



CONNECTIONS

The AERA Graduate Student Council Newsletter

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The O-C-R Model for Conference Attending

Tricia Bertram Gallant • Division J Representative • University of San Diego

In this piece I offer a professional and personal development model for graduate students to utilize at the AERA Annual Meeting. The model is based on theories of inquiry and experiential learning to highlight the fundamentals to which we should all attend, regardless of our experiences and goals. This model suggests engagement in observation, connection, and reflection in a continuous learning loop fashion.

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The newsletter of the Graduate Student Council seeks to further the GSC mission by providing an outlet for graduate students and other contributors to address topics of interest to graduate students in education, including issues of intellectual, academic, professional, organizational, and personal relevance.

Newsletter Editors:
Shannon T. Hodge
Ingrid Salamanca

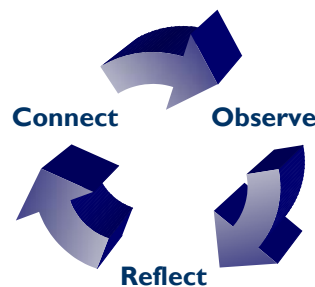
Observation

One of the most beneficial things that you can do at a conference is engage in observation. Although a seemingly simple concept, observation is actually quite complex. The meaning of the word itself and the object of the observation vary by both person and context.

As educators we all understand the difference between passive and active observation. In this piece, I am referring to the active observation that requires you to be fully present in the event or situation, where your mind is alert and your energy is focused. You are able to consciously attend to the event or situation, and you are aware of the frame through which you are observing. To be both present and consciously attending, it is helpful to be cognizant of your specific purpose and tasks. What is your purpose for attending the AERA 2006 Annual Meeting? What are the tasks (and sub-tasks) you hope to accomplish while there?

What will you observe? This, of course, ultimately depends on your specific purpose and tasks for AERA 2006. Say, for example, your purpose is to learn more about presenting conference sessions and your corresponding tasks are to

attend at least two paper sessions, one roundtable, one symposium, and one poster session. Then, I suspect, you will want to actively observe the people and dynamics of these sessions. What are the various styles of the presenters? Who do you think is most effective in getting their message across and why are they effective? To whom are audience members drawn?



What presentation format do you most like and why?

Only you can determine your purpose for attending AERA, but once you do, align your active observations with purpose to help you filter out the abundance of available data. Active observations will ultimately enable you to situate yourself within the larger system and begin to develop a sense of your future career as well as your future colleagues. This leads us to connection.

Connection

The ability to connect your observations and self with ideas and others is key to professional and personal development. Connection means far more than simple networking. Making connections means that, from your heart and your mind, you are joining, engaging, becoming, and affirming. It requires you to again be cognizant of your purpose and tasks, an active listener (to yourself and others), and authentic. Making connections between your observations and ideas will help you to connect with people to whom you might not normally be drawn. Making connections between your observations and yourself will help you connect to others in a more deep and meaningful way. Making cognizant connections will ultimately facilitate future opportunities and lasting friendships, as well as provide material for reflection and significant learning.

Reflection

Engaging in purposeful reflection is one of the most important steps in your professional and personal development. Observations and connections will have little meaning without reflection. Record all your

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From the Chair

Diane Jass Ketelhut
Chair
Harvard University

Hill! I hope you all are busily planning your trip to San Francisco for the Annual Meeting, as am I! This edition of Connections is our most practical one of the year. It is filled with ideas to help guide you through the Annual Meeting in San Francisco, which starts on Friday, April 7 and continues through Tuesday, April 11 with nearly all the sessions held in the Moscone Convention Center. The Graduate Student Council will chair a number of sessions devoted to graduate student interests, and those are highlighted throughout this newsletter.

I want to particularly draw your attention to a couple Graduate Student Council events. Are you a first-time AERA attendee? Or, are you interested in finding out how to get more involved in this community? Then come to our orientation to AERA, specifically geared for graduate students. This event will take place at 4:05pm on Friday in the Graduate Student Resource Center, which can be found on the third floor of the Moscone Center West in room 3001. The orientation will have lots of information on how to 'do AERA' as well as on what the Graduate Student Council is all about and how you can get involved if you are interested. There will even be ideas shared of things to do in San Francisco. Thanks to council members Wendi Laurence, Minda Lopez, and Jennifer Steele for all of their hard work on this event!

The other major event being held in the Graduate Student Council is our open business meeting, which will be followed by our social. Come to the business meeting and hear what council members have done this year with your interests in mind, and then participate in the open elections for new

officers. The elections will be for the positions of chair-elect, secretary–historian, web secretary and co-newsletter editor. If you are interested in one of these positions, contact the current council member in that position now or come to the orientation where you can talk to them in person. We will accept open nominations for all the positions, except chair-elect, right up to the start of the business meeting. All nominees will deliver short speeches about their platform and interest in the position prior to a ballot election. And, of course, don't forget to stay for our social, which will start immediately afterwards!

