

# American Educational Research Association 2010 Annual Meeting Call for Submissions

Denver, Colorado  
April 30–May 4, 2010

Carol D. Lee, President  
Ronald S. Rochon, Chair, 2010 Program Committee

## I. Theme: “Understanding Complex Ecologies in a Changing World”

Education research sits inside what Donald Stokes calls “Pasteur’s Quadrant,” referring to the dual focus of building basic theory while simultaneously improving practice. This process occurs through attention to individual psychological functioning (cognitive, social, emotional); social organization of settings; curriculum design and assessments; educational policy; or historical, political, and economic circumstances as they influence opportunities to learn. Opportunities to learn within and across both formal and informal settings occur in the complex ecologies of peoples’ lives, not isolated in a single setting such as a school or family. These complex ecologies include people’s participation within and across multiple settings, from families to peer and intergenerational social networks, to schools and a variety of community organizations; and participation within and across these settings may be either physical or virtual. Our attempts to understand and influence such learning often try to strip away complexity for presumed efficiency.

Opportunities to participate in multiple settings and the norms for participation are influenced by larger cultural, political, and economic forces and institutions. Ubiquitous technologies empower and encourage all forms of communication and movement within and across all kinds of borders; transnational border crossing is increasingly common throughout the world. Different settings demand different norms for participation and, as a consequence, require that we recruit what and how we have learned in other settings of our lives as resources to help us make sense of new tasks and the new settings in which these tasks are carried out. There is also the question of how each new setting is organized to facilitate or constrain our recruitment of what and how we have learned in other settings. It is in this sense that learning entails cultural navigations.

The theme of AERA’s 2010 Annual Meeting—“Understanding Complex Ecologies in a Changing World”—is intended to encourage submissions that address the conceptual, methodological, and practical challenges and opportunities inherent in understanding how and what people learn across time and space. We encourage submissions that move beyond a narrow focus on individual sites or on purely cognitive or psychosocial

explanations, or on singular conceptions of identity. Such an ecological focus encourages education researchers to draw on interdisciplinary constructs and theories, complex research designs, and multiple methods of data analysis. We encourage submissions that examine

- how the repertoires that people develop within and across the routine settings of their lives can be recruited to support complex learning;
- how educational settings—formal and informal—can be designed to address the interrelated cognitive, social, and emotional demands of learning;
- how multiple identities (e.g., based on family, ethnicity, race, nationality, gender, and sexual orientation) are shaped, recruited, and managed in different settings to influence goals, efforts, and persistence in acts of learning;
- how learning in organizations involves the recruitment of diverse repertoires;
- how knowledge develops and is distributed across time and space;
- how the recruitment of diversity along multiple dimensions facilitates learning;
- how learning occurs within and across time and space in complex dynamic systems;
- how transitions across schooling, including transitions to postsecondary education, are influenced by a range of ecological factors;
- how alternative organizational spaces for education, such as for-profit schools, colleges, firms, community organizations, and museums interact with schooling in recruiting and expanding repertoires for learning.

We further encourage submissions that examine learning within and across complex social and cultural ecologies from a historical perspective and that examine policy implications for improving learning in formal and informal settings in ways that take into account the complex ecological factors that help to shape opportunities to learn. We also highly encourage submissions that address the methodological challenges of studies that address this kind of complexity.

Finally, examining learning within and across the complex ecologies of peoples' lives inevitably requires that we address how political and economic factors create inequities in opportunities to learn. Such inequities are exacerbated when the dominant discourse of education research articulates hierarchies of particular constellations of ecologies as inherently deviant and pathological or when such research views understanding the diverse ecologies of peoples' lives as a purely political social good and not as a scientific enterprise of fundamental importance aimed at articulating generative theories of human learning.

Our hope is that the collective submissions for the 2010 Annual Meeting will stimulate new conversations and collaborations that fundamentally expand our understanding of the richness of the diversity of the human experience and enable us to use that knowledge to enrich and expand opportunities to learn for all.

## II. General Information

The 2010 AERA Annual Meeting will be held from Friday, April 30, through Tuesday, May 4, in Denver, Colorado. The program will consist primarily of presentations selected through this open call for submissions and a peer review process guided by program chairs of divisions, committees, and special interest groups (SIGs). In addition, there will be invited speakers and symposia, panel discussions, professional development courses, and graduate student programs.

All submitters, reviewers, and program/section chairs will access the AERA Online Submission System (All Academic) through a central portal linked to the AERA membership/contact database.

Inquiries about specific divisional, committee, or SIG areas of interest should be directed to the respective program chairs (see the "Divisions," "Committees," and "Special Interest Groups" sections under "Call Details"). General inquiries regarding the Annual Meeting may be addressed to the AERA Meetings Department (e-mail [annualmtg@aera.net](mailto:annualmtg@aera.net); phone 202-238-3200).

Guidelines for submitting papers and sessions are set forth below. Each submission must be directed to a single committee, division, or SIG. Additional information about the content for submissions to these entities is set forth in the "Call Details" section. Also, those advancing submissions are encouraged to examine the article "Facts at a Glance" on page 300 and the section "General Procedures and Policies" in this Call.

## III. General Procedures and Policies

The following procedures and policies must be adhered to. Failure to follow these policies will result in submissions being removed from consideration.

- (1) **Originality of submissions.** For both paper and session submissions, only submissions that have not been previously published or presented at another professional meeting are eligible.
- (2) **Paper submissions.** Submissions for paper sessions, roundtables, or posters must be in the form of a narrative paper, whether they are in progress or final papers. PowerPoint slides, summary tables, an abstract, or proposals to write a paper will not be considered.
- (3) **Submissions must be submitted by the deadline.** The submission system opens on June 1, 2009, and closes on July

15, 2009, at 11:59 PM Pacific Time. No late submissions will be accepted.

- (4) **Word limits.** Program chairs may reject a submission without review if the abstract or paper exceeds the word limits specified below.
- (5) **Participant attendance requirement.** All presenting authors of accepted papers and participants in all accepted sessions are expected to attend the Annual Meeting and be present at the scheduled sessions. Submission is a commitment to do so.
- (6) **Participation limits.** To promote broad participation in the Annual Meeting, ***an individual may not appear as first author on more than two submissions. In addition, an individual may not appear on the program more than four times (e.g., in the role of chair, discussant, presenter, or participant).*** The participation limit does not include participation in invited sessions or any session connected with an AERA office, committee, or award (such as, AERA division/SIG business meetings, invited addresses, award ceremonies, or professional development courses).
- (7) **Participation limits on session submissions.** Session submissions for symposia are limited to six (6) participants for 90-minute sessions and seven (7) participants for 120-minute sessions, including any discussants. These limits are in addition to the chair. The presentation limits are to allow for meaningful presentation, discussion, and audience participation.
- (8) **A paper or session submission may be submitted only to a single committee, division, or SIG.** Should the author(s) submit a paper or session to more than one unit (committee, division, or SIG), ALL versions of the submission will be removed from further consideration. This includes submissions that are submitted multiple times with slight changes in the title and content.
- (9) **Paper submissions are reviewed without author identification (i.e., blind review).** Therefore, the paper submission should not contain any references to the paper's authors or other identifying information. Failure to exclude author identification from the paper will disqualify the paper from consideration.
- (10) **Session submissions are reviewed with or without author identification depending on unit-specific guidelines.** Some divisions and committees use blind reviews for session submissions; others allow participants to be identified. If blind review is not specified, all participants must be identified when a session is submitted.
- (11) **Session submissions need to include chairs and, if applicable, discussants, with appropriate expertise.** Chairs and discussants need to have substantive background and expertise appropriate to the session and with the knowledge and skill to guide the session (beyond keeping time).
- (12) **If your paper is accepted and placed in a session, the following apply:**
  - All participants must register for the Annual Meeting.
  - Authors of accepted papers must upload a final paper to the AERA Online Submission System by April 9, 2010. The initial submission will constitute the final paper unless an author uploads a revised paper by the deadline for uploading final papers.

- The presenting author of an accepted paper must present the paper at the Annual Meeting. If an emergency or other similar circumstance prevents a presenting author from attending the Annual Meeting, he or she must immediately notify the program or session chair **and** the AERA Central Office to determine the appropriate course of action.
- Authors are encouraged to place a copy of the final paper in the AERA Online Paper Repository on a voluntary basis. Authors will be asked whether they wish to do so at the time of submission.

(13) *If your session submission is accepted, the following apply:*

- All participants must register for the Annual Meeting.
- Notification of acceptance and rejection will be sent to the session organizer as well as to all participants in a session.
- The presenting participant must present at the scheduled session at the Annual Meeting. If an emergency or other similar circumstance prevents a presenter from attending the Annual Meeting, he or she must immediately notify the session organizer **and** the AERA Central Office to determine the appropriate course of action.
- All presenters in an accepted session (excluding any discussants) are required to submit a commentary paper addressing central questions regarding the issue under consideration by the deadline for final paper submissions. A commentary paper needs to address all of the elements required for paper submissions. Presentation or commentary papers should not exceed 1,000 words (excluding references and tables/figures). **Papers or commentary papers are required for the following session formats: symposium, structured poster session, working group roundtable, demonstration/performance.**
- Presenters are encouraged to upload their commentary papers in the AERA Online Paper Repository on a voluntary basis. Presenters will be asked whether they wish to do so at the time of uploading their final commentary paper in advance of the Annual Meeting.

#### IV. Advancing Paper or Session Submissions

Those advancing paper or session submissions are strongly encouraged to review the elements of presenting well warranted and transparent work as described in the *AERA Standards for Reporting on Empirical Social Science Research in AERA Publications* and the *Standards for Reporting on Humanities-Oriented Research in AERA Publications*. Both Standards are posted on the AERA website at <http://www.aera.net/pubs>.

**When?** The details on the opening and closing of the submission system are as follows, for submissions for all divisions, committees, and SIGs:

Opening Date	Closing Date and Time
June 1, 2009	July 15, 2009, at 11:59 PM (Pacific Time)

***No late submissions will be accepted.***

**How?** All submissions must be submitted electronically at <http://www.aera.net> through the AERA Online Submission System. *Submissions transmitted by fax, mail, or e-mail will NOT be accepted.*

**Where?** Each submission may be submitted only once, to a single AERA division, committee, or SIG. If this rule is violated, ALL submissions will be removed from further consideration. Program chairs may redirect a submission to another division, SIG, or committee if the subject matter is more appropriate elsewhere. If the submitting author or organizer believes joint sponsorship by two or more units is appropriate for a submission, please note the applicable units in the Special Request field at the time of submission.

**Who?** Any AERA member may advance a submission for consideration to any division, committee, or SIG listed in this call, regardless of membership in that unit. A non-AERA member may submit a paper or session submission if (a) an AERA member is a coauthor of the paper, (b) an AERA member is a participant in the session being organized, or (c) the submission is sponsored by a current AERA member. Nonmembers should provide the name of the AERA member sponsoring the submission in the "Sponsoring Member" box on the online submission form. An invitation from a member of the Program Committee to submit a paper constitutes adequate sponsorship. Anyone (member or nonmember) who attends or participates in a session must register for the Annual Meeting.

**Types of submissions.** AERA accepts two types of submissions: (a) a **paper submission**, which involves a presentation at a paper, poster, or roundtable session with one or more authors (individual papers that are accepted will be grouped into sessions by program or section chairs); and (b) a **session submission**, which is for a symposium or other fully planned session, typically involving multiple presentations or participants.

**File format for submissions.** Submitters may prepare a submission summary using a word processing application such as Microsoft Word or WordPerfect. PDF files are also acceptable. (Submitters using Microsoft Word 2007 or 2008 will need to save the document to a lower version of MS Word, such as Word 2003, to ensure proper file conversion into PDF by the system. Alternatively, please convert the file into PDF before uploading.) When a submission is made, the summary can also be uploaded in one of these formats. The All Academic Convention™ software will automatically convert all paper summaries in non-PDF format to a standard format (PDF) upon submission.

**Special requests.** When entering submissions into the Online Submission System, submitters may indicate special scheduling requests, such as desired times and dates, or times when submitters are unavailable. AERA will make every effort to take the special requests into consideration during scheduling. Due to the large number of sessions and scheduling complexity, AERA cannot guarantee that all requests can be honored.

**Special note.** The processes for both paper and session (symposium) submissions involve filling out the online form and then uploading the required paper summary, but the two processes differ in other ways. Please see specific instructions, below, for each type of submission.

