The 2020 volume of *Review of Research in Education (RRE)*, “Emergent Approaches for Education Research,” will publish original research syntheses that further our understanding of how innovative methodological approaches can provide more comprehensive explanations into enduring questions, challenge existing theoretical frameworks and paradigms, and address novel challenges in the field of education.

The repertoire of methods and techniques for data collection, synthesis, and analysis used by educational scholars is broadening, as they dialogue, debate, and collaborate with experts from other fields and areas, adapt new technologies, and experiment with diverse frameworks, methodologies, and forms of data. Incorporating new methods into a field allows scholars to explore new areas and ask research questions that previously were not feasible, and simultaneously raises questions about the relevance, reliability, and validity of emergent techniques and methods (Angrist, 2004). Education researchers must engage with these rapid changes while simultaneously developing and adapting tools to assess what counts as valuable education research and how to determine scholarly impact (Ball & Forzani, 2007; Fischman & Tefera, 2014).

Potential authors should present a strong case that a methodological approach is an original innovation, provide an overview of how the approach has been used in education research, and critically assess its strengths and weaknesses. As editors, we seek research syntheses that address at least one of the three key areas discussed below.

First, we seek synthetic reviews that integrate methodological approaches, theoretical traditions, and disciplinary, interdisciplinary, and transdisciplinary perspectives and assess their potential to identify and answer relevant questions and provide fresh insights into enduring problems. Examples of the questions that we would like to see explored include but are not limited to:

- How have the broad range of qualitative, sociohistorical, and intersectional perspectives helped scholars reconsider long-accepted findings, the nature of data and analyses, and existing theoretical frameworks and paradigms?
- How do the tools and data from visual studies help us re-envision educational problems?
- What are the epistemological, methodological, and ethical challenges related to the use of “Big Data” in the conduct of education research and the dissemination of findings in scholarly and other venues?
What are the advantages and limits of using quasi-experimental designs such as regression discontinuity, instrumental variables, and natural experiments in education research?

Second, we are interested in systematic reviews that address how innovative methodologies and data sources are used by researchers who substantively engage issues of equity in educational policy and practice (see King, 2016). Where, if at all, do they fall short in these goals? Additional questions include: To what extent have the availability and use of detailed large-scale administrative data provided new insights into and influenced educational policies and practices within and across settings? Have researchers engaging in emergent methodologies such as design-based research reached the point where they can agree on an argumentative grammar (Kelly, 2004; see also Design-Based Research Collective, 2003; Penuel, Fishman, Haugan Cheng, & Sabelli, 2011; Plomp & Nieveen, 2013).

Third, we seek reviews that help us better understand how innovative methodological approaches are integrated into or influence the models and systems used to determine what counts as “relevant” education research (Luke, Green, & Kelly, 2010). These could include analyses of how emerging perspectives and approaches complement or conflict with established systems of assessing academic prestige and scientific influence, or of the extent to which emergent methodologies are considered in promotion and tenure systems and the administration and organization of education research, nationally and internationally.

The editorial team will review proposals and invite authors to prepare manuscripts based on the overall objectives of the volume and the promise of each proposed work. Proposals are due September 16, 2018. The authors invited to submit manuscripts will be notified by November 1, 2018, and will be expected to submit manuscripts for initial peer review no later than March 15, 2019, to allow for publication by the 2020 Annual Meeting. Proposals should (a) be fully blinded; (b) be no longer than 1,500 words; and (c) provide a clear description of the literature to be reviewed, the proposed search terms, and the criteria for inclusion and exclusion. Each author will also be expected to provide a detailed description of the methods and procedures underlying the paper’s literature search and a specification of the relevant literature that forms the basis for the analysis for the AERA-RRE repository.

To be considered, proposals must be submitted to https://mc.manuscriptcentral.com/rre. Proposals that are outside the scope of the theme or that propose an empirical study will be rejected. All inquiries should be submitted to RREeditor@aera.net. Final manuscripts for RRE articles may not exceed 10,000 words (exclusive of references, tables, and figures).

2020 RRE Editors

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References


King, J. E. (2016). We may well become accomplices: To rear a generation of spectators is not to educate at all. *Educational Researcher*, 45(2), 159–172.