Each year, the Chair of the GSC has the opportunity to organize a 90-minute panel discussion on a topic of interest for graduate students. This year, Hugo Garcia (our chair-elect) and I will be co-chairing a session titled "Building Community: Learning and Growing through Crisis." This session is in response to the aftermath of this past year's crises, both natural and man-made, that have affected us all as we either experienced them firsthand or watched them unfold on TV. In honor of the Annual Meeting theme, Education in the Public Interest, this session will focus on how we as graduate students and members of the education community can learn how to both deal with the aftermath of these crises and contribute to helping others deal with them as well. Join us for a conversation on various perspectives on this timely topic with our panelists, who will include graduate students and faculty. The speakers will each talk for about ten minutes on the various aspects of this topic. These presentations will be followed by question and answer time and interactive dialogue between the audience and the panelists. Please look for details about this session in the Annual Meeting Program and on the GSC website prior to the Annual Meeting.

Finally, I want to take this opportunity to publicly thank the members of the Graduate Student Council for all their work to make this a wonderful Annual Meeting for the graduate student community. I will step down as Chair at the Open Business Meeting in April with regret as I have enjoyed every minute of working with this great group! I strongly urge you to consider becoming a member of the Graduate Student Council. It has been one of the most worthwhile ventures of my graduate student career. Thank you all—I will not miss your camaraderie, as I know we will maintain these friendships as we move forward in our career!

I look forward to seeing you in San Francisco and at the various GSC events. If you have any questions, please feel free to contact me at Diane_Ketelhut@gse.harvard.edu.

Ahhh, Ghirardelli chocolates, here we come!



Are you a first-time AERA attendee? Or, are you interested in finding out how to get more involved in this community? Then come to our orientation to AERA, specifically geared for graduate students.

**Friday, April 7 ■ 4:05pm
Graduate Student Resource Center
Moscone Center West
Room 3001**

From the Chair-Elect

Hugo Garcia

Chair-Elect, 2005-2006

University of Southern California

Hello and welcome to the final Connections newsletter for 2005-2006 academic year! For several years, the GSC has hosted a Graduate Student Resource Center (GSRC) designed to help make the AERA Annual Meeting a friendlier place for all students. This year, the GSRC will be centrally located within the Moscone Center, where the majority of all sessions will be held.

GSC representatives will be at the GSRC to greet and assist you throughout the week. Also, we will have our annual Graduate Student Social Event, which will be held on Saturday night as a kick-off to the week's events. Join the GSC and fellow graduate students for some networking, relaxing, eating, and drinking!

In addition to the GSRC, I will be co-chairing a session with GSC chair Diane Jass Ketelhut entitled "Preparing for the Job Search: The Do's and Don'ts for having a Successful Job Search and Transition to an Academic or Practitioner Career." As graduate students, we are often so

immersed in our scholarly work that we hardly ever think about what happens with our professional lives once we graduate. In this session, we will discuss what graduate students need to know now that will help them transition into professional career after graduation. Panelists will discuss how to conduct the job search; negotiate a starting salary; establish tenure; and balance publishing, research, teaching, and service. They will also discuss how Ph.D.'s and Ed.D.'s are viewed in academia.

This session will be geared primarily towards graduate students that are looking for either faculty or practitioner positions. Four speakers will present information on the job search: Arthur Levine of Teacher's College, William Perez of Claremont Graduate University, Adriann Kezar of the University of Southern California, and Jaime Lester of the University of Southern California. Each will give a short (10-15 minute) talk on this topic as it relates to their experience. There will be a question and answer time for interactive dialogue between the speakers and the primarily graduate student audience.

So, I look forward to seeing there!

The
Graduate Student Resource Center
is a great place to:

- Relax between sessions.
- Interact with other graduate students.
- Network, share information, and make dinner plans with old and new friends.
- Get FREE coffee and tea.
- Review the AERA Annual Meeting Program.
- Plan your day or week.
- Nominate graduate students (or yourself) for GSC officer positions during the GSC Open Business Meeting.
- Meet GSC representatives.
- Leave messages for other graduate students on our message board.
- Make dinner plans with fellow graduate students.
- Get information about events prepared by Division Graduate Student Reps and other members of the GSC.
- Get copies of current and past GSC and division newsletters.
- Get information about Campus Liaisons.
- Learn how to get more involved!

Social Justice Action Committee at the Annual Meeting

Cheryl M. Simpson

GSC Past Chair

Graduate Student Representative,

Social Justice Action Committee

University of Michigan

Hello everyone,

I want to take this opportunity to share with you some of the interesting events that the AERA Social Justice Action Committee (SJAC) has planned for the Annual Meeting. The array of session offerings being sponsored by the SJAC can provide graduate students with informative and educational information regarding social justice research and initiatives, as well as provide excellent networking opportunities.

I am very pleased to share that Dr. Gwen Baker has been selected as the recipient of the 2006 Social Justice in Education Award. In addition to her commitment to social justice research, Dr. Baker also played a pivotal role

in the history of the GSC by gaining exposure for the GSC in the 1990s and by expressing the value of graduate students to AERA and the research field. Please join me in congratulating Dr. Baker for this prestigious award by attending her lecture, "Pathways to Change," on Friday, April 7 at 7:00pm in the Moscone Center South.