## A. Paper Submissions

To advance an individual paper submission (including a paper with multiple authors), follow these instructions for the AERA Online Submission System:

- (1) After you enter the AERA Online Submission System, the first screen will prompt you to select the unit (division, committee, or SIG) to which your paper is to be submitted.
- (2) The system will prompt you to select the type of submission (paper or session). Select "Paper Submission".
- (3) The system will prompt you to enter the following information:
  - *Title.* The paper title should be entered with proper capitalization in title case: Make Sure That the First Letter of Each Appropriate Word is Capitalized.
  - *Abstract.* Submit an *abstract* of no more than 120 words. Abstracts for accepted submissions will be made publicly available online or in print.
  - *Consent for audiotaping of presentation.* You will be asked to provide consent for yourself and on behalf of all other authors on the submission so that the presentation can be audiotaped if the submission is accepted and the session is selected for audiotaping by AERA.
  - *Descriptors.* Provide descriptors for the paper that will be used in the subject index of the Annual Meeting Program. The system will prompt you to choose up to three descriptors from a list.
  - *Research method.* Name the research method that best describes the paper (Conceptual/Theoretical, Mixed Method, Qualitative, or Quantitative).
  - *Preferred session format.* You must indicate whether you seek to participate in a paper session, a poster session, or a roundtable session. You will be asked to rank your choice of preferred session formats and will only be considered for formats you choose. See descriptions of these session formats in the "Session Formats" section of this Call.
  - *Special requests.* Please use this space to detail any special requests, such as scheduling considerations.
  - *Accessibility.* Please use this space to detail any requirements you may have regarding assistance in making your presentation accessible, as provided for by the Americans with Disabilities Act.
  - *Human Subjects Research Protection.* Indicate whether the research being conducted for the paper has been reviewed for the protection of human subjects and approved by an Institutional Review Board (IRB) or that IRB review is "Not Applicable."
  - *Online Paper Repository.* Please check the appropriate box to indicate your willingness to participate in the AERA Online Paper Repository. Participation is voluntary.
- (4) Provide the names, institutional affiliations, and e-mail addresses of all coauthors (where applicable). Please search the database for the coauthors' names. A careful search will avoid duplication of names in the system. (Duplicate records may result in scheduling conflicts and other problems.) If the names are not in the system, you can then follow instructions to add them to the Online Submission System.
- (5) Specify any audiovisual equipment needs. LCD projectors for computer or laptop hookup will be provided at no charge by AERA for all paper sessions. No LCD projectors will be provided for poster and roundtable sessions. Other equipment and services (e.g., computer, laptop, overhead projectors, internet access) may also be requested, with charges for use to be paid by the presenters.
- (6) A summary page will appear, giving you the opportunity to review the information you have entered.
- (7) The final step in the submission process is uploading a narrative paper. The paper should not contain any references to the author(s) or other identifying information. You will be asked to provide a word count. Word counts should be entered in numerical format without commas. **The paper should be 2,000 words or fewer** in length (excluding references, tables, charts, graphs and figures). You will only be able to upload one consolidated document. References should be included (if applicable) at the end of the paper and are not included in overall word count. You will be asked to affirm that your submission meets the policy regarding originality of submissions. To be considered for review, all six elements described below **must** be addressed in the paper even if the results, conclusions, or findings are not complete or final at the time of the submission. The paper needs to address and provide reviewers with an understanding of the results and findings to date. The paper should deal explicitly with the following elements, preferably in this order:
  1. Objectives or purposes
  2. Perspective(s) or theoretical framework
  3. Methods, techniques, or modes of inquiry
  4. Data sources, evidence, objects or materials
  5. Results and/or substantiated conclusions or warrants for arguments/point of view, and
  6. Scientific or scholarly significance of the study or work

It is understood that theoretical or methodological papers will include information that is the equivalent of element (4) for those genres of scholarly work.

- (8) If a paper is submitted successfully, the system will display a confirmation screen. **If the system does not show a confirmation screen, the submission was not completed successfully.** Please review the submission instructions carefully before you proceed with the submission process.

## B. Session Submissions

A symposium or other session format (see descriptions in the "Session Formats" section of this Call) provides opportunities, not afforded by a single paper, to examine a specific education research problem or topic from a variety of perspectives, engage in intensive discussion, or draw on a wide range of experiences. Organizers of sessions propose the topic, solicit participants, and describe the format to be used. The organizer must obtain the consent of all participants before advancing a session submission.

The Program Committee encourages session submissions that demonstrate diverse approaches to education research, reflecting various racial, cultural, language, and gender perspectives; disciplinary bases, methodologies, and/or research

paradigms; education levels (e.g., K–12, higher education); contexts of learning (including informal learning); and interests in learning, education, policy, or practice.

Generally symposia sessions include presenters from different institutions or from different research groups or teams. Session submissions may, however, include participants from the same institution or from a single research group or team under unusual circumstances. The rationale for focusing on the work of a single unit must be specified in the submission, and reviewers are expected to address this element in their evaluation. Furthermore, in the case of a proposed session that presents work from a single unit, there must be at least one discussant who is external to the project, group, or team included in the proposed session to permit constructive critique and commentary.

To submit a session submission, follow these instructions for the Online Submission System:

- (1) After you enter the Online Submission System, the first screen will allow you to select the unit (division, committee, or SIG) to which your session is to be submitted.
- (2) The system will prompt you to select the type of submission (session or paper). Select the appropriate session type under Session Submission.
- (3) The system will prompt you to enter the following information for the session:
  - *Title*. The session title should be entered with proper capitalization: Make Sure That the First Letter of Each Appropriate Word Is Capitalized.
  - *Abstract*. Submit an *abstract* of no more than 120 words. Abstracts for accepted sessions will be made publicly available online or in print.
  - *Session summary*. Submit a session summary of no more than 500 words that addresses the following session submission criteria:
    1. Objectives of the session
    2. Overview of the presentation
    3. Scholarly or scientific significance
    4. Structure of the session
  - *Estimated attendance*. Please provide a best estimate of the number of prospective session attendees.
  - *Descriptors*. Provide descriptors for the submission that will be used in the subject index of the Annual Meeting Program. The Online Submission System will prompt you to choose up to three descriptors from a list.
  - *Consent for audiotaping of presentation*. You will be asked to provide consent for yourself and on behalf of all other authors/presenters on the session submission so that the session can be audiotaped if the submission is accepted and the session is selected for audiotaping.
  - *Length of session*. Sessions are generally scheduled for 90-minute periods. Specific requests may be made for a 120-minute time slot; sessions requiring 120 minutes generally are scheduled for either the first or the last period of the day. The number of 120-minute time slots is limited; these slots are scheduled based on availability.

- *Special requests*. Please use this space to detail any special requests, such as scheduling considerations.
- *Accessibility*. Please use this space to detail any requirements you may have regarding assistance in making your presentation accessible, as provided for by the Americans With Disabilities Act.

- (4) The system will prompt you to enter the following information for each paper/presentation:

- *Title*. The title of the presentation should be entered with proper capitalization: Make Sure That the First Letter of Each Appropriate Word Is Capitalized. If the title of the session is the overarching title for all presentations, enter a presentation title that captures the perspective of the presenter.
- *Paper/presentation summary*. Submit a summary of no more than 500 words that addresses the basic elements of a research or scholarly paper/presentation:

1. Objectives or purposes
2. Perspective(s) or theoretical framework
3. Methods, techniques, or modes of inquiry
4. Data sources, evidence, objects, or materials
5. Results and/or substantiated conclusions or warrants for arguments/point of view, and
6. Scientific or scholarly significance of the study or work

It is understood that summaries for theoretical or methodological papers/presentations will include information that is the equivalent of element #4 for those genres of scholarly work.

- *Human subjects research protection*. Indicate whether the research being conducted for the paper has been reviewed for the protection of human subjects and approved by an institutional review board (IRB) or that IRB review is “Not Applicable.”
  - *Online paper repository*. Please check the appropriate box to indicate your willingness to participate in the AERA Online Paper Repository. Participation is voluntary.
  - *Presenter information*. For each presenter, enter the name, institutional affiliation, and e-mail address. Please search the database for each presenter’s name. A careful search will avoid duplication of names in the system which may result in scheduling conflicts and other problems. If the name is not in the system, you can add it to the submission system.
  - Repeat step (4) until all papers/presentations are added to the session.
- (5) The system will prompt you add information on “Other Participants” such as Chair and Discussant(s). For each participant, enter the name, institutional affiliation, and e-mail address. Please search the database for each person’s name. A careful search will avoid duplication of names in the system which may result in scheduling conflicts and other problems. If the name is not in the system, you can add it to the submission system.

- (6) Specify any audiovisual equipment that you will need. LCD projectors for computer hookup will be provided at no charge by AERA for all symposium, demonstration/performance, and workshop sessions. Other equipment (e.g., overhead projectors) may be requested, with charges for use to be paid by the presenters.
- (7) A summary page will appear, giving you the opportunity to review the data that you have entered.
- (8) The final step in the submission process is uploading the session summary and all paper/presentation summaries combined in a single document. **The consolidated document should not extend or expand upon the summaries.** The single document will facilitate review. As is the case with summaries, unit-specific guidelines determine whether authors should be identified.
- (9) If a session submission is submitted successfully, the system will display a confirmation screen. ***If the system does not show a confirmation screen, the submission was not completed successfully.*** Please review the submission process.

## V. Session Formats

### A. Formats for Paper Submissions

The following session formats are used by program chairs to group accepted papers. All formats provide a means for grouping related papers into sessions, with different opportunities for discussant and audience participation. All meeting rooms will be set up with chairs in a theater-style configuration, except for poster sessions, roundtable sessions, and professional development courses, which will be configured to appropriate setup for the session format.

**Paper Session.** Paper sessions must have a chair; a discussant(s) is optional. In paper sessions, authors present abbreviated versions of their papers, followed by comments/critique, if there is a discussant, and audience discussion. A discussant (or discussants) is to be included as part of a Paper Session only if a discussant's expertise can add to the understanding of the papers. A typical structure for a session with four or five papers is approximately 5 minutes for the chair's introduction to the session, 10 minutes per author presentation, 20 minutes of critique, and 15 minutes of discussion. Session chairs may adjust the timing based on the number of presentations and discussants (where applicable) scheduled for the session. Individuals must be attentive to the time allocation for presenting their work in paper sessions. In the case of multiple-authored papers, more than one person may present, but multiple presenters are urged to be attentive to the total time available to them and to take steps to ensure that more than one speaker does not detract from the overall presentation of the work or others presenting their work.

**Poster Session.** Poster sessions combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Papers accepted into poster sessions will be grouped by the program chair into a poster session or a structured poster session. Individual presenters set up displays representing their papers in a large area with other presenters. Detailed instructions on preparation of posters will be available at <http://www.aera.net>. Because of the physical configuration of this type of session, no additional audiovisual equipment, such as a screen or overhead projector, is provided.

**Roundtable Session.** Roundtable sessions allow maximum interaction among presenters and with attendees. Papers accepted for roundtables (formerly known as Paper Discussion Presentations) will be grouped by the program chair into a table of three to five researchers of accepted papers clustered around shared interests. Each roundtable at a roundtable session will have a designated Chair knowledgeable about the research area, to facilitate interaction and participation. Because the emphasis is on interaction, there will be no discussants. Each roundtable session will be scheduled for a 90-minute timeslot. Because of the physical configuration of this type of session, no additional audiovisual equipment, such as a screen or overhead projector, is provided. Authors wishing to display information may do so from their own laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as power source will not be provided.

### B. Formats for Session Submissions

**Symposium.** A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may also be quite interactive where a large portion of the session is devoted to activities such as discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction. Innovative formats (e.g., town meetings) can be proposed under this rubric. All presenters are expected to prepare a paper or commentary paper.

**Structured Poster Session.** This format provides for overarching consideration of a research topic or issue while permitting significant opportunity for visual and graphic presentation and individualized discussion with presenters. A structured poster session includes time for an introduction by a chair and also a discussant(s) may be included. These sessions can also include brief oral presentations to the audience gathered as a group. Much of the time is devoted to attendees engaging in direct discussion with poster presenters (usually eight to ten). Submissions are encouraged from organizers who wish to organize poster presentations that are conceptually linked in terms of education research issues, problems, settings, methods, analytic questions, or themes. All presenters are expected to prepare a paper or commentary paper.

**Working Group Roundtable.** Working group roundtables encourage substantive exchange and interaction among researchers working on a common set of research issues, problems, or themes. Such roundtable submissions are encouraged from organizers working in areas that are cross-cutting, where there are shared research problems or issues that would benefit from cooperation and exchange, or where researchers with complementary interests would benefit from new, synergistic discussions. Working group roundtable submissions are not eligible for consideration if all of the participants are at the same institution or already involved in formal or ongoing research collaboration. The working group roundtable submission is designed to bring individual researchers or teams of researchers together for discussion where there is potential for new substantive gains and research

communication or cooperation. All presenters are expected to prepare a brief paper or commentary paper that frames the issues or problems they wish to advance or examine.

**Demonstration/Performance.** Demonstration/Performance submissions are directed to using, showing, or illustrating a particular technique, tool, or method in order to convey the value of the approach for research or to illustrate or present understandings or findings through such a method. Participants in demonstration/performance sessions are expected to prepare a brief commentary paper addressing what the performance or demonstration is, what it is seeking to convey or illustrate, and what has been learned or could be learned through that tool or method. These papers may include information about or links to information about demonstrations or performances.

**Off-Site Visit.** Off-site visits offer participants site-specific learning, such as observation of a school in session. This format takes advantage of the unique attributes of the city in which the Annual Meeting is occurring and connects researchers with concrete examples of relevant work. The organizer makes arrangements for a block of supervised and structured time—as little as two hours or as much as a day—to be spent at a site other than the meeting rooms (e.g., a school, museum, science lab, or community agency) toward a goal compatible with the Annual Meeting's theme and content. It is useful to protect a period of time for shared reflection on the visit. Organizers of off-site visits need to work with AERA Meetings Department on implementation. Fees covering costs are typically assessed.

**Workshop.** A workshop provides an opportunity to exchange information or work on a common problem, project, or shared interest. Presentations are brief, allowing adequate time for reflective discussion and interaction. The Workshop format is designed for sessions that provide information relevant to the research process or other elements of the work of research professionals (e.g., obtaining research funding, serving as a peer reviewer, presenting research to public audiences, integrating diverse theories, using a particular research method or technique). Workshop submissions need to be sessions related to the research process or other elements of work related to research professionals. (Submissions for courses and mini-courses should be submitted to the AERA Professional Development and Training Committee through the Online Submission System. Special submissions instructions are available online.)

## VI. Descriptors

The descriptors used for preparing the subject index of the Annual Meeting Program will be available online on June 1. The Online Submission System will prompt submitters to select descriptors from a pull-down list.

