The Professional Development and Training Committee has planned a rich program of extended and mini-courses for the 2009 AERA Annual Meeting. The program was crafted based on consideration of approximately 90 submissions and a competitive review process.

The extended courses begin on Sunday April 12, 2009, one day before the start of the Annual Meeting. Admission to courses is strictly limited to ticket holders. Tickets may be purchased in advance as part of Pre-Registration or on-site at the Ticket Booth at the San Diego Convention Center in the Registration Hall on a first-come, first-served basis. Direct any questions about the professional development and training courses to profdevel@aera.net.

Below is a summary of all courses throughout the meeting week, and the following pages contain course details.

**Extended Courses**

**Sunday, April 12**
- PDC01. Accessing and Analyzing National Databases in Secondary and Higher Education
- PDC02. Cross-Sectional and Longitudinal Analyses With Categorical Latent Variables
- PDC03. Decision Precision: Building Low-Inference Rubrics for Scoring Essays, Projects, and Other Performance-Based Artifacts
- PDC04. Demonstrating Educational Validity Through Disciplined Inquiry: How Do We Communicate the Significance of Action Research?
- PDC05. Designing Adequately Powered Cluster Randomized Trials
- PDC06. Educator Performance Assessment: A Practical Workshop
- PDC07. Mentoring Qualitative Research: Building Effective Experiences for Students
- PDC08. Project Management for Educational Researchers
- PDC09. Psychometrics Behind National Assessment of Educational Progress: Understanding and Analyzing NAEP Data

**Sunday, April 12, to Monday, April 13**
- PDC10. Structural Equation Modeling: A First Course

**Mini-Courses**

**Tuesday, April 14**
- PDC13. Advanced Hands-On Exploration of NAEP Data on the Web
- PDC14. An Introduction to Scoring Performance Assessments
- PDC15. Deriving Causal Relationships From Observational Data: A Concise Overview of Propensity Score Matching
- PDC17. Writing and Preparing Successful Conference Proposals and Presentations With Clear Foci on Qualitative Methodology
- PDC21. Qualitative Methods Instruction: Promoting Disciplined Inquiry Through a Critique of Qualitative Data Analysis Software (QDAS)
- PDC22. Designing a Mixed Method Study

**Wednesday, April 15**
- PDC23. Using the SITES 2006 International Database for Secondary Data Analysis
- PDC25. An Introductory Primer/Review of Multivariate Statistics II: Descriptive and Predictive Discriminant Analyses and Canonical Analysis
- PDC26. An Introduction to GIS for Educational Researchers
- PDC27. Continuing Poetic Devices for the Qualitative Researcher: Found Data Poems, Photography, and Narrative Data Representation

**Thursday, April 16**
- PDC20. Textbook Writing: A First Course
- PDC28. Using the TIMSS 2007 International Database for Secondary Data Analysis
- PDC30. An Introduction to Hierarchical Linear Modeling with R
- PDC31. How to Get Published: Guidance From Emerging and Senior Scholars
- PDC32. Make a Better Presentation
- PDC33. Using the PEELS Database for Research and Policy Discussion
- PDC34. Design Research Methods in STEM Education
- PDC35. Designing Accessible Reading Assessments for Students With Disabilities: A Professional Training Session

**Special Courses** (Requires separate application)

**Sunday, April 12**
- The Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education
- Closed Session

**Friday, April 17, and Saturday, April 18**
- Public Communication for Early-Career Education Researchers—Learning the Ropes
- Closed Session
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Extended Courses

PDC01. Accessing and Analyzing National Databases in Secondary and Higher Education  
**Director:** Terrell Lamont Strayhorn, University of Tennessee, Knoxville  
**Date:** Sunday, April 12, 9:00 am–6:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Mission Hills  
**Fee:** $85

This extended course will provide graduate students and emerging and continuing scholars with information and skills to access and analyze national databases in secondary and postsecondary education provided by various education research centers. The course is designed to be intentionally interactive and will consist of activities, group dialogue, and independent exercises to facilitate understanding of the course content. Participants will be trained on data from widely used data sources such as National Center for Education Statistics and National Science Foundation data sets. Technical issues associated with analyzing data from complex design surveys will be discussed, and new directions for future research will be highlighted. Participants should bring a fully charged laptop with SPSS or SAS already installed; Internet access, although useful, is not required.

PDC02. Cross-Sectional and Longitudinal Analyses With Categorical Latent Variables  
**Directors:** Karen L. Nylund-Gibson, University of California, Santa Barbara; Katherine E. Masyn, University of California, Davis  
**Date:** Sunday, April 12, 9:00 am–5:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Marina Ballroom Salon D  
**Fee:** $100

Traditional Latent Class Analysis (LCA) models the dependencies among observed categorical variables through an underlying latent categorical variable. There are many extensions of LCA that permit other indicator modalities, such as observed continuous and count outcomes, in addition to enabling the investigation of antecedents and consequences of latent class membership. These approaches are often termed “person-centered” analyses in contrast to the “variable-centered” analyses of conventional factor and SEM models. This course will provide participants with an introduction to cross-sectional analyses with categorical latent variables, beginning with LCA and latent class cluster analysis, and will then explore some longitudinal extensions, including latent transition analysis. Specification and estimation of all models in the Mplus V5.1 software will be demonstrated throughout.

