

# AERA GRADUATE STUDENT COUNCIL



## Submit to the GSC newsletter

- **What do you research?**  
Please submit a brief summary of your work to share in the newsletter (700 words or less).
- **Where is the money?** We want to know about graduate students who have secured funding, with grants, dissertation

support, fellowships, etc. Tell us grants you have received with a brief abstract of the funded research.

Send newsletter material to Lisa at [delarue2@illinois.edu](mailto:delarue2@illinois.edu)

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*AERA is home to more than 7,000 student members, including approximately 6,500 graduate students*

## Important Dates

### AERA Membership Dues

January 1, 2014

Membership runs on a calendar year. Graduate student dues are \$40, make sure you are current so you can benefit from GSC perks and vote in the election.

### Annual Meeting, Philadelphia

April 3 – 7, 2014

### Annual Service Project

April 2, 2014

See page 6 for more details

## Fireside Chats at the Annual Meeting

### Division A Fireside Chat

Challenging perceptions of youth: How research can guide educational leaders in their work with young people.

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### Division I Fireside Chat

Getting Published: Ensuring Your Work Makes an Impact



### Division I Fireside Chat

Getting Published: Ensuring Your Work Makes an Impact

### GSC Fireside Chat Fireside Chats

Impact of Educational Research in Policy-Shaping Careers

The Role of Educational Research in Youth Led Activism

## 2013 Brown Lecture



*Dr. Orfield gives 2013 Brown Lecture*

### *A New Civil Rights Agenda for American Education: Creating Opportunity in a Stratified Multiracial Nation*

Tenth Annual *Brown* Lecture in Education Research presented by Distinguished Speaker: Gary Orfield, Ph.D.  
Washington D.C., October 24, 2013

Reflection by Lisa De La Rue, University of Illinois Urbana-Champaign

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**Message From GSC Chair Elect**

Hello fellow graduate students!

I hope this message finds you having successfully wrapped up a fall semester or quarter of coursework or thesis/dissertation-writing duties. Congratulations to everyone who had a proposal accepted for this year's annual meeting. I look forward to being able to sit in on the presentations of fellow burgeoning scholars as we discuss and reflect upon "The Power of Education Research for Innovation in Practice and Policy." If you didn't have the good fortune of your proposal being accepted this year or if next year will be the first time you are submitting a proposal, I encourage you to take a look at some of these [suggestions for proposal submission](#) along with examples of quality proposals the GSC has collected in order to serve as references as you put together future proposals. April 2014 will be here before we know it and proposals for the 2015 annual meeting will be due just after you've had the chance to catch your breath from all of the excitement Philadelphia will bring. My advice is to start planning for proposal submission early and the GSC is here to help you with that process.

Another thing we're here for is to get you excited about the upcoming annual meeting! Philadelphia promises to deliver opportunities for gaining new insight, for connecting with old and new friends and for getting involved in a number of ways. As a pre-meeting event, the GSC will be sponsoring a [service project](#) for which we hope you can join us (participation requires specific registration, so keep an eye out). We encourage all first-time attendees to join us for a special graduate student oriented guide to the annual meeting. Here we'll share some tricks of the trade for getting the most out of the jam-packed 5-day affair. Throughout the meeting we'll also be hosting fireside chats, a chance to interact with fellow attendees on a more relaxed scale while still gleaned pertinent and powerful information. I have organized two of the many fireside chats that will be available. Here are brief descriptions of what you can expect from the Chair-Elect sponsored fireside chats:

**WRITING WORK THAT WORKS FOR YOU: PUBLISHING IN ACADEMIA**

The purpose of this session is for participants to learn from those who have been successful at garnering publications and those who have thought systematically about the process. I hope that participants will be able to take away concrete steps that can be taken to developing their own strategies for submitting publications including some more basic ideas (i.e. strategies for choosing which journal to submit to) and some more nuanced (i.e. establishing a semi-annual writing session with a group of peers from across the country). Though some graduate students have had the benefit of working with professors who are particularly dedicated to helping to facilitate the process of publishing work, those of us who are not are left to figure out the process on our own. This fireside chat will offer more than just the textbook version of how to get a publication and rather get a more personalized approach to the process.