In addition, the SJAC is sponsoring five sessions specifically devoted to social justice research:

- The State of Teacher Education at Historically Black Colleges and Universities: Implications for Equity and the Public Good;
- The State of Public Education: Poverty and Social Justice Still Intertwined;
- Native American Perspectives on Educational Research in the Public Interest;
- With Deliberate Speed, Achieving Equity

and Excellence in Education: Long Term Impacts on Research and Practice of *Brown v. Board of Education*; and

- Increasing Access and Equity in Higher Education: Reports from the Field, a two-hour symposium on Saturday, April 8.

I hope to see many of you at these sessions and throughout the Annual Meeting.

Lastly, as I near completion of my doctoral program, and my roles on the GSC and SJAC, I want to encourage you to become involved with AERA governance. I can attest that it will be a beneficial and interesting experience for you. Please refer to the GSC website and this newsletter or inquire at the Annual Meeting if you are interested in finding out more about how you can contribute to the success of the GSC. See you in San Francisco!

Four Great Ways to Kill Four Hours in San Francisco!

Mark Evan Nelson

Division G Representative
University of California, Berkeley

Minda Lopez

Division G Representative
University of Texas, San Antonio

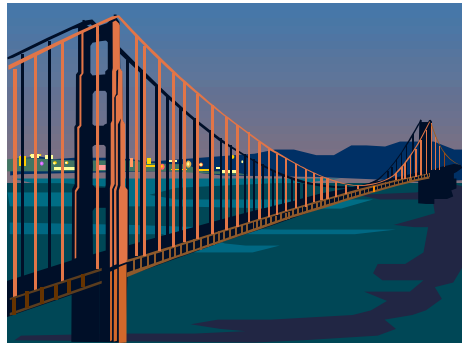
Montréal, it must be said, had to have been hard to outdo! On the list of the most fabulously scenic, fascinating, utterly distracting cities in which to hold an academic conference, it is right up near the top! Notwithstanding this, it seems that they've topped it. San Francisco.

As compelling as each of the several thousand conference-related events will undoubtedly be—sessions, papers, colloquia, open and closed business meetings—hopefully you'll be able to drag yourself outside and take in a bit of one of the world's truly great cities. Four hours oughta do it.

Accordingly, we thought we we'd suggest what in our humble estimation are a few of the most profitable ways to spend your four free hours in the City by the Bay.

The Tourist-Track Foodie Option:

Okay, on the surface of things, there is not too much on Fisherman's Wharf about which to get too excited. Though, if acquiring jazzy new fridge magnets and getting the *\$#&! scared out of you by a man dressed as a bush are your objectives, the Wharf is the place for you. That said, if you come to SF from a place that is a thousand miles or more from the nearest ocean, you should sit down there on the dock of the Bay and gorge yourself on the unbelievably fresh steamed lobster and Dungeness crab. Afterwards, you can wander down to the Buena Vista—a three or four-minute walk—and wash down all that crustacean with the best, most celebrated (and, notably, the first) Irish Coffee in the United States. If you are a fast eater/drinker, you can amble back up past the crab shacks and see the sea-pride of sea lions that has taken over Pier 39. Adorable, but do bring cotton for your ears and a clothespin for your nose. [www.thebuonavista.com]



The Flower-Rower Combo:

Posies are not for everyone. But whether you are a plant lover or not, there's lots to like about the Conservatory of Flowers, the recently refurbished Victorian über-greenhouse in Golden Gate Park. Modeled on London's Crystal Palace, the Conservatory first opened in 1879. It houses an amazing variety of trees and plants (even carnivorous ones!) from all around world. The surrounding park spaces are fun, too, particularly on a Sunday when the road is closed to traffic and opened to San Franciscans on non-motorized wheels of every description. After taking in the greenhouse, take a leisurely stroll (maybe twenty minutes) up JFK Drive to Stow Lake and rent yourself a row boat. It is surprisingly serene, and if your rowing style doesn't involving repeated ricocheting off both banks, you should make the loop in about an hour. [www.conservatoryofflowers.org; Stowe Lake boat rentals: (415) 752-0347]

The Mural-rita Tour:

One San Francisco's best kept secrets is Balmy Alley in the Mission District. The Mission has historically been and still is the epicenter of Mexican American and Latino culture in San Francisco, though, in recent years it has evolved into something of an arty hipster mecca as well. Balmy Alley represents a bit (or a lot) of both; it is the name of a short street that is home to a dazzling collection of murals. Some of the murals are quite quirky and fun, while others are visual treatments of sobering social and political themes. All are impressive, though. And the murals are not confined to the alley itself. Art is alive and well on the walls of the surrounding area and

of the Mission at large. You can visit the murals on your own for free, or you can contact Precita Eyes to arrange a guided tour. Following the cultural portion of the afternoon, when you are ready to really get balmy, you should make your way across the Mission, from 24th and Treat (the mural area) to 564 Valencia (at 16th). There you'll find the port of happiness, Puerto Alegre, a casual, relatively inexpensive Mexican cantina that is universally recognized as having the tastiest high-test margaritas around. Also phenomenal is the chicken with mole verde! Sadly, long-ish wait times are not uncommon.

