

S P R I N G 2 0 1 0

Connections

Graduate Student Council, American Educational Research Association



Message from our Chair



Andrea L. Tyler
Miami University of Ohio

It is my distinct honor and privilege to extend this invitation to all graduate students to join me at the American Education Research Association annual meeting from Friday, April 30, 2010 to Tuesday, May 4, 2010 at the Denver Convention Center in Denver, Colorado. The

conference theme is *Understanding Complex Ecologies in a Changing World*.

I invite you to join the members of the Graduate Student Council in our quest to provide leadership, instill a sense of purpose, and provide service to all graduate students.

This annual meeting will culminate my term as your chair. Since taking this office, this Graduate Student Council has been committed to continuing the work of past councils and paving the way for new initiatives to move the organization forward.

The entire council will be ready to greet you with open arms and with the spirit of the AERA organization. The current chair-elect, Annis Brown, have been working tirelessly to make sure that your experience in the Graduate Student Resource Center (GSRC) will be enjoyable and productive.

The theme, *Understanding Complex Ecologies in a Changing World*, provides the backdrop for a conference filled with empowering experiences. For me, I know that these experiences will reinforce my commitment to the purpose of the organization and to the graduate students I serve.

We await your arrival in Denver with great anticipation.

Contents

Message from the Chair, 1
Message from Chair-Elect, 2
Graduate Student articles, 3-4
Book reviews, 5-7
GSC Call for Nominations, 7
Division Updates, 8-14
Other Announcements, 15
GSC Roster, 16
GSC Mission, 17

Amy Hilgendorf,
Senior Newsletter Editor

Elizabeth Soslau,
Junior Newsletter Editor

Message from our Chair- Elect

Annis Brown

Michigan State University



It's hard to believe that the annual meeting is only a few weeks away! I hope that you all are looking forward to it as much as I am. This year's Friday-Tuesday format makes it quite convenient to leave your respective institutions for a weekend of professional development, networking, and fun. We will have a variety of exciting programming elements in Denver that are geared toward serving graduate students. Here are a few highlights:

Special Sessions and Fireside Chats: The Chair, Chair-Elect, and Past Chair will each host sessions in Denver that are geared toward grant writing, publishing, job search resources and more. Additionally, each division in AERA will host a Fireside Chat featuring prominent scholars in smaller settings that are conducive to helpful question and answer sessions. Go to the online searchable program and select "Graduate Student Council" in the drop down menu under "unit" to see dates, places, and times for these sessions.

Graduate Student Resource Center (GSRC): The GSRC is a space created by and for graduate students! It will be located in room 207 in the Denver Convention Center. Come to the GSRC to learn more about ways to get involved, meet new people, get refreshing snacks, and recharge during the annual meeting.

Graduate Student Reception: If you have attended the annual meeting before – you know that receptions are the best way to meet new people, enjoy great food, and wind down after a long day of sessions. This year the Graduate Student Council will host our reception in the GSRC on Saturday night. So, be sure to join us in the GSRC following our **Open Business Meeting**. The events begin at 6:15pm on May 1st. See you there!

Orientation: First time at the annual meeting? The Graduate Student council has you covered. Come to the orientation on Friday night to learn more about navigating the meeting, how to get involved in AERA, and to view the informational boards posted by each division.

Also be sure to check out our travel wiki (<http://aeragsc.wikispaces.com/>) for more information about roommate shares, travel, and getting around in Denver.

See you soon!

The Graduate Student Resource Center is a great place to:

- Relax between sessions.
- Interact with other graduate students.
- Network, share information, and make dinner plans with old and new friends.
- Get FREE coffee and tea.
- Review the AERA Annual Meeting Program.
- Plan your day or week.
- Nominate graduate students (or yourself) for GSC officer positions during the GSC Open Business Meeting.
- Meet GSC representatives.
- Leave messages for other graduate students on our message board.
- Make dinner plans with fellow graduate students.
- Get information about events prepared by Division Graduate Student Reps and other members of the GSC.
- Get copies of current and past GSC and division newsletters.
- Get information about Campus Liaisons.
- Learn how to get more involved!

Graduate Student Voices

Graduate Student Reflections and Reviews of Academic Publishing

Amy Stich, Heather Jenkins, & Kristin Cipollone
State University of New York at Buffalo

Todd Reeves
Boston College

The State University of New York at Buffalo's Graduate School of Education is home to the American Educational Research Journal's section on Social and Institutional Analysis (AERI-SIA). This prestigious, tier-one academic journal publishes original empirical research and rigorous theoretical analyses regarding the political, cultural, social, economic, and organizational components of education. The journal seeks submissions across methodologies that engage broad theoretical and empirically based discussions of the social and institutional contexts of education.