PDC03. Decision Precision: Building Low-Inference Rubrics for Scoring Essays, Projects, and Other Performance-Based Artifacts  
**Directors:** Thomas W. Zane, Western Governors University; Diane Johnson, Western Governors University  
**Date:** Sunday, April 12, 9:00 am–5:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Carlsbad  
**Fee:** $85

Performance-based assessments become meaningful for researchers and for the learning process when well-designed, low-inference (objective) scoring rubrics provide meaningful data. But building detailed scoring rubrics can be daunting, especially if they must be detailed enough for use by multiple raters. This course helps beginning- to intermediate-level researchers and faculty members learn how to build detailed scoring rubrics that work. Course participants will begin by learning the methods and rules for creating low-inference rubrics (and associated reasoning) that the facilitators have refined from building hundreds of rubrics that are currently used to score thousands of performance-based assessments. Participants will practice each step in the rubric development process. Then, facilitators will provide one-on-one guidance as each participant builds a scoring rubric that addresses his or her own research or learning goals. Finally, participants and facilitators will discuss options for adapting these methods to their own practice.

PDC04. Demonstrating Educational Validity Through Disciplined Inquiry: How Do We Communicate the Significance of Action Research?  
**Directors:** Jean McNiff, University of Limerick; Jack Whitehead, University of Bath  
**Date:** Sunday, April 12, 9:00 am–5:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Cardiff  
**Fee:** $75

This interactive course enables beginning and experienced action researchers to engage with issues of demonstrating the validity of disciplined educational enquiries as a precondition for establishing their legitimacy in processes of influencing sustainable personal, professional, social, political, and cultural transformation for sustainable well-being. Participants will learn how to communicate through the production of their written and multimedia reports and how to judge the validity of their research claims that engage with the question “How do I/we improve my/our practices?” This has special relevance for pedagogical research within the academy as a site for the exercise of personal and collective agency through focused critical engagement, including with advanced contemporary social theories, in processes of original knowledge production. Through their experience of the course, participants will appreciate the significance of forms of multimedia representation for communicating the living nature of educational processes, as they ask, “How do we influence our own learning and the learning of the social formation of the academy?” By doing so, they will show how they can contribute to new epistemologies for educational knowledge that can ensure the relevance of the academy for new generations of digital practitioners.

PDC05. Designing Adequately Powered Cluster Randomized Trials  
**Director:** Jessaca K. Spybrook, Western Michigan University  
**Instructor:** Andres Martinez, University of Michigan  
**Date:** Sunday, April 12, 9:00 am–5:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Del Mar  
**Fee:** $75

The purpose of this course is to help researchers learn how to plan adequately powered cluster randomized trials. The course will focus on two-level cluster randomized trials, three-level cluster randomized trials, three-level multisite cluster randomized trials, and cluster randomized trials with repeated measures. Participants will learn the rationale and statistical framework for calculating the power of a study and how to use the Optimal Design Software, a free, user-friendly program for calculating
the power of various cluster randomized designs. The course will combine lecture sessions with hands-on practice using the Optimal Design Software. The target audience for the course is researchers interested in planning and conducting a cluster randomized trial.

**PDC06. Educator Performance Assessment: A Practical Workshop**  
**Director:** Phyllis L. Jacobson, California Commission on Teacher Credentialing  
**Instructors:** Katherine Bassett, ETS; Jerry DeLuca, ETS  
**Date:** Sunday, April 12, 9:00 am–5:00 pm (Day 1 of 2); Monday, April 13, 8:00 am–12:00 pm (Day 2 of 2)  
**Location:** San Diego Marriott Hotel & Marina / Coronado  
**Fee:** $85

This course addresses the theory and practice of educator performance assessment, including how to define the expected knowledge, skills, and abilities of an educator and how to measure those qualities in the context of performance with K–12 students. States are considering licensure requirements that include a performance assessment not only for practicing teachers (e.g., by the National Board for Professional Teaching Standards), but also for candidates for initial licensure. Through an interactive, practicum approach, participants will explore issues relating to developing and implementing educator performance assessments. Using California’s mandated Teaching Performance Assessment licensure requirement as a case study, participants will analyze and benefit from California’s experience in the light of their own state and local contexts.

