies, Division C also considers alternative forms of inquiry, including literature reviews or meta-analytic studies that systematically draw on the extant literature to inform understandings about learning and instruction or their relation.

In developing your submissions, we particularly encourage you to think about the theme of the 2019 Annual Meeting, “Leveraging Education Research in a ‘Post-Truth’ Era: Multimodal Narratives to Democratize Evidence.” We seek strong evidence-based studies that are rigorously conducted but also relevant, compelling, and speak to the lived experiences of multiple stakeholders. In doing so, we invite submissions that tackle important problems in learning and instruction from multiple perspectives and utilize a variety of session formats that are interactive and encourage engagement with the audience. The 2019 meeting will take place in Toronto, Canada, an ethnically diverse international city and fitting site for our emphasis on research that both cuts across our own narrow geographic boundaries and acknowledges the global challenges of conducting research that matters in an era when evidence is under siege.

**Topic descriptors.** Please select three topic descriptors for use in assigning reviewers and grouping papers in sessions. Use descriptors that characterize your submission and will help differentiate your topic within a section (e.g., if you are submitting to Section 1c on Mathematics, use of “Mathematics Education” is not specific enough to be a helpful descriptor, although it could be useful in submitting to a different section).

**Submission types.** Individual paper submissions (i.e., paper, poster, roundtable) should be 2,000 words or fewer (not including tables and references) and will be reviewed without author identification. Therefore, the submission narrative must not include any author identification (see “How to blind an individual paper proposal,” below). Please limit tables and figures to those that are essential for understanding the proposal.

Session submissions (i.e., symposia, structured poster sessions, and other alternative formats) should contain no more than 500 words for the session summary and no more than 500 words for each paper summary. Session submissions should be submitted with author identification; the review system will show the author identification. The AERA submission system will ask you to confirm that your session is blinded, but Division C believes that the quality, appropriateness, and diversity of the authors in a session submission are important criteria for session submission acceptance; therefore, author identification for session submissions is required.

Please include the actual word count under the title of the submission for both paper and session submissions. Submissions that do not follow the requirements outlined in the submission guidelines (e.g., that are based on anticipated data or exceed the word limit) will be removed from consideration.

**Presentation formats.** The potential presentation formats that you may choose for individual paper submissions include papers, posters, or roundtables. Submissions will only be considered for the format selected by the submitter, so be sure to indicate all acceptable formats. Note that there are a limited number of paper sessions available and that posters and roundtables can provide a unique opportunity for scholarly interaction about a specific topic. Division C poster and roundtable sessions have a history of high attendance and active participation by members. Please consider selecting the option to present your work in the poster and/or roundtable formats. If you only select “paper” as a preferred session format, then your submission will not be considered for a poster or roundtable session, even if your submission is rated highly and space in a poster or roundtable session permits.

The potential presentation formats for session submissions include symposia, structured poster sessions, and several alternative formats. Submissions for symposia and structured poster sessions should involve presenters who address related topics or a common theme. A symposium should include at least one person who is charged with facilitating helpful critique and synthesis of the presentations. This person could be a discussant and/or a chair who facilitates discussion between presenters and the audience. A discussant is not required for a structured poster session. Alternative formats for sessions are invited, but authors must be explicit about the substantive aspects of the contribution, use of empirical data, session format, and relevance to the membership.

**How to blind an individual paper submission.** Authors of individual papers are responsible for removing any information from their proposals that might lead a reviewer to discern their identities or affiliations. References in the author line, within the text (as citations, footnotes, web pages, etc.), and within the reference list for each author should be blinded. Within the text, mask self-citations of published work for each author and for each citation with any author, regardless of authorship order. Replace author names with “Author” in both in-text citations and reference entries. For example, instead of “In our previous analysis we found that . . . (Woods & Stone, 2004),” write, “In our analysis we found that . . . (Authors, 2004).” The only exception

to this rule is when blinding would increase the likelihood that a reviewer could infer authorship, such as when an author's work is prominent enough to be recognized regardless of citation information (e.g., "My work on social cognitive theory (Author, 2001)"). In such cases, write in third person to blind the work (e.g., "Bandura's (2001) work on social cognitive theory"). Be sure active website links are replaced with blinded placeholders (e.g., PROJECT WEBSITE), that identifying grant numbers are blinded (e.g., PROJECT NUMBER), and that references in footnotes or tables are also blinded. Entries in the reference list for author self-citations should be re-alphabetized under "A" for "Authors" rather than leaving the entries in their original placement in the section. Reference entries for "Author" should show only Author and the year. DO NOT include article titles, DOIs, or other identifying information.

***Determining whether a topic is appropriate for Division C.***

Individual and session submissions to Division C should focus primarily upon issues in learning and instruction. Submissions that emphasize assessment as it relates to measurement and school evaluation issues, as well as submissions on teacher education, teacher effectiveness, curriculum design, and research methodology, should be submitted to other AERA divisions or SIGs. Section chairs may redirect a submission to another section, division, or SIG if the subject matter is deemed more appropriate elsewhere.

***Selecting the proper section.*** If your submission focuses on learning or instruction in a specific content area (e.g., literacy, history, fine arts, mathematics, science), then you should submit it to one of the subject-area-specific subsections (i.e., Section 1) rather than to one of the more cross-cutting sections (i.e., Sections 2 or 3). If your submission focuses on cognitive, social, affective, or motivational processes with an emphasis on processes within individuals, then you should submit it to Section 2a. If your submission focuses on cognitive, social, affective, and/or motivational processes within a group (e.g., classroom) or cultural setting, you should submit it to Section 2b. If your submission focuses on designed learning environments with an emphasis on the nature and/or effects of the environment on learning and instruction, then you should submit to Section 3a. If your submission focuses on designed environments with an emphasis on the specific role or use of technology in learning or instruction, then you should submit it to Section 3b.

**Section 1: Learning and Instruction in a Discipline, Domain, or Subject Matter**

Submissions to this section should focus upon research on learning and instruction that is situated within a particular discipline, domain, or school content-area (e.g., social studies or science), but the research may be conducted across a range of formal or informal settings or environments. Importantly, submissions to this section should convey disciplinary, domain-specific, or subject-matter-specific implications. Submissions to Section 1 should be sent to one of five subsections (1a–1e) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

**Section 1a: Literacy**

Research on learning and instruction in reading, writing, and the language arts. Foci include cultural, cognitive, or affective processes that underlie word recognition, phonological awareness, reading fluency, spelling, vocabulary, reading comprehension, writing, and second language learning. We also invite submissions pertaining to race, culture, and equity in literacy. *Section Co-Chairs: Kimberley Gomez, University of California, Los Angeles, kingomez@ucla.edu; Ernest Morrell, University of Notre Dame, emorrell1@nd.edu.*

**Section 1b: Humanities, Social Sciences, Fine Arts**

Research on learning and instruction in the humanities (e.g., history, literary studies), social sciences (e.g., economics, geography, citizenship/political science), and fine arts (e.g., art, music, dance). May involve formal or informal learning contexts, including international and multicultural settings, and may emphasize content knowledge, disciplinary procedures, instructional design, equity methodologies, and ideas about the purpose of learning, or the influence of factors such as social identity. *Section Co-Chairs: Susan Finley, Washington State University, finley@wsu.edu; Karon LeCompte, Baylor University, Karon\_LeCompte@baylor.edu.*

**Section 1c: Mathematics**

Research on learning and instruction in mathematics. Submissions may include a range of topics including psychological, social, or cultural perspectives on problem solving, concept and skill development, strategy growth and change, or the use of technology to support educational practice in mathematics. We also invite submissions pertaining to race and equity in mathematics. *Section Co-Chairs: Jamaal Matthews, Montclair State University, matthewsj@montclair.edu; Laura Bofferding, Purdue University, lbofferd@purdue.edu.*

**Section 1d: Science**

Research on learning and instruction in science. Foci may include psychological, social, or cultural perspectives on problem solving, conceptual development and change, inquiry, equity, reform, and using technology to support educational practice in science. We also invite submissions pertaining to race and equity in science. *Section Co-Chairs: Doug Lombardi, Temple University, doug.lombardi@temple.edu; Doug Larkin, Montclair State University, larkind@montclair.edu.*

**Section 1e: Engineering and Computer Science**

Research on learning and instruction in engineering and computer science. Foci may include cognitive, motivational, developmental, and sociocultural perspectives as they pertain to individual and collaborative problem solving; the design process; modeling, measurement, and assessment; knowledge change; technical innovation and entrepreneurship; and the integration of engineering and computing with science and mathematics. *Section Co-Chairs: Andrea Tyler, Tennessee State University, atyler2@tnstate.edu; Zenaida Aguirre-Munoz, University of Houston, zaguirre-munoz@uh.edu.*

### Section 2: Cognitive, Social, and Motivational Processes

Submissions to this section should focus upon research on the cognitive, motivational, affective, social, contextual, and biological processes involved in learning and/or instruction. Example research includes studies of self-regulation, metacognition, memory, skill acquisition, learning from text, reasoning, transfer, situated and embodied cognition, affect/emotions, goals, self-perceptions and beliefs. Submissions to Section 2 should be sent to one of two subsections (2a or 2b) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

#### Section 2a: Cognitive and Motivational Processes

Research on learning, instruction, and/or academic achievement with an emphasis on cognitive, metacognitive, motivational, biological, and affective processes. Social processes may be examined, but the primary emphasis is on individuals' cognitive and motivational processes, as well as interactions between these processes. *Section Chairs: Sungok Serena Shim, Ball State University, sshim@bsu.edu; Hadley Solomon, University of New Hampshire, hadley.solomon@unh.edu*

#### Section 2b: Learning and Motivation in Social and Cultural Contexts

Research on learning, instruction, and/or motivation within specific social or cultural contexts (e.g., groups, classrooms, informal learning environments), including research using culturally based or social-cultural theories (e.g., culturally relevant pedagogy, critical race theory). Cognitive processes and/or outcomes may be assessed, but the primary focus is on the social or cultural context. *Section Co-Chairs: David Wakefield, California State University Northridge, david.wakefield@csun.edu; Alyson Lavigne, Utah State University, alyson.lavigne@usu.edu.*

### Section 3: Designed Environments

Submissions to this section should focus upon research on learning and instruction within formal and informal environments designed for specific purposes (e.g., hands-on museum exhibit). Submissions to Section 3 should be sent to one of two subsections (3a or 3b) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

#### Section 3a: Learning Environments

Research on learning and instruction within designed learning environments. Foci include the nature and/or effects of interdisciplinary, situated, collaborative, interactive, or informal contexts (e.g., out-of-school environments such as museums and workplaces) on learning and instruction. Research may include learning environments involving technology, but the primary focus of the research should be on the learning environment. *Section Co-Chairs: Shadi Roshandel, Dominican University of California, shadi.roshandel@dominican.edu; Susan Yoon, University of Pennsylvania, yoonsa@upenn.edu.*

#### Section 3b: Technology-Based Environments

Research on the use of and the learning, motivational, and performance-improvement outcomes of technology-based

environments, including multimedia, computerized, web-based, and other learning environments that involve technology. Diverse perspectives on learning, motivation, and performance improvement are welcome, as are studies that (a) examine contextual factors that sometimes moderate the impact of, use of, and access to technology-based learning environments, such as socioeconomic status, disabilities, and other factors associated with underrepresentation, and (b) employ diverse methodologies including but not limited to data mining, learning analytics, trace data, mixed methods, Bayesian approaches, and more traditional qualitative, mixed-method, and quantitative methodologies. *Section Co-Chairs: Brian Belland, Utah State University, brian.belland@usu.edu; Teya Rutherford, North Carolina State University, taruther@ncsu.edu.*

#### **Professional development and mentoring opportunities.**

Division C offers a number of professional development activities for faculty and graduate students. These include mentoring opportunities and pre-meeting seminars. For information on these programs, please see the Division C website at [http://www.aera.net/DivisionC/LearningInstruction\(C\)](http://www.aera.net/DivisionC/LearningInstruction(C)) and the formal calls that will come through the listserv.

