AERA Open Special Topic Call for Papers

The Role of Place, Geography, and Geographical Information Systems (GIS) in Educational Research

Special Topic Editors: Andrew Saultz and Bryan Mann

Allusions to geography abound in conversations of educational reform and policy. Research continues to establish links between educational equity, geographic location, and perceptions of place. The importance of understanding the intersection between geography and educational opportunity are even more urgent amidst the current educational reform agenda that seeks to be geographically agnostic, suggesting that school choice policies eliminate geographic restrictions in determining educational opportunity. The purpose of this Special Topic call is to elicit manuscripts that explore the ways that geography and place are (or perhaps are not) related to contemporary educational policies and their implementation. The goal of this Special Topic is to expand topical knowledge about the relationship between geography and place and contemporary educational policy trends, while also introducing innovative methodological strategies (including, but not limited to, new GIS techniques) to understand current trends. We hope papers build off the work of Bell (2009); Lubienski, Gulosino, and Weitzel (2009); Lubienski and Lee (2017); Morrison, Annamma, and Jackson (2017); and Tate (2012), among others.

This call fits AERA Open’s aim and scope due to its focus on ‘transcending the boundaries between education research and other adjacent fields of inquiry’ and AERA Open’s stated goal to ‘seek to avert the silos and stereotypes that can lead to favoring one rigorous method over another or one conceptual framework or model as more robust than another’ (AERA Open, 2017). Further, as an online publication, AERA Open will allow authors to visually display information on maps, which is more challenging in traditional peer reviewed, print journals. As a result, we are confident that this Special Topic will advance the purposes of AERA Open, the use of GIS in educational research, and the field of education more broadly.

While we prefer empirical studies that promote methodological innovation, we will also consider manuscripts that expand theoretical understandings about geography, place, and school reform (which can then advance empirical research). Specifically, we request papers that inform the questions: What are the research implications for GIS? How are the methods used, and what types of analytic opportunities are available?

Possible topics may relate to one or any number of the following:

- Innovative uses of GIS analysis to understand educational policy and reform
- Other geographic or spatial techniques used to understand educational policy and reform
- School closings
• School segregation
• Race
• Urban, rural, and/or immigrant populations
• School choice and its ability or inability to overcome geographic constraints
• Perceptions of place as they relate to educational policy
• Implementation trends of particular policies as they relate to geography

Interested authors should submit a single-spaced, one-page abstract describing their proposed article. Authors chosen from the pool of abstracts will be invited to submit a full manuscript. Invited manuscripts will be peer-reviewed, meaning that invitation to submit a full manuscript is not a guarantee of acceptance. Accepted manuscripts are subject to AERA Open’s one-time open access fee (see https://us.sagepub.com/en-us/nam/journal/aera-open#submission-guidelines for details).

**Publication Timeline:**

**February 1, 2018:** Submission deadline for abstracts (submit to AERAOpenEditors@aera.net)
**April 1, 2018:** Invitation to authors to submit a manuscript
**August 1, 2018:** Manuscripts due
**From Fall 2018 on:** Articles published as completed

Please direct questions regarding the Special Topic to Andrew Saultz (saultzam@miamioh.edu) and Bryan Mann (bamann1@ua.edu). Please consult the AERA Open website (above) for general guidelines on manuscript submission.

Andrew Saultz is an Assistant Professor of Educational Leadership at Miami University. He studies accountability policy, school choice, and educational federalism. He has published articles using GIS to study charter school openings relative to parental satisfaction in New York City (Saultz, Fitzpatrick, & Jacobsen, 2015) and where charter schools locate in Ohio relative to poverty and racial demographics (Saultz & Yaluma, 2017).

Bryan Mann is an Assistant Professor in the Department of Educational Leadership, Policy, and Technology Studies at the University of Alabama. He studies educational policy, including how school choice policies impact the institutional and organizational development of schooling options. He has used GIS to study the intersection between gentrification and charter schooling in Washington DC (Mann & Bennett, under review) and on how demographic trends relate to cyber charter school enrollment in Pennsylvania (Mann & Baker, invited revise and resubmit).