

Black Education Book Featured at National Press Club Event

On Thursday, October 20, at the National Press Club in Washington, DC, the American Educational Research Association held a Book Forum and Media Briefing on *Black Education: A Transformative Research and Action Agenda for the New Century*. The editor of the volume, Joyce E. King, and two other prominent authors, Carol D. Lee and Beverly Lindsay, led the forum, presenting research issues, findings, and understandings about *Black Education* and fielding questions in a lively question-and-answer session.

The midday Book Forum was moderated by Gloria J. Ladson-Billings, the Kellner Family Professor in Urban Education at the University of Wisconsin–Madison and AERA President. In addition to welcoming attendees and introducing the session, she recognized Joyce E. King for her efforts in raising the issue of Black education as a topic of scholarly and social importance throughout the world. King chaired AERA's Commission on Research in Black Education (CORIBE), which produced *Black Education*, published for AERA by Lawrence Erlbaum Associates, Inc.

The more than 70 attendees at this forum had the unique opportunity to consider issues often left unspoken about the nature of education and the education experience for persons of color, as well as the implications of knowledge for future research and reform.

Lee, an Associate Professor of Education and Policy Studies and of African American Studies at Northwestern University, presented perspectives on research on human development, learning, and the history of Black education. Research provides support for the foundational role of culture in human learning, and she cited several examples of educational interventions that place culture at the center, including The Algebra Project, the Talent Development Model, and the late Barbara Sizemore's Ten Routines for High Achievement.

Lindsay, a Professor of Higher Education and Senior Scientist at Pennsylvania State

University, highlighted globalization and its broader perspective on research. She noted that conceptual and theoretical explanations and illustrations portray how contemporary globalization has both enhanced and hindered the inclusion of people of color at all levels of higher education. To exemplify her point, she presented a brief analysis by race of full-time instructional faculty and of college and university presidents at member institutions of the Association of American Universities.

King, the Benjamin E. Mays Chair of Urban Teaching, Learning and Leadership at Georgia State University, offered insight on building a 21st-century research agenda and priorities. Among the new directions

that scholars can embrace as they conduct research and improve practice in Black education are incorporating culture and community knowledge into research and education practice, and critically assessing government-mandated reforms and programs in and out of schools to enhance civic engagement and equitable education.

The audience at the forum was quite diverse, with individuals representing DC-area universities, Federal agencies, other education nonprofit organizations, and the news media. This event preceded the Second Annual Brown Lecture in Education Research, delivered that evening by internationally renowned social psychologist Claude M. Steele in the Ronald Reagan Building and



AERA's new book *Black Education: A Transformative Research and Action Agenda for the New Century* was featured at a Book Forum and Media Briefing held on Thursday, October 20, at the National Press Club in Washington, DC. Panelists were (seated right to left): Joyce E. King of Georgia State University, editor of *Black Education*; Beverly Lindsay of Pennsylvania State University; and Carol D. Lee of Northwestern University. Both Lindsay and Lee contributed chapters to the 443-page book that was released in late May. AERA President Gloria J. Ladson-Billings (standing) welcomed more than 70 individuals to this event. (Photos by Robert L. Stevens)

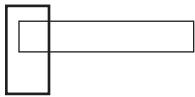


Gloria J. Ladson-Billings, the Kellner Family Professor in Urban Education at the University of Wisconsin–Madison and AERA President, wrote the foreword to *Black Education* and moderated the Book Forum and Media Briefing. Here, after the midday event, Ladson-Billings responds to a question posed by Debra Viadero (right), who regularly reports on research for *Education Week*.

International Trade Center. (See article, page 35.) Many attendees started a series of AERA events with the Book Forum and the Brown Lecture, followed by two days at AERA's annual Combined Committee Meeting in Alexandria, Virginia.

Several news organizations covered the Book Forum, including *Diverse*, formerly *Black Issues in Higher Education*; *Education Week*; and *Education Daily*. In addition, *COSSA Washington Update*, the newsletter of the Consortium of Social Science Associations, featured *Black Education* in its October 24 issue. Also present were a freelance education writer and the editor of *Connect for Kids*, an online publication that gives parents, grandparents, guardians, educators, advocates, policymakers, elected officials, and others information they need to improve the lives of children, youth, and families.

The complete press kit, which includes fact sheets on perspectives on learning and cognition, globalization and its broader view, and building a 21st-century research agenda, is posted on the AERA website (<http://www.aera.net/newsmedia/?id=893>).



AERA-AIR (A²) Fellows Launch Program

This October, the first AERA-AIR (A²) fellows began their tenure at the American Institutes for Research (AIR). Audrey Morgenbesser (2004 PhD in Administration, Training, and Policy Studies, Boston University) and Wehmah Jones (2003 PhD in Counseling Psychology, Virginia Commonwealth University) will hone their analytic competencies and research productivity over the next 2 years in residence at AIR. The American Institutes for Research is one of the largest behavioral and social science research organizations in the world with an emphasis on education. The fellowship is designed to give early career doctoral recipients the opportunity to engage in large-scale collaborative research and to provide them with the advanced skills and experiences essential to strong research careers.

Audrey Morgenbesser reports that her first month at AIR was spent primarily in two projects that fall under the purview of

the Education and Human Development Program (EHD) at AIR. One is the What Works Clearinghouse, a Department of Education Institute of Educational Sciences unit operated under contract by AIR that collects, screens, and identifies studies of the effectiveness of educational interventions (programs, products, practices, and policies). (See <http://www.whatworks.ed.gov/>.) Morgenbesser is part of the early childhood group, where she screens and codes data on school readiness programs for preschool children. She also works on the Professional Development Impact Study. Here, she functions as an observer of reading instruction for second graders for the purpose of measuring the impact on teachers' instructional practices of the professional training package that is administered as part of the study.

Wehmah Jones's first research experiences have been in a similar arena. In the What Works Clearinghouse, however, she



Audrey Morgenbesser



Wehmah Jones