## VII. Call Details

### A. Divisions

#### Division A: Administration, Organization, and Leadership

**Program Chair: Mark A. Gooden**

Division A encourages papers that address issues related to the conference theme, "Understanding Complex Ecologies in a Changing World." As represented by the five divisional sections

below, Division A is particularly interested in papers that illustrate and demonstrate the efficacy of and need for studies of complex ecologies, the significance of multiple methodological perspectives, and the inclusion of diverse voices and perspectives to contribute widely to the improvement of educational leadership, policy, and practice. Such an ecological focus encourages research that draws on interdisciplinary constructs and theories, complex research designs, and multiple methods of data analysis. **Paper submissions should be submitted for blind review. Session submissions (for symposia and other alternative formats) will be reviewed with author identification, so be sure to include author information. Please assign three topic descriptors at the end of paper abstracts and summaries for use in assigning reviewers and grouping papers in sessions. Use the descriptors that will help differentiate your topic within a section (e.g., for Section 1: Leadership, topic descriptors might be "democratic leadership," "governance," etc.). For general questions, contact the Program Chair: Mark A. Gooden, University of Texas, Austin, 512-475-8574, gooden@austin.utexas.edu.**

#### Section 1: Leadership

Papers that study leadership in schools and school systems, including inquiries into the leadership of teaching and learning; global and multicultural dimensions of leadership; distributed, transformational, or instructional leadership; leadership effect; leadership in communities of practice; leadership for governance and policy reform; leadership for democracy and social justice; leadership in local, national, and international contexts; moral and spiritual dimensions of leadership; and critical interpretive perspectives on leadership. *Section Chair: Kent Seidel, University of Denver, kseidel2@du.edu.*

#### Section 2: School Organization and Effects

Papers that examine the organization of schools and school systems and its effects on leadership, teacher work, and student learning, including inquiries into innovative designs and new organizational forms for schools (e.g., charters, privatization, home schooling, small schools, for-profit ventures); schools and school systems as learning communities; the effects on equity and achievement of structural and organizational features of schools (e.g., tracking scheduling, student and staff assignment procedures, school and class size); the impact of legislation and policy (e.g., international education policies, the No Child Left Behind Act, local and state reforms) on school organization; school culture and climate; and the consequences of public and private organizational models for school and school systems. *Section Chair: Carlos McCray, Georgia State University, epscrm@langate.gsu.edu.*

#### Section 3: School Improvement

Papers that examine how the change and improvement processes in schools and school systems affect valued outcomes such as teaching and learning, democratic schooling, equity, and social justice, including inquiries into how these efforts advance the public good of an educated citizenry and equitable society; organizational and leadership responses to the change and improvement process; the use of assessment data and other sources of information to promote school improvement; work force and professional development targeted for school improvement; the

relationship of school and system change to public advocacy, community development, and social movements; and the ways in which theories of change in public and private organizations can inform school development and improvement. *Section Chair: Mario Torres, Texas A&M University, College Station, mstorres@tamu.edu.*

#### **Section 4: School Contexts and Communities**

Papers that explore the context and environments that shape education in a global and democratic society, including inquiries into racial, ethnic, and social class dynamics in schools, neighborhoods, and districts; cultural, political, and economic forces and their influence on schooling (e.g., immigration, segregation, globalization); the nature of the effects of parent and community involvement in schools, school-business partnerships, and other multisector initiatives; schools' role in community development and alternative models for social service delivery; social, cultural, and political capital as a contextual element of schooling; neighborhoods, communities, and schools as contexts for teaching and learning opportunities; and school leaders' efforts to address diversity across family and community constituencies. *Section Chair: Andrea Evans, Northern Illinois University, aeevans@niu.edu.*

#### **Section 5: Leadership Development**

Papers that assess how the preparation and ongoing professional development of school leaders (e.g., superintendents, school board members, principals, and building-level leaders, teacher leaders, and others) serve the public interest, including studies that inquire into conceptualization, description, and evaluation of models for leadership preparation; assess and critique practices for leadership development promoted by higher education, not-for-profits, corporate entities, professional associations, and educational authorities; examine collaboration across multiple constituencies interested in the improvement of leadership; assess practices affecting the recruitment and retention of a highly qualified and diverse leadership workforce; examine the role of standards and standards-based evaluation on the development of school and system leadership; and explore how leadership preparation and development are linked to the teaching and learning practices that affect students and staff. *Section Chair: Laura McNeal, Michigan State University, mcneall@msu.edu.*

### **Division B: Curriculum Studies**

#### **Program Co-Chairs: Therese Quinn and Erica Meiners**

Division B invites papers on curriculum studies broadly defined. Curriculum scholarship includes a wide range of inquiries from diverse methodological and philosophical perspectives on theory and practice, policy and development, enactment and evaluation. While submissions have traditionally focused on formal educational institutions at all levels and in a variety of settings, we strongly encourage submissions that transgress boundaries, challenge orthodoxies, embed in life contexts, and commit to integrity, justice, and humanity. We particularly welcome papers relevant to this conference's theme: "Understanding Complex Ecologies in a Changing World." **Both individual paper and session submissions will be reviewed anonymously; therefore, abstracts and summaries must not identify any participants by name.** *For more information, please contact the*

*appropriate section chair, or for general questions contact the Program Chairs: Therese Quinn, School of the Art Institute of Chicago, tqquinn@saic.edu; Erica Meiners, Northeastern Illinois University, e-meiners@neiu.edu.*

#### **Section 1: Critical Perspectives and Communities in Action**

Critical perspectives and communities in action focus on the sociocultural influences on, and consequences of, education and schooling. Curriculum is perceived as the product of political processes, shaped as much by competing material, economic, cultural, and social interests as by the epistemology of any subject matters. Studies may draw upon a variety of academic traditions and ethical dimensions, including critical theory, critical race theory, working class and labor studies, critical ethnography, cultural studies, ethnic studies, feminism, post-colonialism, post-structuralism, indigenous epistemologies, pragmatism, queer theory, the sociology of knowledge, and much more. Of particular interest are inquiries and scholarship focusing on the promotion of social justice, community building, and activism in schools and other sites of learning. *Section Co-Chairs: K. Wayne Yang, University of California, San Diego, kwayne@ucsd.edu; Eve Tuck, State University of New York, New Paltz, tucke@newpaltz.edu.*

#### **Section 2: Globalization, Decolonization, and Liberation**

Curriculum studies are interdisciplinary, transdisciplinary, and counterdisciplinary. Curriculum studies are international, transnational, and counternational. Researchers and scholars whose work examines diverse paradigms, perspectives, and possibilities reflected in contested theories, practices, and contexts are encouraged to submit papers to this section. We are interested in research addressing issues related to migration, globalization, decolonization, liberation, language, culture, identity, power, religion, ethnicity, race, gender, class, sexual orientation, and disability as they interact with sociopolitical, cultural, linguistic, ecological, and economic influences in schools, neighborhoods, communities, tribes, and societies in the increasingly diversified world landscape. *Section Co-Chairs: Ming Fang He, Georgia Southern University, mfhe@georgiasouthern.edu or mingfhe88@gmail.com; Rowena Xiaoqing He, Harvard University, rowenah@fas.harvard.edu.*

#### **Section 3: Challenging Methodological Boundaries in Research**

Seeking to uncover the dynamic complexity of educational experience in diverse contexts and circumstances, curriculum scholars employ a wide range of methodological approaches, including creative strategies using symbolic representations and imaginative practices. Examples of research conducted by, for, or with practitioners, students, or community members, as well as submissions that experiment with new forms of research methodologies, including emerging digital forms, "arts-based" submissions, or those that revisit "old" methodologies in new and exciting ways across a range of educational contexts through participatory strategies are strongly encouraged. *Section Co-Chairs: Rubén A. Gaztambide-Fernández, OISE—University of Toronto, rgaztambide@oise.utoronto.ca; Lance McCreedy, OISE—University of Toronto, lmccreedy@oise.utoronto.ca.*

#### Section 4: Ecological and Community Justice

“How do we know our place in the world?” Increasingly we live in a global age in which notions of personal and collective identity are being mass produced through a hidden curriculum constituted internally and externally through forces of transnational capitalism, militarism and industrialism, White supremacy, patriarchy, speciesism, and other modes of oppression. We also participate in a variety of oppositional, alternative, and transformative movements such as traditional ecological knowledge, place-based education, and other means of enabling alternative social imaginaries and worldwide collectivities for planetarity. We thus invite papers that examine how groups inside and outside of educational institutions work against a complex array of threats to nature, culture, and humanity and how they are producing diverse varieties of pedagogical struggle to reclaim, reinhabit, and revitalize the commons. We are interested in interdisciplinary perspectives that inform the possibility of achieving epistemological shifts in how we think about identity, community, and culture in relation to our places in the world and our ethical and political orientations to sustainability and social justice. *Section Co-Chairs: Dolores Maria Calderón, University of Utah, dolores.calderon@utah.edu; Richard Kahn, University of North Dakota, richard.kahn@und.edu; Marcia McKenzie, University of Saskatchewan, marcia.mckenzie@usask.ca.*

#### Section 5: Historical, Philosophical, and Disciplinary Knowledges

This section begins from the standpoint that “curriculum” or forms of knowledge are rooted in and bounded by history, place, and ideology. How do we work inside and outside of disciplinary boundaries to contest, reconstruct, elucidate the constructions of power and knowledge? How do we reinvigorate the role of history and ancestral/generational knowledge in informing the formation of contemporary practices, policies, and knowledge production in schools? How do the forces of globalization impact knowledge formation? How do new forms of knowledge (i.e., gaming, virtual communications) contribute to or constrict the field of curriculum? This section invites theoretical, conceptual, and/or empirical studies addressing these and other questions as well as research and scholarship that extends beyond conventional historical, philosophical, and disciplinary studies. *Section Co-Chairs: Sandy Grande, Connecticut College, sandy.grande@conncoll.edu; Mary Hermes, University of Minnesota, Duluth, mhermes@d.umn.edu; Tim Begaye, Arizona State University, timothy.begaye@asu.edu.*

#### Division C: Learning and Instruction

##### Program Chair: Dan Robinson

Division C invites submissions concerning high-quality research on learning and instruction and the relation between them. Appropriate research topics include learning and instruction in various content areas such as reading, writing, history, fine arts, mathematics, and science; formal and informal learning environments; evidence-based instructional design and methods; effective uses of technology to foster learning; social and motivational influences on learning and instruction; and individual differences as they relate directly to learning and instruction. Submissions to Division C span a wide range of

theoretical orientations and research methodologies. To improve the quality of research presented in Division C, we encourage authors to consider both the relevance and the credibility of their research. Submissions should report findings drawn from actual data rather than report anticipated results, and should be based on appropriate methodology to address the research questions. Please choose three topic descriptors for use in assigning reviewers and grouping papers in sessions. Please use descriptors that characterize your submission and will help differentiate your topic within a section (e.g., if you are submitting to Section 3 on Mathematics, use of “Mathematics Education” is not specific enough to be a helpful descriptor, although it could be very useful to help distinguish among submissions to one of the other sections). Paper submissions will be reviewed without author identification. Session submissions (symposia, structured poster sessions, and other alternative formats) will be reviewed with author identification, so be sure to include author information.

**Presentation formats.** You may choose among several presentation formats, including poster sessions, roundtables (formerly known as paper discussion presentations), individual paper sessions, structured poster sessions, and symposia. Submissions for structured poster sessions and symposia should involve presenters who address related topics. Symposia should include at least one discussant. Alternative formats for sessions are invited, but submissions must be explicit about their substance, how they will operate, and their benefit to the membership.

**Poster session campaign.** Posters can provide a uniquely intimate opportunity for scholarly interaction about a specific topic. To attract high-quality poster submissions and increase attendance at poster sessions, Division C will invite senior scholars within the division to attend poster sessions and serve as floating discussants. Please consider the benefits of this format as you plan your submissions.

**Professional development and mentoring opportunities.** Division C offers a number of professional development activities for new faculty and graduate students, including mentoring opportunities and preconference seminars. For information on these awards and programs, please see the Division C website at [http://www.aera.net/divisions/Default.aspx?menu\\_id=68&id=68](http://www.aera.net/divisions/Default.aspx?menu_id=68&id=68).