**BEING A MENTOR, BEING A MENTEE: LEARNING FROM SUCCESSFUL RELATIONSHIPS IN ORDER TO FOSTER YOUR OWN**

The goal of this chat is to think and talk about the components of a successful mentor-mentee relationship. A mentor can be a person who helps guide you on the path toward success, a person who can be a listening ear in times of struggle or in times of celebration, a person who provides objective input when making important decisions, a person who provides constructive feedback even when it's a tough thing to do. While each of these characteristics of a mentor can be exceedingly beneficial, there is no how-to guide for finding someone who can play the role of a mentor. This fireside will seek to help participants think about ways they can establish or formalize mentor relationships by providing an opportunity to learn about important components of a mentor-mentee relationship and to consider ideas for how to spark such a relationship while also providing the chance to see actual mentor-mentee pairs in action as they interact.

I look forward to seeing all of you in April and to being in touch with those I won't. I have heard from many of you about anything from how to get involved with the GSC to what types of programming we'll be offering in Philadelphia and I am LOVING making these connections so, please, keep the conversations going!

**Ashley Patterson**

AERA GSC Chair Elect

[patterson.647@osu.edu](mailto:patterson.647@osu.edu)

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*A New Civil Rights Agenda for American Education: Creating Opportunity in a Stratified Multiracial Nation*

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The Annual *Brown* Lecture in Education Research is a wonderful address held in Washington, D.C. prior to AERA's mid-year coordinated committee meetings. This lecture series is designed to highlight distinguished scholars who can speak to the importance of research in advancing our understanding of equality and equity in education. In 2013 Dr. Gary Orfield (University of California, Los Angeles) was selected to present at the *Brown* lecture. Dr. Orfield's expertise is in civil rights, education policy, urban policy, and minority opportunity. His research focuses on the impact of policy decisions on equal opportunity for success in American society. He was co-founder and director of the Harvard Civil Rights Project, and now serves as co-director of the Civil Rights Project/Proyecto Derechos Civiles at UCLA.

The 2013 lecture, entitled *A New Civil Rights Agenda for American Education: Creating Opportunity in a Stratified Multiracial Nation*, spoke to the importance of discussing what rights are truly central in a society that has been transformed over the last half century into a multiracial nation, a nation that includes profound inequality by race and class, inequality that is directly connected to the educational opportunities available to students.

Within his lecture Dr. Orfield stressed that race does matter deeply in the U.S., and claims that we are colorblind involves an intellectual lie. "Being colorblind in a segregated and unequal nation means accepting persistent inequality and blaming the victims." Indeed, if we truly want to end systematic inequalities we need to acknowledge these disparities and then employ systematic plans that purposely take into account color and racial inequality. Dr. Orfield emphasized that we cannot make changes on a case-by-case basis, but instead we need to work to change the system with a new set of civil rights policies and a series of social and economic policies.

The civil rights revolution brought forth ideas and policies designed to affect American education and increase equal opportunity, and the policies during this era were not colorblind. Indeed, "they were very conscious of systematic racial inequality" and reflected the belief that systematic color-conscious remedies would be needed if educational opportunities were actually going to become more equal. Despite these initial efforts, the U.S. educational system eventually moved into a long period of not being attuned to race and color when considering the educational opportunities of all students, and in many cases actually dismantled what had been done previously. As a result the educational system is now in a crisis, with many nonwhite students lacking access to equal educational opportunities. In order to work towards equal opportunities for all students, we will need to build from and expand on the policies that were initiated during the civil rights revolution and move away from the current colorblind approach, back to actively considering racial inequality and considering the different cultures and multiracial classes that reflect our current society.