[www.precitaeyes.org; Puerto Alegre: (415) 255-8201]

The We Have a Car and Maybe an Extra Hour Plan:

Finally, we recommend the Marin Headlands, the big, greenish-brown abutment that has the northern end of the Golden Gate Bridge stuck into it. Pack yourself a picnic—maybe some olives, cheese, and crusty bread from the Ferry Building Marketplace at the Embarcadero—and light out for the most breathtaking view in a city of breathtaking views. (Except in the cold, miserable, foggy, zero-visibility summers, that is. We are tempted to cite Mark Twain here, but locals cringe at that, so we'll refrain.) The Headlands are a large portion of the Golden Gate National Recreational Area, and there are numerous entry points, a few of which, like Vista Point, are near the bridge. Biking and walking are possible, but not very convenient; it is perhaps best to go by car or bus. The fresh bay breeze, the rolling landscape, and the views of the bridge and the city are well worth the trouble it takes to get there, however! And it's free.

[Marin Headlands Visitor Center: (415) 331-1540]

Well, that's that. Upon reflection, we realize that the suggestions above evince an outdoory bent, which may not be everyone's cup of tea. If not, maybe go shopping or something.

Get Involved! Join us for GSC Elections!

Stacy DeZutter

Division C Representative
Washington University in St. Louis

If you are interested in getting involved with the AERA GSC, a great way to do so is to come to our Open Business Meeting and participate in our elections process, either as a voter or as a candidate.

GSC elections are held each year during the Open Business Meeting. The process is very straightforward: those interested in running for positions will be given the opportunity to introduce themselves and present their qualifications. (If you want to run, but cannot attend the meeting, you can provide a statement to a member of the GSC or send a representative to the meeting to speak on your behalf.) Then, we vote by paper ballot, and everyone who is a graduate student member of AERA can vote. Votes are counted immediately, and winners of each position are announced. We then hold an installation ceremony for the new officers, who begin their terms of office as soon as the Annual Meeting concludes.

We encourage all graduate student members of AERA to come and cast your vote. This is an excellent way to get to know your GSC leaders and to help shape the future efforts of the council. If you are interested in a greater level of involvement, you might consider running for one of the elected positions, which are described below. Serving as an elected officer on the GSC is an invaluable experience. GSC members have the opportunity to interact with the senior scholars who are leaders within AERA as well as with graduate students from schools throughout North America and beyond. Participating in the GSC can help you gain a wider perspective on what is going on in graduate education and in education research, and allows you to make connections with other scholars that will be valuable throughout your career.

GSC ELECTED POSITIONS

Two-year positions

Must be a graduate student for the first full year and at least one non-summer semester of the second year

Chair-elect:

- Must have prior experience as a member of the GSC.
- Oversees the Graduate Student Resource Center at the Annual Meeting and assists chair as needed.
- Will assume responsibilities of chair in second year, including presiding over the GSC's meetings and activities, drafting the annual GSC budget, sitting on the AERA Executive Council, and serving as a liaison between the GSC and AERA leadership.
- If you are interested in running for chair-elect (to be chair in April 2007), the nomination window is now open. Send your name and short position statement to the current chair and chair-elect, Diane Jass Keteht and Hugo Garcia.

Newsletter editor:

- Assembles and disseminates the GSC newsletter, which comes out at least two times per year.
- A collaborative position—two newsletter editors are elected for staggered terms.



One-year positions

Must hold student status for entire term of office

Secretary/historian:

- Records, maintains, and disseminates minutes of GSC meetings, updates the GSC history, and maintains contact information for GSC members.

Web secretary:

- Serves as the contact and support person for all GSC web and internet related activities; primary responsibility is overseeing the GSC website.

Connections Across Divisions

Fireside Chats at the Annual Meeting

Division A:

Administration, Organization, & Leadership

Alex Bowers

Michigan State University

Leslie Bussey

St. Louis University

Get involved in AERA, the Graduate Student Council and Division A!

If you are planning on attending the annual AERA meeting, and are interested in Educational Administration, please make sure to attend our three events!

Fireside Chat:

The Challenges of Measuring the “Leadership Effect” in an Era of Accountability: Perspectives on the Effect of Leadership on School Success

Division A Graduate Student Reception:

Open to any graduate student interested in Educational Administration

Division A General Reception:

Faculty and graduate student members of Division A

Please check the annual meeting schedule as well as the graduate student lounge at the meeting to find out dates, times and rooms for these events. The Division A graduate student representatives are currently looking for a graduate student interested in Educational Administration for an open graduate student representative position, beginning in the Spring of 2006. Get involved and make sure to attend the Division A graduate student reception! For more information please contact Alex or Leslie.

Division B:

Curriculum Studies

Eva Ritter

University of California, Riverside

Thomas C. Turner

Arizona State University

How do schools conceptualize knowledge and learning? What functions do these conceptualizations serve? Who benefits, who loses from them? These are some of the questions that John Willinsky (The University of British Columbia) will explore with us in Division B’s Fireside Chat, and he will do so in unexpected ways. He will challenge us to think about the ways school curricula treat learning as a private rather than a public good—as if, as he puts it, learning were all about personal asset management—and he will seek to discuss with us the societal implications on treating knowledge and learning in this

manner rather than other ways.

Professor Willinsky takes a socio-cultural, poststructural, and historical approach to his research on language, literacy and literature, and, more recently, technology in education. His latest research interests revolve around the Public Knowledge Project, which seeks to improve “the scholarly and public quality of academic research through innovative online environments.”