**Selecting the proper section.** If your submission focuses on learning or instruction in a specific content area (e.g., reading, writing, history, fine arts, mathematics, science), you should submit it to one of the subject-area-specific sections (i.e., 1, 2, 3, or 4) rather than to one of the more cross-cutting sections (i.e., 5, 6, or 7). If your submission focuses on the role of the learning environment, you should submit it to Section 5. If your submission focuses on cognitive, social, and/or motivational processes, you should submit it to Section 6. If your submission focuses on the specific role or use of technology in learning or instruction, you should submit it to Section 7. Submissions that emphasize assessment as it relates to measurement and school evaluation issues, as well as submissions on teacher education, teacher effectiveness, curriculum design, and research methodology, should be submitted to other AERA divisions or SIGs. *General questions should be addressed to the Program Chair: Dan Robinson, University of Texas, dan.robinson@utexas.edu.*

### Section 1: Reading, Writing, and Language Arts

Research on learning and instruction in reading, writing, and the language arts. Focuses include cognitive and cultural processes that underlie word recognition, phonological awareness, reading fluency, spelling, vocabulary, reading comprehension, writing, and second language learning. *Section Chairs: Deborah Simmons, Texas A&M University, dsimmons@tamu.edu; Angie Hairrell, University of Texas, ahairrell@mail.utexas.edu.*

### Section 2: Humanities, Social Sciences, Fine Arts

Research on learning and instruction in the humanities (e.g., history, literary studies), social sciences (e.g., economics, geography, political science, civics), and fine arts (e.g., art, music, dance). *Section Chairs: Marlynn Griffin, Georgia Southern University, mgriffin@georgiasouthern.edu; Lorraine Gilpin, Georgia Southern University, lsgilpin@georgiasouthern.edu.*

### Section 3: Mathematics

Research on learning and instruction in mathematics in a range of settings (e.g., school or professional arenas). The research focus may include problem solving; concept and skill development; strategy growth and change; psychological, social, and cultural factors; and using technology to support educational practice in mathematics. *Section Chairs: Taylor Martin, University of Texas, taylormartin@mail.utexas.edu; Jessica Pierson, San Diego State University, jpierson@mail.sdsu.edu.*

### Section 4: Science

Research on learning and instruction in science across a range of settings (school, workplace, or community). Focuses may include psychological, social, and/or cultural perspectives on problem solving, conceptual development and change, inquiry, equity, reform, and using technology to support educational practice in science. *Section Chairs: Richard Staley, SUNY Oneonta, staleyrk@oneonta.edu; Diane Jass Ketelhut, Temple University, diane.jass.ketelhut@temple.edu.*

### Section 5: Learning Environments

Research dealing with interdisciplinary, situated, collaborative, or interactive learning environments, and/or learning in informal contexts (e.g., out-of-school environments such as museums and workplaces), including case-based and project-based environments. *Section Chairs: John Behrens, Cisco Systems and Notre Dame University, jbehrens@cisco.com; Kristen DiCerbo, Cisco Systems, kristen.dicerbo@ciscolearning.org; and Dennis Frezzo, Cisco Systems, dfrezzo@cisco.com.*

### Section 6: Cognitive, Social, and Motivational Processes

Research on cognitive, social, and motivational dimensions of learning, instruction, and assessment. Example research includes studies of self-regulation, metacognition, memory, skill acquisition, learning from text, reasoning, transfer, situated and embodied cognition, knowledge, goals, and beliefs. *Section Chairs: Andrew Katayama, Air Force Academy, andrew.katayama@usafa.edu; Steven Crooks, Texas Tech University, steven.crooks@ttu.edu; Michelle Buehl, George Mason University, mbuehl@gmu.edu; Helenrose Fives, Montclair State University, fivesh@mail.montclair.edu.*

### Section 7: Technology Research

Research dealing with learning and instruction in multimedia, computerized, Web-based, or other technology-based environments, and evidence-based constructive critiques of the role of technology in educational improvement. *Section Chairs: Robert Atkinson, Arizona State University, robert.atkinson@asu.edu; Natalie Person, Rhodes College, person@rhodes.edu.*

## Division D: Measurement and Research Methodology

### Program Chair: Aaron M. Kuntz

Division D encourages papers that address issues related to the conference theme, "Understanding Complex Ecologies in a Changing World." In particular, the 2010 conference theme notes the ease with which educational research may inadvertently simplify processes of learning, as well as the possibility for dynamic research designs to promote better understanding of how and what people learn in multiple contexts. Division D welcomes papers that address methodological strategies for attending to the complexity of educational processes within diverse and overlapping sociocultural contexts. Division D invites papers in the areas of (D1) educational measurement, psychometrics, and assessment; (D2) quantitative methods and statistical theory as applied to education research; and (D3) qualitative research methods and mixed methods research as applied to education research. To increase the interactivity of sessions, the division encourages session formats that promote audience engagement, such as interactive symposia, panel discussions, and paper discussions. Questions about the appropriateness of formats may be addressed to the chairs. Please submit all Division D papers as indicated below.

Division D encourages collaboration and innovation in presentation format. Scholars interested in developing working group roundtables and structured poster sessions are especially welcome (please contact the appropriate section chair for more information). Sessions may also be cosponsored with the National Council on Measurement in Education or with other AERA divisions or SIGs. Papers should be submitted to only one group, although joint review and sponsorship may be requested by the organizers or arranged by the program chairs. A complete list of the references cited in the paper should be included. Preference will be given to papers that describe projects in which data have been collected. Use of tables, figures, and equations should be kept to a minimum, and submissions in PDF format are encouraged. **All papers should be prepared for blind review, with names and references to the author(s) removed.** For general questions, e-mail the Program Chair: Aaron M. Kuntz, University of Alabama, akuntz@bamaed.ua.edu. Please contact section chairs directly for questions about submitting papers to specific sections.

D1—Educational Measurement, Psychometrics, and Assessment. *Section Chairs: Anna Kubiak, Educational Testing Service, akubiak@ets.org; Terran Brown, Educational Testing Service, txbrown@ets.org.*

D2—Quantitative Methods and Statistical Theory. *Section Chairs: Jeffery Haring, University of Maryland, haring@umd.edu; Jill Adelson, University of Louisville, jill.adelson09@gmail.com.*

D3—Qualitative Research Methods. *Section Chairs: Ryan Gildersleeve, Iowa State University, ryaneg@iastate.edu; Aaron M. Kuntz, University of Alabama, akuntz@bamaed.ua.edu.*

### **Division E: Counseling and Human Development**

Division E solicits submissions that contribute to the understanding of counseling and human development, within and across contexts, and are consistent with this year's theme, "Understanding Complex Ecologies in a Changing World." That theme is particularly relevant to Division E, for many of its members are concerned with multiple contexts and factors (e.g., school, family, community, work setting, culture, ethnicity, race, gender, sexual orientation) that alone and in interaction affect human development, learning, and functioning and which should inform interventions; moreover, many Division E members are engaged in multidisciplinary work that bridges traditional academic disciplines and professional fields. Completed research using a variety of methodological paradigms is appropriate for submission. Demonstrations and other innovative formats that involve audience participation related to counseling/school counseling, school psychology, and human development are encouraged, as are informal discussions that allow direct interaction between a noted researcher and the audience. Areas of focus for submissions include but are not limited to (a) developmental processes for children, adolescents, and adults; (b) counseling in educational, work, and health settings; (c) vocational and career development; (d) diversity issues related to counseling, school psychology, and human development; (e) the education and training of counselors, school psychologists, and other members of the helping professions; and (f) research on counseling, school psychology, and human development intervention programs. Symposium submissions should present systematic research programs or multiple perspectives on important theoretical, applied, and/or methodological issues. Submissions that represent the mutual interests of Division E and AERA SIGs or that serve to integrate counseling and human development are strongly encouraged. ***Both paper and session submissions will be reviewed blind and should not include author identification in the submission text.*** Submissions must adhere to the guidelines presented in the general call for submissions.

The division accepts submissions in two sections:

**Section 1: Counseling.** *Section Chair: Rodney Goodyear, University of Redlands, 909-748-8800, rod\_goodyear@redlands.edu.*

**Section 2: Human Development.** *Section Chair: James L. Rodriguez, California State University, Fullerton, 714-278-4048, jamesrodriguez@fullerton.edu.*

### **Division F: History and Historiography**

#### **Program Chair: Sevan Terzian**

The Division F Program Committee invites submissions addressing all periods and topics in the history and historiography of education, especially those that have bearing on current issues and debates in the field. In keeping with the 2010 AERA program theme, "Understanding Complex Ecologies in a Changing World," we especially welcome papers that situate the history of education in multiple contexts—including political,

familial, community, socioeconomic, cultural, sexual, religious, racial/ethnic, and geographical realms.

Division F is perennially interested in historical scholarship that enriches our understanding of the experiences of underrepresented groups and that uses innovative theoretical frameworks that transcend traditional boundaries. We seek studies on the history of African American, Asian American, Latino/a, and Native American education, as well as investigations of the education of contemporary immigrant groups, the working classes, and the poor. We also seek historical and comparative studies on topics such as colonial education, the origins of mass schooling, civic education, sexuality and education, rural education, urban education, education and state formation, nonpublic and community-based education, gender and education, and the implications of historical research for contemporary education policy and practice in the United States and abroad. Division F welcomes innovative formats for research presentation.

Submissions should identify the historical and/or historiographical sources on which the study is based and should discuss its larger significance. ***All submissions will undergo a blind review and should not include author identification in the text of the submission.*** For general information, please contact the Program Chair: *Sevan Terzian, University of Florida, 352-392-9191 x 230, sterzian@coe.ufl.edu.*

### **Division G: Social Context of Education**

#### **Program Co-Chairs: Elizabeth Kozleski and David Bloome**

Division G examines processes of teaching and learning within a social context. Such an examination takes under consideration social, cultural, political, discourse, and economic influences. Hence, cognition, language, learning processes, and social organization are considered as they are situated in local and global contexts and in relation to demographic, linguistic, and cultural diversity. We welcome submissions of theoretical and/or empirical papers that draw on perspectives from anthropology, learning sciences, critical theory, economics, philosophy, political science, social and cultural psychology, sociolinguistics, discourse studies, gender and ethnic studies, and sociology. We are particularly interested in papers that cut across both methodological and disciplinary boundaries. The five sections described below represent different ways of analyzing or focusing on educational issues in social contexts. The division invites submissions that consider issues of social and cultural differentiation and inclusion, addressing categories such as gender, race, ethnicity, social class, sexual orientation, age, immigration status, and the language(s) of students and educators.

The division encourages critical analyses of intra-, inter-, and transcultural issues, as well as research that views culture in dynamic, situated, and contextualized ways, rather than in reified or essentialized ways. In accordance with the AERA theme for 2010, we encourage papers that look at the processes of teaching, learning, and education in relation to complex ecologies and processes of adaptation as people move within and across settings throughout the life span. The division encourages submissions that employ qualitative, quantitative, ethnographic, mixed-method, and discourse analysis methodological approaches to the study of the social context of education. We welcome collaborative,

transformative, and empowering studies that create greater opportunities for historically marginalized and oppressed communities.

### **Section 1: Local Contexts of Teaching and Learning**

This section encompasses scholarship about local contexts and settings of teaching and learning in both formal and informal venues. It invites papers with a diversity of topical interests that bring into view the local contexts and situated organizations of action and meaning. Units of analysis may be particular lessons, assessment practices, tasks, identities, structures, classroom interactions, the language of social interaction in educational settings, encounters of teaching and learning, and so on. *Section Chairs: Judith Green, University of California, Santa Barbara, green@education.ucsb.edu; Minjeong Kim, University of Massachusetts, Lowell, minjeong\_kim@uml.edu.*

### **Section 2: Education in Multicultural Contexts Within and Across Subject Areas**

This section encompasses studies that focus on race, ethnicity, gender, language, social class, sexual orientation, immigration status, age, and other forms of demographic diversity. We are especially interested in papers that connect the intersection of demographic diversity within and across curricula. The section also includes studies on students' trajectories across social and cultural contexts, adaptation from home to school, ethnic identification and cultural variation, and social barriers and constraints, as well as sources of agency that may contribute to achievement and educational opportunity. *Section Chairs: Eva Lam, Northwestern University, evalam@northwestern.edu; Stephanie Carter, Indiana University, stecarte@indiana.edu.*

### **Section 3: Social Context of Multiple Languages and Literacies**

This section encompasses studies that focus specifically on bilingualism, bi-dialectalism, multilingualism, biliteracies and multiliteracies in either formal or informal education (including the foreign language, bilingual, and English-as-a-second-language classroom), and social settings. *Section Chairs: Danling Fu, University of Florida, danlingfu@coe.ufl.edu; Iliana Reyes, University of Arizona, ireyes@email.arizona.edu.*

### **Section 4: Social Contexts of Educational Policy, Politics, and Praxis**

This section encompasses papers that examine the role of education in the larger society and the political contexts of education. The section encourages analyses of the social and cultural contexts of educational policy, teacher education, and pedagogy through critical, liberatory, sociocultural, feminist, and/or multicultural lenses. Some of the issues studied might include social change, stratification and inclusion, and pedagogical critique, as well as political and policy analyses. *Section Chairs: Stan Trent, University of Virginia, sct3m@virginia.edu; Audra Skukauskaite, University of Texas, Brownsville, audra.skukauskaite@utb.edu.*

### **Section 5. Social Context of Research on Schools and Communities**

This section encompasses critical analyses that focus on transformative inquiries within schools, neighborhoods, and

communities. Analyses that are situated within the local and global context of education, that are transdisciplinary, culturally appropriate, collaborative, and that have the greater potential for creating action in K–12 schools and their communities are included in this section. *Section Chairs: Judith Kalman, judymx@gmail.com; Leslie Moore, Ohio State University, moore.1817@osu.edu.*

Division G encourages papers or presentations that will stimulate dialogue and debate among session participants. To increase the number of accepted papers and the likelihood of this dialogue, applicants are encouraged to submit under the revised “roundtable” session format, which allows for grouping of multiple papers and a discussant, and provides a longer period of time for discussion. Papers for roundtable and symposia sessions may highlight a methodological or conceptual issue grounded in a research study or studies with which the researchers and the field are “struggling.” We also encourage papers that include the perspectives of community activists, teachers, parents, and youths alongside those of researchers.

All submissions will be reviewed without author identification. Please advance submissions without author names on the abstracts or summaries. Submissions that bear the names of the authors and/or participants will not be considered for review and, consequently, will not be considered for the Division G Program of the 2010 AERA Annual Meeting. *For general questions, contact the Division G Program Co-Chairs: Elizabeth Kozleski, Arizona State University, elizabeth.kozleski@asu.edu; David Bloome, Ohio State University, bloome1.@osu.edu.*

### **Division H: Research, Evaluation, and Assessment in Schools**

#### **Program Chair: Winona Burt**

Division H invites submissions that focus on research, evaluation, assessment, and accountability studies implemented in school districts by school district staff and others to inform the decisions of school district staff and constituencies. Such studies could include:

- Evaluating implementation of school reforms, programs, professional development, or policies.
- Evaluating the effectiveness of various preK–12 educational programs, initiatives, and professional development activities.
- Identifying effective schools and practices and determining the reasons for such effectiveness.
- Examining the implementation and impact of standards, promotion and graduation requirements, and high-stakes assessment on students, teachers, and school systems.
- Identifying innovative methods and approaches that have potential to improve the practice of program evaluation.
- Maximizing the usefulness and use of research and evaluation efforts, e.g., refining communication techniques and providing training on data use.
- Increasing the efficiency and effectiveness of research and evaluation methods, data collection, and assessment.

This year's conference theme is “Understanding Complex Ecologies in a Changing World.” Work that is consistent with the theme as set out at the beginning of this call will be given priority.