**PDC07. Mentoring Qualitative Research: Building Effective Experiences for Students**  
**Directors:** Jacqueline Webb Dempsey, Fairmont State University; Elizabeth A. Jones, West Virginia University  
**Date:** Sunday, April 12, 9:00 am–5:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Torrance  
**Fee:** $75

This interactive course is designed for novice and experienced faculty interested in developing their ability to address the unique challenges of mentoring qualitative researchers, as well as for department chairs and program coordinators concerned with developing institutional supports and formal mentorship initiatives to improve the qualitative research process. Participants will be encouraged to consider their particular institutional contexts and individual needs and interests as they engage in four sequential modules: Creating a Supportive Institutional Context, Mentoring Design Decisions, Mentoring Analysis, and Mentoring Writing and Dissemination. Each module will include an overview presentation of issues, strategies, and examples, followed by small group application activities. Small group discussions focused on particular aspects of the mentoring process will be an integral component of the learning experience. Prior to the course, participants will be asked to complete a survey to inform the customization of activities and groups to best meet their needs.

**PDC08. Project Management for Educational Researchers**  
**Director:** Dani Houchin Petrie, Northwestern University  
**Instructor:** Leigh Mesler, Northwestern University  
**Date:** Sunday, April 12, 9:00 am–5:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Balboa  
**Fee:** $75

Most research initiatives are organized into projects. Meeting research objectives on time, within allotted budgets, and with minimal stress is the dream of many researchers. In this course, educational researchers will learn to use project management techniques that have been proven in studies and widely adopted by project management experts. The strategies covered have facilitated success in disparate fields, including most recently an operations project within the Obama for America campaign. This engaging and interactive course equips participants to apply proven techniques to planning and carrying out educational research projects. By participating in group discussions, lively team exercises, and a case study, participants will learn to schedule and budget research projects, both small and large.

Director: Adrienne D. Dixson, Ohio State University

Instructors: Bryan Brayboy, Arizona State University; Thandeka Chapman, University of Wisconsin, Milwaukee; Jessica DeCuir, North Carolina State University; Tyrone Howard, Howard University, California; Los Angeles; Marvin Lynn, University of Illinois, Chicago; David Stovall, University of Illinois, Chicago; Tara Yosso, University of California, Santa Barbara; Larry Parker, University of Illinois-Urbana-Champaign

Date: Sunday, April 12, 9:00 am–5:00 pm (Day 1 of 2); Monday, April 13, 8:00 am–12:00 pm (Day 2 of 2)

Location: San Diego Marriott Hotel & Marina / Boardroom

Fee: $100

This course helps scholars who wish to use Critical Race Theory (CRT) as an analytical tool in educational research. The participants and facilitators will work together to craft research projects that examine issues of race in education. Throughout the course, participants will be asked to examine their own decision-making processes with regard to their research interests, personal and professional backgrounds, and the resources at their disposal. This course will give new scholars a stronger conceptual map of educational research using CRT and provide scholars the opportunity to receive help with their ongoing research projects. In addition, by hosting conversations about race and research, the professional development course on CRT serves to sustain an interest in race-based research.

PDC12. Integrating Indigenous Knowledge Systems Into Educational Research

Directors: Tiffany S. Lee, University of New Mexico; Bryan Brayboy, Arizona State University; Susan C. Faircloth, Pennsylvania State University; Margaret J. Maaka, University of Hawaii; Troy Richardson, Cornell University

Date: Friday, April 17, 3:00 pm–6:00 pm (Day 1 of 2); Saturday, April 18, 8:00 am–12:00 pm (Day 2 of 2)

Location: San Diego Marriott Hotel & Marina / Santa Rosa

Fee: $100

This course will focus on how educational research can more effectively improve the lives of students and communities. The two-part sessions will outline a research agenda targeted at the persistent achievement gap that exists between Indigenous students and other students in our schools by drawing upon Indigenous Knowledge Systems (IKS). IKS are rooted in the lived experiences of peoples; these experiences highlight the philosophies, beliefs, values, and educational processes of communities of people. Indigenous peoples come to know things by living their lives and adding to a set of cumulative experiences that serve as guideposts for both individuals and communities. The purpose of the course is to articulate IKS foundations for extending and reframing existing methodological principles of educational evaluation for Indigenous youth. With regard to extant data sets, participants will explore how an IKS framework can generate new perspectives on the data and new questions for research practices and methodologies. They will learn directly from three prominent scholars of Indigenous education and IKS who will (a) outline the principles of IKS, (b) provide an overview of the development of IKS in the academy, and (c) discuss the research at the intersection of IKS and Indigenous education. Participants will also collaborate with scholars to develop outlines for future paper presentations integrating IKS with education research.

Mini-Courses

PDC13. Advanced Hands-On Exploration of NAEP Data on the Web

Director: Debra Kline, ETS

Instructors: Catherine Trapani, ETS; Emmanuel Sikali, U.S. Department of Education

Date: Tuesday, April 14, 8:00 am–12:00 pm

Location: San Diego Marriott Hotel & Marina / Green Room

Fee: $85

This course is for researchers interested in National Assessment of Educational Progress (NAEP) data. The NAEP Data Explorer is a powerful Web tool that provides customized tables of NAEP results gathered since 1990. It provides an intuitive approach to selecting data that requires minimal knowledge about NAEP. This course will focus on the latest NAEP results from the 2007 assessment of math, reading, and writing. Participants will be guided through a full examination of the data, with an emphasis on data that link student performance with teacher and school characteristics. The course is structured around hands-on learning and active participation and will include a short demo of the system’s features, including regression capability. Note: Full participation requires a laptop with a wireless card for Internet access.