General questions about submissions should be addressed to the Program Chair: *April Taylor, California State University Northridge, ataylor@csun.edu.* Questions or ideas about submissions that emphasize equity and inclusion issues can also be addressed to the Chair of the Division C Equity and Inclusion Committee: *DeLeon Gray, North Carolina State University, deleon.gray@gmail.com.*

## Division D: Measurement and Research Methodology

*Program Chair: Andreas Oranje*

The Division D Program Committee invites proposals that address the study, design, development, and evaluation of an increasingly widening range of methodologies and types of evidence in education research, as well as current debates related to epistemological, ontological, and ethical questions underlying these methodologies. Measurement and research methodology are at the core of many disciplines and research activities and are ever more important to ensure that reasoning and decision making in education are based on a rigorous and valid body of evidence rather than on personal belief and emotional appeal. In accordance with the 2019 AERA program theme, "Leveraging Education Research in a 'Post-Truth' Era," we particularly invite submissions that advance our scientific understanding of both traditional and developing educational measurement and assessment modalities, build and analyze sources of evidence that are multifaceted and cross-disciplinary in nature, and advance methodologies and tools that can help democratize evidence.

We welcome submissions in the areas of (D1) educational measurement, psychometrics, and assessment; (D2) quantitative methods and statistical theory as applied to education research; (D3) qualitative, ethnographic, post-qualitative, interpretive, and case-based methods, as well as critical, design-based, and participatory and action research as applied to education research;



and, new this year, (D4) educational mixed and multiple method research that theorizes and illustrates how programs of research can productively engage multiple research methodologies, philosophies, and social theories.

Division D encourages collaboration and innovation in presentation format and particularly encourages session formats that promote audience engagement, such as interactive symposia, structured poster sessions, panel discussions, and paper discussions. Sessions may also be cosponsored with other AERA divisions or SIGs. Submissions should be submitted to one group only, although joint review and sponsorship may be requested by the organizers or arranged by the program chairs.

Division D prioritizes submissions focusing on methodological issues, advancements, and innovations supported whenever possible by empirical results and conclusions. Submissions must adhere to the guidelines presented in the general Call for Submissions, including word limit. Preference will be given to submissions describing completed work that entails methodological advances and innovative applications. A complete list of the references cited in the paper should be included. Use of tables, figures, and equations must be reasonable and well explained.

All submissions must be prepared for blind review, with names and any identification of the author(s) removed. Failure to remove this identifying information will result in disqualification of the submission. To avoid document conversion issues, it is strongly recommended that submitters create a PDF version of their submission, view it to be sure that it has been converted correctly (particularly with respect to tables, figures, and equations), and then upload the PDF version to the online submission system.

For general questions, email the Program Chair: *Andreas Oranje, Educational Testing Service, aoranje@ets.org.*

For questions about submitting papers to specific sections, including questions about session format, please directly contact the section chairs listed below.

### Section 1: Educational Measurement, Psychometrics, and Assessment

*Section Chairs: Andreas Oranje, Educational Testing Service, aoranje@ets.org; Dubravka Svetina, Indiana University, dsvetina@indiana.edu.*

### Section 2: Quantitative Methods and Statistical Theory

*Section Chairs: Hong Jiao, University of Maryland, College Park, hjiao@umd.edu; Xinya Liang, University of Arkansas, xl014@uark.edu.*

### Section 3: Qualitative Research Methods

(Includes ethnographic, post-qualitative, interpretive, and case-based methods, as well as critical, design-based, and participatory and action research methods.) *Section Chairs: Audra Skukauskaite, Klaipeda University, audrasku@gmail.com; Barbara Dennis, Indiana University, bkdennis@indiana.edu.edu*

### Section 4: Multi-Method and Mixed Methods

*Section Chairs: Nataliya Ivankova, University of Alabama at Birmingham, nivankov@uab.edu; Burke Johnson, University of South Alabama, bjohnson@southalabama.edu.*

*Graduate Student Program Committee Member: Melissa Gordon, University of California at Santa Barbara, mgordon@education.ucsb.edu.*

### Division E: Counseling and Human Development

*Program Co-Chairs: Lisa De La Rue and Kathleen Corriveau*

Division E solicits submissions in the area of counseling and human development consistent with the Annual Meeting theme, “Leveraging Education Research in a ‘Post-Truth’ Era: Multimodal Narratives to Democratize Evidence.” As researchers in counseling and human development, we are dedicated to creating, promoting, and disseminating research that engages us more fully in increasing equal access to high-quality education, and to better supporting students, families, and educational professionals in their efforts to thrive in those contexts. We favor submissions that report findings from completed research and welcome the use of diverse methodological approaches. Studies in the disciplines of counseling, clinical, and/or school psychology, school counseling, educational psychology, and human development are strongly encouraged. Areas of focus for submissions include but are not limited to (a) developmental processes for children, adolescents, and adults, including the role that social processes and context play in life-span development; (b) evidence-based counseling practices in educational, work, and health settings; (c) vocational and career development, particularly as it pertains to advancing justice in equal educational and employment opportunities; (d) national and global equity and diversity issues related to counseling, psychology, and human development; (e) the education and training of counselors, psychologists, and other members of the helping professions; and (f) research on counseling, psychology, and human development intervention programs. Symposium submissions are strongly encouraged and should present systematic research programs or multiple perspectives on important theoretical, applied, and/or methodological issues. Submissions that represent the mutual interests of Division E and AERA SIGs or that serve to integrate counseling and human development are strongly encouraged. Both paper and session submissions will be reviewed blind and should not include author identification in the submission text. Submissions must adhere to the guidelines presented in the general call for submissions. The division accepts submissions in two sections:

**Section 1: Counseling.** *Section Chair: Lisa De La Rue, University of San Francisco, ldelarue@usfca.edu.*

**Section 2: Human Development.** *Section Chair: Kathleen Corriveau, Boston University, kcorriv@bu.edu.*

## Division F: History and Historiography

*Program Chair: Judith Kafka*

The Division F Program Committee invites submissions in addressing all periods and topics in the history and historiography of education, especially those that contextualize current debates in the field of public education. In keeping with the 2019 AERA program theme, “Leveraging Education Research in a ‘Post-Truth’ Era: Multimodal Narratives to Democratize Evidence,” we welcome submissions that use historical analysis to reshape current understandings of the past, and public-facing projects that seek to use history to bring communities together to build a more inclusive present. We are especially interested in paper or session submissions that work toward the conference goal of making “new connections across our often fragmented and disconnected findings . . . [through] different epistemological and methodological approaches speaking to each other to address the most compelling policy and practice issues of our time.” Division F welcomes innovative formats for research presentation. We also encourage submissions that incorporate new strategies, media, and other formats of public scholarship into the 2019 Annual Meeting, as well as submissions that will draw interest both within Division F and beyond.

Division F welcomes historical scholarship that examines the linkages between education research and public policy, focuses on how migration and immigration transformed the American landscape, enriches our understanding of the experiences of underrepresented groups as part of diverse democracies, and uses innovative theoretical frameworks that transcend traditional boundaries. We seek studies on the history of African American, Asian American, Latino/a, Native American, and LGBTQ education, as well as investigations of the education of contemporary immigrant groups, the working classes, and those in poverty. We also seek historical and comparative studies on topics such as colonial education, civic education, sexuality and gender in education, rural education, urban education, suburban education, education and state formation, education and the law, teachers’ work, curriculum and instruction, and community-based education.

Submissions should clearly identify the historical sources on which the study is based and discuss the paper’s larger significance within the historiography of the topic and/or period. All submissions, whether papers or sessions, will undergo a blind review; thus, they must not include author identification. For questions or comments, please contact *Judith Kafka, Division F Program Chair, Baruch College, [Judith.kafka@baruch.cuny.edu](mailto:Judith.kafka@baruch.cuny.edu)*

## Division G: Social Context of Education

*Program Co-Chairs: Roland Sintos Coloma and Wanda Pillow*

The 2019 AERA theme calls for serious thinking about education research in the condition where pronouncements of post-truth compromise academic rigor and question the status of evidence. And the year 2019 is the 50th year of Division G’s presence in

AERA. To this end, Division G (Social Context of Education) invites the education research community writ large to respond with thoughtful analyses about the status of socially informed research toward the improvement of schooling for all students, children, or adults. Producing rich theoretical and robust empirical studies is perhaps the best way to preserve the integrity of research in the context of deep suspicion about the role that education research plays in understanding the dilemmas of schooling, such as disparities of many kinds. Division G’s leadership and cabinet invite the AERA community to prepare submissions for our division in an effort to address the most pressing issues that have divided our society and in doing so help to bridge those divisions. Our call includes the combination of themes that are longstanding concerns in education, such as literacy and policy, as well as those that are more recent, such as intersectionalities at the level of identities, structures, time, and place. Thank you for reading our call for submissions below, which outlines Division G’s sections, their abstracts, and their co-chairs.