Since June 2008, a team of eight to ten graduate students has served as a pre-screening committee, reviewing articles and making supplementary recommendations to the editorial team for all AERI-SIA submissions. Specifically, the AERI-SIA Graduate Student Review Group meets weekly for an hour and a half discussion of manuscripts submitted to the AERI-SIA online system. Members choose the manuscripts that they would like to pre-screen, paying particular attention to the methodological work of the manuscripts and to the strengths of the reviewers. Working in pairs, members pre-review documents, and each pair pre-screens one or two manuscripts per week. Group members receive blind copies of the papers to be reviewed and soft copies of the Manuscript Pre-Screening Form—a form with specific questions based on the journal's mission and the AERA research standards. The pre-reviewing pairs come to the meetings prepared to share their comments with the rest of the group regarding the research question(s), theoretical framework, methods, literature review, findings and implications, and clarity of purpose.

At the 2010 AERA Annual Meeting in Denver, Colorado,

members of the AERI-SIA Graduate Student Review Group will share their experiences reading and reviewing manuscript submissions. The panelists will spend significant time revealing how they have learned to evaluate the quality of a given manuscript. Discussion of quality will center on the standards set by the AERA, which inform members' assessment of which articles are of the highest academic quality, and which do not meet the rigor of the standards.

Panel members will share what they have learned about publishing in a tier-one journal such as AERI-SIA and how their experiences and insights have enhanced both their own current doctoral work as well as future publication efforts. AERI-SIA Editor Lois Weis and Associate Editor Jaekyung Lee will participate in the discussion and are willing to answer any and all questions related to the journal and scholarly publishing more generally.

GSC Chair Fireside Chat: Standards of Publishing in the 21st Century: Informed Reflections from the American Educational Research Journal-Social and Institutional Analysis section's Graduate Student Review Group

- Monday, May 3, 4:05-5:35
- Colorado Convention Center, Rm 207

Quick Tips for 1st Time Conference Members

Cathy Rosenberg
The Ohio State University

- Looking for a roommate? Post a message on the AERA-GSC listserv or look on the GSC Wiki.
- Bring business cards. They are the best way to give and get contact information quickly.
 - You can store the business cards behind your nametag!
- The book of sessions can be very overwhelming (it's almost as big as a phone book).
 - Think about what topics are of most interesting to you or what scholars you

- would like to hear speak.
 - Focus your attention on these sessions.
 - Use the AERA website's session finder to help narrow down your choices.
- Every night, different schools and organizations sponsor receptions. Attending is a good way to get some free food and make valuable professional connections.
- What to wear? It's up to you!
 - You will see people in business attire, business casual or jeans.
 - Just remember that you'll be meeting people so you should consider what type of impression you want to be making.
- Try not to overwhelm yourself with sessions. Remember to take some time to see the sites in Denver.
- HAVE FUN!

Positionality and Qualitative Research

Christina Convertino
University of Arizona

For those of us who conduct qualitative research, the issue of positionality is critical to how we understand and interpret our research experiences. Even though it is not a frequent topic of graduate student discourse, positionality offers a compelling framework through which we can understand our graduate work as well as the work of our peers and mentors.

Positionality has to do with the different positions or identities we embody as social actors in various and different contexts. Certain positions or aspects of our identities become seemingly more evident in particular contexts, however we are always constructing meaning through the multiple positions we occupy.

In thinking about the role of positionality in graduate student discourse, one such position that I am intrigued by is the social construction of "traditional" and "non-

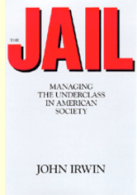
traditional" graduate student identities. I am not quite sure what either of them is, exactly. I suppose that a traditional student is someone who began their graduate studies shortly after completing their Bachelor's degree, moves through their graduate program relatively quickly, is primarily involved in their graduate studies and maybe some graduate affiliated activities, and does not have a full-time job, family, or is caring for elderly parent, to name a few.

I have been identified as a non-traditional graduate student because I do not reflect the graduate student "norm." It is infrequent but affirming when I meet the occasional other "non-traditional" student who is trying to juggle a full-time job, a family, and completing her graduate requirements within a decade. At the same time, I am always grateful when I learn something about the life histories of my "traditional" peers. In either case, I observe that the depth and interest in scholarly discussions increases when we know something of the various positions each other occupies.

However, for whatever purposes these constructs were originally intended, it seems rather short-sighted that those of us who study education would perpetuate these false and essentialized dichotomies between traditional and non-traditional students. Furthermore, these constructs fail to account for the racial, linguistic, ethnic, gendered positions that we also embody and which impact how we understand our graduate work and our identity as graduate students.