PDC14. An Introduction to Scoring Performance Assessments

Directors: Robert L. Johnson, University of South Carolina; James Archie Penny, CASTLE Worldwide; Ching Ching Yap, University of South Carolina

Date: Tuesday, April 14, 8:00 am–12:00 pm

Location: San Diego Marriott Hotel & Marina / Balboa

Fee: $40

This introductory-level course reviews methods of scoring performance assessments, such as essays in writing programs, drawings in the arts, and portfolios in literacy programs. Methods addressed include developing scoring guides, training raters, and monitoring score quality during operational scoring. Methods for estimating interrater reliability and validity are reviewed. Small group and large group activities will provide participants with opportunities to apply methods described in the lecture. Examples are drawn from the authors’ experiences in educational and licensure testing. The course will address issues in performance assessment relevant to educational researchers, program evaluators, and assessment practitioners. After the course, participants will be aware of an array of methods for improving the score quality of performance assessments.

PDC15. Deriving Causal Relationships From Observational Data: A Concise Overview of Propensity Score Matching

Directors: Sinan Gemici, University of Georgia; Jay W. Rojewski, University of Georgia; InHeok Lee, University of Georgia

Date: Tuesday, April 14, 8:00 am–12:00 pm

Location: San Diego Marriott Hotel & Marina / Coronado

Fee: $40

Propensity Score Matching (PSM) is an increasingly popular quantitative method that allows the post hoc estimation of causal treatment effects from observational data. The ability
to draw inferences from existing data sets is particularly appealing when true randomized experiments are impractical. This mini-course will provide a systematic overview of PSM, elaborate on its advantages and limitations, and offer general guidelines for participants interested in applying the method for their own purposes. Rather than provide an in-depth treatise of underlying statistical procedures, the course will focus on bringing about a conceptual understanding of PSM. Education researchers, administrators, and practitioners may benefit from the course.

PDC16. Foundations of Success in Academe: Research, Writing, Reflection, and . . . Organization
Directors: Dannelle D. Stevens, Portland State University; Joanne E. Cooper, University of Hawaii
Date: Tuesday, April 14, 8:00 am–12:00 pm
Location: San Diego Marriott Hotel & Marina / Cardiff
Fee: $40
What is essential for success in the academy? Research, writing, and publication are the foundations of faculty success; yet faculty days are often consumed with meetings, advising, and teaching. Given the complex set of expectations, success often eludes new faculty. The purpose of this course is to introduce and practice organizational, writing, and research strategies shown to help faculty and aspiring faculty become productive and successful. The course is designed for aspiring and new faculty, especially faculty of color and women. Participants will leave the course having practiced a number of research-tested strategies and knowing about other resources that save time, encourage focus, foster reflection, and support writing for publication.

PDC17. Writing and Preparing Successful Conference Proposals and Presentations With Clear Foci on Qualitative Methodology
Directors: Mirka E. Koro-Ljungberg, University of Florida; Lisa Mazzei, Manchester Metropolitan University
Date: Tuesday, April 14, 8:00 am–12:00 pm
Location: San Diego Marriott Hotel & Marina / Boardroom
Fee: $40
The purpose of this interactive mini-course is to provide guidance for emerging scholars regarding how to prepare proposals and presentations that have clear foci on qualitative methodology. This knowledge would not only contribute to the methodological literature or to research skills in general but also enable discipline-specific methodologies to be developed and efficiently disseminated. Upon completion of this mini-course, participants will be able to write successful conference proposals that have clear methodological focus (i.e., methodological arguments and data/evidence to support these arguments), provide constructive methodological feedback to others about their future proposals, assess submitted proposals according to specific methodological criteria (e.g., the criteria put forth by the Qualitative Research SIG), and develop conference papers that have a clear methodological focus.

Date: Tuesday, April 14, 1:00 pm–5:00 pm
Location: San Diego Marriott Hotel & Marina / Cardiff
Fee: $40
This course provides researchers with tools for utilizing data from two programs at the Institute of Education Sciences’ National Center for Education Statistics: the National Education Longitudinal Study of 1988 (NELS:88) and the Education Longitudinal Study of 2002 (ELS:2002). The course highlights data pertaining to the transition from high school to adulthood and provides overviews of the study designs and technical issues, information on how the surveys complement each other, and computer demonstrations of software that will assist users in preparing data for analyses. The course is for advanced graduate students, faculty, and researchers who have a solid understanding of statistics.