He is the author of numerous influential books and articles including *Learning to Divide the World: Education at Empire’s End*, which won Outstanding Book Awards from the American Educational Research Association and The History of Education Society. More recently, he received the Blackwell’s Scholarship Award for *The Access Principle: The Case for Open Access to Research and Scholarship* (forthcoming).

Division B invites you to join John Willinsky in our Fireside Chat, to be challenged, and to discuss the Intellectual Properties of Learning.

John Willinsky: **The Intellectual Properties of Learning**

Saturday, April 8, 2:15pm - 3:45pm

Moscone Center West / 3rd Floor, Room 3014

Division C:

Learning and Instruction

Stacy DeZutter

Washington University in St. Louis

Yi Yang

Mississippi State University

Division C’s Fireside Chat this year will be titled “**Getting the Word Out About Your Research: Emerging Scholars and Publishing in Public Forums.**” The session is designed to inform graduate students about the diverse venues for publishing their work, and to explore the advantages and disadvantages of these different venues. In addition to learning the basics of getting your work published, we wanted to explore a dilemma that we’ve heard many graduate students comment on. Many of us come to education research with a goal of making a difference, and to do so, we need to find ways for our research to be used in practice. At the same time, newer scholars often feel pressure to publish in academic journals that may not be accessible to the practitioners we hope to reach. Our panel will discuss strategies for publishing your work that will both meet the demands of a hiring or tenure committee and help us communicate our findings to people working in schools.

We’ll begin by having each of the panelists offer a few comments, from

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Connections Across Divisions

(Continued from page 6)

their perspective, on the best strategies for disseminating your work both within academic circles and to practitioners. We'll then devote the rest of the session to an interactive discussion; panelists will address questions from the attendees.

Our panel includes senior scholars with a wealth of experience in publishing, working with practitioners, and advising graduate students. Richard Lehrer, of Vanderbilt University, is currently the editor of the journal *Cognition and Instruction*. Keith Sawyer, of Washington University in St. Louis has recently edited the *Cambridge Handbook of the Learning Sciences*, a volume aimed at bringing current research on the learning sciences to a broad audience including both researchers and practitioners. Gerunda Hughes, of Howard University, works closely with teachers and teacher educators and is also a member of the AERA Research Advisory council. Claire Ellen Weinstein is director of the Cognitive Learning Strategies project at the University of Texas, Austin, and has published in a range of venues.

We hope you'll join us for this dynamic and informative session!

Getting the Word Out about Your Research:
Emerging Scholars and Publishing in Public Forums
Mon, April 10, 8:15am - 9:45am
Moscone Center West / 3rd Floor, Room 3004

Division D: Measurement and Research Methodology

Dirk Richter
Ohio State University

Emily Shaw
Fordham University

Division D is excited to announce its 2006 Fireside Chat, **Tricks of the Trade: Decisions Made, Risks Taken, and Opportunities Seized by Accomplished Researchers throughout their Careers**. All graduate students are welcome to attend this session! As in years past, there will be a distinguished panel, including David Berliner (Arizona State University), Lloyd Bond (The Carnegie Foundation), Gregory Cizek (University of North Carolina – Chapel Hill), Ida Lawrence (Educational Testing Service), Barbara Plake (University of Nebraska – Lincoln), and Stephen Raudenbush (University of Chicago). The session will take place on Sunday, April 9th, from 10:35am-12:05pm in Moscone Center West, room 3004. The idea for the session is grounded in career counseling's planned happenstance theory (Mitchell, Levin, & Krumboltz, 1999). According to this theory, it's important for individuals to generate, recognize, and be receptive to chance events in their career development because everyone's career is affected by events that could not have been predicted. After learning about the pervasive role of chance events in the careers of distinguished researchers, graduate students can then better

take advantage of similar events in their own careers and even take action to create such events. The panelists will be offering career advice based on their own journeys from graduate school to their current positions. They will discuss the different experiences, opportunities, and decisions that they believe have significantly contributed to their professional successes and shaped their careers. Discussion may include the panel members' job search and interview memories, their reasons for changing jobs, or the relationships that have influenced their careers. Graduate students will also have an opportunity to ask questions to the panelists. In addition to attending this fireside chat, Division D graduate students are encouraged to visit the Division D reception on Saturday, April 8th, from 6:15pm-7:45pm, where there will be plenty of opportunities for networking, learning more about the measurement and research methodology fields, and enjoying a bite to eat!

References

Mitchell, K.E., Levin, A.S., & Krumboltz, J.D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling & Development, 77*, 115-125.

Division E: Counseling and Human Development

Seleena Smith
University of Oklahoma

Division E's Fireside Chat, "**Early Career Challenges: From Entry to Tenure**" is designed to foster an interactive discourse between panelists and graduate students regarding the issues and challenges that confront faculty in the early stages of their academic careers. Panelists will include four faculty members at various stages of their careers, from first-year through recently tenured. The discussion will include an exploration of a variety of issues including, but not limited to, establishing a research program, learning the ropes of publishing, managing time wisely, becoming an effective teacher, negotiating professional relationships, pursuing mentoring opportunities, and balancing personal and professional lives. The session will be relatively informal to permit free-flowing interaction between students and panelists and to ensure that topics of concern and/or interest to participants are addressed. Speakers include Dr. Namok Choi, University of Louisville; Dr. Denise Beesley, University of Oklahoma; Dr. Chan Hellman, University of Oklahoma; and Dr. David Simpson, Valparaiso University.