To that end, we encourage the submission of research that examines (a) how learning in organizations involves the recruitment of diverse repertoires; (b) how educational settings can be designed to address the interrelated cognitive, social, and emotional demands of learning; (c) learning within and across time and space as complex dynamic systems; and (d) learning within and across complex social and cultural ecologies that examine policy implications for improving learning in ways that take into account the complex ecological factors that help to shape opportunities to learn. A key consideration is research that addresses the methodological challenges of studies that address this kind of complexity.

Criteria for assessment of submissions include (a) choice of problem (i.e., significant or not significant), (b) theoretical framework, (c) study design, (d) data collection process, and (e) conclusions.

Any of the session formats provided for by AERA are acceptable to Division H. ***Please submit papers without author identification for blind review; this does not apply to symposia.***

*For general questions and comments, contact Winona Burt, University of Houston, Clear Lake, 281-283-3547, fax 281-226-7605, burtwm@uhcl.edu.* Please contact section chairs directly for questions about submitting papers to specific sections.

### **Section 1: Applied Research in the Schools**

We encourage submissions that (a) are based on collaborations between school districts and state departments, universities, or research organizations; and (b) help identify educational interventions that improve student learning. Submissions may include in-house institutional research, action research, or studies conducted by external researchers. *Section Chair: Antionette (Toni) Stroter, University of Iowa, 319-335-5905, fax 319-384-0505, a-stroter@uiowa.edu.*

### **Section 2: Program Evaluation in School Settings**

Formal evaluations of school or district programs and meta-evaluations are appropriate for Section 2. Submissions may include (a) formative or implementation evaluations of programs, policies, or initiatives; (b) summative or outcome evaluations of programs or initiatives; (c) innovative approaches to or methods for the practice of program evaluations; and (d) professional development evaluations. Evaluation studies should incorporate the Program Evaluation Standards and school-university collaboration as appropriate. *Section Chair: Shahpar Modarresi, Montgomery County Public Schools, 301-279-3579, fax 301-279-3449, shahpar\_modarresi@mcpsmd.org.*

### **Section 3: Assessment in the Schools**

Of special interest are submissions dealing with the development of effective local district assessments and assessment programs, the use of assessment results to inform instructional decisions/practice, and the impact of involving students in their own assessment. Submissions can include (a) district, state, and national assessment programs; and (b) large-scale or classroom assessment. *Section Chair: Donna Snodgrass, Greater Cleveland Educational Development Center, Cleveland State University, 216-523-7108, fax 216-687-5422, d.snodgrass@csuohio.edu.*

### **Section 4: Accountability in the Schools**

This section seeks submissions concerned with the development and/or implementation of local, state, or national accountability systems in the schools. Submissions should address the impact of such systems on student learning, including both intended and unintended consequences. *Section Chair: Vickie Cartwright, Orange County Public Schools, 407-317-3200 x 2946, fax 407-317-3253, vickie.cartwright@ocps.net.*

## **Division I: Education in the Professions**

### **Program Chair: Stan Hamstra**

Division I invites submissions for paper sessions, roundtables, and posters in the form of a narrative paper on the topic of education for the professions (e.g., architecture, engineering, health professions, law, teaching). Areas include but are not limited to (a) curriculum development, reform, innovation, and evaluation; (b) instructional methodology; (c) student and faculty development; (d) assessment of performance; (e) the nature of professional identity, socialization, responsibility, and expertise; (f) social, cultural, political, economic, and organizational efforts to relate professional education and research to improvement of practice; and (g) workplace learning.

Paper session submissions must represent completed work and include results and conclusions. ***All individual paper submissions must be without author identification, for blind review; session submissions must include names and a presentation title for each speaker.*** Symposia must indicate that participants have agreed to be present at AERA should their symposium be accepted. Work in progress will not be considered.

Criteria for assessment of submissions include (a) theoretical and practical significance; (b) originality; (c) soundness of scholarship and research design; (d) proper study execution; (e) soundness of findings and conclusions; (f) implications for practice; (g) clarity and organization of the paper; and (h) applicability across the professions. Submissions summarizing well-conducted inquiry (including theoretical analyses or integrative reviews) grounded in a variety of disciplines and research traditions are welcome.

The division strongly encourages submissions that (a) have application across professions; (b) intersect with the work of other divisions, such that joint sponsorship may be appropriate; and (c) are related to the Annual Meeting theme. Innovative formats designed to increase collegial interaction and discourse are also encouraged, such as structured poster session for individual paper submission and interactive symposia, working group roundtables, and structured poster sessions for session submissions. The Program Committee also welcomes suggestions for invited sessions. Please direct your suggestions for speakers or topics to the program chair.

In addition to other required materials, a 100–120-word abstract must be included with all submissions, and abstracts of accepted submissions will be published in the *Professions Education Research Quarterly*, which is distributed to Division I members in advance of the Meeting. Division I strictly adheres to the AERA word limit on submissions and cannot consider those submissions that do not stay within the word limit. We expect a statement to be included indicating that the study has received institutional review board approval.

Address questions to the Program Chair: Stan Hamstra, University of Michigan, stan.hamstra@gmail.com.

## Division J: Postsecondary Education

### Program Chair: Michael Bastedo

Division J invites submissions for papers, symposia, paper discussions, and posters concerning postsecondary and adult education at institutions of all types. The division encourages papers covering a broad range of scholarship, including empirical, theoretical, and policy directed. *General questions about papers should be directed to the Program Chair: Michael Bastedo, University of Michigan, bastedo@umich.edu. Questions about papers or the individual sections should be directed to the appropriate section co-chairs.*

### Section 1: College Student Learning and Development

Papers focused on how students learn formally and informally and/or how they develop in a variety of domains (e.g., cognitive, social, psychological, and identity domains). Also included are topics related to assessment of programs and services for students. *Section Chairs: Nicholas A. Bowman, University of Notre Dame, nbowman@nd.edu; Kristen A. Renn, Michigan State University, renn@msu.edu.*

### Section 2: College Student Access, Success, and Outcomes

Papers focused on student access (e.g., college choice, financial aid), success (e.g., retention), and outcomes (e.g., equity), including policies and programs designed to promote access and achievement. *Section Chairs: Jane E. Pizzolato, University of California, Los Angeles, pizzolato@gseis.ucla.edu; Victor Saenz, University of Texas, Austin, vsaenz@mail.utexas.edu.*

### Section 3: Organization, Management, and Leadership

Papers dealing with organizational structures and management practices in higher education and the impact of institutional, state, and national policies on the behavior of postsecondary institutions. *Section Chairs: Noah Drezner, University of Maryland, ndrezner@umd.edu; David Weerts, University of Minnesota, dweerts@umn.edu.*

### Section 4: Faculty, Curriculum, and Teaching

Papers dealing with the professoriate and/or alternative academic careers, the preparation of faculty and administrators through graduate education and professional development, or the assessment of policies and programs that serve faculty or prospective faculty. Also, papers focused on postsecondary teaching and learning methodologies. *Section Chairs: Steve Porter, Iowa State University, srporter@iastate.edu; Paul Umbach, North Carolina State University, paul\_umbach@ncsu.edu.*

### Section 5: Policy, Finance, and Economics

Papers centered on issues of funding and/or incentives, focusing on students, faculty, or institutions. Also, papers dealing with policy at the institutional, state, national, or international level related to postsecondary education. *Section Chairs: Luciana Dar, University of California, Riverside, luciana.dar@ucr.edu; Tatiana Melguizo, University of Southern California, melguizo@usc.edu.*

## Section 6: Society, Culture, and Change

Papers centered on issues related to higher education's societal and cultural contexts, including gender, race, socioeconomic status, sexual orientation, disability, and organizational change in postsecondary education. *Section Chairs: Marybeth Gasman, University of Pennsylvania, mgasman@gse.upenn.edu; Reitumetse Mabokela, Michigan State University, mabokela@msu.edu.*

Division J encourages papers covering a broad range of approaches, including those that employ alternative paradigms, theoretical approaches, and methods to inform the study and practice of postsecondary education. The division is especially interested in cross-national perspectives that relate to the current status and future role of postsecondary education in the United States. International and comparative studies are invited in any section.

Symposia that promote dialogue among persons of diverse interests, disciplinary affiliations, and backgrounds are also encouraged. Submitters may propose innovative presentation formats and/or joint sponsorship with other AERA divisions or SIGS by providing information about the format or sponsorship intentions in the body of the paper. If the paper describes or addresses "work in progress," we encourage submitters to select the poster format for the paper.

Criteria for assessment of papers include (a) practical and theoretical significance; (b) innovation and originality; (c) soundness of research methods/execution and/or scholarship; (d) paper clarity; and (e) membership appeal.

The Division J Program Committee invites suggestions for topics and speakers for invited sessions, dialogues/debates, and conversations. *Please send suggestions prior to July 20 to the program chair.*

All papers must be submitted electronically to the AERA online paper submission system at <http://www.aera.net>. ***Papers for individual presentations must be submitted without author identification to allow for blind review.*** Individual papers involve a single presentation or paper, including papers with multiple authors. ***Symposium, session, or multiple presentation submissions must be submitted with authors identified.*** In making decisions on individual submissions, the program committee will emphasize the highest quality papers, building coherent sessions, and developing an overall program for Division J related to the major theme of the conference.

## Division K: Teaching and Teacher Education

### Program Chair: Thandeka K. Chapman

This year the AERA researchers will meet in Denver, Colorado. This year's program theme, "Understanding Complex Ecologies in a Changing World," highlights research that presents "opportunities to learn within and across both formal and informal settings" and takes into account the "complex ecologies of people's lives." This year's theme focuses on research that attempts to understand how the complexities of people's lives intersect and impact their learning opportunities. We encourage the Division K membership to submit papers that speak to the complexities of conducting and reporting research that provides a more holistic view of people, history, events, and diverse teaching and learning spaces. We hope to see representations from empirical research in

traditional and nontraditional preK–12 classrooms, experiential and informal community learning spaces, preservice programs, and professional development teacher education programs. We support documentary accounts and conceptual analyses submissions that connect teachers and teacher education to the various social, political, and environmental contexts that influence teaching and learning.

There are several changes to the AERA paper submission process. Please be aware that more AERA members will participate in more roundtables and poster sessions in 2010. These choices have been rearticulated by AERA to provide more opportunities for members to engage in meaningful conversations about their work and the scholarship of others. We encourage you to read the AERA call and choose wisely when selecting the paper session, roundtable, and/or poster session as your presentation choices.

**Please read the following guidelines as you prepare your paper:**

1. Read the call for papers carefully.

All Division K papers must be sent to one of our 10 specific sections. **Please be sure to submit your paper to the correct section and not to the general program for Division K.** There are no “general” Division K program slots for paper submissions. Take time to find the “right fit” that will give you the best possible review for your work.

**Division K has three classifications for papers:** empirical work, documentary accounts, and conceptual analyses. Research is broadly construed to include, but is not limited to, philosophical, historical, ecological, ethnographic, descriptive, correlation, or experimental studies and includes practitioner studies within these approaches.

Papers dealing with **empirical work** should include (a) a clear and significant description of the problems or objectives addressed; (b) the theoretical framework or perspective; (c) connection to the literature; (d) articulated mode of inquiry; (e) selection and use of evidence to support conclusions; (f) a description of the conclusions or interpretations and how they extend understandings; and (g) contribution to the field or significance of results or findings.

Papers for **documentary accounts** should include (a) a clear description of the event(s) and practices being addressed, including a description of the context and background of the programs; (b) the theoretical framework or perspective; (c) connection to the literature; (d) articulated mode of inquiry; (e) an explanation of how these events and analysis extend our understandings of teaching and learning; and (f) a discussion of the contribution to the field.

Papers for **conceptual analyses** should include (a) a clear statement of the issue that the analysis will address; (b) the theoretical framework or perspective; (c) connection to the literature, with reference to other relevant work; (d) a theoretical analysis of the concepts being discussed, (e) the contribution to the field, or significance of the work.

2. Sign up to be a chair or discussant.

We always need members to serve as chairs and discussants for paper sessions. This is a wonderful opportunity to interact with

new and existing scholars who share your interests. As a discussant or chair, you often find *your* understandings of research enhanced! Again, please choose the section(s) carefully so that we can match your expertise to the focus of the section.

Please note that as part of our commitment to mentoring and including researchers from all career levels (early, mid, and veteran), we have an *outstanding* array of scholars representing the 10 sections of Division K. These section chairs, as well as Division K Vice President Arnetha Ball and Program Chair Thandeka Chapman, are looking forward to receiving your papers for the 2010 program.

3. Read all the Division K guidelines before submitting a paper or symposium.

**All paper and session submissions are to be reviewed without author names or identification. Having names on your abstract, summary, or narrative paper puts your work in jeopardy of not being reviewed or selected for the program.** College- or university-based organizers are encouraged to include P–12 educators, K–12 students, and college students in a symposium. Division K encourages interactive and experimental symposia or individual submissions to provide a variety of perspectives and presentation formats.

AERA has asked that only *ongoing and completed work* be submitted. **Do not submit proposed research.** Please submit all papers electronically at <http://www.aera.net> to the appropriate section listed below. Papers will be reviewed according to the criteria for each category outlined above. The specific criteria will be posted in the Division K area of the AERA website. Relevance to Division K and potential contribution to the program will also be considered in selecting sessions. Papers that examine issues of diversity in research populations (e.g., ethnicity, language, rural or urban location, school characteristics, age, gender, disability) and inclusion of preK–12 educators as researchers and presenters are encouraged. In addition to these criteria, symposia are expected to include multiple perspectives within and across topics, as evidenced by the diversity of participants, institutions, or professional roles.