Dr. Orfield spoke to some of the ways in which we can work towards equal opportunities, and called to researchers to contribute to this movement. "We need much better research on the intergenerational effects of segregation and discrimination, on contemporary discrimination by

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school and other authorities, on strategies to diversify and retain faculty, on the development of race relations and community consciousness in schools with several racial and ethnic groups, on housing and urban policies that foster stable school integration, on the educational impacts of immigration policies, on language learning in different settings, and many other issues.” He also highlighted the importance of training teachers and school administrators, expressing that all teachers and staff need training on race and culture so they better understand and can relate effectively to students of different cultures and manage multiracial classes. Schools also need to actively recruit and retain diverse faculty, in addition to developing a diverse curriculum to be incorporated into our schools.

“A movement begins when people decide that injustice is unacceptable and challenge the conscience of their community. It asks people to replace fears with dreams, to reach across lines, and to commit their talents to a fairer society.” As educators and researchers it is our responsibility to use our knowledge and skills to contribute to a just society, and for many that means taking on the challenges of educational inequalities. Dr. Orfield’s lecture, and scholarship, shows us that imparting change is indeed possible and provides as with concrete action steps that we can build from in our on work.

To view Dr. Orfield’s lecture, and all past *Brown* lectures visit  
<http://www.aera.net/tabid/10210/Default.aspx#about>





## Annual Service Project with Philadelphia Urban Creators

**Philadelphia Urban Creators, a Youth-Led Organization Bringing Equitable and Sustainable Solutions to North Philadelphia Neighborhoods**

**Date: Wednesday April 2, 2014 (the day before the start of the annual meeting)**

**Time: TBA**

This year the AERA Graduate Student Council will partner with Philadelphia Urban Creators (PUC) (<http://phillyurbancreators.org>), a grassroots youth organization using an innovative model of social change to create healthy and sustainable environments within the urban landscapes where they reside. Winners of Mobilize.org's 2013 reGenerate Philly Summit Awards, PUC currently runs a variety of initiatives focused on urban innovation in North Central Philadelphia, including a fully-operating urban farm.

Their group seeks to unite, educate, energize, and empower Philadelphia youth to become passionate leaders in the movement to transform blighted urban landscapes into models of community-based sustainability through community organizing, service-learning, artistic expression, and urban agriculture.

Following an orientation and tour, we will work outdoors alongside members of PUC to help support their mission.

Direct inquiries to: Marisa del Campo [marisa.a.delcampo@gmail.com](mailto:marisa.a.delcampo@gmail.com)

- Cost: \$20.00

- Facebook

page: <https://www.facebook.com/pages/Philadelphia-Urban-Creators/210097399024597>

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**Systems and Gargoyles: An Intersubjective Reflection**  
*Jenny S. Wakefield, University of North Texas*

Twass close to Christmas.

Twass the end of the semester.

Twass the eerie gargoyle with a smirk smile fresh awoken from his covert hangout, slumberous and perplexed peering across the street into the office of the graduate student still sitting by her computer writing. "Had she not been sitting there also when he fell asleep?" he thought to himself. His perspicacious mind was in a mist as he sat flexed haunches on his turret, shaking his head, rubbing his sanguineous eyes. "How could this be?" he said out loud. He was now perpending if he should go find out.

Eventually, his curiosity for the obscurity took over. Clawing his filifjonk toy he slyly sneaked across the street and scraped her window with his long, sharp nail to catch her attention. Sensitive to the sound caused by the slyboots, she stopped hammering the keys of her keyboard and turned to look at his fiery eyes, his mischievous smile, and his sharpened fangs.

"What's up gargoyle?" she said softly.

"You write and peruse. You write and write. Why do you do it?"

"Oh you see," she said to the gargoyle, "I have to. It's part of a grad-student's system. You see 'making goals sensitive to the best performance of the past, instead of the worst' keeps goals from eroding (Meadows, 2008, p. 123). Therefore, we need to always reach for the stars and aim to function at the highest three levels of Bloom's taxonomy rather than let ourselves 'drift to low performance' (Meadows, 2008, p.122). Only by pushing ourselves a little bit further and a little bit farther can we maintain healthy systems including growth." She continued, "If I read, study, and practice what I learn, I experience this growth. The more I learn and my 'understanding grows, the broader [my] point of view can become' (Hutchins, 1996, p.31) and the more holistic a picture of the world I get." She added, "Let me explain to you what a system is and how some systems resist change for the better and instead start spiraling in negative loops towards undesirable ends."

