

AERA NEWS

American Educational Research Association

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For Immediate Release

AERA Announces New Editors for *Educational Researcher*

WASHINGTON, D.C., June 15, 2009 – The American Educational Research Association (AERA) announces the appointment of Steven R. Yussen of the University of Minnesota-Twin Cities as Editor of AERA’s premier, peer-reviewed journal *Educational Researcher*. Joining Yussen as Associate Editors are Deborah R. Dillon and Michael R. Harwell, also of the University of Minnesota, and James C. Hearn, of the University of Georgia. This team will serve a three-year term, for the 2010 to 2012 volume years.

Educational Researcher (ER)—published nine times per year and received by all AERA members—contains scholarly articles, reviews, analyses, and commentary of importance to the broad community of education researchers. Recent articles have included a review of the challenges for bridging education and neuroscience, research on the influence of geography on educational outcomes, and commentaries on the National Mathematics Advisory Panel Final Report. Beginning in 2010, *ER* will expand to a wider range of content genres, in order to make widely accessible major, programmatic research and new findings of significance.

In assuming the editorship of AERA’s *Educational Researcher*, Yussen brings more than 35 years of scholarly endeavors to the publishing table. A specialist in child development, Yussen currently is Professor and Director of Undergraduate Studies and the Honors Program at the University of Minnesota’s Institute of Child Development. From 1998 to 2006, he served as dean of Minnesota’s College of Education and Human Development. Prior to joining the Minnesota faculty, he spent 19 years teaching child development and educational psychology at the University of Wisconsin–Madison and seven years at the University of Iowa as a professor and dean of the College of Education. He earned his Ph.D. from the University of Minnesota’s Institute of Child Development.

Yussen’s experience in scholarly publishing is extensive. He previously served as associate editor of *Child Development* and the *Journal of Educational Psychology*, as a reviewer for numerous scholarly journals, and as an editorial advisory board member. His own research, which centers on cognitive development, instructional psychology, memory, learning, and reading comprehension in school-age children, has been published in journals, including *Child Development*, the *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *The International Journal of Behavioral Development*, *Developmental Psychology*, and *Journal of Experimental Child Psychology*.

The journal's new associate editors also have extensive research, teaching, and scholarly publishing experience in major areas of education research.

Deborah R. Dillon holds the Guy Bond Endowed Chair in Reading & Professor of Literacy Education at the University of Minnesota. She holds a Ph.D. in reading education from the University of Georgia. Co-editor of *Rethinking Elementary School Mathematics: Insights and Issues*, Dillon has also published her research in numerous journals. She is a former president of the National Reading Conference and is a Fellow of the National Conference on Research in Language and Literacy, for outstanding contributions to research in English language arts.

Michael R. Harwell is a Professor of Educational Psychology at the University of Minnesota and holds a Ph.D. in education psychology from the University of Wisconsin-Madison. He has conducted National Science Foundation (NSF)-funded research on mathematics curricula and has served as the statistical consultant on a project to implement NSF math curriculum in Minneapolis and St. Paul area school districts. He is currently completing a term as associate editor of *Psychological Methods* and has published in numerous research journals.

James C. Hearn is a Professor of Higher Education at the University of Georgia's Institute of Higher Education, where he specializes in government policy on education and on the organization of higher education. He earned a Ph.D. in the sociology of education from Stanford University. Hearn co-edited *The Public Research University: Serving the Public Good in New Times* and has published research in numerous journals. Since 2005, he has been a fellow of the TIAA-CREF Institute.

Yussen, Dillon, Harwell and Hearn begin receiving manuscripts on July 1, 2009, and officially become editors of record with volume year 2010. This new editorial team is also supported by an Editorial Advisory Board of approximately 60 accomplished scholars.

The new editors succeed Co-editors Patricia B. Elmore, Southern Illinois University Carbondale; Gregory Camilli, Rutgers University; Research News and Comment Editor Anthony J. Onwuegbuzie, Sam Houston State University, and Associate Editor Julie P. Combs, Sam Houston State University; and Book Reviews Editor Marla Mallette, Southern Illinois University Carbondale. They serve as editors of record through the end of the 2009 volume year.

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The American Educational Research Association (AERA) is the national interdisciplinary research association for approximately 25,000 scholars who undertake research in education. Founded in 1916, AERA aims to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good. www.aera.net

Educational Researcher has been published since 1971, and currently circulates to approximately 28,000 scholars and libraries in the United States and abroad. The journal is published in print and online. er.aera.net