Director: Bruce Thompson, Texas A&M University
Date: Tuesday, April 14, 1:00 pm–5:00 pm
Location: San Diego Marriott Hotel & Marina / Marina Ballroom Salon E
Fee: $40
Only multivariate analyses (e.g., MANOVA, descriptive discriminant analysis, predictive discriminant analysis, canonical correlation analysis, and structural equation modeling) consider how all the variables in an analysis interact simultaneously in all possible configurations, and honor a reality “in which the researcher cares about multiple outcomes, in which most outcomes have multiple causes, and in which most causes have multiple effects” (Thompson, 1986, p. 9). This first of two mini-courses will cover two commonly used multivariate methods and the four multivariate significance tests and MANOVA, and presume as background only that participants have previously heard about Pearson r and ANOVA. Further information about the presenter is available at http://www.coe.tamu.edu/~bthompson.

PDC20. Textbook Writing: A First Course
Director: Michael D. Spiegler, Providence College
Date: Thursday, April 16, 1:00 pm–5:00 pm
Location: San Diego Marriott Hotel & Marina / Cardiff
Fee: $40
The purpose of this course is to interest college teachers and graduate students in accepting the challenges and rewards of textbook writing by providing them with a realistic overview of what it entails, what is required, how to get started, and how to bring the vision of a book to fruition. The emphasis of the course will be on providing practical information and advice, including addressing participants’ specific individual questions and concerns. The course will be conducted in an interactive format. Topics include reasons for writing a textbook, personal and professional prerequisites, writing a prospectus and sample chapters, contacting publishers, negotiating a favorable contract, the writing phase, the production phase, dealing with publishers, and survival skills for authors.
PDC21. Qualitative Methods Instruction: Promoting Disciplined Inquiry Through a Critique of Qualitative Data Analysis Software (QDAS)

**Directors:** Kristi A. Jackson, QUERI; Michelle Salmona, Central Michigan University; Dan Kazemynski, Central Michigan University

**Date:** Tuesday, April 14, 1:00 pm–5:00 pm

**Location:** San Diego Marriott Hotel & Marina / Marina Ballroom Salon D

**Fee:** $40

This course will examine the Qualitative Data Analysis Software (QDAS) industry by decentering the “which software” debate. This debate (often driven by competition among software developers) will be replaced by the more important debate about what is gained and lost in the craft of qualitative research when using any QDAS program. Mini-lectures on the following four topics will frame the debate: (a) the many forms of qualitative data, (b) the coding trap, (c) closeness and distance in data analysis, and (d) transparency in qualitative research. Following each presentation, participants will engage in small group discussions to clarify their own approaches to these issues. No prior knowledge of QDAS is required, and qualitative methods instructors are encouraged to attend.

PDC22. Designing a Mixed Method Study

**Director:** Joseph A. Maxwell, George Mason University

**Date:** Tuesday, April 14, 1:00 pm–5:00 pm

**Location:** San Diego Marriott Hotel & Marina / Coronado

**Fee:** $40

This mini-course will provide an overview of, and hands-on work with, designing a study that combines qualitative and quantitative approaches and methods. The course will cover the five major components of a research design: goals, conceptual framework, research questions, methods, and validity. Participants will learn how to apply an interactive design approach to a mixed method study. Since the focus is on design, the course will not address the details of conducting either quantitative or qualitative data collection, but will deal with planning these activities and how to integrate them effectively. The course will present key concepts and strategies, provide actual examples of mixed method research for discussion, and include exercises in designing a mixed method study.

PDC23. Using the SITES 2006 International Database for Secondary Data Analysis

**Director:** Eugenio J. Gonzalez, International Association for the Evaluation of Educational Achievement IEA-ETS Research Institute

**Instructors:** David Joseph Rutkowski, IEA Data Processing and Research Center; Ralph Carstens, IEA Data Processing and Research Center

**Date:** Wednesday, April 15, 8:00 am–12:00 pm

**Location:** San Diego Marriott Hotel & Marina / Boardroom

**Fee:** $40

The course will provide an overview of the available database, methods, and analysis procedures used in SITES. SITES is an international survey of schools and teachers that examines the use of Information and Communications Technologies (ICT) in schools and in pedagogical practice. Conducted in 2006, it collected data by means of questionnaires from thousands of principals, ICT coordinators, and mathematics and science teachers within 22 participating countries. The database provides the opportunity to compare countries on international indicators on the use of ICT in schools. Results can be used to make policy recommendations. The database is ideal for conducting in-depth analysis of the way in which ICT can impact the teaching and learning process.


**Director:** Brandon K. Vaughn, University of Texas, Austin

**Date:** Wednesday, April 15, 8:00 am–12:00 pm

**Location:** San Diego Marriott Hotel & Marina / Marina Ballroom Salon D

**Fee:** $40

The purpose of this course is to introduce the basic principles of using and teaching the free statistical software package R. In this training course, participants learn how to input data and perform basic statistical analysis in R. The course also includes discussion of strategies to use in incorporating R into classroom settings. A basic understanding of statistics and regression is needed in order to gain insights from this course. Participants will be given access to free tutorial videos developed by the instructor for use in their own learning of R as well as in classroom settings.