The gargoyle jiggled his long tongue in excitement. She opened the window ajar; he hopped in, and sat himself hunched on top of her bookshelf to listen while wiggling his large tendon wings.

"We're all part of systems," she started, "and 'a system is what you define it to be' (Hutchins, 1996, p.31)." She went on, "Romiszowski, for example, explained a system from a system engineer's point of view as: '... a little black box, Of which we don't want to unlock the locks, But find out what it's all about, By what goes in and what comes out' (1981, p.7). In a system involving humans and gargoyles though, I think we want to have some say as to what happens inside the system - or the box if you will - because in one way or another we're all interconnected like pieces or nodes and we relate to each other. 'As one part of a system is changed, everything else is affected - leading to the simple but important systemic expression, "You can never do just one thing" ' (Hutchins, 1996, p.27)."

She reached out for a black cardboard iPhone box lying near her computer keyboard and held it up in front of the gargoyle.

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**Systems and Gargoyles: An Intersubjective Reflection continued**

"Take Romiszowski's box for example," she said. "Let us think of it as the doctoral program I am in. I enter the program rather clueless as to what lies ahead... Well, that is not truly true because I have done some research by reading the website and I am already somewhat familiar with the faculty from my Master's program. But, I still want to know more about expectations, what I need to do to become successful and to complete my degree while at the same time knowing many students never do complete. Where in this doctoral degree program 'box' may I find the information I'm seeking? Everyone is so busy. And, if everyone is so busy with their own work, then they don't have time for, or care about, the newcomer. A newcomer needs a mentor, someone who can guide in the system, the newcomer needs a support system from existing doctoral students working in a community of practice taking care of the newcomer."

"Are you following me gargoyle?" she said and looked closely at his face. He nodded lightly. "What goes into the box may be a student wanting to succeed," she continued. "After all, deciding to go for a doctoral degree is an important decision. It's a journey. And the outcome is a terminal degree, the highest connotation of education we have today. However, the inside of the box shapes the outcome. What comes out is colored by the inside of the box." She lowered the box and continued, "So, as you see gargoyle, I think we do want to know some things about what's inside any particular box when we enter - so we have a chance to reach the goals we set for ourselves and those around us."

She stopped silent for a moment and looked at him.

"Was that too complicated?" she said. He now looked like he was wondering what she had been talking about. "Think about the box as your gargoyle family," she went on, tapping the cardboard box with her left index finger. The gargoyle stretched and perked up when he heard that. "What if Lady Gargoyle doesn't come home from her seventeen-month Gargoyle Fall Tour? Life on your turret would become much different for you wouldn't it? Your family system would change dramatically."

"It would, it would!" exclaimed the gargoyle, with severe pain in his voice.

"We are all part of both small systems like our family system, bigger systems like our work and local environment, further tied to larger systems like government and nation. Even at a larger level our planet is connected in the solar system with our sun and the other planets - all that are part of but one system in larger galactic systems. Thinking in systems allows us a holistic picture of us, how we fit in, how we play a part, and how we contribute either positively to, or affect things negatively in our system and the systems surrounding us."

"This semester I read a book by Donella Meadows called *Thinking in Systems*," said the graduate student. "There is a picture of a slinky on the cover. Meadows explained in the book what makes the slinky bounce up and down - and the answer she said, 'clearly lies within the slinky itself. The hand that manipulate it suppress or release some behavior that is latent within the structure of the spring (Meadows, 2008, p.1). It's the relationship between the structure and behavior, Meadows (2008) explained."

"Gargoyle, I mentioned 'drift to low performance' (Meadows, 2008) a moment ago. There is this amazing story that Meadows described in her book called the 'Boiled Frog Syndrome'."

The Gargoyle lifted his left eyebrow to an amazing height and his eyes looked like popping corn. He sneezed and frowned. He did not like frogs at all. "Tell me about it," he said under his breath while wiping his nose with the inside of his huge paw.