Connections Across Divisions

Division F: History and Historiography

Perzavia Praylow

University of Illinois at Urbana–Champaign

Lori Rhodes

Stanford University

Division F's Fireside Chat, "**Why Do We Need History?**" will be an informal discussion between graduate students and Dr. Ronald Butchart, a historian of education from the University of Georgia, about the importance of doing history and creating historical knowledge. While the conversation will be an open dialogue on the significance of engaging history in educational research and the meanings of the public interest in historical and contemporary terms, participants are invited to discuss a range of related topics such as the relationship between historical understandings of the past and the creation of public policy in education, the importance of historical context and primary sources in education research design and methodology, and the professional and/or political role of historians of education in and outside of the academy, among other topics. All graduate students are invited to participate in this important dialogue as we individually and collectively explore the utility of historical knowledge and research.

Division G: Social Context of Education

Minda M. Lopez

University of Texas, San Antonio

Mark Evan Nelson

University of California, Berkeley

Graduate students and early career scholars whose work focuses on the social context of education typically draw upon scholarship from a range of disciplines to contextualize and examine questions related to schooling, learning, teaching, and education broadly defined. The Division G Fireside Chat, "**Education and the Disciplines: Promises and Dilemmas in Considering Research Agendas and Careers,**" will visit this issue of interdisciplinarity in educational research and attempt to map out an important site of tension in social science research and practice: the question of whether education should be regarded as a fully qualified discipline in and of itself, or rather as a laboratory for work in other "proper" disciplines, such as anthropology, psychology, and sociology. A distinguished panel of faculty members will discuss their own diverse academic preparation experiences and reflect on currently prevailing attitudes toward education vis-à-vis the disciplines, with particular attention to issues surrounding academic career development. Graduate students will provide critical commentary in response to the panel discussion. Featured speakers include Maria Franquiz (University of Texas, San Antonio); Glynda Hull (University of California, Berkeley); Pedro Noguera (New York University); and Ernest Morrell (University of California, Los Angeles).

Division H: School Evaluation and Program Development

Sonia Ben Jaafar

University of Toronto

Colleen Paeplow

North Carolina State University

We hope to see everyone at the Division H Fireside Chat where a panel of four senior academics that do work in applied research will discuss **Balancing Research and Consulting: The Ethics of High-Stakes Research**. Junior scholars will often be invited to "help out" on a project, or support a school district in some of their work. Suddenly, they find themselves in a consultant position doing applied research on contract. In this new role, issues around intellectual property, publishing, sharing information, and maintaining the integrity of the results and findings surface. Drs. Lorna Earl (Aporia Consulting Ltd), Daniel Koertz (Harvard Graduate School of Education), Karen Mundy (Canada Research Chair in Global Governance and Comparative Education, OISE-University of Toronto), and Thomas Parrish (Managing Director in the Education Program, AIR) will be sharing their thoughts and experiences on successfully consulting while respecting research ethics. Please join us on Monday, April 10th from 10:35am to 12:05pm in the Moscone Center West / 3rd Floor, Room 3004.

Division I: Education in the Professions

Rachelle Ann Haroldson

University of Minnesota

Nancy Sinclair

University of New Mexico

Division I's Fireside Chat is a mentoring opportunity for graduate students interested in becoming educational research professionals. **Making the Leap Across Careers: Becoming an Educational Research Professional**, will be an interactive and collegial session. Scholars and graduate students from Division I will share a continuum of expertise to outline a roadmap for becoming an educational psychologist in the domain of education in the professions. Speakers include: Muriel Bebeau, University of Minnesota; Ilene Harris, University of Illinois-Chicago; Sally Cavanaugh, York Medical Center and the University of Pennsylvania; Larry Gruppen, University of Michigan; and Mariana Hewson, Educational Consultant. Participants will develop a process map of their individual scholarship and professional goals.

Connections Across Divisions

Division J: Postsecondary Education

Christopher Coogan
University of Florida

Tricia Bertram Gallant
University of San Diego

In recent years, the press for more transparency in college and university performance has intensified. In **"Be Careful What You Wish For: Themes, Tensions, and Tradeoffs in Public Calls for Accountability in Higher Education,"** the fireside chat with Dr. George Kuh of Indiana University, we will explore what is behind the calls for accountability and how institutions are responding, such as the growth of assessment programs. Following a framing of the issues, we will tackle such questions as: "Who is the 'public?'" "Who is defining the accountability agenda for higher education, and who should be defining it?" "Will more transparency serve public interests in terms of enhancing quality in higher education?" "What are reasonable expectations for accountability in higher education?"