PDC25. An Introductory Primer/Review of Multivariate Statistics II: Descriptive and Predictive Discriminant Analyses and Canonical Analysis

**Director:** Bruce Thompson, Texas A&M University

**Date:** Wednesday, April 15, 8:00 am–12:00 pm

**Location:** San Diego Marriott Hotel & Marina / Coronaondo

**Fee:** $40

Only multivariate analyses (e.g., MANOVA, descriptive discriminant analysis, predictive discriminant analysis, canonical correlation analysis, and structural equation modeling) consider how all the variables in an analysis interact simultaneously in all possible configurations, and honor a reality “in which the researcher cares about multiple outcomes, in which most outcomes have multiple causes, and in which most causes have multiple effects” (Thompson, 1986, p. 9). This second of two mini-courses will cover three commonly used multivariate methods, descriptive discriminant analysis, predictive discriminant analysis, and canonical correlation analysis, and will presume as background only that participants have previously heard about Pearson $r$ and ANOVA. Further information about the presenter is available at http://www.coe.tamu.edu/~bthompson.

PDC26. An Introduction to GIS for Educational Researchers

**Directors:** Mark Hogrebe, Washington University in St. Louis; Doug Geverdt, U.S. Census Bureau

**Date:** Wednesday, April 15, 8:00 am–12:00 pm

**Location:** San Diego Marriott Hotel & Marina / Green Room

**Fee:** $45

This course introduces spatial context in educational research through Geographical Information Systems (GIS). Disciplines in which geography and location are critical variables rely extensively on GIS to present data visually in maps, analyze spatial relationships, and answer research questions. Education has spatial context because schools are located in areas of metropolitan regions and neighborhoods that influence learning and teaching. This beginning course describes what GIS encompasses and how it can be applied in education. It provides an overview of basic GIS concepts, a demonstration of software, guidance on how to work with files, a discussion of resources, and examples from
PDC27. Continuing Poetic Devices for the Qualitative Researcher: Found Data Poems, Photography, and Narrative Data Representation

**Director:** Valerie J. Janesick, University of South Florida  
**Instructor:** Carolyn N. Stevenson, Kaplan University  
**Date:** Wednesday, April 15, 8:00 am–12:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Balboa  
**Fee:** $45

The purpose of this mini-course is to describe, explain, and practice ways to represent interview data through found data poems, photography, and narrative writing. Actual transcripts and narrative reflections from current studies will be used to practice creating poetry from the words of the participants in the project. Sample photographs and those taken during the course will be used to practice narrative descriptions, thematic analysis, and interpretation. Members are encouraged to bring digital cameras, video camcorders, and laptops to the course. Constructing a written narrative that incorporates found data poems and photography will be practiced. Any level of researcher may find this useful. The use of artistic approaches to data representation, analysis, and interpretation will be addressed.

PDC28. Using the TIMSS 2007 International Database for Secondary Data Analysis

**Director:** David Joseph Rutkowski, International Association for the Evaluation of Educational Achievement (IEA) Data Processing and Research Center  
**Instructors:** Leslie Rutkowski, IEA Data Processing and Research Center; Oliver Neuschmidt, IEA Data Processing and Research Center; Juliane Hencke, IEA Data Processing and Research Center  
**Date:** Thursday, April 16, 8:00 am–12:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Cardiff  
**Fee:** $40

The course will provide an overview of the available database, methods, and analysis procedures used in the Trends in International Mathematics and Science Study (TIMSS). Conducted in 2007, TIMSS collects achievement data in mathematics and science at the primary and middle-school level from over 60 countries. Contextual background information on the students, teachers, and schools is available. The resultant data set is a valuable resource for secondary analysis. In this course, the methodological complexities (sampling, achievement, and variance estimation) of this program will be presented and discussed in detail. Further, the course is intended to familiarize participants with the latest TIMSS data set and user-friendly means for correct analysis. Software to analyze the data will be distributed.

PDC29. Accessing and Analyzing High School Transcript Study Data for Educational Research Purposes

**Directors:** Janis D. Brown, U.S. Department of Education; Jennifer Laird, MPR Associates; Stephen E. Roey, Westat; Robert Colby Perkins, Westat  
**Date:** Thursday, April 16, 8:00 am–12:00 pm

This mini-course will provide graduate students, faculty, and institutional researchers with information on how to access and analyze the National Assessment of Educational Progress (NAEP) High School Transcript Study (HSTS) data. Topics covered by this mini-course will include (a) the HSTS survey design, (b) technical issues in the proper use and handling of sampling weights and plausible values, and (c) a discussion and demonstration of current specialized software for accessing and analyzing HSTS data. The course will include extensive demonstrations, independent exercises, and group discussions. **Note:** Full participation will require a laptop with wireless capability.