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**Systems and Gargoyles: An Intersubjective Reflection continued**

“There is a state of a system called equilibrium. Equilibrium is death according to Hutchins (1996), a state of no activity, neither growth nor movement – just rest – a static state where all ‘[the system’s] energy is gone’ (p. 165). It’s highly undesirable. Instead, we want a system in some healthy movement. Sometimes the movement becomes negative as actors provide it feedback, sometimes positive. Meadows said ‘there is a distinction between the actual system state and the perceived state. The actor tends to believe bad news more than good news. As actual performance varies, the best results are dismissed as aberrations, the worst stay in the memory. The actor thinks things are worse than they really are’ (Meadows, 2008, p.122). And, as Meadows added, ‘to complete this tragic archetype, the desired state of the system is influenced by the perceived state. Standards aren’t absolute. When perceived performance slips, the goal is allowed to slip’ (p. 122).”

“Here’s Meadows’ retold frog story,” the grad student said, and went on. “While a frog that jumps into hot water jumps quickly back out because the water is hot, a frog that jumps into cold water quite happily sits in the water. As the cold water then gradually is heated, the frog is eventually boiled as in its mind the water is getting a little bit warmer yes, however, it’s not much warmer than it was a moment ago (p. 123). This is the spiraling drift to low performance: Things were better before – this is as good as it will get now. This is what Meadows means leads to ‘lower and lower expectations, lower efforts, lower performance’ (p. 123).”

“But think about it gargoyle,” she continued, “Think about my degree program again. If everyone just lulls around thinking things were better before when the program was new and everyone was helping each other but this is as good as it will get now, they are letting standards drift and low performance becomes the result. It’s the hand that manipulate the slinky that can make the system bounce back, it’s the reaching for the stars and setting goals absolute that brings about positive shift. It’s the finding the balance and the community of people that all want to contribute to the success of not just themselves but everyone within the system. That is what we should aspire for. We don’t want to be far from equilibrium where the system is at risk for crash or at equilibrium where there is no movement. We want to be ‘in a state of homeostasis or steady state’ (Hutchins, 1996, p.164) – a healthy state of constant change – a balancing.”

“What are thinking gargoyle?” She said as she tried to interpret the wrinkled lined on his forehead. He had been sitting quiet and thoughtful.

“I think you study too much grad student,” he said. “I think I need to go back to my job of balancing on my turret. You give me much too much to think about,” he said.

He hopped down from the shelf and shook his leathery old wings, peeked over his shoulder at the computer screen where the letters the graduate students had keyed in on the keyboard formed words, and the words formed sentences in an imaginary and endless horizontal dance. She leaned down and whispered something into his large leathery ear and the smirky smile re-appeared on his face that for a while had turned very serious.

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### Systems and Gargoyles: An Intersubjective Reflection continued

Twask the peerless and eerie gargoyle with his peculiar smirk smile hopping back out through the open window, scooting back across the street, and climbing back up to his hideout with his filifjonk toy. He was a purebred creature, a muscular medieval fellow, always ready to pounce on any unsuspecting passersby. He nodded to the graduate student standing by her window looking after him across the street. "Boiled gargoyle syndrome," he frowned. "I'll keep my standards absolute." he said to himself, then picked up his job of keeping his eyes out for trouble ahead.

Twask close to Christmas.

Twask the dramaturgical communicative action submitted by a graduate student to her professor at the end of the semester, explaining her intersubjective understanding of systems.

\* \* \*

**Acknowledgements:** The author would like to acknowledge Lewis Carroll and his poem "Jabberwocky" and her advisor Dr. Scott J. Warren, for inspiring this short essay written during a course in Educational Technology Systems Design and Management.

#### References:

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#### Author Bio

Jenny S. Wakefield is a Doctoral Candidate and Teaching Fellow in the Department of Learning Technologies at the University of North Texas. Her recent work includes supporting learning of 21<sup>st</sup> century students in higher education using virtual worlds in the *Student Second Life Success Program* and the online course design for the UT Dallas freshman level course *UNIV1010*. She has co-authored several journal articles and book chapters on the use of social media, games, simulations, virtual worlds, and transmedia in education and has been the editor for several handbooks.