### Section 1: Education and Place, Space, Time

*Education and Place, Space, Time* encompasses research related to geographical (place/space) settings as well time, the past, present, futures of teaching and learning in formal and informal venues. Spatial units of analysis may be comprised of classroom, school, community, region, nation, and/or global scales. Temporal considerations may include historical and contemporary conditions as well as imagined and potential futures that are currently being conceptualized. The purpose is to build descriptions of and theoretical insights about teaching and learning across time and for present futures. *Section Chairs: Korina Jocson, University of Massachusetts–Amherst, [kjocson@educ.umass.edu](mailto:kjocson@educ.umass.edu); Luis Urrieta, University of Texas–Austin, [urrieta@austin.utexas.edu](mailto:urrieta@austin.utexas.edu).*

### Section 2: Differences and Intersectionalities

*Differences and Intersectionalities* emphasizes scholarship focused on experiences and implications of race, ethnicity, gender, sexuality, language, nationality, social class, disability, region, religion, spirituality, and additional forms of diversity. This section considers work regarding intersections of differences across and between education institutions and home/community, theory and practice, social barriers and constraints, as well as sources of agency that may contribute to education opportunity and change. *Section Chairs: Michael Dumas, University of California Berkeley, [michaeldumas@berkeley.edu](mailto:michaeldumas@berkeley.edu); Ed Brockenbrough, University of Pennsylvania, [edbrocke@upenn.edu](mailto:edbrocke@upenn.edu).*

### Section 3: Language and Literacies

*Language and Literacies* centers on the power, intricacies, and effects of language and literacies. It documents and examines sign systems that are textual, oral, visual, and affective; that engage embodied ways of knowing; and that draw from different literacies (Indigenous, global South, etc.). It addresses bilingualism, multilingualism, and bi-/multi-cultural literacies in formal or informal education (including foreign language, bilingual, and English as a Second Language settings). *Section Chairs: Maneka Brooks, Texas State University, [maneka@txstate.edu](mailto:maneka@txstate.edu); Lamar L.*

*Johnson, Michigan State University, john5589@msu.edu.*

### Section 4: Policy and Mattering

*Policy and Mattering* highlights inquiry into micro and macro education policy, politics and praxis. This section encourages analyses of sociocultural contexts of education policy through approaches that highlight processes, histories, lived experiences, and outcomes. How and where policy, politics, and praxis matter; to whom; and how across pasts, presents, and futures are foci of this section. Innovative ontological, epistemological, and methodological approaches are welcome. *Section Chairs: Venus Evans-Winters, Illinois State University, vevansw@ilstu.edu; Binaya Subedi, the Ohio State University, subedi.1@osu.edu.*

### Section 5: Inquiry and Transformations

*Inquiry and Transformations* highlights the fissures, insights, challenges and possibilities of education research. Analyses—including feminist, queer, race studies; decolonial; quantitative; qualitative; mixed-methods; ethnography; socio-cultural; historical; geographical; and new methodologies—that are situated within local and global contexts of education, that are transdisciplinary, collaborative, culturally appropriate, theoretically, methodologically innovative, and have the potential for fostering transformative outcomes in theory, methodology or practice are encouraged in this section. *Section Chairs: Cindy Cruz, University of California-Santa Cruz, ccruz3@ucsc.edu; Ezekiel Dixon-Román, University of Pennsylvania, ezekiield@sp2.upenn.edu*

## Division H: Research, Evaluation, and Assessment in Schools

*Program Chair: Kathy-Ann C. Hernandez*

Division H encourages poster, roundtable, symposium, and paper session submissions that focus on research, evaluation, assessment, and accountability across schools and school districts to inform decision making and establish advances in methodology. Such studies can include:

- Identifying educational interventions that improve instructional and student outcomes;
- Evaluating school reform, programs, professional development, and/or policy implementation;
- Developing innovative methods and approaches that improve program evaluation practice, student assessment, and accountability practice;
- Investigating ways to improve classroom assessment processes;
- Investigating the validity of data used for effective decision making and differentiated instruction;
- Investigating school district, educator, or student accountability;
- Evaluating the impact of teacher and principal evaluations on students and teachers;
- Investigating the implementation and impact of new standards, educational policies, and testing mandates on districts, schools, and students; and

- Examining the implementation of college and career readiness strategies, promotion practices, and graduate requirements.

The theme for the 2019 AERA Annual Meeting is “Leveraging Education Research in a ‘Post-Truth’ Era: Multimodal Narratives to Democratize Evidence.” This theme is a challenge to scholars in the current sociopolitical context to engage in research and practice that is characterized by interdisciplinary knowledge and that utilizes multi-modal research methods to advance powerful evidence that can foster equity in educational opportunities for everyone. To that end, we encourage submissions that advance education praxis, research, theory, and policy to inform and engage the public. In particular, submissions that align more closely with the conference theme around interrogations relevant to the roots of inequality in education and that use cross-boundary collaborations are encouraged. AERA has asked that only completed work be submitted. Do not submit proposed or incomplete research. All submissions—for paper sessions, roundtables, posters, and symposia—must be without author identification, for blind review. All submissions will be reviewed by a minimum of three expert reviewers and rated according to the following criteria: (a) choice of problem (i.e., significant or not significant); (b) theoretical or conceptual framework; (c) study, research, or evaluation design; (d) data collection and analysis procedures; (e) quality of writing/organization; and (f) overall contribution to the field.

For general questions and comments, please contact Program Chair *Kathy Ann. C. Hernandez, Eastern University, khernand@eastern.edu*. Please contact section chairs directly for questions about submitting papers to specific sections.

### Section 1: Applied Research in Schools

This section encourages submissions that (a) are based on research conducted within or between school districts, state departments, universities, or research organizations; and (b) examine data-driven, research-based methods, interventions, and best practices for school improvement and increased student achievement. Submissions may include but are not limited to in-house institutional research, action research, or studies conducted by external researchers. *Section Chair: Rachel Durham, Johns Hopkins University, rdurham@jhu.edu.*

### Section 2: Program Evaluation in Schools

Submissions for this section are formal evaluations of school or district programs. Submissions may include (a) formative or implementation evaluations of programs, policies, or initiatives; (b) summative or outcome evaluations of programs or initiatives; (c) innovative approaches to, or methods for, the practice of program evaluations; (d) meta-evaluations; or (e) professional development evaluations. *Section Chair: Rachel Hickson, Montgomery County Public Schools, rachel\_a\_hickson@mcpsmd.org.*

### Section 3: Assessment in Schools

We encourage submissions dealing with the development of effective assessments or assessment systems, the use of assessment

results to inform instructional decisions/practice, validations of state, district, or school assessment systems and results (including sensitivity), and studies focused on perceptions of assessment as well as participants' involvement in their own assessments. Submissions can include studies related to (a) district, state, and national assessment programs; (b) large-scale assessment development; (c) formative, benchmark, and performance assessments (ranging from informal to formal academic assessments and including those focused on college and career readiness); or (d) feedback from stakeholders on assessment instruments and/or practices. *Section Chair: Matthew Lavery, Bowling Green State University, mlavery@bgsu.edu.*

### Section 4: Accountability in Schools

This section seeks submissions examining the characteristics, implementation, or impact of state, national, or local accountability systems in the schools. Submissions can include (a) accountability of teachers, principals, school districts, and/or schools; (b) validity of accountability results; (c) accountability criteria (e.g., student achievement, college and career readiness, student dispositions); (d) accountability models (e.g., growth/value added); or (e) the impact of such systems on students, teachers, schools, or districts, including intended and unintended consequences, as appropriate. *Section Chair: Virginia Snodgrass Rangel, University of Houston, vrangel4@central.uh.edu.*

### Division I: Education in the Professions

*Program Co-Chairs: Katherine Edmondson and Marta van Zanten*

The theme for the 2019 AERA Annual Meeting is “Leveraging Education Research in a ‘Post-Truth’ Era: Multimodal Narratives to Democratize Evidence.”

Division I (Education in the Professions) invites submissions for the Division I program at the 2019 Annual Meeting on this theme as it relates to the education of professionals. We encourage submissions that use multimodal research that translates findings to promote equity across the professions and increase professional educational opportunities in the so-called “post-truth” era when evidence is devalued and emotion is exploited. We welcome work highlighting the significance of theoretical or empirically rigorous research that values our inquiry and the knowledge we generate. Multimodal or mixed-methods research studies that analyze interdisciplinary bodies of evidence using quantitative or qualitative data, documenting the lived experiences of educators, professionals, and trainees across multiple contexts, are encouraged. We call for submissions that draw decisively upon the strengths of research, practice, and policy to fulfill the promise of equal educational opportunity in the professions.

Division I also welcomes research submissions on other topics, including but not limited to (a) curriculum development, reform, innovation, and evaluation; (b) teaching and instructional methods; (c) integration of instructional technology, including simulation, into professional education; (d) faculty development and mentoring; (e) assessment of student motivation, learning,

competence, and performance; (f) the nature of professional identity, socialization, and responsibility; (g) expertise development; (h) interprofessional education and interdisciplinary collaboration; (i) social, cultural, political, economic, and organizational efforts that relate professional education to improvement of professional practice; and (j) leadership development. New Division I members are particularly encouraged to submit for the 2019 meeting.

Division I invites two types of submissions: (a) paper submissions and (b) session submissions. A paper submission involves the presentation of an individual paper that, if accepted, will be grouped by the program committee with other papers on a similar theme into a paper presentation, a roundtable presentation, or a poster. To allow maximum flexibility by the program committee and to increase the likelihood for inclusion in the Division I 2019 program, please consider selecting more than one presentation format for your paper submission.

A session submission is for a symposium or other fully planned session (e.g., a structured poster session, working group roundtable, demonstration/performance, or workshop; please see the AERA 2019 Call for Submissions for more details on session submission types and specific requirements). Session submissions for a symposium must include at least four coordinated papers or participants.

Please note (and closely follow) the following requirements for Division I submissions:

- All papers, regardless of format, must represent completed work and thus must include results and conclusions. Works in progress will not be considered.
- To enable blind review, all individual paper submissions must be submitted without author identification within the paper itself.
- Session submissions for a symposium must include at least four paper presenters (above and beyond a discussant), and must indicate that all participants have agreed to be present at the Annual Meeting, should their session be accepted. Session submissions must also include a presentation title for each speaker.
- Session submissions can be submitted with author identification. If you are preparing a session submission, please include all author information in the document (PDF file) that will be uploaded to the submission system. Session submissions submitted to Division I will be reviewed with author information, regardless of whether author information is included in the submission document (PDF file). The review system is set up to show author identifying information to reviewers of session submissions.
- Division I strictly abides by AERA word limits on submissions and cannot consider submissions that exceed those limits. All individual paper submissions should be 2,000 words or less in length, excluding references, tables,

charts, graphs, and figures.

- In addition to other required materials, a 100–120-word abstract must be included with all paper submissions, and an abstract of 500 words maximum must be included for all session submissions. Abstracts of accepted submissions will be published in the *Professions Education Researcher Quarterly (PERQ)* (<http://www.aera.net/Division-I/News-Announcements>), which is made available to Division I members before the meeting.
- If the research being reported in a submission involves human subjects, then the author must ensure, and indicate on the submission, that the study has been reviewed and approved by an institutional review board (IRB). If an IRB review was not sought or is not required, the authors should specify “No” or “Not Applicable” and must provide a detailed explanation. Division I will not consider submissions that fail to address IRB review.
- All authors of accepted individual paper submissions (including those presented as roundtables or posters), as well as all coordinated session presenters, are expected to upload a final version of their submission that incorporates reviewer comments by March 15, 2019.

The division strongly encourages submissions that (a) have broad application across professions; (b) intersect with the work of other divisions to foster joint sponsored sessions wherever appropriate; (c) demonstrate an explicit and sound theoretical framework and appropriate research methods/analyses; and (d) are related to the Annual Meeting theme. The program committee also encourages authors to draw connections to the Division I Learning Communities Initiative in their paper and session submissions. Session submissions may be sponsored by one or more of the three Learning Communities: (a) Teaching and Learning Community; (b) Assessment Community; (c) Professional Development Community.