I imagine that beginning to identify our positionality early on in our graduate studies, rather than adhering to such narrowly understood student identities might enrich what we collectively study in the context of graduate seminars, discuss at conferences, as well as what we pursue in our own individual research.

Book Reviews



The Jail: Managing The Underclass In American Society

John Irwin, University of California Press,
September 1985, \$19.95 148 pages

Reviewer: Nicholas Hartlep
University of Wisconsin-Milwaukee

In *The Jail: Managing the Underclass in American Society*, John Irwin details his study of 100 male prisoners housed in San Francisco County jails. According to Irwin, “the jail, not the prison, imposes the cruelest form of punishment in the United States” (p. xi), and argues that jails are much worse for inmates than prisons.

Irwin believes that it is patently absurd to believe that jails house the most dangerous of society’s criminals and that American jails are, in fact, “catchall asylums for poor people,” the “under-educated, unemployed,” and frequently members of minority groups (p. 1). Irwin writes: “the jail was invented and continues to be operated in order to manage society’s rabble” (p. 2). The first chapter reviews the history of jails by examining the historical development of the English jail. Irwin pinpoints the transition from feudalism to mercantilism to when the number of “rabble” began to rise and thus, jails were developed out of the need for social control efforts. In places like England vagrancy laws were passed between 1349 and 1743 to control the good-for-nothings in society. The foil of the rabble is the double standard that pervades the justice system (jails and police officers), which involves the criminalization of actions of the rabble, and oversight of such “crimes” by respectable citizens (read: non-rabble).

Irwin argues that the folks found in modern urban jails are the “rabble” now seen as disreputable—poorly integrated into present society. Irwin categorizes them into ten types of people: the *petty hustlers*, the *derelicts*, the *corner boys*, the *aliens*, the *junkies*, the *gays*, the *square johns*, the *low riders*, the *outlaws*, and the *crazies*.

Irwin demonstrates how incarceration in jail has cascading effects. Irwin says, “Going to jail and being held there tends to maintain people in a rabble status or convert them to it” (p. 45). Rabble status depends on *who* goes to jail. If it is decided that an inmate is not of the rabble, s/he will be treated more

humanely and politely, and may even receive special treatment. However, for others, prolonged period of incarceration in the jail decreases the likelihood of ever escaping rabble status. This includes entanglement in a judicial system very much steeped in prejudices. For instance, Irwin describes public defenders who operate in the judicial system from the perspective that certain people and/or groups are inferior:

...they usually give the defendant advice on how to dress and act in court. In doing this, they imply not only that the defendant’s normal habits are unacceptable (and by implication, that the defendant himself is socially unacceptable), but also that he ought to play his “proper” role in the moral process—that of a diffident, contrite moral inferior (p. 85).

Being jailed also encourages conforming to and acquiring certain rabble skills and habits - skills and habits useful on the inside. Irwin writes:

The degree to which you become one of them determines how successfully you adapt and for the most part makes your time easier or harder. You can’t act the part. For twenty-four hours a day, seven days a week, you have to be an inmate. By the time you are released this role will be a part of you (p. 96).

In sum, Irwin wants his readers to take away from his book the understanding that jails were created and are maintained as social control devices, nothing more, nothing less. They control the rabble, which society does not wish to see, deal with, or come into contact with. There are fundamental problems with the judicial system. The rabble are harassed and incarcerated at much higher levels than reputable citizens; however, incarceration rates do not correlate with who commits most harm to society. Unless drastic changes are made, Irwin believes, “the rabble will continue to suffer our harshest form of imprisonment, the jail—an experience that confirms their status and replenishes their ranks” (p. 118).

Instruction: A Models Approach (Fifth Edition, 2007)

Mary Alice Gunter, Thomas H. Estes & Susan L. Mintz,
Boston, MA: Pearson Allyn and Bacon

Reviewer: Maria Fernanda Paredes
University of Delaware

The goal of any educator is to have students understand and demonstrate knowledge of desired content. To arrive at desired goals, instructional models are implemented. However, because there are so many instructional models to choose from, educators may find themselves confused. Not all models may fit all learners or affect all learners in the same way. It may take some trial-and-error to find a good fit. It can also be detrimental if instructors adhere to a particular repertoire and are resistant to add variety.

Instruction: A Models Approach, by Mary Alice Gunter, Thomas H. Estes and Susan L. Mintz is a text that has over a dozen instructional models that are accessible and relevant to the exceptional educator. The chapters follow a consistent, user-friendly format and most chapters focus on a single model, broken down into steps and followed by variations of the model, alternative possibilities, assessment options, scenarios, a summary, and a list of additional resources, including websites.