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# Division Updates

## Division A

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### Committee Members & Junior

**Representative:** Interested in getting more involved in Division A? Want to help expand graduate student opportunities? Consider applying to serve as a Division A Graduate Student Committee member or as the Junior Representative! **Due March 7, 2014.**

### Annual Meeting Fireside Chat:

**Title: Challenging perceptions of youth: How research can guide educational leaders in their work with young people.**

The traditionally accepted discourse about adolescents suggests youth are coming of age, peer oriented, controlled by their hormones, violent, and at times, menaces to society – assumptions which can be complicated by perceptions on race, class and gender. Acceptance of this discourse can lead to policies and practices that aim to control youth behavior and treat adolescents as passive recipients of their learning. Education research on/with young people, however, has challenged these assumptions and can inform both innovative solutions and the reframing of educational issues such as engagement, safety, and dropout. This Fireside Chat will explore perceptions of youth and how research can guide scholars and educational leaders in their work with and for young people.

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## Division C

In the past year, the Division C GSC has seen a significant rearrangement in the structure of our graduate student committee. Previously, we only had two elected positions including a Representative and a Chair. Both the representatives had senior and junior positions.

We now have two co-chairs, with additional opportunities for graduate students to become involved in Division C in the form of various officer positions. Specifically, we have added a Communication Officer, Activities Officer, and Secretary, which are also elected positions.

The development of the new positions has allowed for much innovation and advancement for graduate student involvement within Division C.

Further increasing involvement, we have extended our network of campus liaisons. A campus liaison disseminates information regarding Division C to students at their university. Our network of liaisons includes over 100 students, at over 80 universities worldwide. We have now begun to recruit undergraduate students from liberal arts colleges throughout the nation. Doing so will increase membership and future involvement in AERA.

Finally, we have recruited a great speaker for our fireside chat at next year's annual conference in Philadelphia. Prominent scholar Dr. Allan Wigfield will speak about intervention research and its important prospects for impacting practice. Further, we have designed another session for graduate students focused around novel ideas for educational research that we call the New Directions session. The New Directions session features Dr. Lee Shumow, Dr. Jennifer Schmidt, and Dr. David Yeager, who will discuss mindset related research.

# Division Updates

## Division D

### In-Progress Research Gala and the Exemplary Works Session

The In-Progress Research Gala invites Division D graduate students to submit their research in progress (with the exception of dissertation research). A panel of volunteers with expertise in measurement and research methods reviews the submissions and the top three papers are selected based on their reviews. Students who submit papers are invited to present a poster describing their research at the In-Progress Research Gala held during the Annual Meeting. The top three papers are announced at the Gala and the winners receive certificates. To date, we have recruited expert reviewers and are in the process of accepting submissions. The Exemplary Works Session invites the three winners from the prior year's In-Progress Gala to present their finalized studies. Discussants will include Mark Reckase from Michigan State University, David Kaplan from the University of Wisconsin-Madison, and Jacquelynne Eccles from the University of Michigan. The Exemplary Work Session will take place on Thursday, April 3, 2014 from 2:15-3:45pm.

Gloria Yeomans-Maldonado, Division D, Jr. Rep  
One of my roles as Jr. Rep has been to plan the fireside chat. This year, the fireside chat is titled "Policy Three Ways: A Qualitative, Quantitative and Mixed Methods Perspective". Panelists will include Patti A. Lather from The Ohio State University, Jennifer C. Greene from the University of Illinois at Urbana-Champaign, Andrew C. Porter from the University of Pennsylvania, and Kristen L. Huff from the Regents Research Fund. On this panel, we bring experts on mixed methods, qualitative and quantitative methods to share their experiences and perspectives on the challenges or advantages that each of the methodologies have faced when trying to contribute to public policy. Discussion will also be focused on specific steps that can be taken to achieve a more inclusive research-based policy.

## Division G

### Graduate Student Mentoring Pre-Conference

We are currently planning a mentoring pre-conference for dissertating grad students. It will take place the first day of the 2014 Annual Meeting - April 3, 2014. We are working with Kevin Carroll, the program chair of Division G, to identify resources within AERA and faculty members in the Philadelphia area to help support this event. Be on the lookout for updates on our blog!