Criteria for assessment of submissions include (a) theoretical and/or practical significance; (b) originality; (c) soundness of scholarship and research design; (d) proper study execution; (e) relevance and appropriateness of findings and conclusions; (f) implications for theory and/or practice; and (g) clarity and organization of the paper. Submissions summarizing well-conducted inquiry, including theoretical analyses and integrative reviews that are grounded in any discipline or research tradition, are welcome.

Please address any questions to the Program Co-Chairs: *Katherine Edmondson, Cornell University College of Veterinary Medicine, kme2@cornell.edu; Marta van Zanten, Foundation for Advancement of International Medical Education and Research, mvanzanten@faimer.org.*

## Division J: Postsecondary Education

*Program Chair: Tatiana Suspitsyna*

At the 2019 AERA Annual Meeting in Toronto, Canada, we will address the challenges of higher education research and evidence in a “post-truth” era and continue to foreground the themes begun this year—scholarship by and for indigenous people; research on international communities; and our focus on local higher educational issues.

Our focus on Canadian higher education issues will come in two forms. First, Canadian colleges and universities present unique experience of operating in the context of global competition and aggressive national immigration policy and balancing market pressures with a robust presence of faculty, staff, and student trade unions. The history of involving Inuit, Metis, and First Nations peoples in Canadian higher education as well as the present-day policies to increase access to Canadian postsecondary institutions reflect the country’s continuously evolving visions of citizenship and democracy. At our Annual Meeting in Toronto in 2019, we will offer sessions on higher education’s role in creating multimodal narratives of citizenship in national, ethnic, professional, and academic communities of Canadians, especially those in the greater Toronto metropolitan area. Second, our Social Justice Taskforce will work to identify a project in Toronto to be supported by the division membership.

Our division welcomes proposals that address the role of higher education institutions and communities in re-imagining, testing, and maintaining democracy, and that broaden and deepen our understanding of the complexities of data collection, analysis, and policy making in “post-truth” social and political contexts.

General questions about the 2019 Annual Meeting and this division should be directed to the Program Chair: *Tatiana Suspitsyna, Ohio State University, suspitsyna.1@osu.edu.* Questions about paper and session submissions or the individual sections should be directed to the appropriate section co-chairs.

### Section 1: College Student Learning and Development

Submissions for this section explore how students learn formally and informally and how they develop across a variety of domains (e.g., cognitive, social, psychological, moral, and identity). Topics on learning may focus on formal classroom-based learning as well as learning through co-curricular experiences. Submissions on assessment of programs and practices aimed at fostering learning or development are also relevant to this section. *Section Co-Chairs: Zak Foste, University of Kansas, zfoste@ku.edu; Tricia Shalka, University of Rochester, tshalka@warner.rochester.edu.*

### Section 2: College Student Access, Success, and Outcomes Assessment

Submissions for this section focus on factors that influence student access (e.g., college preparation, tracking, college choice, financial aid), and policies and programs designed to promote access and educational mobility for all students. This section also includes topics related to assessment of programs and practices aimed at

fostering student success, achievement, retention, aspirations, career development, and other outcomes.

### Section 2a: College Student Access

*Section Co-Chairs: Blanca Rincon, University of Nevada, Las Vegas, blanca.rincon@unlv.edu; Awilda Rodriguez, University of Michigan, awilda@umich.edu.*

### Section 2b: College Student Success

*Section Co-Chairs: Teniell Trolan, SUNY-Albany, ttrolan@albany.edu; Xueli Wang, University of Wisconsin-Madison, xwang273@wisc.edu.*

### Section 2c: Assessment and Outcomes

*Section Co-Chairs: Andres Castro Samayoa, Boston College, andres.castrosamayoa@bc.edu; Becky Crandall, The Ohio State University, crandall.77@osu.edu.*

### Section 3: Organization, Management, and Leadership

Submissions for this section consider organizational cultures and climates, institutional structures, management practices, governance, and leadership approaches in higher education. This section highlights empirical and scholarly work on the impact of institutional, state, and national policies on the behavior of postsecondary institutions, and welcomes innovative applications of organization theory to the study of organizational change in higher education. *Section Co-Chairs: Gerardo Blanco-Ramirez, University of Massachusetts, Gerardo.Blanco@umb.edu; Eugene Parker, University of Kansas, eparker@ku.edu.*

### Section 4: Faculty, Curriculum, and Teaching

Submissions for this section examine the preparation of faculty and administrators through graduate education and professional development; faculty's work lives and experiences; and the assessment of policies and programs that serve current or prospective faculty. In addition, this section invites submissions that address all issues of teaching (including, but not limited to, pedagogy, curriculum, advising, technology, and assessment) and the ways in which those aspects of teaching shape student outcomes and institutional environments. *Section Co-Chairs: Erin Doran, Iowa State University, edoran@iastate.edu; Elizabeth Niehaus, University of Nevada, eniehaus@unl.edu.*

### Section 5: Policy, Finance, and Economics

Submissions for this section are centered on higher education policy issues (e.g., affirmative action and financial aid policy) and topics related to funding and incentives in higher education. Submissions that consider higher education policy-making and its ramifications from institutional, state, national, and international perspectives are also relevant to this section. *Section Co-Chairs: Will Doyle, Vanderbilt University, w.doyle@Vanderbilt.edu; Ray Franke, University of Massachusetts, Ray.Franke@umb.edu.*

### Section 6: Society, Culture, and Change

Submissions for this section address issues related to higher education's societal and cultural contexts, such as poverty, wealth

distribution, economic opportunity, political engagement, language issues, and demographic shifts. This section also invites papers that focus on the interaction of higher education and society, such as campus-community partnerships, town-gown relationships, and college and university partnerships with business and industry at the local, national, and global levels. *Section Co-Chairs: Zarrina Azizova, University of North Dakota, zarrina.azizova@und.edu; Jeongeun Kim, Arizona State University, Jeongeun.Kim@asu.edu.*

Division J encourages papers covering a broad range of approaches, including those that employ alternative paradigms, theoretical approaches, and methods to inform the study and practice of postsecondary education. The division is especially interested in papers that will allow us to consider higher education topics in ways that place them in an international context. Symposia that promote dialogue among persons of diverse interests, disciplinary affiliations, and backgrounds are also encouraged. Submitters may propose innovative presentation formats and/or joint sponsorship with other AERA divisions or SIGs by providing information about the format or sponsorship intentions in the body of the paper. If the paper describes or addresses "work in progress," we encourage submitters to select the poster format for the paper.

Criteria for assessment of papers include (a) practical and theoretical significance; (b) innovation and originality; (c) soundness of research methods/execution and/or scholarship; (d) paper clarity; and (e) membership appeal. This year, we particularly welcome presentations that are multidisciplinary in their approaches and frameworks.

All papers must be submitted electronically to the AERA online paper submission system at [www.aera.net](http://www.aera.net). Papers for individual presentations must be submitted without author identification to allow for blind review. Individual papers involve a single presentation or paper, including papers with multiple authors. Session submissions (symposia or multiple-presentation submissions) must also be submitted without authors identified.

Session submissions will be reviewed with author identification, and the review system will be set up to show author identification. In making decisions on individual submissions, the program committee will emphasize the highest quality papers, building coherent sessions, and developing an overall program for Division J related to the major theme of the Annual Meeting.

### Division K: Teacher & Teacher Education

*Program Co-Chairs: Kenny Varner and Tricia Niesz*

We invite your submissions related to the 2019 theme: "Leveraging Education Research in a 'Post-Truth' Era: Multimodal Narratives to Democratize Evidence." In addition to proposals related to this highly relevant and provocative topic, following the lead of the conference chairs, we are particularly looking for interdisciplinary and innovative submissions. Please

consider new forms of research that highlight the importance of “evidence” to counter the prevailing trends toward substituting opinion for research. The times we live in, and this theme, call on us to sharpen our tools to address issues of racial justice, White supremacy, equity, and justice in our schools and to raise critical questions about the uses of our research in teaching and teacher education. We invite you to submit papers to follow and extend this theme. In particular, we encourage you to submit work that addresses the threats and opportunities to re-imagine teaching and teacher education, particularly for marginalized youth in the United States and around the world. We encourage you to submit papers, panels, and symposia in a range of formats that introduce new knowledge and ways of thinking that push our thinking forward and blur conventional boundaries. The current teacher shortages across the United States suggest that the profession of teaching has become a different—and possibly less desirable—profession than it was in the past, threatening the gains policy makers and educators made toward achieving educational opportunities for all youth. We invite you to submit work that documents how and where our teaching and teacher education programs have failed to achieve these goals, as well as the courageous work of people and programs, including the remarkable work of teachers and teacher educators in the most challenging circumstances. We look forward to continuing our work from this past year to increase the presence of classroom teachers and activists on our panels. In order to guide you in your decision about where to submit your work, we provide brief descriptions of each of the ten sections of our division. Please read them carefully before you select where you submit your work.

### Section 1. Teaching and Teacher Education in the Content Areas

This section invites investigations of quality teaching and teacher education in the content areas in PK–16+ school or community settings. This could include examinations of a single content area, or inquiry into the intersections between multiple content areas, in relation to teaching practices, knowledge(s), roles, teacher preparation, and perceptions of students, teachers, and teacher educators. *Section Co-Chairs: Steven Bickmore, University of Nevada Las Vegas, steven.bickmore@unlv.edu; Cleveland Hayes, University of Indiana, Indianapolis, clehayes@iu.edu; Kerri Tobin, Louisiana State University, ktobin@lsu.edu.*

### Section 2. Teacher Leadership Within and Beyond the Classroom

This section invites investigations of teachers who demonstrate leadership, expert knowledge, and advocacy both from within the classroom and/or school settings and beyond individual or local school contexts. This could include examinations of the definition and conceptualization of teacher leadership, the impact of teacher leadership on practice/curriculum/policy, innovative programs and models that support the identification and development of teacher leaders, case studies of teachers who lead, teacher research, etc. *Section Co-Chairs: Karla Scornavacco, University of Colorado at Boulder, karla.scornavacco@colorado.edu; Monica Taylor, Montclair State University, taylorm@mail.montclair.edu.*

### Section 3. Teachers’ and Teacher Educators’ Lives: Lived Experiences, Identities, Socialization and Development

This section invites investigations of teachers or teacher educators—who they are, how they come to be, what they believe and how they think, dilemmas and challenges they face. Proposals might focus on teacher knowledge(s) and understandings about their work and lives; autobiographies and personal or professional histories; thinking and decision-making; beliefs, conceptions, and perspectives; ideologies, attitudes, and dispositions; etc. Included also could be inquiry into the spiritual, moral, sociopolitical, affective, and emotional dimensions of teaching. *Section Co-Chairs: Chonika Coleman-King, University of Tennessee, Knoxville, ccolem21@utk.edu; Katie McGinn Luet, Rowan University, kcmcginn@gmail.com; Camika Royal, Loyola University, Maryland, caroyal@loyola.edu.*