Division K: Teaching and Teacher Education

Anthony Brown
University of Wisconsin

Jonathan Schwartz
University of Arizona

During last year's Division K fireside chat titled, "The Changing Work of Teacher Educators: A Discussion of Current Research, Policy and Practice," educational scholars, Gloria Ladson-Billings, Ken Zeichner, Nadeen Ruiz and Peter Murrell offered a sobering yet empowering discussion about the current state of teacher education. Given the current educational climate focused on standards, outcomes, and accountability, each panelist discussed the constraints placed on teacher education programs committed to issues of social justice and multiculturalism. For example, some panelists noted how there have been a reduction of courses and state-wide requirements for teacher licensure that focus on language, race, class and gender. In addition, panelists asserted that despite rapid increases of diversity in schools nationally, in-service and pre-service teachers remain overwhelmingly white, middle class and female. However, the panel of scholars insisted that in order to change the existing state of teacher education and public education as a whole, teacher educators must become more actively involved in the political processes that impact educational policy.

While the respected panel offered key insights about the state of teacher education, several unexplored questions were raised about what teacher educators can begin doing to stimulate change. Therefore, this year's Division K fireside chat will continue this discussion, focusing

more on what teacher educators can do in practice to stimulate change at the local and national level. Remaining consistent with AERA president Gloria Ladson-Billings' theme of "Education Research in the Public Interest," this year's panel will draw on historical insights and contemporary contexts of teacher education; exploring conceptual, intellectual and pragmatic questions concerning the work of teachers educators committed to social change. The following questions will guide this year's panel:

- How can teacher educators organize to stimulate policies that directly impact teacher education?
- What type of change must occur within the teacher education community to galvanize political support for educational policies devoted to training and licensure of new teachers?
- How can educational researchers committed to issues of social justice effectively respond to the current educational climate of teacher education?

Senior scholars, Sonia Nieto, Carl A. Grant and Richard Ruiz will draw from these questions to stimulate an exciting discussion about how teacher educators can begin organizing and conceptualizing the possibilities for a new movement of social change. The panel is titled, **"Inciting Change: A Critical Discussion About the Practice of Teacher Educators."** This panel discussion will also provide a space for graduate students in teacher education to think about how their scholarship will inform future policies and practices regarding teacher education.

Again, although this panel will provide an opportunity to listen to the wisdom of three scholars that have grappled with similar questions for some time, we hope this discussion will help to provide key insights into future and current teacher educators' practical and intellectual goals. After the panel discussion, we will host a short reception with appetizers and refreshments. The panel will meet on April 10th from 4:05 to 6:05 in the Moscone Center South in the Esplanade Ballroom, section 305. We look forward to seeing you.

Visit the GSC on the web at
<http://aera.net/Default.aspx?id=275>



Learn about the GSC discussion
listserv on our website.

Connections Across Divisions

Division L:

Education Policy and Politics

Angela Hull

University of Missouri–Columbia

William Kyle Ingle

Florida State University

Division L is pleased to announce the scheduled date, time, and location of its Fireside Chat in San Francisco. This year the event is scheduled for Monday, April 10 from 2:15 to 3:45 pm in room 3004 of the Moscone Center.

The mission of the GSC is to facilitate and promote the transition from graduate student to professional researcher by providing opportunities for professional growth, development and advancement. The GSC also seeks to help graduate students navigate the obstacles and challenges of academic life. In line with our mission, Division L's Fireside Chat is titled, **Defining Success in Academia**. Our speakers include:

- Dr. Andrew Porter, who currently serves as the Patricia and Rodes Hart Professor of Educational Leadership and Policy at Vanderbilt University. Dr. Porter is a former President of AERA, an elected member (and former officer) of the National Academy of Education, and a Lifetime National Associate of the National Academies. Having been very successful in attaining outside funding for academic research from organizations such as the Institute for Education Sciences and the National Science Foundation, we have asked him to speak about this topic.
- Dr. William Boyd, the Batschelet Chair Professor of Educational Administration at the Pennsylvania State University. Dr. Boyd has served as President of the Politics of Education Association and editor of the *American Journal of Education*. He has also published over 125 articles and co-edited 14 books. Due to his prolific academic publishing experience as an author and editor, Dr. Boyd will discuss the publishing process—one that is paramount to success in academia.
- Dr. Meredith Honig, who serves as an Assistant Professor at the University of Maryland-College Park. Her research and teaching interests are policy design, policy implementation, and organizational change in cities. Prior to joining the University of Maryland faculty, Dr. Honig was a policy and research specialist at the California Department of Education and worked in other state and local youth-serving agencies. Her presentation will focus on the process and pitfalls of the tenure track position.

We want to take this opportunity to thank our three speakers for giving us their valuable time and wisdom. We believe it will be a great opportunity for graduate students to meet with some of the best minds in the business of educational policy & politics research. Please join us in San Francisco.

The O-C-R Model for Conference Attending (*cont.*)

(Continued from page 1)

observations for simultaneous and future reflection. Let's go back to the earlier example of observing for the purpose of learning more about conference presentations. In reflection, you might ask yourself several questions. What is my presenting style now and how might I modify it in the future? What presentation format best suits my research topic and current stage of research? Of those presentations that I did not like, what did I see that might be things I do not like about my own style? Of those presentations I did like, what of my own qualities might have been present?