## Division G continued

### Fireside Chat

"Making the Implicit Explicit: Navigating the Academy" All graduate programs have formal explicit requirements for its students including: coursework, comprehensive exams and dissertations. However, there are also many informal implicit "expectations" in our degree programs that contribute to our professional development. While these expectations are not communicated as "requirements," they greatly influence our access to research opportunities, assistantships, publishing opportunities, professional committees, fellowships, and even jobs after graduation. Unfortunately, many members of historically marginalized groups in academia often get overlooked for opportunities to learn about these "expectations." Capitalizing on the experiences and wisdom of successful faculty, post-doctoral, and advanced graduate students, this panel will demystify and provide explicit guidance for graduate students about building academic communities, forming writing groups, publishing, and navigating power dynamics in the academy.

### Student Session, sponsored by Division G

"Critically Examining the Cutting-Room Floor: What We're *Not* Talking About in Research"

To whom are we accountable when conducting and disseminating research, particularly when it involves vulnerable and historically marginalized populations? What are our roles as researchers in not only deciding *what* to study but also the appropriate methods for *how* to study a particular issue? Is research, as it currently stands, even the best way to approach our questions? These questions go beyond acknowledging our biases when approaching research; they involve taking a critical look at what is left on the "cutting room floors" of our research. In graduate programs, we're taught how to *do* research: how to collect data, analyze results, interpret findings, and draw conclusions. However, we rarely have conversations that critically examine research(er) ethics, its implications for the communities we work with, and our self-care. Through small and large group activities, participants will examine the aforementioned topics and strategize ways to make research more humanizing.

### Resources

Please check out our blog (<http://aeradivg.wordpress.com>), Facebook page and Twitter account (@AERADivG) for more information on upcoming events, job postings, funding opportunities and annual meeting updates.



## Division H

The Division H representatives have organized a Fireside Chat entitled: Seeing the Future: Technology in the Life and Career of Grad Students & Early Career Researchers. The panelists are invited from both from the academic sector and job-related areas. They will discuss the effect of technological innovations and how it may help or challenge the life of graduate students and early-career researchers. Through participation in this session, attendees will have the opportunity to hear from people who have used technology successfully in both research and application.

### Coffee Mentoring Program

Division H will be running popular coffee mentoring program for the 5<sup>th</sup> year. Participating graduate student members of Division H will be matched with a veteran Division H member on the basis of shared research and/or career interests. The pair will receive a \$20 gift card to spend during a mentoring-focused conversation over coffee or lunch. This opportunity will be available through an on-line application, and participants will be selected on a first come, Research Roundtable Forum at Graduate Student Orientation

The research roundtable forum has been a great success in previous years, and we are getting ready to host the 4rd tables will be invited to share a one-page summary of prospective research to receive comments and feedback from one another as well as the discussant.

### Grad Student Invited Poster Session

Division H will be hosted an invited graduate student poster session at the annual meeting for the first time. The title of the session is Bridging the Gap: Fresh and Innovative Graduate Student Work in School-Based Research, Evaluation, and

The planning for 2014 Division H Webinar is under construction. Last year's first ever webinar had great attention in January, with collaboration from the graduate student committee and the international committee.

- Mentorship program is designed for early-career professionals to work with an experienced researcher and visit the mentor's organizations. Three graduate students are selected for this year
- Outstanding Dissertation Award (up to two awards totaling \$1500)
- A small stipend for all graduate students belonging to Division H who are presenting a paper at the

## Division I

Division I's fireside chat is titled "**Getting Published: Ensuring Your Work Makes an Impact.**" The purpose of the panel is to review publishing venues in light of relative benefits and trade-offs, while the format will be informal question and answer to take full advantage of our renowned expert panelists. We are very fortunate to have four stellar scholars join us in the talk, including Drs. Janet Hafler, Marcia Mentkowski, Anne McKee, and Bridget O'Brien. The talk is sure to be enlightening and enriching for both graduate students and junior scholars.