### Section 4. Multicultural, Inclusive, and Social Justice Frameworks in PK–16+ Settings

This section invites investigations of multicultural, inclusive, and social justice frameworks for teaching and teacher education in preservice, professional practice/development, and PK–16+ settings. Submitted research should be deeply centered in complex dimensions of diversity, justice, and equity as supported and evidenced in school-based practice. Studies should establish significance in terms of learning and developmental outcomes for preservice teachers, teachers in their sites of practice, and children in vulnerable and underserved populations. *Section Co-Chairs: Beatrice Fennimore, Indiana University of Pennsylvania, bzfennim@iup.edu; James Hollar, Alverno College, jimhollar1@gmail.com; Kevin Roxas, Western Washington University, roxask@yahoo.com.*

### Section 5. Preservice Teacher Education Coursework: Curriculum and Teaching to Improve Teacher Knowledge, Understanding, and Pedagogical Practices

This section invites investigations of preservice teacher preparation for complex and diverse settings. Proposals could include, but are not limited to practices intended to enhance teacher knowledge and understanding; different pedagogical practices and perspectives on learning to teach; practices intended to improve the quality of teaching in PK–16+ settings; becoming competent and caring teachers of culturally, linguistically diverse learners in various settings; and assessment practices in teacher preparation and development. *Section Co-Chairs: Jung Kim, Lewis University, kimJu@lewisu.edu; Tracey Flores, University of Texas Austin, tflores@austin.utexas.edu; Tanya Maloney, Montclair State University, maloneyt@montclair.edu.*

### Section 6. Field Experiences: Student Teaching, Supervision, School/Community Collaborations, and Innovative Approaches and Models

This section invites investigations of field experiences, including student teaching, early field experiences, community-based field experiences, and approaches to facilitating candidates’ understanding of teaching and learning through inquiry,

observation, and practice. Examinations could focus on questions of quality placements or experiences, the relationship between field experiences and coursework, quality supervision, selection and support of cooperating teachers, the sequence and substance of student teaching, etc. *Section Co-Chairs: Dana Bickmore, University of Nevada Las Vegas, dana.bickmore@unlv.edu; Kristine Pytash, Kent State University, kpytash@kent.edu.*

#### Section 7: Teacher Recruitment, Induction, Mentoring, and Retention For and From Diverse Communities and Contexts

This section invites investigations of strategies, programs, and collaborations for attracting, supporting, and retaining qualified P-16+ teachers from various diverse communities, and for the range and complexity of cultural, linguistic, social, and political contexts that influence and inform teaching, student learning, and learning to teach. *Section Co-Chairs: Margarita Jimenez-Silva, University of California, Davis, mjimenezsilva@ucdavis.edu; Danny C. Martinez, University of California, Davis, dcmart@ucdavis.edu.*

#### Section 8: Teacher Learning and Professional Development

This section invites investigations of teacher learning and professional development. We welcome theoretically and conceptually grounded studies examining processes, evidence, and outcomes of professional learning related to, for example, teacher thinking and knowledge(s), self-efficacy, identity, teaching practice, engagement in activism, and shifts in student learning. Studies that contribute strong evidence about teacher learning and development are of interest. Critical theories and perspectives toward professional development approaches and assumptions about teacher learning are encouraged, as well as studies oriented toward advancing culturally responsive/sustaining and anti-oppressive learning opportunities. *Section Co-Chairs: Liz Meyer, University of Colorado, Boulder, Elizabeth.J.Meyer@colorado.edu; Vera Lee, Drexel University, vjw25@drexel.edu; Melissa Braaten, University of Colorado, Boulder, Melissa.Braaten@colorado.edu.*

#### Section 9: Teacher Education Innovation and Policy

This section invites investigations that address innovations in teacher education and/or analyses of teacher education policies. Studies of innovation might explore new and creative approaches to designing teacher education programs. Examples include online (distance learning), hybrid programs, professional development schools, and other university-school partnership models. Policy analyses might address the distribution of teacher expertise and labor, teacher education curriculum, teacher evaluation, program accreditation, teacher licensure/certification, and ongoing professional development. These explorations might target or transcend local, national, or international policy mandates or debates that affect teaching and teacher education. Submissions that critically take up issues of educational equity along the lines of race and ethnicity, language, culture, socioeconomic class, gender, sexuality, citizenship and other identity markers are particularly encouraged, as are submissions relating to innovations and/or policies around Minority-Serving Institutions (i.e., Historically Black Colleges and Universities; Tribal Colleges and Universities,

Hispanic-Serving Institutions; Asian American and Native American Pacific Islander-Serving Institutions). *Section Co-Chairs: Emery Petchauer, Michigan State University, petchau1@msu.edu; Lynnette Mawhinney, University of Illinois at Chicago, Lynnette@uic.edu.*

#### Section 10: Teacher Educator Learning and Practice

This section invites investigations of teacher educator learning, development, and practice. Specific inquiry approaches or designs as well as general issues and conceptual concerns are welcome. This could include investigations of approaches to and strategies for teacher educator preparation, innovative teacher educator pedagogies, and/ or formal and informal contexts for professional learning and mentoring for teacher educators. Submissions that address connections between teacher educator learning, practice, and preparation and critical issues of race, language, culture, socioeconomic class, gender, sexuality, citizenship, and other identity markers are particularly encouraged. *Section Co-Chairs: Jamy Stillman, University of Colorado, Boulder, Jamy.Stillman@colorado.edu; Mariana Souto-Manning, Teachers College, Columbia University, Souto-Manning@tc.edu.*

#### *Paper submissions: type of inquiry*

Division K accepts paper and session submissions featuring a variety of types of inquiry, including but not limited to philosophical, historical, ecological, ethnographic, descriptive, correlational, and experimental studies, as well as school-based practitioner inquiries within these approaches. There are three classifications for papers: empirical work, documentary accounts, and theoretical/conceptual analyses. AERA policy requires that all studies must be completed at the time of submission. Work in progress will not be accepted.

Empirical Work must include (a) a clear and significant description of the problems or objectives addressed; (b) a theoretical framework or perspective; (c) connection to the literature; (d) articulated mode of inquiry; (e) selection and use of evidence to support conclusions; (f) a description of the conclusions or interpretations and how they extend understandings; and (g) contribution to the field or significance of results or findings.

Documentary Accounts must include (a) a clear description of the event(s) and practices being addressed, including a description of the context and background of the programs; (b) the theoretical framework or perspective; (c) connection to the literature; (d) articulated mode of inquiry; (e) an explanation of how these events and analyses extend our understandings of teaching and learning; and (f) a discussion of the contribution to the field.

Theoretical/Conceptual Analyses must include (a) a clear statement of the issue that the analysis will address; (b) the theoretical/conceptual framework or perspective; (c) connection to the literature, with reference to other relevant work; (d) a theoretical analysis of the concepts being discussed; and (e) the contribution to the field, or significance of the work.

#### *Selecting a section for submission*

All Division K submissions must be submitted to one of ten



specific sections, which are described above. Please pay close attention to these descriptions, as they may have changed since your last submission to Division K. Taking the time to review the section descriptions carefully to find the appropriate fit will ensure the best and most appropriate review of your work.

### **Review process**

Please read all of the Division K guidelines carefully before submitting a submission for review. Submissions should address both the general call for submissions and the Division K call at the beginning of this section. Relevance to Division K and potential contribution to the program are critical to the acceptance of paper and session submissions. All submissions will be reviewed without author names or identification. Please ensure that you have blinded your submission completely, as submissions not blinded will be rejected without review. Paper submissions must be 2,000 words or fewer in length (excluding references, tables, charts, graphs, and figures). We encourage you to be open to a variety of types of formats for presentation (e.g., paper session, roundtable, and poster session). Stating your preference as well as acceptable alternative formats will improve your chances of participating in the 2019 Annual Meeting. Finally, please note that Division K encourages interactive and experimental sessions or individual paper submissions to provide a variety of perspectives and presentation formats.

As noted above, all submissions are due by **July 23, 2018**. General inquiries can be directed to the AERA meetings staff at [annualmtg@aera.net](mailto:annualmtg@aera.net) or 202-238-3200. Questions related to the Division K Call for Submissions and review process can be sent to Program Co-Chairs *Tricia Niesz and Kenny Varner at [divkchairs@gmail.com](mailto:divkchairs@gmail.com)*. We look forward to your submissions and to working with you as a session presenter, discussant, or chair.

### **Division L: Educational Policy and Politics**

*Program Chair: Rand Quinn, University of Pennsylvania*

The 2019 AERA Annual Meeting, “Leveraging Education Research in a ‘Post-Truth’ Era: Multimodal Narratives to Democratize Evidence,” will consider how the work of educational researchers “can help overcome the challenges of our time by becoming more relevant to communities, practitioners, and policy makers who believe in democratic principles and the public schools that should sustain those principles.” Division L invites submissions aligned with this theme that advance our understanding of education policy and politics.

We welcome submissions demonstrating rigorous and original scholarship across the wide range of empirical approaches and theoretical perspectives. Submissions located throughout the disciplines (political science, sociology, public policy, economics, anthropology, law, history, etc.) that address formal and informal education and that explore policy and politics in early childhood, K–12, and postsecondary education are encouraged. Analyses of the design, implementation, and evaluation of education policies are welcome in all sections, as are submissions dealing

with educational policy and politics internationally, including comparative and cross-national analyses and area studies from countries outside the United States. We strongly encourage submissions that seek to illuminate issues of equity and justice, including the policy and political causes and consequences of inequality that disadvantage communities of color, English learners, LGBTQIA communities, immigrant and refugee communities, students and educators with disabilities, religious minorities, and other populations.

Submissions will be evaluated by at least three reviewers and ranked according to research objectives, theoretical framework, methods and data, results and conclusions, quality of writing, and scholarly significance. All submissions, including session submissions, will be reviewed anonymously without author identification; proposals failing to adhere to the blind-submission policy will not be reviewed. Submitters are strongly encouraged to review AERA guidelines prior to submission. The Division L Program Committee reserves the right to reject or decline to review papers violating these guidelines. Accepted papers must be provided in advance to discussants and co-panelists.

General questions about the Division L program may be directed to the Program Chair: *Rand Quinn, University of Pennsylvania, [raq@upenn.edu](mailto:raq@upenn.edu)*.