PDC30. An Introduction to Hierarchical Linear Modeling with R

**Director:** J. Kyle Roberts, Southern Methodist University  
**Instructor:** Sandra M. Loughlin, University of Maryland, College Park; Krista Muis, McGill University, Canada; Jeffery A. Greene, University of North Carolina, Chapel Hill; Korina Jocson, Washington University in St. Louis; D. J. Bolger, University of Maryland, College Park; Gaea Leinhardt, Learning Research and Development Center, University of Pittsburgh; Larry Hedges, Northwestern University; P. Karen Murphy, Pennsylvania State University; Marcel V. J. Veerman, Leiden University, Netherlands; Patricia B. Elmore, Southern Illinois University; Gregory Camilli, Rutgers University; Gale Sinatra, University of Nevada, Las Vegas  
**Date:** Thursday, April 16, 8:00 am–12:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Marina Ballroom Salon F  
**Fee:** $85

The purpose of this training course is to introduce the basic principles of multilevel and Hierarchical Linear Modeling (HLM) and multilevel analysis by illustrating the basic two-level model as well as the multilevel repeated measures model. In this course, participants will learn how to fit the base/null unconditional model (multilevel ANOVA), as well as a fixed- and random-effects model using the free software package R. Participants should have a basic understanding of statistics and regression. Participants are encouraged to bring laptops as the R software will be distributed and illustrated.

PDC31. How to Get Published: Guidance From Emerging and Senior Scholars

**Director:** Patricia A. Alexander, University of Maryland, College Park  
**Instructors:** Sandra M. Loughlin, University of Maryland, College Park; Krista Muis, McGill University, Canada; Jeffery A. Greene, University of North Carolina, Chapel Hill; Korina Jocson, Washington University in St. Louis; D. J. Bolger, University of Maryland, College Park; Gaea Leinhardt, Learning Research and Development Center, University of Pittsburgh; Larry Hedges, Northwestern University; P. Karen Murphy, Pennsylvania State University; Marcel V. J. Veerman, Leiden University, Netherlands; Patricia B. Elmore, Southern Illinois University; Gregory Camilli, Rutgers University; Gale Sinatra, University of Nevada, Las Vegas  
**Date:** Thursday, April 16, 8:00 am–12:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Marina Ballroom Salon E  
**Fee:** $45

This mini-course will provide graduate students and early career faculty with critical information about how to publish. The course will feature two panels: emerging scholars who have learned how to navigate the complex and demanding publication process successfully, and senior scholars who have acquired expertise in foundational aspects of publication. The mini-course will present an overview of the publishing process, from conceptualizing studies to preparing well-crafted manuscripts and from submission through review and resubmission. Question-and-answer sessions will follow both presentations by the emerging scholars and the senior scholars. Each participant will be provided with materials including handouts, work samples, and correspondence that elaborate on the important points shared during the course.
PDC32. Make a Better Presentation  
**Directors:** Ronald J. Dietel, University of California, Los Angeles; Mark Kerr, WestEd  
**Date:** Thursday, April 16, 8:00 am–12:00 pm (Section A); Thursday, April 16, 1:00 pm–5:00 pm (Section B)  
**Location:** San Diego Marriott Hotel & Marina / Balboa  
**Fee:** $40  
This mini-course will help researchers and graduate students (a) design an effective presentation for any audience, (b) understand basic rules for effective presentations, (c) create simple graphics to support a presentation, and (d) practice a prepared 5-minute presentation. The course includes instruction in making a high-quality presentation, practice opportunities, self-critique, class critique, and resources for making improved presentations. Attendees must submit a 5-minute PowerPoint presentation 2 weeks prior to the course. The course is suitable for researchers and graduate students, with special application to early career researchers and senior graduate students. Presentations will be posted to a password-protected website. Each participant will receive an electronic copy of his or her class presentation to help make a better presentation. Note that this course is offered twice and each section is limited to 15 participants.

PDC33. Using the PEELS Database for Research and Policy Discussion  
**Directors:** Elaine Carlson, Westat; Karen Schroll, Westat  
**Date:** Thursday, April 16, 1:00 pm–5:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Marina Ballroom Salon D  
**Fee:** $85  
This course will prepare researchers to use data from the Pre-Elementary Education Longitudinal Study (PEELS) in substantive research. PEELS describes the characteristics of children receiving preschool special education, their educational programs and services, and their transitions from preschool programs to elementary schools. Data were collected in five waves via telephone interviews with parents of preschoolers with disabilities, one-on-one assessments of children participating in this study, and mail surveys with the children’s teachers and service providers. The course will include both lecture and hands-on instruction. Specifically, the course will include the following topics and activities: overview of the PEELS design, instruments, and database; discussion of the methodological and technical issues relevant to PEELS data use; and instruction and practice with PEELS data.