Purposeful reflection should occur throughout the conference and for some time afterwards. For truly deep learning, it requires a willingness to look inward and use the self as data. Reflection takes the external and makes it internal, allowing you to grow and learn from your experiences. Leadership theorist Ronald A. Heifetz uses a metaphor that might be useful here. By being an active participant in the dance, your view is limited and your sight is short. It is subsequently very difficult to get in touch with how you fit into the overall picture. By being up on the balcony, your view is more expansive and your sight can be long. You are able to observe patterns and dynamics that are otherwise hidden from those on the dance floor. However, you should never seek to just dance (be active) or just stand on the balcony (be reflective). To really engage in professional and personal development, you need to develop the capacity to easily move between the dance and the balcony, back and forth, up and down. You need to be an active participant and an active reflector of yourself, others, and group dynamics. In this way you can become what Schön refers to as the reflective-practitioner.

Observing, Connecting, and Reflecting

The O-C-R model for professional and personal development at an academic conference extends learning beyond the topical. It suggests that one balance content-learning with learning more about one's profession and one as a professional. It promotes an active participation in balance with the passive session attending most widely promulgated in conference literature. The O-C-R model centers the graduate student on mining the true "gold" of the academic conference—the ability to engage. The model does not disparage the novice tendency to attend as many diverse sessions as possible but rather suggests that one engage in more than content. Engage in active observations. Engage in connections with others and ideas. Engage in reflection to facilitate your learning. By engaging in the O-C-R model, you will develop yourself both professionally and personally, making the most out of the AERA conference experience.



Do you have suggestions for future "Connections Across Divisions" columns or other newsletter-related recommendations? Email your ideas to the Newsletter Editors, Shannon T. Hodge shannon_hodge@post.harvard.edu and Ingrid Salamanca (isalaman@education.ucsb.edu).

Graduate Student Council Roster, 2005-2006

OFFICERS

Chair

Diane Jass Ketelhut
Harvard University
Diane_Ketelhut@gse.harvard.edu

Chair-Elect

Hugo A. Garcia
University of Southern California
hagarcia@usc.edu

Past Chair

Cheri Simpson
University of Michigan
csimpsz@umich.edu

Acting Secretary–Historian

Minda M. Lopez
University of Texas, San Antonio
minda@satx.rr.com

Web Secretary

Ann E. Tiao
University of Pennsylvania
atiao@gse.upenn.edu

Newsletter Editor

Shannon T. Hodge
Harvard University
shannon_hodge@post.harvard.edu

Newsletter Editor

Ingrid Salamanca
University of California, Santa Barbara
isalaman@education.ucsb.edu

Program Chair

Jennifer Steele
Harvard University
steeleje@gse.harvard.edu

Community Leader

Wendi Laurence
Portland State University
wendil@pdx.edu

Council Liaison

David Labaree
Stanford University
dlabaree@stanford.edu

DIVISION GRADUATE STUDENT REPRESENTATIVES

Division A

Alex Bowers
Michigan State University
bowersal@msu.edu

Leslie Hazle Bussey
Saint Louis University
lbussey@mindspring.com

Division B

Eva Ritter
University of California, Riverside
eva.ritter@email.ucr.edu

Thomas C. Turner
Arizona State University
Thomas.C.Turner@asu.edu

Division C

Stacy DeZutter
Washington University in St. Louis
SLDeZutter@aol.com

Yi Yang

Mississippi State University
yy47@colled.msstate.edu

Division D

Dirk Richter
Ohio State University
Richter.63@aol.com

Emily Shaw

Fordham University
emshaw@fordham.edu

Division E

Seleena Smith
University of Oklahoma
seleena_smith@ou.edu

Division F

Perzavia Praylow
University of Illinois at Urbana–Champaign
praylow@uiuc.edu

Lori Rhodes

Stanford University
hit_the_rhodes@hotmail.com

Division G

Minda M. Lopez
University of Texas, San Antonio
minda@satx.rr.com

Mark Evan Nelson
University of California, Berkeley
menelson@berkeley.edu

Division H

Sonia Ben Jaafar
University of Toronto
sjaafar@oise.utoronto.ca

Colleen Paeplov
North Carolina State University
cpaeplov@wcpss.net

Division I

Rachelle Ann Haroldson
University of Minnesota
haro0032@umn.edu

Nancy Sinclair

University of New Mexico
NSinclair@salud.unm.edu

Division J

Christopher Coogan
University of Florida
coogan@ufl.edu

Tricia Bertram Gallant

University of San Diego
triciab@sandiego.edu

Division K

Anthony Brown
University of Wisconsin
albrown5@students.wisc.edu

Jonathan Schwartz

University of Arizona
schwartz5@email.arizona.edu

Division L

Angela Hull
University of Missouri–Columbia
amhd7f@mizzou.edu

William Kyle Ingle

Florida State University
wki02@garnet.acns.fsu.edu

The Graduate Student Council has five major responsibilities: annual meeting planning, student advocacy, information dissemination, community building, and self governance. The mission of the Graduate Student Council is to facilitate and promote the transition from graduate student to professional researcher by providing opportunities within AERA for professional growth, development and advancement. In addition, the Graduate Student Council seeks to help graduate students navigate the obstacles, rewards, challenges, and support networks of academic life. Further, the Graduate Student Council will carry out the mission of AERA through the research, scholarship, and professional endeavors of graduate students.