### **Section 1: Governance, Politics, and Intergovernmental Relations**

This section welcomes submissions that analyze political actions, governance structures, and relationships between distinct levels of government in and/or outside of the United States, as well as the relationships among these issues. Studies may examine, for example, formal political structures, political alliances, interest groups, media, policy elites, networks, and affinity-based groups and coalitions. Examinations of strategies used by policy entrepreneurs and other educational stakeholders to infuse ideas and knowledge into the public sphere are also welcome. Papers focusing on the relationships and tensions among political actors and organizations involved in decision making and implementation, particularly across branches and/or levels of government in the United States and other federal systems, are encouraged, including examinations of the ways in which these relationships intersect with the needs of historically marginalized students and communities. Also invited are studies of public opinion and the policy-making processes in education at the international, national, state/provincial, district/school board, and school levels. Empirical analyses of the effectiveness of governance structures and their consequences are welcome, as are studies of recent innovations in governance (e.g., diverse service providers, regional coalitions, reform in collective bargaining agreements, intermediary organizations, foundations, family-school partnerships, student voice). Consistent with the theme of the conference, of particular interest is research that is interdisciplinary, employs mixed methods, and/or incorporates distinct modalities in order to connect analyses that use varied lenses to shed light on issues of politics and governance. *Section Chair: Katrina Bulkeley, Montclair State University, [bulkeleyk@montclair.edu](mailto:bulkeleyk@montclair.edu)*

*montclair.edu.*

### Section 2: Legal and Judicial Issues for Equity and Access

This section invites analyses of legal and judicial issues in the United States and/or other countries, of how they shape educational policy and practice, and of their consequences for equity and access. This includes, but is not limited to, legal studies of issues such as affirmative action, desegregation, discipline disproportionality, student privacy, First Amendment rights, teacher tenure and other staffing concerns, special education, immigration, English language learners, school finance, and adequacy and equity litigation within a legal, political, and/or intergovernmental context. Studies that consider the implementation of court decisions among federal, state, and local actors are also encouraged, as are submissions on traditional and innovative approaches to the study of judicial issues, such as critical race theory. We also invite submissions that consider best practices in the teaching of law to education researchers and practitioners. Studies that focus on the implementation and outcomes of court decisions are welcome across all institutional levels, including postsecondary education. *Section Chair: Darrell D. Jackson, University of Wyoming, Darrell.Jackson@uwyo.edu.*

### Section 3: Curriculum and Instruction

This section welcomes papers addressing the politics and policies of curriculum and instruction in and/or outside of the United States and their implications for performance, equity, and other outcomes of interest. This work includes but is not limited to studies of national, state, and local curricula, rules governing the language of instruction or the placement of children with disabilities, and policies with a main focus on changing instructional practice. Papers that analyze the macro- and micro-level forces that shape the design or implementation of curriculum and/or instruction policies are also invited; studies about textbook adoption, the treatment of potentially contentious topics in the curriculum, instructional coaches and their role in change processes, the Common Core State Standards and their implications for students, teachers, leaders, and classrooms are relevant. We welcome papers that evaluate both the intended and unintended consequences of these policies for students of color, children from low-income backgrounds, English learners, immigrants, LGBTQIA students, and other learners. *Section Chair: Thurston Domina, The University of North Carolina at Chapel Hill, tdomina@email.unc.edu.*

### Section 4: School Choice and Other Market Reforms

This section encourages papers from the United States and/or other countries that focus on school choice, including charter schools, vouchers, private schools, tuition tax credits, homeschooling, and other means of providing students and parents with alternatives to traditional schooling options. We welcome the study of market reforms in postsecondary settings as well. We encourage analyses of the implementation of school choice and its effects on student achievement overall and on racial and ethnic groups, language groups, immigrants, students of various sexual orientations and/or gender identities, children with disabilities, and economically disadvantaged children, in particular. We also invite submissions that consider the dynamics of political advocacy in market-based

reforms in education, including the role of foundations, grassroots community groups, and other intermediary organizations. *Section Chair: Terrenda White, University of Colorado Boulder, terrenda.white@colorado.edu.*

### Section 5: Testing, Accountability and Data Use

This section welcomes papers related to testing, accountability, and data use policy and practices in P–20 education at federal, state, and local levels in or outside the United States. Of particular interest are analyses of the development, implementation, and intended and unintended effects of such policies on a range of student outcomes, including social-emotional learning and other non-achievement variables. Also encouraged are papers that explicitly examine how testing, accountability, and/or data use policies can influence the distribution of these outcomes, ameliorating or exacerbating gaps for socioeconomically disadvantaged students, racial minority students, English language learners, and other groups. Finally, we encourage papers examining conceptual and methodological issues in measurement, assessment, and data analysis and their implications and consequences for testing, accountability, and data use policies at all levels. *Section Chair: Morgaen Donaldson, University of Connecticut, morgaen.donaldson@uconn.edu.*

### Section 6: Human Capital and School Finance

This section invites empirical papers on policies and reforms focused on human capital and school finance. We seek to showcase human capital work on a broad range of topics such as recruitment, training, development, compensation, evaluation, career ladders, and working conditions for educators, administrators, and staff. We also welcome studies that seek to understand how education is financed at the individual, institutional, and system levels, as well as the effects of school finance reforms, taxation, scholarship programs, and related policy instruments. Empirical studies from a broad range of educational settings (pre-K, K–12, or postsecondary) and theoretical perspectives are welcome. *Section Chair: Jane Arnold Lincove, School of Public Policy, University of Maryland–Baltimore County, jlincove@umbc.edu.*

### Section 7: Social Context and Structural Inequalities

Focusing on cultural and social issues in education, this section invites submissions that address the institutional, organizational, and contextual factors affecting education and schooling, as well as structural inequalities in education, in the United States and around the globe in a “post-truth” era. We encourage the submission of studies that examine the ways social institutions and individuals’ experiences within them open up, stratify, or otherwise affect educational processes and opportunities. We welcome a wide range of qualitative and quantitative methodological approaches. Of particular interest are submissions that reveal the social, political, and institutional contexts of schooling and education as demonstrated through cross-boundary collaboration and interdisciplinary approaches to inquiry. *Section Chair: Sonya Horsford, Teachers College, Columbia University, horsford@tc.columbia.edu.*

### Section 8: Social Policy and Education

In light of the Annual Meeting’s emphasis on reasserting the

value of research and evidence in a contentious, “post-truth” era, this section welcomes papers that use empirical methods to ask and answer important questions about the connections between P-20 educational policy and other social policies at all levels, domestically and internationally. The section encourages studies bridging education to economic development, workforce policy, housing, health care, welfare, child care, criminal justice/policing, and other policy areas. Empirical analyses both of the effects of social policy on educational programs, opportunities, and outcomes and of the effects of educational policies on non-educational outcomes are invited. Submissions that address issues related to data availability and measurement of the effects of social policy on educational outcomes are also welcome, as are interdisciplinary and collaborative studies. *Section Chair: Maia Cucchiara, Temple University, maia.cucchiara@temple.edu.*

### Section 9: Policy Implementation and Going to Scale

This section invites submissions that pertain to policy implementation and bringing effective programming and practices to scale in and/or outside the United States. We encourage studies that advance understandings about what works, for whom, and under what conditions, as well as those that explore ways to measure and/or promote improvement within and across organizational units. Studies that draw on multiple methodologies are welcome, as well as lessons from implementation and improvement sciences from outside the field of education. Studies that describe and analyze the development of, support for, and effects of new approaches to educational improvement that bring together multiple communities to engage in evidence-informed collaborative decision making, such as research-practice partnerships, improvement communities, and cross-institutional networks as they relate to organizational learning in education are of particular interest. We also invite studies that make the design and uses of education research for improvement at scale itself a subject of inquiry. *Section Chair: Marisa Cannata, Vanderbilt University, marisa.cannata@vanderbilt.edu.*

## B. Committees

Submissions will be reviewed and considered for the following AERA committees. Individuals are encouraged to contact committee chairs for information on program topics.

### International Relations Committee

The International Relations Committee (IRC) invites submissions related to the challenges of achieving the promise of equal educational opportunity. Consistent with the 2019 theme, we specifically encourage international, interdisciplinary, comparative research that can contribute to better “Leveraging Education Research in a ‘Post-Truth’ Era.” The IRC encourages submissions that address the broad question: What conditions are necessary for our research to lessen inequality and increase educational opportunities? The IRC welcomes submissions across a range of issues related to the need to reimagine education research, given our “post-truth” context—including how notions of post-truth, inequalities, and educational opportunities are studied, analyzed, or assessed worldwide.

The IRC scope of interest embraces the spectrum of interdisciplinary pedagogical, curricular, and policy issues in formal, nonformal, and informal settings from early childhood education through higher and adult education.

Paper and session topics may include, but are not limited, to the following:

- Effects of international and national policies and regulations on public education, educational advancement, and school-to-work transitions
- Understanding the societal and schooling factors related to inequalities in opportunities to learn across nations, and issues of equal opportunity related to admissions to higher education
- Engaging in international and interdisciplinary conversations beyond the often siloed and specialized research findings
- Generating data-rich, multimodal narratives or stories of key findings on key education issues
- The education of future educators and researchers
- How education researchers can address the double bind of a disrespected craft in a disrespected field
- Pedagogical systems and policies associated with effective strategies for reducing inequalities
- School structures, financing of public education, policies that influence equitable access and treatment in educational settings

The IRC invites submissions focusing on global trends, regional analysis, and cross-country comparisons approached from various theoretical, empirical, and methodological perspectives that show promise of deepening understandings of, and ways of exploring issues related to, education in an increasingly more complex world. *Chair: Gustavo E. Fischman, Arizona State University, fischman@asu.edu.*

### Committee on Scholars and Advocates for Gender Equity in Education (SAGE)

The Committee on Scholars and Advocates for Gender Equity in Education (SAGE) invites submissions for symposia, individual papers, and innovative formats that explore this year’s Annual Meeting theme, “Leveraging Education Research in a ‘Post-Truth’ Era: Multimodal Narratives to Democratize Evidence.” Submissions should focus on issues of gender, gender equity, and sexuality in primary, secondary, postsecondary, and other educational settings, in the United States and internationally. The program committee is particularly interested in submissions that not only identify areas of concern but, more importantly, push the research to identify solutions for improving equity. In keeping with the 2019 Annual Meeting Program objectives, the program committee is also interested in equity-focused research that reflects

the broad spectrum of methodological approaches and theoretical perspectives, but (for symposium submissions in particular) we prefer an emphasis on sessions that encourage a mix of methods and theories that may not be in conversation as often as we would like—for example, a symposium that includes an experimental design as well as rich ethnographic work, each tackling a pressing gender-equity issue from a different methodological approach but each offering something unique and pushing researchers of all approaches to think more deeply about evidence and implications. *Chair: Joseph Cimpian, New York University, joseph.cimpian@nyu.edu.*

### Committee on Scholars of Color in Education

The Committee on Scholars of Color in Education (CSCE) invites submissions for papers or sessions that broadly address the importance of education inquiry and knowledge in a “post-truth” era, where data-driven and systematic research is undervalued and disrespected. CSCE encourages research on issues that disproportionately affect communities of color and promotes scholars of color committed to advancing transformative scholarship and practice in education.

As schools and communities experience increased racial and ethnic diversity, we seek research that helps us understand how scholarship in education can leverage evidence that contributes to success for people of color, particularly those who historically have been marginalized and disenfranchised. Of special interest for CSCE is research within the following dimensions: (1) the relationship between a “post-truth” politics and the proliferation of race, class, and gender inequity in education policy and practice across the education pipeline; (2) innovations and strategies to address how empirical research and knowledge in education are marginalized, with attention to the development of professional educators and researchers; and (3) the relationship between measures assessing students, educators, programs, schools, and universities in a standardized-test driven economy and culturally responsive ways of knowing and doing.