PDC34. Design Research Methods in STEM Education  
**Director:** John Y. Baek, Center for Advancement of Informal Science Education  
**Instructors:** Anthony E. Kelly, George Mason University; Richard A. Lesh, Indiana University; Jan Van Den Akker, University of Twente; Joanne Lobato, San Diego State University; Brenda Bannan-Ritland, George Mason University; Margret Hjalmarson, George Mason University; Guadalupe de la Paz Carmona Domínguez, University of Texas, Austin; Nienke Nieven, Netherlands Institute for Curriculum Development  
**Date:** Thursday, April 16, 1:00 pm–5:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Coronado  
**Fee:** $45  
This course brings the issues of design research as a new methodology to the forefront of science, technology, engineering, and mathematics (STEM) education research. It provides the AERA community with an opportunity for dialogue with editors and authors of recent publications on design research, sharing their lessons learned. A summary of the methodological challenges that are faced by programs of design research will be presented and discussed in relation to actual design research studies. This interactive course is suitable for participants at all academic levels who are interested in exploring the use of design research. A major emphasis will be placed on supporting participants as they conceptualize design research questions and projects in STEM education.

PDC35. Designing Accessible Reading Assessments for Students With Disabilities: A Professional Training Session  
**Director:** Jamal Abedi, University of California, Davis  
**Instructors:** Cara Cahalan Laitusis, ETS; Linda L. Cook, ETS; Deborah R. Dillon, University of Minnesota, Twin Cities; Ross E. Moen, Data Analysis Design; David G. O’Brien, University of Minnesota; Martha L. Thorlow, University of Minnesota; Ann M. Mastergeorge, University of California, Davis  
**Date:** Thursday, April 16, 1:00 pm–5:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Green Room  
**Fee:** $40  
This course provides guidelines and technical assistance to those who are interested in the assessment of students with disabilities, particularly state assessment directors and test publishers. Researchers from the National Accessible Reading Assessment Projects (NARAP) will provide guidelines and recommendations on how to develop reading tests that are more accessible for students with disabilities based on several years of their research experience and research findings in this area.

Special Courses (requires separate application)  

The Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education  
**Closed Session**  
**Directors:** Jerlando F. L. Jackson, University of Wisconsin; Lamont A. Flowers, Clemson University  
**Instructors:** James Moore, Ohio State University; Barbara J. Johnson, Jackson State University; Charles Rankin, Kansas State University; Brandon D. Daniels, U.S. Department of Education  
**Date:** Sunday, April 12, 9:00 am–6:00 pm  
**Location:** San Diego Marriott Hotel & Marina / Rancho Las Palmas  
This research course is designed to honor the life and legacy of Dr. Asa G. Hilliard III and Dr. Barbara A. Sizemore. The goals of this research course are to (a) introduce graduate students to the fundamentals of developing a research agenda and career focused on conducting research on African Americans and education; and (b) encourage the next generation of scholars to examine the myriad of issues impacting the African American experience in education. A core activity of this research course is manuscript development. To help facilitate this activity, participants will have access to a panel of reviewers to assist them with preparing a manuscript for publication. This mentoring will continue after the completion of the course.
Public Communication for Early-Career Education Researchers—Learning the Ropes

Closed Session

Directors: Richard Lee Colvin, Teachers College, Columbia University; Director, Hechinger Institute on Education and the Media; Amy Stuart Wells, Teachers College, Columbia University; Professor of Sociology and Education.

Date: Friday, April 17, 2009, all day, and Saturday, April 18, 2009, ending at 11:00 a.m.

Location: San Diego Marriott Hotel and Marina

The American Educational Research Association and the Hechinger Institute on Education and the Media, Teachers College, Columbia University are pleased to offer for the second consecutive year a professional development course on public communication for education researchers. It is again made possible through grant support from the Spencer Foundation. This course aims to help 25 early-career researchers develop the knowledge and skills needed for effective public communication and use of the media in conveying education research beyond research audiences. Guided by professional journalists and researchers who are media savvy, the course focuses on such core topics as how to think about audience; public engagement; how ideas travel; new media formats; changes in the news industry; the role of media in communicating researchers’ work; and challenges and issues involved in writing for public communication. The course also provides tips on how to respond to media calls or handle interviews for radio or television broadcasting. A key part of this course is a component on writing op-eds for various publications, including local and national newspapers, such as The New York Times and Wall Street Journal, as well as research and education publications such as Education Week and The Chronicle of Higher Education.

AERA Experiments with Working Groups at 2009 Annual Meeting

The AERA Annual Meeting is large and offers a diverse array of sessions. At the same time, the Association is always trying new ways to connect participants who share similar research interests and to provide meeting attendees with an integrated intellectual experience. This year, on an experimental basis, a small number of working groups are convening several times during the Annual Meeting, and the members are attending sessions together. The groups are a way to foster sustained discussion among communities of scholars with similar interests and to foster collaborations that continue past the Annual Meeting (team leaders are listed in parentheses):

Ecological Sustainability and Education (Chet Bowers)
School-Based Interventions (Dorothy Espelage)
Assessment and Accountability (Stuart Elliott)
Interdisciplinary Approaches or Qualitative Methods (Bettie St. Pierre)
Cognitive Science and Education (Larry Suter)