**As noted above, all submissions must be directed to one of the following sections:**

**Section 1.** Science, Technology, Engineering and Mathematics (STEM). Quality teaching of preK–12 students in traditional and nontraditional settings (practices, knowledge, and roles and perceptions of teachers and students). Includes teaching multimodal practices, technology, math, and science (documentary analysis, conceptual analysis, and empirical research). *Section Chair: Celia Anderson, University of Memphis, croussea@memphis.edu.*

**Section 2.** Quality teaching of preK–12 students in traditional and nontraditional settings (practices, knowledge, and role of teacher education) in the humanities (English/language arts, social studies, history, visual and performing arts, physical education) and other content areas (documentary analysis, conceptual analysis, and empirical research). *Section Chair: David Kirkland, New York University, dk64@nyu.edu.*

**Section 3.** Education innovation—new pedagogies, programs, and topics in preK–12 education, traditional and nontraditional

settings. Quality teaching of preK–12 students in traditional and nontraditional settings. Charter schools, home schooling, virtual schools, community programs, and other educational sites in preK–12 classroom settings and teacher education classrooms (documentary analysis, conceptual analysis, and empirical research). *Section Chair: Jason Irizarry, University of Connecticut, Jason.irizarry@uconn.edu.*

**Section 4.** Quality teaching of preK–12 students in traditional and nontraditional settings. Teaching with regard to concerns that are not subject-matter specific. Research focused on differentiated instruction, cooperative teaching, strategies for first- and second-language literacy instruction, and inclusion practices for Exceptional Education students (documentary analysis, conceptual analysis, and empirical research). *Section Chair: Mariana Pacheco, University of Wisconsin, Madison, mapacheco@wisc.edu.*

**Section 5.** Focus on the lives of teachers, including teacher thinking, reflective practice, research by teachers' dispositions, knowledge, educational perspectives, and/or moral dimensions of teaching (documentary analysis, conceptual analysis, and empirical research). *Section Chair: Keffrelyn Brown, University of Texas, Austin, keffrelyn@mail.utexas.edu.*

**Section 6.** Focus on multicultural education/social justice frameworks being used in preservice teacher education, professional development, and preK–12 classrooms (documentary analysis, conceptual analysis, and empirical research). *Section Chair: Tandra O. Jackson, University of South Carolina, jacks052@gwm.sc.edu.*

**Section 7.** Preservice teacher education, including coursework, field experiences, and student teaching (documentary analysis, conceptual analysis, and empirical research). *Section Chair: Edric Johnson, University of Wisconsin, Whitewater, johnsoec@uww.edu.*

**Section 8.** Teacher induction, mentoring, retention, and professional development, contexts of professional development, and impact of professional development on teacher practices and student learning; including specific approaches (e.g., inquiry, study groups, lesson study) as well as general issues and designs. *Section Chair: Patrick Camangian, University of San Francisco, pcamangian@usfca.edu.*

**Section 9.** Teacher education program design and innovations (including online programs, teacher recruitment, charter school collaborations, university–school collaboratives, internships, and professional development schools). *Section Chair: Sung Choon Park, University of Arkansas, scpark@uark.edu.*

**Section 10.** Teaching and teacher education policy (e.g., teacher certification, alternate routes to licensure, institutional accreditation) and research (conceptualization, design, implementation). *Section Chair: Barbara Bales, University of Wisconsin, Milwaukee, bbales@uwm.edu.*

## Division L: Educational Policy and Politics

### Program Chair: Laura Hamilton

Division L invites papers that examine research on the formation, implementation, and results of education policies and the politics that propel them.

Papers are welcome from a variety of perspectives, including any disciplinary background (political science, economics, sociology, history, etc.), qualitative and quantitative methods, international and comparative studies, and any level (elementary, secondary, and postsecondary). We strongly encourage empirical papers that use mixed methodologies, are products of interdisciplinary collaboration, and have innovative and rigorous research designs. Analyses of the design, implementation, and evaluation of policies are welcome in all sections. Symposium organizers are strongly encouraged to seek panelists and reactors that represent multiple disciplinary backgrounds.

Division L seeks to infuse international perspectives throughout the sessions and therefore encourages session papers that mix domestic and international studies. In addition, the division's program committee will create sessions from accepted individual papers based on the papers' educational topics rather than the geographic locations of the studies or the studies' authors.

Papers that consider interactive formats as well as traditional paper/symposium sessions are appreciated. ***All papers, including symposia, will be reviewed anonymously without author identification, using blind papers or summaries.***

Papers will be reviewed by at least two reviewers and rated according to choice of topic, conceptual framework, analytic method, validity of inferences, quality of writing/organization, and overall contribution to the field.

***The Division L Program Committee reserves the right to decline to review or accept papers that violate AERA guidelines.*** This includes adherence to submission guidelines regarding length, content, and timely uploading into the All Academic system. Accepted papers must be provided in advance to discussants and be available to conference attendees.

*Any general questions about the divisional program should be directed to the Program Chair: Laura Hamilton, RAND Corporation, laurah@rand.org.*

### Section 1: Politics and Governance

This section seeks papers that analyze micro- and macro-political processes and governing structures. Research on “who governs” may include interest groups, values, media, policy elites, and management of cultural and economic conflicts. Papers focusing on the tensions between political actors and organizations involved in decision making and implementation are encouraged. Empirical analyses of the distributional consequences and effectiveness of governance structures are particularly welcome, as are case studies of recent innovations in governance (e.g., diverse service providers, reform in labor management, and mayoral control). *Section Chair: Kenneth Wong, Brown University, Kenneth\_Wong@brown.edu.*

### Section 2: Legal, Judicial, and Intergovernmental Issues

This section welcomes analyses of legal decisions and how they shape education policy and practice. This includes legal

studies of issues such as school finance, affirmative action, special education and desegregation, and adequacy and equity litigation within a legal, political, and/or intergovernmental context. Studies that focus on the tensions between levels of government in the implementation of policies and court decisions are encouraged. *Section Chair: Suzanne Eckes, Indiana University, Bloomington, seckes@indiana.edu.*

### **Section 3: Curriculum, Testing, and Instructional Practice**

This section invites papers addressing the politics and policies of curriculum, testing, and instructional practice. This includes studies of national, state, and local curriculum guidelines, curricula, and assessments, as well as policies whose main focus is changing instructional practice. Papers that analyze the forces that shape the implementation of curriculum, testing, and/or instruction policies and the evaluation of the intended and unintended consequences are welcome. *Section Chairs: Laura Desimone, University of Pennsylvania, lauramd@gse.upenn.edu; Lindsay Clare Matsumura, University of Pittsburgh, lclare@pitt.edu.*

### **Section 4: Market-Based Reforms and Fiscal Issues**

This section encourages papers focused on market-based reforms such as charter schools and parental choice-based programs, and on economic, fiscal, and resource management issues. We welcome analyses of the formation and implementation of specific market-based programs, overall effects on student achievement, and the distributional consequences, as well as papers that address general issues pertaining to choice, such as innovation in instructional practice, governance, and resource allocation in schools of choice. This section also includes analyses of resource levels and allocation patterns, their relationships with education outcomes, and their association with education policy. The use of economic approaches, including cost analysis, to evaluate education policies and programs is welcome. *Section Chair: Ron Zimmer, Michigan State University, rzimmer@msu.edu.*

### **Section 5: Accountability Policy**

This section welcomes papers related to the policy and politics of standards-based accountability at federal, state, and local levels. Analyses of the effects of such policies on student outcomes and the distribution of these outcomes for various groups are encouraged. We would especially welcome papers that explicitly examine the ways that accountability policies (1) exacerbate or ameliorate achievement gaps for socioeconomically disadvantaged students or (2) lead to changes in the educational experiences of students with cognitive disabilities. *Section Chair: Derek Briggs, University of Colorado, Boulder, derek.briggs@colorado.edu.*

### **Section 6: Teacher Policy and Politics**

This section encourages papers focused on formation, implementation, and evaluation of policies that concern teachers. This includes policy issues related to preservice training and in-service professional development programs, traditional and alternative certification and routes into teaching, compensation (including merit-based pay), working conditions, and hiring practices. Encouraged are analyses of attempts to improve teacher quality through various policy instruments, and/or issues related to the

measurement of teacher quality. *Section Chair: Matthew G. Springer, Vanderbilt University, matthew.g.springer@vanderbilt.edu.*

### **Section 7: International Policy and Politics**

This section invites papers dealing with educational policy and politics at the international level, including comparative analyses and case studies from other countries. We particularly encourage empirical papers that focus on the implications and effects of globalization and information technology on education policies, human capital development, or school-to-work transitions. *Section Chair: Gabriella Gonzalez, RAND Corporation, ggonzal@rand.org.*

## **B. Committees**

Submissions will be reviewed and considered for the following AERA committees. Individuals are encouraged to contact committee chairs for information on program topics.

### **International Relations Committee**

The International Relations Committee invites submissions related to the conference theme, "Understanding Complex Ecologies in a Changing World." We are particularly interested in papers that focus on the role of education in development as well as the role of development in education; papers from multi-country participants; alternative forms of education and schooling; linkages between schools and other social welfare institutions in the larger society; emerging contexts for national and regional levels of education; access to education in developing regions of the world; the role of technology; the influence of economics on education; out-of-school learning contexts; rural education; and education in comparative contexts from preschool to postsecondary. Similarly, we invite submissions that focus on public and private education initiatives in international contexts. All methodological and philosophical perspectives will be considered. *Chair: Beverly Lindsay, Penn State University, LindsayBeverly@yahoo.com.*

### **Professional Development and Training Committee**

See separate call details on page 297.

### **Committee on Scholars and Advocates for Gender Equity in Education (SAGE)**

In keeping with the 2010 theme, "Understanding Complex Ecologies in a Changing World," the Committee on Scholars and Advocates for Gender Equity (SAGE) invites submissions for symposia, individual papers, and innovative formats addressing contemporary concerns of gender, gender equity, and sexuality in preK–12, postsecondary, and other learning contexts. We welcome policy, advocacy, and equity research drawing on a range of theoretical perspectives including, but not limited to, feminism, critical race theory, all branches of ethnic studies, post-colonialism, and queer theory. We encourage submissions for papers and sessions that explore the myriad changes around gender and sexuality now facing educators globally, that address the intersection of different subject positions around race and class as well as gender, that consider the ways different technologies and forms of power shape individual and collective understandings of

gender and sexuality, and that frame research on gender and sexuality in the context of the goal of social justice. *Chair: Kathleen Weiler, Tufts University, kathleen.weiler@tufts.edu.*

### **Committee on Scholars of Color in Education**

In keeping with the theme for the 2010 Annual Meeting, "Understanding Complex Ecologies in a Changing World," the Committee on Scholars of Color in Education (CSCE) invites submissions for papers, themed roundtable discussions, a single symposium, or other innovative presentation/discussion formats highlighting processes that represent the complex interactions among individuals, groups, and contexts that ultimately influence learning, as well as educational and personal achievement and attainment of people of color. Of special interest is research addressing historical and contemporary concerns of ethnicity, race, and culture in education, including how they may intersect with other social identity categories (e.g., gender, social class, sexual orientation, religion) and ecological settings (e.g., schools, families, communities, as well as national or international contexts) to affect development, teaching, and learning. We encourage submissions from a diversity of disciplinary, theoretical, methodological, and policy perspectives and welcome submissions that take interdisciplinary approaches. Finally, submissions that involve collaborations among senior scholars and junior scholars are highly desirable. *Chair: Tabbye M. Chavous, University of Michigan, tchavous@umich.edu.*

### **C. Special Interest Groups**

Submissions will be reviewed and considered for the AERA SIGs listed below. Individuals are encouraged to contact SIG chairs for information on program topics. Please check the AERA website at <http://www.aera.net> for updates.

**Academic Audit Research in Teacher Education**, Christine Carrino Gorowara, University of Delaware, (302) 831-6290, [cargoro@udel.edu](mailto:cargoro@udel.edu)

**Action Research**, Dannelle Stevens, Portland State University, (503) 725-4679, [stevend@pdx.edu](mailto:stevend@pdx.edu); Art Bangert, Montana State University, (406) 581-5338, [abangert@montana.edu](mailto:abangert@montana.edu)

**Adolescence and Youth Development**, Peggy Hsieh, University of Texas, San Antonio, (210) 458-2420, [peggy.hsieh@utsa.edu](mailto:peggy.hsieh@utsa.edu); Stephen Whitney, University of Missouri, (573) 882-2862, [whitneyst@missouri.edu](mailto:whitneyst@missouri.edu)

**Adult Literacy and Adult Education**, Lynda Ginsburg, Rutgers University, (732) 445-1409, [ginsburg@rci.rutgers.edu](mailto:ginsburg@rci.rutgers.edu); Jennifer Lentini, Educational Testing Service, (215) 772-1505, [jlentini@ets.org](mailto:jlentini@ets.org)

**Adulthood and Aging**, Patricia Haught, West Virginia University, (304) 293-2085, [pat.haught@mail.wvu.edu](mailto:pat.haught@mail.wvu.edu)

**Advanced Studies of National Databases**, Herbert Ware, George Mason University, (703) 938-7419, [hwware@aol.com](mailto:hwware@aol.com)

**Advanced Technologies for Learning**, Chrystalla Mouza, University of Delaware, (302) 831-3108, [cmouza@udel.edu](mailto:cmouza@udel.edu)

**Applied Research in Virtual Environments for Learning**, Lisa Dawley, Boise State University, (208) 426-5430, [lisadawley@boisestate.edu](mailto:lisadawley@boisestate.edu); Greg Jones, University of North Texas, (972) 672-0811, [gjones@unt.edu](mailto:gjones@unt.edu)

**Arts and Inquiry in the Visual and Performing Arts in Education**, Mary Beth Cancienne Acgtblu, James Madison University, (434) 825-5758, [cancieme@jmu.edu](mailto:cancieme@jmu.edu)