We encourage submissions from a diversity of disciplinary, theoretical, methodological, and policy perspectives and welcome submissions that take interdisciplinary approaches. Finally, submissions that involve collaborations among senior and junior scholars, and between scholars and practitioners, policy makers, journalists, and activists are encouraged. *Chair: James Earl Davis, Temple University, jedavis@temple.edu.*

### Professional Development and Training Committee

The AERA Professional Development and Training Committee seeks course proposals for the 2019 AERA Annual Meeting. The committee aims to offer a program of courses at the meeting that will be of significant skill-building value to education researchers. Professional development courses may provide training in specific research methods and skills, cover significant research issues in related disciplines (e.g., psychology, sociology); emphasize specialized areas (e.g., research on children placed at risk); address professional development issues (e.g., publication skills/strategies,

research integrity); examine recent methodological developments in education research; and focus on research for the improvement of program design, practice, or implementation.

For the 2019 Annual Meeting, the Professional Development and Training Committee is particularly interested in course proposals that address research methods and data analysis across multiple areas (i.e., quantitative, qualitative, and mixed methods); statistical techniques (i.e., meta-analysis, propensity score matching, statistical modeling) and use of large-scale data sets and other “big data”; data sharing and replication; survey and research design; writing for publication; and ways of communicating and presenting research to scholarly and public audiences.

Courses may be designed for various levels (e.g., basic, intermediate, advanced). Course participants may include advanced graduate students and early career scholars as well as more senior researchers or practitioners interested in becoming stronger users and consumers of research. The committee encourages proposals that both originate from and are directed to diverse groups such as women and underrepresented minorities.

#### Course Formats

Proposals are sought for two course formats:

- *Extended courses* are 1–2 days in length and typically precede the Annual Meeting. Courses that start before the meeting (typically on Thursday, April 4, 2019) conclude on the first day of the meeting. In some instances, courses may start the morning of the first day of the meeting (Friday, April 5, 2019) and conclude at the end of the day.
- *Mini-courses* are short courses, 4 hours in length, and are scheduled to take place during the Annual Meeting.

#### AERA-VRLC (Virtual Research Learning Center)

Select courses are streamed live online and made available through the AERA-VRLC. These courses are archived and available on demand to participants. Proposals are welcome for courses that will be recorded during the Annual Meeting for both in-person and virtual participants. These courses may be of varying length and format, containing modules that facilitate online viewing. The AERA-VRLC is a resource for introductory and advanced courses on research methods, data analysis, and professional/career development in education research. Researchers around the world can access the AERA-VRLC to enhance, expand, or refresh their research skills. Further information about the AERA-VRLC is available at [www.aera.net/vrlc](http://www.aera.net/vrlc).

#### Selection Criteria

A goal of the committee is to develop a balanced and comprehensive curriculum that crosses the spectrum of research knowledge and capacity building in areas such as translating theory to research, quantitative and qualitative research methods, and statistical analysis techniques, as well as being directed to important areas of professional skill. Proposals that represent diverse perspectives

or are relevant to the theme of the 2019 Annual Meeting, “Leveraging Education Research in a ‘Post-Truth’ Era: Multimodal Narratives to Democratize Evidence,” are particularly welcome.

Proposals for sessions that represent commercial endeavors (such as the sale of services or products) will not be considered.

The course selection criteria include the following:

- The instructional staff is skilled and competent to plan and carry out the course.
- The course topic is important, topical, and aligned with AERA’s purpose, i.e., it will address critical research training needs.
- The proposal states the skills and/or knowledge that participants are expected to have to participate effectively.
- Learning objectives are provided, are clearly stated, and drive the organization of the course.
- The planned activities are coherent with each other and support the achievement of the learning objectives.
- The learning objectives can be reasonably accomplished within the proposed time frame.
- The planned activities are appropriate for the intended participants.
- The proposal demonstrates the incorporation of effective pedagogical practices aligned with the learning objectives. Hands-on examples, opportunities to practice new skills, and active participant involvement are encouraged.
- Prior courses by the instructor(s), if applicable, have been successfully planned, executed, and received.
- The workshop title, abstract, proposal, and learning objectives are aligned with one another.

### General information

Instructors’ information and course proposals must be entered using the AERA 2019 Annual Meeting All Academic submission system *no later than the deadline*: July 23, 2018, at 11:59 PM Pacific Time.

For proposal instructions and information on the submission system, please visit <http://www.aera.net>. Questions may be directed to *George L. Wimberly, Director of Professional Development, profdevel@aera.net*, or 202-238-3200. The committee will select proposals and notify prospective course instructors by November 30, 2018.

## C. Special Interest Groups

Submissions will be reviewed and considered for the AERA SIGs

listed below. Individuals are encouraged to contact SIG program chairs for information on program topics.

### Alphabetical Listing of SIGs

**Accreditation, Assessment, and Program Evaluation in Education Preparation**, *Stephen Meyer, RMC Research Corporation, meyer@rmcres.com*

**Action Research**, *Julia Ballenger, Texas A&M University–Commerce, julia.ballenger@tamuc.edu*

**Adolescence and Youth Development**, *Rebekah Granger Ellis, University of New Orleans, rgellis@uno.edu*

**Adult Literacy and Adult Education**, *Alisa Belzer, Rutgers University, alisa.belzer@gse.rutgers.edu*

**Advanced Studies of National Databases**, *Amy Rathbun, American Institutes for Research, arathbun@air.org*

**Advanced Technologies for Learning**, *Mike Tissenbaum, Massachusetts Institute of Technology, miketissenbaum@gmail.com*

**Arts and Inquiry in the Visual and Performing Arts in Education**

**Arts and Learning**, *Amanda Wager, Lesley University, awager@lesley.edu*

**Arts-Based Educational Research**, *Kakali Bhattacharya, Kansas State University, kakalibh@ksu.edu*

**Bilingual Education Research**, *Veronica Valdez, University of Utah, veronica.valdez@utah.edu*

**Biographical and Documentary Research**, *Pamela Konkol, Concordia University–Chicago, Pamela.konkol@cuchicago.edu*

**Brain, Neurosciences, and Education**, *Bruce D. McCandliss, Stanford University, brucemc@stanford.edu*

**Career and Technical Education (formerly Vocational Education)**, *In Heok Lee, University of Georgia, inheok@uga.edu*

**Caribbean and African Studies in Education**, *Anica Bowe, Oakland University, bowe@oakland.edu*

**Catholic Education**, *Melodie Wyttenbach, University of Notre Dame, mwyttben@nd.edu*

**Chaos and Complexity Theories**

**Classroom Assessment**, *Christopher DeLuca, Queen’s University–Kingston, cdeluca@queensu.ca*

**Classroom Management**, *Raol Taft, University of Missouri–Kansas City, taft@umkc.edu*

**Classroom Observation**

**Cognition and Assessment**, *Matthew Madison, University of California–Los Angeles, mjmadison@ucla.edu*

**Computer and Internet Applications In Education**, *Cassandra Scharber, University of Minnesota, scharber@umn.edu; Seungho Moon, Loyola University Chicago, smoon.tc@gmail.com*

**Constructivist Theory, Research and Practice**, *Kathy Schuh, University of Iowa, kathy-schuh@uiowa.edu*

**Cooperative Learning: Theory, Research, and Practice**, *Cary Roseth, Michigan State University, croseth@msu.edu*

**Critical Educators for Social Justice**, *Nini Hayes, Western Washington University, nini.hayes@wwu.edu*

**Critical Examination of Race, Ethnicity, Class and Gender in Education**, *Jemimah Young, University of North Texas, jemimah.young@unt.edu*

**Critical Issues in Curriculum**, *Andrew Kemp, Augusta University, akemp4@augusta.edu*

**Critical Perspectives on Early Childhood Education**, *Haeny Yoon, Teachers College, Columbia University, yoon3@tc.columbia.edu*

**Cultural Historical Research**, *Aria Razfar, University of Illinois at Chicago, arazfar@uic.edu; Elina Lampert-Shepel, Touro College, elina.lampert-shepel@touro.edu*

**Data-Driven Decision Making in Education**, *Edith Gummer, edith.gummer@gmail.com; Kay Uchiyama, University of West Florida, muchiyama@uwf.edu*

**Democratic Citizenship in Education**, *Rui Kang, Georgia College and State University, rui.kang@gcsu.edu*

**Design and Technology**, *Andrew Tawfik, University of Memphis, aatawfik@gmail.com*

**Dewey Studies**, *Margaret Macintyre Latta, University of British Columbia–Okanagan, Margaret.Macintyre.Latta@ubc.ca*

**Disability Studies in Education**, *David Hernandez-Saca, University of Northern Iowa, david.hernandez-saca@uni.edu; Catherine Kramarczuk Voulgarides, Touro College, cmvnyu@gmail.com*

**Districts in Research and Reform**, *Jessica Rigby, University of Washington, jrigby@uw.edu; Yilin Pan, Columbia University, yp2266@tc.columbia.edu*

**Early Education and Child Development**, *Aubrey Wang, Saint Joseph's University, awang@sju.edu*

**Educational Change**, *Mireille Hubers, University of Twente, m.d.hubers@utwente.nl*

**Educational Statisticians**

**Elliot Eisner**, *Derek Gottlieb, University of Northern Colorado, derek.gottlieb@unco.edu*

**Environmental Education**, *Sara Garcia, Santa Clara University, sgarcia@scu.edu*

**Faculty Teaching, Evaluation and Development**

**Family, School, Community Partnerships**, *Nicole Edwards, Rowan University, edwardsN@rowan.edu; Judy Paulick, University of Virginia, jhp7h@virginia.edu*

**Fiscal Issues, Policy and Education Finance**, *Tammy Kolbe, University of Vermont, tkolbe@uvm.edu*

**Foucault and Contemporary Theory in Education**, *David Carlson, Arizona State University, dlcarlson2@gmail.com*

**Graduate and Postdoctoral Education across the Disciplines**, *Susan Schramm, University of South Carolina, sschramm@mailbox.sc.edu; Amanda Rockinson-Szapkiw, University of Memphis, dr.rockinsonszapkiw@gmail.com*

**Grassroots Community & Youth Organizing for Education Reform**

**Hip Hop Theories, Praxis & Pedagogies**

**Hispanic Research Issues**, *Rebeca Mireles-Rios, University of California–Santa Barbara, rmireles@education.ucsb.edu*

**Holistic Education**, *Michelle Tichy, University of La Verne, drmichtich@gmail.com; Jennifer Killham, University of La Verne, dr.killham@gmail.com*

**Inclusion & Accommodation in Educational Assessment**, *Anne Davidson, EdMetric LLC, annehdavidson@gmail.com*

**Indigenous Peoples of the Americas**

**Indigenous Peoples of The Pacific**, *Kerry Wong, University of Hawaii–Manoa, kwong@hawaii.edu*

**Informal Learning Environments Research**, *Ananda Marin, University of California–Los Angeles, marin@gseis.ucla.edu; Sara Clarke-Vivier, Washington College, sclarkevivier2@washcoll.edu*