### GSC Sub-committees

The two Division I graduate student representatives (Angela Blood and Michael Soh) will be serving on the Archives and Membership Statistics sub-committees under the GSC for the upcoming year.

# Division Updates

## Division K

Division K's 2014 Fireside Chat, "Teacher Education Research and Policy: Local, National, and International Perspectives," hopes to be an engaging dialogue between established scholars and graduate students. The participants in this year's Fireside Chat include Dr. Lauren Anderson from Connecticut College, Dr. Jason Irizarry from the University of Massachusetts, Amherst, Dr. Ee Ling Low from the National Institute of Education in Singapore, and Dr. Aaron Pallas from Teachers College, Columbia University. Dr. Wanda Blanchett, from the University of Missouri, Kansas City, will serve as the discussant. Each of the panelists brings a unique perspective and area of expertise surrounding teaching and teacher education, such as expertise in preservice clinical experiences, teacher evaluation, and teaching diverse learners. We are really looking forward to the Fireside Chat and hope that many graduate students will attend and participate in the conversation! In addition to finalizing plans for the Fireside Chat, Division K is working on establishing campus liaisons for the Division across the country. As the largest Division within AERA, we hope to facilitate increased graduate student engagement both within Division K and across AERA as a whole. The Division K graduate student representatives would like to thank the representatives from the other AERA Divisions for the inspiring ideas that were shared at the Coordinated Committee Meeting in October. We're looking forward to seeing everyone in Philadelphia in a few months!

## Division L

The Fireside Chat is an exciting session that provides graduate students with a great opportunity to interact personally with the panel. As Division L is Educational Policy and Politics, this year's topic focused on one of the most important policy documents in the history of American education: *A Nation at Risk*. The fireside chat focused on the history of the repo **Publishing 101" Workshop at UCEA in Nov. 2013**

AERA Divisions A and L partnered with the 2013 University Council for Educational Administration (UCEA) Convention, which was held November 7-10 in Indianapolis, how it came about, its political intentions, economic impact, and the educational implications for the second generation of students currently entering school.

## Division L continued

Panelists, including Laura Desimone, David Labaree, and Henry Levin, discussed the existing research on *A Nation at Risk* from economic, historical, and political perspectives. We plan to continue our growing tradition of engaging Fireside Chats at AERA 2014. This year, in light of the sixtieth anniversary of *Brown v. Board*, the fireside chat will explore the history, impact, and implications of that decision. We are excited to give division graduate students another chance to interact with top scholars, including Amy Stuart Wells, Sean Reardon, Vanessa Siddle Walker, and Erica Frankenberg.

Of Interest to Division L Students: Boyd Politics of Education Mentoring Workshop at AERA The Politics of Education Association and the University Council for Educational Administration invite graduate students and recent doctoral graduates to a special 2 1/2-hour workshop. The William L. Boyd National Educational Politics Workshop, scheduled on the first afternoon of the AERA annual meeting, will give emerging scholars (students and new academics/researchers) the opportunity to learn about current and promising research in the politics of education field and interact with leading politics of education scholars. Students with an interest in educational politics and currently enrolled in graduate schools in the U.S. or abroad are welcome to attend as are educational researchers who earned their doctoral degrees after March 1, 2013. There is no fee to attend, but space is limited. Applicants whose research interests are not clearly tied to education politics will not be accepted. The opportunity to submit an application will end

January 17, 2014 at 5:00 pm or when we reach maximum capacity. Sign up here:

<https://docs.google.com/spreadsheet/viewform?formkey=dHlVTmtjWDdkTkpMaDRzWXdQM1l0Z3c6MQ>

Get Involved Sign up as a member of Division L to receive the division's newsletter and highlights for 2014's Annual Meeting, as well as important news about education policy, job and fellowship opportunities, and calls for papers. Division L has two listservs, and one is designed solely for students. To post relevant events, news, or opportunities to our listserv, send an email to Division L Representative, Nadine.hylton@warner.rochester.edu.

# Graduate Student Council

Contact any of the officers for more information on the GSC or to learn about opportunities to get involved

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