**Arts and Learning**, Robin Mello, University of Wisconsin, Milwaukee, (414) 229-6066, [rmello@uwm.edu](mailto:rmello@uwm.edu); Kimberly Powell, Pennsylvania State University, (814) 863-7308, [kimp@psu.edu](mailto:kimp@psu.edu)

**Arts-Based Educational Research**, Barbara Bickel, Southern Illinois University, Carbondale, (618) 453-5580, [bickel.barbara@gmail.com](mailto:bickel.barbara@gmail.com)

**Associates for Research on Private Education**, James Swezey, Regent University, (757) 226-4220, [jswezey@regent.edu](mailto:jswezey@regent.edu)

**Bilingual Education Research**, Ester de Jong, University of Florida, (352) 92-9191 x 280, [edejong@coe.ufl.edu](mailto:edejong@coe.ufl.edu)

**Biographical and Documentary Research**, Pamela Konkol, Concordia University, (708) 209-3540, [pamela.konkol@cuchicago.edu](mailto:pamela.konkol@cuchicago.edu)

**Brain, Neurosciences, and Education**, George Hruby, Utah State University, (435) 797-7145, [george.hruby@usu.edu](mailto:george.hruby@usu.edu)

**Business Education and Computer Information Systems Research**, Ken Martin, University of Cincinnati, (513) 556-3592, [ken.martin@uc.edu](mailto:ken.martin@uc.edu)

**Career and Technical Education**, Cecilia Maldonado, University of Nevada, Las Vegas, (702) 895-3410, [cecilia.maldonado@unlv.edu](mailto:cecilia.maldonado@unlv.edu); Tracy Kitchel, University of Kentucky, (859) 257-4273, [tkitc2@email.uky.edu](mailto:tkitc2@email.uky.edu)

**Career Development**, V. Scott Solberg, University of Wisconsin, Madison, (608) 265-4178, [ssolberg@education.wisc.edu](mailto:ssolberg@education.wisc.edu)

**Catholic Education**, Ronald J. Nuzzi, University of Notre Dame, (574) 631-7730, [ronald.j.nuzzi.1@nd.edu](mailto:ronald.j.nuzzi.1@nd.edu)

**Chaos and Complexity Theories**, Sherrie Reynolds, Texas Christian University, (817) 257-6782, [s.reynolds@tcu.edu](mailto:s.reynolds@tcu.edu)

**Charter School Research and Evaluation**, David Garcia, Arizona State University, (480) 727-7413, [d.garcia@asu.edu](mailto:d.garcia@asu.edu); Nina Buchanan, University of Hawaii, Hilo, (808) 914-7583, [ninab@hawaii.edu](mailto:ninab@hawaii.edu); Zorka Karanxha, University of South Florida, (813) 974-6040, [Karanxha@coedu.usf.edu](mailto:Karanxha@coedu.usf.edu)

**Classroom Assessment**, Bethany Brunsmann, Lincoln Public Schools, (402) 436-1820, [bbrunsm@lps.org](mailto:bbrunsm@lps.org); Lori Nebelsick-Gullett, Lincoln Public Schools, (303) 916-4176, [lnebels@lps.org](mailto:lnebels@lps.org)

**Classroom Management**, Nancy Martin, University of Texas, San Antonio, (210) 458-4416, [nancy.martin@utsa.edu](mailto:nancy.martin@utsa.edu)

**Classroom Observation**, Brooke Kandel-Cisco, Texas A&M University, (832) 788-8591, [bkandel1@tamu.edu](mailto:bkandel1@tamu.edu)

**Cognition and Assessment**, Jonathan Templin, University of Georgia, (706) 542-6622, [jtemplin@uga.edu](mailto:jtemplin@uga.edu)

**Communication of Research**, Tirupalavanam Ganesh, Arizona State University, (480) 727-9375, [tganesh@asu.edu](mailto:tganesh@asu.edu)

**Comprehensive School Reform**, Robin LaSota, University of Washington, Seattle, (312) 771-3004, [educationalrd@yahoo.com](mailto:educationalrd@yahoo.com)

**Computer and Internet Applications in Education**, Cassie Scharber, University of Minnesota, (612) 625-6606, [scharber@umn.edu](mailto:scharber@umn.edu); Sara Dexter, University of Virginia, (434) 924-7131, [sdexter@virginia.edu](mailto:sdexter@virginia.edu)

**Confluent Education**, Joel Brown, San Diego State University, (866) 275-2373, [brown@mail.sdsu.edu](mailto:brown@mail.sdsu.edu)

- Confucianism, Taoism, and Education**, Hongyu Wang, Oklahoma State University, (405) 744-4675, hongyu.wang@okstate.edu
- Constructivist Theory, Research, and Practice**, Jan Dinsmore, Eastern Oregon University, (541) 889-7468, jdinsmor@eou.edu
- Cooperative Learning: Theory, Research and Practice**, David W. Johnson, University of Minnesota, (612) 624-7031, johns010@umn.edu
- Critical Educators for Social Justice**, Veronica Gaylie, University of British Columbia, Okanagan, (250) 807-8115, veronica.gaylie@ubc.ca; Brian Lawler, California State University, San Marcos, blawler@csusm.edu
- Critical Examination of Race, Ethnicity, Class, and Gender in Education**, Deneese Jones, Longwood University, (434) 395-2051, jonesdl@longwood.edu
- Critical Issues in Curriculum and Cultural Studies**, Peter Appelbaum, Arcadia University, (215) 572-4476, appelbap@arcadia.edu
- Critical Perspectives on Early Childhood Education**, Jennifer Adair, University of Texas, Austin, (480) 286-6679, jenniferadair1@gmail.com; Joseph Valente, Florida State University, (850) 294-7767, jvalente@fsu.edu; Annapurna Ganesh, Mesa Community College, (480) 461-7305, aganesh@mesacc.edu
- Cultural Historical Research**, Lois Holzman, East Institute for Group and Short Term Psychotherapy, (212) 941-8906 x 324, lholzman@eastsideinstitute.org; Kevin O'Connor, University of Rochester, (585) 273-3430, kevin.oconnor@rochester.edu
- Democratic Citizenship in Education**, James Mitchell, California State University, East Bay, (510) 693-3506, Mitchellcsueb@aol.com
- Design and Technology**, Patricia Hardré, University of Colorado, (405) 325-8152, hardre@ou.edu
- Disability Studies in Education**, Christy Ashby, Syracuse University, (315) 443-8689, ceashby@syr.edu; Emily Mintz, University of California, Berkeley, and San Francisco State, (415) 845-0009, eamintz@berkeley.edu
- Districts in Research and Reform**, Kara Finnigan, University of Rochester, (585) 275-9942, kfinnigan@warner.rochester.edu; David Gamson, Pennsylvania State University, (814) 865-2583, gamson@psu.edu
- Doctoral Education Across the Disciplines**, Karri Holley, University of Alabama, (205) 348-7825, kholley@bamaed.ua.edu
- Early Education and Child Development**, Debora Wisneski, University of Wisconsin, Milwaukee, (414) 229-2283, deboraw@uwm.edu
- Ecological and Environmental Education**, Connie Russell, Lakehead University, (807) 343-8049, crussell@lakeheadu.ca; Carol Brandt, Virginia Polytechnic Institute and State University, (504) 231-8491, cbbrandt@vt.edu
- Education and Philanthropy**, Ida Oberman, San Francisco State University, (510) 517-0331, idaoberman@alamedanet.net; Jorge Ruiz de Velasco, University of California, Berkeley, (510) 642-3466, idaoberman@alamedanet.net
- Education and Student Development in Cities**, Yuxiang Wang, Purdue University, (765) 496-6908, wang206@purdue.edu
- Education, Health, and Human Services Linkages**, Jeffrey Anderson, Indiana University, (812) 856-5156, jander2@indiana.edu; Richard Volpe, University of Toronto, (416) 934-4511, richard.volpe@utoronto.ca
- Educational Change**, Allison Skerrett, University of Texas, Austin, (512) 232-4883, askerrett@mail.utexas.edu
- Educational Statisticians**, Laura Stapleton, University of Maryland, Baltimore County, (410) 455-3704, lstaplet@umbc.edu
- Faculty Teaching, Evaluation, and Development**, Elaine Laflamme, McGill University, (403) 220-2164, elaine.laflamme@mail.mcgill.ca
- Family, School, Community Partnerships**, Tammy Turner-Vorbeck, Purdue University, (765) 420-2929, x 106, tatvorbeck@aol.com; Monica Miller Marsh, DeSales University, (610) 282-1100, x 1675, miller.marsh@desales.edu
- Fiscal Issues, Policy, and Education Finance**, Rob Knoepfel, Clemson University, (864) 656-1882, rck@clemson.edu
- Foucault and Education**, Linda Graham, Macquarie University, 6-12-9036-6130, linda.graham@mq.edu.au; Joshua Kurz, Ohio State University, (614) 572-3694, kurz.32@osu.edu
- Grassroots Community and Youth Organizing for Education Reform**, Michelle Renee, Annenberg Institute for School Reform, (310) 429-4838, michelle\_renee@brown.edu
- Hispanic Research Issues**, Joel Dworin, University of Texas, El Paso, (915) 747-5791, jedworin@utep.edu
- Holistic Education**, Michelle Tichy, St. Norbert College, (912) 871-1546, myhsthe@gmail.com; Ann Riley, University of Oklahoma, (405) 364-8888, annriley@ou.edu; Bruce Novak, Foundation for Ethics and Meaning, brucenovak@mac.com
- Home Economics Research**, Carol Patrick, Eastern Kentucky University, (859) 622-2390, carol.patrick@eku.edu; Dana Bush, Eastern Kentucky University, (859) 622-3445, dana.bush@eku.edu
- Inclusion and Accommodation in Large-Scale Assessment**, Sue Bechard, Measured Progress, (603) 767-6898, bechard.sue@measuredprogress.org; Lindy Crawford, University of Colorado, Colorado Springs, (719) 255-4308, mcrawfor@uccs.edu
- Indigenous Peoples of the Americas**, Angela Jamie, University of Wyoming, (307) 766-3991, jaimea@uwyo.edu
- Indigenous Peoples of the Pacific**, Pohai Kukea-Shultz, University of Hawaii, Manoa, (808) 956-2526, pohai@hawaii.edu; Katrina Oliveira, University of Hawaii, Manoa, (808) 956-2625, kapaoliveira@gmail.com
- Informal Learning Environments Research**, Doris Ash, University of California, Santa Cruz, (831) 459-5549; Amy Cox-Peterson, California State University, Fullerton, acox@fullerton.edu
- Instructional Technology**, Thomas Brush, Indiana University, (812) 856-8458, tbrush@indiana.edu
- International Studies**, Stephen Heyneman, Vanderbilt University, (615) 322-1169, s.heyne@vanderbilt.edu; David Miller, American Institutes for Research, (202) 403-6533, dmiller@air.org
- Invitational Learning**, Joseph Ciechalski, East Carolina University, (252) 328-4218, ciechalskij@ecu.edu
- Ivan Illich**, David Greenwood, Washington State University, (509) 335-9188, greenwood@wsu.edu