**Instructional Technology**, *Lauren Eutsler, University of North Texas, lauren.eutsler@unt.edu; Chester Tadeja, California State Polytechnic University–Pomona, chester.tadeja@gmail.com*

**International Studies**, *Elizabeth Reilly, Loyola Marymount University, elizabeth.reilly@lmu.edu*

**Ivan Illich**, *Rebecca Martusewicz, Eastern Michigan University, rmartusew@emich.edu*

**Language and Social Processes**, *Kate Anderson, Arizona State University, gourdo246@gmail.com*

**Large-Scale Assessment**

**Law and Education**, *Elisabeth Krimbill, Texas A&M University–San Antonio, ekrimbill@att.net*

**Leadership for School Improvement**, *Rebecca Thessin, The George Washington University, rthessin@email.gwu.edu*

**Leadership for Social Justice**, Joshua Bornstein, Felician University, bornsteinj@felician.edu

**Learning and Teaching in Educational Leadership**, Kathleen Winn, University Council for Educational Administration (UCEA)/University of Virginia, katiemwinn@gmail.com

#### Learning Environments

**Learning Sciences**, Flavio Azevedo, University of Texas at Austin, flavio@austin.utexas.edu

**Lesson Study**, Trena Wilkerson, Baylor University, trena\_wilkerson@baylor.edu; Colleen Eddy, University of North Texas, collen.eddy@unt.edu

**Literature**, Katrina Jacobs, University of Pittsburgh, kbjacobs@pitt.edu

**Lives of Teachers**, Sheila Vaidya, Drexel University, vaidyasr@drexel.edu

#### Longitudinal Studies

**Marxian Analysis of Society, Schools and Education**, Alexander Means, SUNY–Buffalo State, alexmeans1@gmail.com

#### Measurement and Assessment in Higher Education

**Media, Culture, and Learning**, Sandra Abrams, Saint John's University, abramss@stjohns.edu

**Mentorship and Mentoring Practices**, Nora Dominguez, University of New Mexico, noradg@unm.edu

**Middle-Level Education Research**, Cheryl Ellerbrock, University of South Florida, ellerbro@usf.edu

**Mixed Methods Research**, Monica Kerrigan, Rowan University, KerriganM@rowan.edu

#### Moral Development and Education

**Motivation in Education**, Jennifer Schmidt, Michigan State University, jaschmid@msu.edu

**Multicultural/Multiethnic Education: Theory, Research, and Practice**

**Multilevel Modeling**, Bethany Bell, University of South Carolina, bellb@mailbox.sc.edu

**Multiple Linear Regression: The General Linear Model**, Jocelyn Bolin, Ball State University, jebolin@bsu.edu

**Music Education**, Kenneth Elpus, University of Maryland–College Park, elpus@umd.edu

**NAEP Studies**, Andrew Hudacs, Maine Department of Education, Andrew.Hudacs@maine.gov; Stacey Fisher, East Tennessee State University, fishersj@etsu.edu

**Narrative Research**, Becky Atkinson, The University of Alabama–Tuscaloosa, atkin014@ua.edu; Stefnée Pinnegar, Brigham Young University, stefnee@byu.edu

**Online Teaching and Learning**, Ana-Paula Correia, The Ohio State University, correia.ana@gmail.com

**Organizational Theory**, David Eddy-Spicer, University of Virginia, dhe5f@virginia.edu

**Out-of-School Time**, Christina Russell, Policy Studies Associates, Inc., crussell@policystudies.com

**Paulo Freire, Critical Pedagogy, and Emancipation**, Sheila Macrine, University of Massachusetts–Dartmouth, Smacrine@umassd.edu

**Peace Education**, Shelley Wong, George Mason University, swong1@gmu.edu

#### Philanthropy and Education

**Philosophical Studies in Education**, Paula McAvoy, University of Wisconsin–Madison, paulamcavoy@gmail.com

**Politics of Education**, Rachel White, University of Southern California, whiterac@usc.edu

**Portfolios and Reflection in Teaching and Teacher Education**, Regina Murphy, DCU Institute of Education, regina.murphy@dcu.ie

#### Postcolonial Studies and Education

**Problem-Based Education**, Woei Hung, University of North Dakota, woei.hung@und.edu

**Professional Development School Research**, William Curlette, Georgia State University, wcurlette@gsu.edu

**Professional Licensure and Certification**, Michael Peabody, American Board of Family Medicine, mpeabody@theabfm.org

#### Professors of Educational Research

**Qualitative Research**, Candace Kuby, University of Missouri–Columbia, kubyc@missouri.edu; Jennifer Wolgemuth, University of South Florida, jrwolgemuth@usf.edu

**Queer Studies**, Kamden Strunk, Auburn University, kks0013@auburn.edu; Melinda Mangin, Rutgers University, melinda.mangin@gse.rutgers.edu

**Rasch Measurement**, Trent Haines, Morgan State University, trent.haines@morgan.edu; Eli Jones, University of Missouri–Columbia, eliandrewjones@gmail.com

**Religion and Education**, Charles Russo, University of Dayton, crusso1@udayton.edu; Kimberly White, Carroll University, whitek@carrollu.edu

**Research Focus on Black Education**, *Chezare A. Warren, Michigan State University, chezare@msu.edu*

**Research Focus on Education and Sport**, *Siduri Haslerig, University of Oklahoma, shaslerig@gmail.com; Derek Houston, University of Oklahoma, derek.a.houston@ou.edu*

**Research in Mathematics Education**, *Sarah Lubienski, Indiana University, stlubien@iu.edu*

**Research in Reading and Literacy**, *Wayne Slater, University of Maryland, wslater@umd.edu*

**Research on Evaluation**, *Rachael Lawrence, University of Massachusetts–Amherst, rblawren@umass.edu*

**Research on Giftedness, Creativity, and Talent**, *D. Betsy McCoach, University of Connecticut, betsy.mccoach@uconn.edu; Jennifer Jolly, University of Alabama, jljolly1@ua.edu*

**Research on Learning and Instruction in Physical Education**, *Kevin Andrew Richards, University of Alabama, karichards2@ua.edu*

**Research on Teacher Induction**, *Sarah McMahan, Texas Woman's University, smcmahan@twu.edu*

**Research on the Education of Asian and Pacific Americans**, *Amanda Assalone, Southern Education Foundation, Inc., assalone1@yahoo.com; Noreen Rodriguez, Iowa State University, noreenk@gmail.com*

**Research on the Education of Deaf Persons**, *Serena Johnson, California State University–Fresno, serenaj@csufresno.edu*

**Research on the Superintendency**

**Research on Women and Education**, *Maureen Doyle-Neumann, University of Vermont, Maureen.Neumann@uvm.edu*

**Research Use**, *Elizabeth Farley-Ripple, University of Delaware, enfr@udel.edu; Chris Brown, University of Portsmouth, christopher.brown@mac.com*

**Rural Education**, *Catharine Biddle, University of Maine, catharine.biddle@maine.edu; Daniella Hall, Clemson University, dhall5@clemson.edu*

**School Community, Climate, and Culture**, *Adam Voight, Cleveland State University, a.voight@csuohio.edu*

**School Effectiveness and School Improvement**

**School Turnaround and Reform**, *Irina Okhremtchouk, San Francisco State University, irinao@sfsu.edu*

**School/University Collaborative Research**, *Wendy Burke, Eastern Michigan University, wendy.burke@emich.edu*

**Science Teaching and Learning**, *Deb Morrison, University of Washington–Seattle, educator.deb@gmail.com; Andrea Burrows, University of Wyoming, Andrea.C.Burrows@gmail.com*

**Second Language Research**, *Luis Poza, University of Colorado–Denver, luis.poza@ucdenver.edu*

**Self-Study of Teacher Education Practices**, *Laura Haniford, University of New Mexico, haniford@unm.edu; Brandon Butler, Old Dominion University, bmbutler@odu.edu*

**Semiotics in Education: Signs, Meanings, and Multimodality**

**Service-Learning & Experiential Education**, *Lauren Burrow, Stephen F. Austin State University, burrowle@sfasu.edu*

**Social and Emotional Learning**, *Lorea Martinez, SEL Consulting, loreamart@gmail.com*

**Social Studies Research**, *Andrea Hawkman, Utah State University, andrea.hawkman@usu.edu*

**Sociology of Education**, *Brian An, University of Iowa, bpan06@gmail.com*

**Special Education Research**, *Julia White, Syracuse University, jmwhit02@syr.edu*

**Spirituality and Education**

**Stress, Coping, and Resilience**, *Richard Lambert, University of North Carolina–Charlotte, rglamber@uncc.edu*

**Structural Equation Modeling**, *Elizabeth Sanders, University of Washington, lizz@uw.edu*

**Studying and Self-Regulated Learning**, *Pamela Murphy, Ashford University, pamela.murphy@ashford.edu; Stephen Aguilar, University of Southern California, aguilar@usc.edu*

**Supervision and Instructional Leadership**, *Ian Mette, University of Maine, ianmette@gmail.com; Teresa Starrett, Texas Woman's University, tstarrett@twu.edu*

**Survey Research in Education**, *Allen Harbaugh, Boston University, harbaugh@bu.edu*

**Systematic Review and Meta-Analysis**

**Systems Thinking in Education**

**Talent Development of Students Placed at Risk**

**Teacher as Researcher**, *Micheline MacDonald, P.K. Yonge Developmental Research School, mmacdonald@pky.ufl.edu*

**Teaching Educational Psychology**, *Michelle Buehl, George Mason University, mbuehl@gmu.edu*

**Teaching History**, *Magdalena Gross, Stanford University, ms.magda.g@gmail.com*

**Technology as an Agent of Change in Teaching and Learning**, *Dawn Hathaway, George Mason University, dhathawa@gmu.edu*

**Technology, Instruction, Cognition and Learning**, *Larysa Nadolny, Iowa State University, lnadolny@iastate.edu*



**Test Validity Research and Evaluation**, *Carina McCormick, University of Nebraska–Lincoln, cmccormick@buros.org*

**Tracking and Detracking**, *Marshall Jean, Institute for Policy Research, Northwestern University, marshall.jean@northwestern.edu*

**Urban Learning, Teaching and Research**, *Kimi Wilson, California State University–Los Angeles, kwilso17@calstatela.edu*

**Vocabulary**, *Jennifer Green, Western Washington University, jennifer.green@wwu.edu; Jill Grifenhagen, North Carolina State*

*University, jfgrifen@ncsu.edu; Molly Collins, Vanderbilt University, molly.collins@vanderbilt.edu*

**Workplace Learning**, *Elizabeth Roumell, Texas A&M University–College Station, earoumell@tamu.edu*

**Writing and Literacies**, *Amy Stornaiuolo, University of Pennsylvania, amystorn@gse.upenn.edu*