- Language and Social Processes**, Beth Yeager, Gevirtz Graduate School of Education, (805) 893-5734, eyeager@education.ucsb.edu
- Large Scale Assessment**, Deanna Morgan, College Board, (212) 713-7756, demorgan@collegeboard.org
- Law and Education**, Gina Umpstead, Central Michigan University, (989) 774-7325, umpst1r@cmich.edu
- Leadership for School Improvement**, Bonnie Fusarelli, North Carolina State University, (919) 515-6359, bonnie\_fusarelli@ncsu.edu
- Leadership for Social Justice**, Gaetane Jean-Marie, University of Oklahoma, (918) 660-3889, gjeanmarie@ou.edu
- Learning and Teaching in Educational Leadership**, William Black, University of South Florida, (813) 974-6097, wblack@coedu.usf.edu; Matthew Militello, North Carolina State University, (919) 513-0154, matt\_militello@ncsu.edu
- Learning Environments**, Perry den Brok, Eindhoven University of Technology, 31-40-2474702, p.j.d.brok@tue.nl
- Learning Sciences**, Melissa Gresalfi, Indiana University, (812) 856-8328, mgresalf@indiana.edu
- Literature**, Thomas Crumpler, Illinois State University, (309) 438-5433, tpcrump@ilsu.edu
- Lives of Teachers**, Ruth Ban, Barry University/Universidad Autonoma de Aguascalientes, (305) 899-3710, rban@mail.barry.edu
- Longitudinal Studies**, Leslie Scott, American Institutes for Research, (202) 403-5412, lscott@air.org
- Marxian Analysis of Society, Schools, and Education**, João Paraskeva, University of Minho, Portugal, jmparaskeva@gmail.com; David Gabbard, East Carolina University, (252) 328-6865, gabbardd@ecu.edu
- Measurement Services**, James Wollack, University of Wisconsin, (608) 262-0675, jwollack@wisc.edu
- Media, Culture, and Curriculum**, Barbara Signer, St. John's University, (718) 990-1466, signerb@stjohns.edu; Alice Robison, Arizona State University, (480) 965-6247, alice.robison@asu.edu
- Mentorship and Mentoring Practices**, Ruben Garza, Texas State University, San Marcos, (512) 245-8492, rgarza3@austin.rr.com; Emily Smith, Fairfield University, (203) 354-4000, esmith@mail.fairfield.edu
- Middle-Level Education Research**, Penny Bishop, University of Vermont, (802) 656-9641, pbishop@uvm.edu; Micki Caskey, Portland State University, (503) 725-4749, caskeym@pdx.edu
- Mixed Methods Research**, Nancy Leech, University of Colorado, Denver, (303) 315-6327, nancy.leech@ucdenver.edu
- Moral Development and Education**, Lisa Johnson, Winthrop University, (803) 323-2588, johnsonle@winthrop.edu
- Motivation in Education**, Michael Middleton, University of New Hampshire, (603) 862-7054, michael.middleton@unh.edu
- Multicultural/Multiethnic Education: Theory, Research, and Practice**, Carlos Nevarez, California State University, Sacramento, (916) 278-5557, nevarezc@csus.edu
- Multiple Intelligences: Theory and Practice**, Sue Teele, University of California, Riverside, (951) 927-1663, steele@ucx.cur.edu; Ken Martin, University of Cincinnati, (513) 556-3592, ken.martin@uc.edu
- Multiple Linear Regression: The General Linear Model**, Kim Nimon, University of North Texas, (214) 675-4872, kim.nimon@unt.edu; David Newman, Cleveland State University, (330) 607-3799, d.o.newman@csuohio.edu
- Music Education**, Lisa Hunter, SUNY–Buffalo State College, (716) 878-6420, hunterlr@buffalostate.edu
- NAEP Studies**, Natalia Pane, American Institutes for Research, (202) 403-6335, npane@air.org; Jihyun Lee, Educational Testing Service, (609) 734-1461, jlee@ets.org; Tom Munk, Westat, (919) 265-3686, tommunk@westat.com
- Narrative and Research**, Cathy Coulter, Arizona State University, (602) 543-6321, ccoulter@asu.edu
- Online Teaching and Learning**, David Edyburn, University of Wisconsin, Milwaukee, (414) 229-4821, edyburn@uwm.edu; M. D. Roblyer, University of Tennessee, Chattanooga, (423) 425-5567, margaret-roblyer@utc.edu
- Organizational Theory**, Sarah Woulfin, University of California, Berkeley, (510) 663-3380, slwoulfin@berkeley.edu; Sharon Kruse, University of Akron, (330) 972-8177, skruse@uakron.edu
- Out-of-School Time**, Bettina Dahl Soendergaard, University of Aarhus, 45-4081-0778, bdahls@ivs.au.dk
- Paulo Freire**, Viviana López, Boise State University, (208) 426-4438, vlopez1@gmail.com; Erika Mein, University of Texas, El Paso, (915) 747-7673, elmein2@utep.edu
- Peace Education**, Elavie Ndura-Ouedraogo, George Mason University, (703) 993-9424, endura@gmu.edu
- Philosophical Studies in Education**, Charles Bingham, Simon Fraser University, (604) 984-3177, cwb@sfu.ca
- Politics of Education**, Rebecca Jacobsen, Michigan State University, (517) 353-1993, rjacobs@msu.edu
- Portfolios and Reflection in Teaching and Teacher Education**, Pete Adamy, University of Rhode Island, (401) 874-7036, adamy@uri.edu; Glenda Moss, Indiana University, (260) 481-6440
- Postcolonial Studies and Education**, Pierre Orelus, University of New Mexico, (413) 275-7588, pw1993@gmail.com; Jeong-eun Rhee, Long Island University, (516) 299-2193, jeong-eun.rhee@liu.edu; Stephanie Daza, University of Texas, Arlington, (817) 272-0305, sdaza@uta.edu
- Problem-Based Education**, Donna Russell, University of Missouri, Kansas City, (816) 235-2232, russelldl@umkc.edu
- Professional Development School Research**, Sharon Castle, George Mason University, (703) 993-3824, scastle@gmu.edu
- Professional Licensure and Certification**, Jason Rinaldo, American Board of Family Medicine, (859) 269-5626 x 1232, Jason@theabfm.org
- Professors of Educational Research**, Carol Carman, University of Houston, Clear Lake, (281) 283-3606, carman@uhcl.edu
- Qualitative Research**, Mirka Koro-Ljungberg, University of Florida, (352) 392-0723 x 233, koro-ljungberg@coe.ufl.edu; Lisa Mazzei, Gonzaga University, (800) 986-9585, l.mazzei@mmu.ac.uk
- Queer Studies**, Mara Sapon-Shevin, Syracuse University, (315) 443-5088, msaponsh@syr.edu; Elizabeth Meyer, Concordia University, (514) 846-1341, elizabeth.meyer@mail.mcgill.ca

- Rasch Measurement**, Diana Wilmot, Santa Clara County Office of Education, (650) 274-5982, djbernbaum@sccoe.org; Leigh Harrell, Virginia Tech, (443) 257-4634, leighh@vt.edu
- Religion and Education**, James Hartwick, University of Wisconsin, Whitewater, (262) 472-5815, hartwic@uww.edu; Charles Russo, University of Dayton, (937) 229-3722, charles\_j\_russo@hotmail.com
- Research Focus on Black Education**, Jeannine Dingus-Eason, St. John Fischer College, (585) 385-8002, jdingus@sjfc.edu; Monika W. Shealey, Florida International University, (305) 348-6857, shealeym@fiu.edu
- Research Focus on Education in the Caribbean and Africa**, Joan O'sa Oviawe, Washington State University, (509) 332-3875, joviawe@wsu.edu; Cheryl Ann McLean, Rutgers University, (732) 932-7496 x 8111, cheryl.mclean@gse.rutgers.edu
- Research in Global Child Advocacy**, Ilene Berson, University of South Florida, (813) 974-7698, iberson@coedu.usf.edu
- Research in Mathematics Education**, James Middleton, Arizona State University, (480) 965-1233, jimbo@asu.edu
- Research in Reading and Literacy**, Rosalind Horowitz, University of Texas, San Antonio, (210) 458-2672, rosalind.horowitz@utsa.edu; Wayne H. Slater, University of Maryland, College Park, (301) 405-3128, wslater@umd.edu; Rosalind Horowitz, University of Texas, San Antonio, (210) 458-2672, Rosalind.Horowitz@utsa.edu
- Research in Social Studies Education**, Carolyn O'Mahony, Oakland University, (517) 449-2251, omahony@oakland.edu
- Research on Evaluation**, Maurice Samuels, University of Illinois, Urbana-Champaign, (217) 257-0372, mauricesamuels07@gmail.com; Elizabeth Oyer, Evaluation Solutions, (317) 582-1925, eoyer@evalsolutions.com
- Research on Giftedness and Talent**, Betsy McCoach, University of Connecticut, (860) 486-0183, betsy.mccoach@uconn.edu; Scott Peters, Purdue University, (765) 494-7243, speters@purdue.edu
- Research on Learning and Instruction in Physical Education**, Nate McCaughtry, Wayne State University, (313) 577-0014, aj4391@wayne.edu
- Research on Teacher Induction**, Daniel Katz, Seton Hall University, (973) 275-2724, katzdani@shu.edu
- Research on the Education of Asian and Pacific Americans**, Lusa Lo, University of Massachusetts, (617) 287-6234, lusa.lo@umb.edu
- Research on the Education of Deaf Persons**, Beverly Trezek, DePaul University, (773) 325-4620, btrezek@depaul.edu
- Research on the Superintendency**, Bonnie Fusarelli, North Carolina State University, (919) 515-6359, bonnie\_fusarelli@ncsu.edu
- Research on Women and Education**, Gypsy Abbott, University of Alabama, (205) 335-2785, gabbott@uab.edu
- Research Use**, Luke Duesbery, San Diego State University, (619) 594-8964, duesbery@mail.sdsu.edu
- Rural Education**, Patricia Hardré, University of Oklahoma, (405) 325-8152, hardre@ou.edu; Dannis Mulcahy, Memorial University of Newfoundland, (709) 737-7917
- Safe Schools and Communities**, Billie Gastic, University of Massachusetts, Boston, (617) 287-4863, billie.gastic@umb.edu; Brenda Morrison, Simon Fraser University, (778) 782-7627, brendam@sfu.ca; Roxana Marachi, San Jose State University, (408) 924-3729, roxana.marachi@gmail.com
- School Choice**, Carolyn Ridenour, University of Dayton, (937) 229-3308, carolyn.ridenour@notes.udayton.edu; Heather K. Olson Beal, Stephen F. Austin State University, (936) 468-1676, olsonbehk@sfasu.edu
- School Community, Climate, and Culture**, Ken Stickter, California State University, Fullerton, (714) 278-7484, kstickter@fullerton.edu; Billie Gastic, University of Massachusetts, Boston, billie.gastic@umb.edu; John Shindler, California State University, Los Angeles, (323) 449-5814, jshindl@calstatela.edu
- School Effectiveness and School Improvement**, Steve Strand, University of Warwick, 44-2476-522912, steve.strand@warwick.ac.uk
- School Indicators, Profiles, and Accountability**, Michelle LaPointe, Regional Educational Laboratory Northeast and the Islands, (617) 969-7100, mlapointe@edc.org
- School/University Collaborative Research**, Ruth Ravid, National-Louis University, (847) 947-5570, rravid@nl.edu; Wendy Gardiner, National-Louis University, (312) 261-3112, wendy.gardiner@nl.edu; Maja Miskovic, National-Louis University, (630) 874-4274, maja.miskovic@nl.edu
- Science Teaching and Learning**, Alberto J. Rodriguez, San Diego State University, (619) 594-5155, arodrigu@mail.sdsu.edu; Barney Ricca, Saint John Fisher College, New York, (385) 889-3866, bricca@sjfc.edu
- Second Language Research**, Youngjoo Yi, Georgia State University, (614) 563-7149, youngjooyi@hotmail.com
- Self-Study of Teacher Education Practices**, Hafdís Guðjónsdóttir, University of Iceland, (354) 525-5373, hafdud@khi.is
- Semiotics in Education**, John Henning, Ohio University, care of Nancy Stockall, University of Kansas, Fort Smith, nstockall@uafortsmith.edu
- Service-Learning and Experiential Education**, Amy White, Wingate University, (704) 233-8075, awhite@wingate.edu; Kathy Bussert-Web, University of Texas, Brownsville, kbwebb@utb.edu
- Social and Emotional Learning**, Susan Stillman, Fielding University, (520) 744-7568, sstillman@fielding.edu
- Society of Professors of Education**, Jesse Goodman, Indiana University, (812) 856-8143, goodmanj@indiana.edu
- Sociology of Education**, Eric Grodsky, University of Minnesota, (612) 624-7548, egrodsky@umn.edu
- Special Education Research**, Eve Puhalla, DeSales University, (610) 282-1100, evepuhalla@yahoo.com
- Spirituality and Education**, Robert London, California State University, San Bernardino, (909) 537-5678, rlondon@csusb.edu; Christopher Wilcox, University of Virginia, (434) 249-9961, clwe@virginia.edu
- State and Regional Educational Research Associations**, Malinda Hendricks-Green, University of Central Oklahoma, (405) 974-2107, mgreen@uco.edu; Candace Lacey, Nova Southeastern University, (954) 924-5330, lacey@nova.edu; Harry Bowman, Council on Occupational Education, (352) 243-7212, bowmanh@comcast.net

- Stress and Coping in Education**, Russell Carson, Louisiana State University, rlcason@lsu.edu
- Structural Equation Modeling**, Stephen Sivo, University of Central Florida, (407) 823-4147, ssivo@mail.ucf.edu; Christine DiStefano, University of South Carolina, (803) 777-4362, distefan@gwm.sc.edu
- Studying and Self-Regulated Learning**, Linda Bol, Old Dominion University, (757) 683-4584, lbol@odu.edu; Srilata Bhattacharyya, Adelphi University, (516) 204-3917, bhattacharyya@adelphi.edu
- Supervision and Instructional Leadership**, Zach Kellehear, University of South Carolina, (803) 777-0323, dzk@sc.edu; Susan Sullivan, College of Staten Island–CUNY (Title Program Chair Elect), (718) 982-3744, sullivan@mail.csi.cuny.edu
- Survey Research in Education**, Kelly D. Bradley, University of Kentucky, (859) 257-4923, kdbrad2@uky.edu
- Systems Thinking in Education**, Jan Noga, Pathfinder Evaluation and Consulting, (513) 307-9625, jan.noga@stanfordalumni.org
- Teacher as Researcher**, Sara Parell, Madison Public Schools, (608) 516-1757, sparrell@madison.k12.wi.us; Sharon Cormany Ornelas, Minneapolis Public Schools, (612) 810-8189, sharon.ornelas@mpls.k12.mn.us
- Teaching Educational Psychology**, Greg S. Goodman, Clarion University of Pennsylvania, (814) 393-2529, ggoodman@clarion.edu
- Teaching History**, Jeremy Stoddard, College of William & Mary, (757) 221-2348, jdstod@wm.edu
- Technology as an Agent of Change in Teaching and Learning**, Dale Niederhauser, Iowa State University, (515) 294-6841, dsn@iastate.edu; Christine Greenhow, University of Minnesota, (651) 226-4015, greenhow@umn.edu
- Technology, Instruction, Cognition, and Learning**, Sara McNeil, (713) 743-4975, smcneil@mail.coe.uh.edu
- Test Validity Research and Evaluation**, Hao Song, American Board of Internal Medicine, (215) 399-3994, hsong@abim.org; Jennifer L. Kobrin, The College Board, jkobrin@collegeboard.org
- Tracking and Detracking**, Donna M. Harris, University of Rochester, (585) 276-3186, dharris@warner.rochester.edu
- Urban Learning, Teaching, and Research**, Sharon Ulanoff, California State University, Los Angeles, (323) 343-6273, sulanof@calstatela.edu; Brad Allison, California State University, Los Angeles, (323) 343-6327, bradfordallison@gmail.com
- Vocabulary**, Caroline Sence, National Literacy Trust, 020-7820-6273, caroline.sence@literacytrust.org.uk; Shira Lubliner, California State University, East Bay, (925) 284-1075, shira.lubliner@csueastbay.edu
- Workplace Learning**, David Guile, Institute of Education, University of London, 0207-612-6849, d.guile@ioe.ac.uk; James Bartlett, North Carolina State University, james\_bartlett@ncsu.edu
- Writing and Literacies**, Heather Pleasants, University of Alabama, (205) 348-3282, hpleasan@bamaed.ua.edu