Now in its fifth reincarnation, newer features include chapters on planning for instruction that offer information about state standards; instructional alignment among objectives, assessment and instruction; as well as strategies for planning and aligning instruction. Chapters including topics on Direct Instruction and the Socratic Seminar Model have also been revised.

This book is not meant to be the panacea to achieve effective instruction, however, it can be a helpful aid for any instructor that wishes to incorporate proven instructional models to address the needs of their students and to accelerate their learning.

Unmaking the Public University (2008)

Christopher Newfield.
Cambridge, MA: Harvard University Press.

Reviewer: Mariam Orkodashvili
Vanderbilt University

Christopher Newfield's book *Unmaking the Public University* (2008) bridges the dynamics of higher education development in the U.S. with the changes in the external world and ongoing socioeconomic, political and cultural shifts during the second half of the twentieth and the beginning of the twenty-first century. The interesting feature of the book is that the author sees the development of "making and unmaking" of the public university as an overly politicized process reflected in continuous power struggles in which different individual or collective agents were involved at one point or another and conditioned the fate of academia.

There are multiple instances in scholarly literature discussing the role, features and fate of public universities. However, what makes Newfield's *Unmaking the Public University* unique is the depth with which the author analyses the role of external agents in the developmental course of the public university, and simultaneously underlines the role that the public university has had for the public. The emphasis that Newfield makes is on the opportunity that people of various socioeconomic statuses, family incomes, and ethnic origins had to receive higher education owing to the public university expansion throughout the twentieth century. However, the author is concerned about the decline of the public university, in its true "public good" sense and hence, in the shrinking numbers of the "middle class". Throughout the book readers cannot help tracing the author's bitter and disappointed tone regarding the gradual loss of values and ideals that public higher education traditionally pursued.

The introduction poses the core question that is discussed at length throughout the book: "why would the university and its graduates, the supposed leaders of the knowledge society, have less cultural and economic latitude – to say nothing of influence – than they had had in the 'industrial' society prior to 1980?" The author immediately gives the answer. He blames the "Right's

culture warriors” for openly attacking university, and hence, creating “the conditions for repeated budget cuts to the core middle-class institution.” Thereon, the book gradually unfolds the story of power struggles and interplay of different forces that shaped the course of “unmaking the public university.”

The author makes recommendations to restore the value of public higher education and the humanities, and to bring the sociocultural mission of public universities to the forefront of discussions on the future of higher education. However, providing more precise information on what exact steps should educators, politicians or policymakers take for achieving the goals would definitely make the discussion in the book even livelier.

This book will be equally interesting and thought-provoking for university students, academics, educators, policymakers, university-business contractors and members of the broader public who are interested in the future fate of academia.

Call for Nominations: Elections for GSC Officers

Beginning June 1, nominations will be open for the four elected positions on the Graduate Student Council: Chair-Elect, Newsletter Editor, Secretary Historian, and Web Secretary. The terms of service and responsibilities for these positions are detailed below. If you'd like to work with a great group of graduate students from across the continent, to serve the 7000+ graduate students in AERA, we hope you will consider running.

Self-nominations will be accepted through July 15, after which time the GSC nominating committee will select a slate of candidates to submit to the AERA Central Office. This slate will be presented to the graduate student membership, and voting will occur in January, 2011 as a part of the association-wide online election process. All applicants will be notified regarding whether they have been included on the slate by the end of August.

If you are interested in running, please send your CV, a statement of interest, and the information listed below to gscnominations@aol.com. Your statement of interest should be between 250 and 500 words and should address the reasons you would like to run and why you believe you would be a good candidate for the position. In addition to your CV

and statement of interest, please include the following information:

- your name
- the university where you are pursuing your graduate degree
- the name of the degree you are pursuing
- your anticipated date of graduation
- the position for which you would like to run.

Applications will be accepted until midnight, July 15. Incomplete applications, including those that fail to provide the information listed above, will not be considered. If you have any questions regarding the nomination and election process, please feel free to contact Andrea L. Tyler, GSC nominations committee chair, at the email address above.

Stay tuned for detailed information about each position in the Summer Newsletter or read more about the positions at www.aera.net and click on the graduate student link.

**Learn more about
the Graduate Student Council
www.aera.net**



2010 Annual Meeting
**Understanding Complex Ecologies
in a Changing World**
April 30 - May 4 • Denver, Colorado

Connections Across Divisions

Division A: Administration, Organization, & Leadership

Tirza White, Senior Representative
Carl Byron Keys, Junior Representative
Dr. Linda Tillman, Vice President

Division A Graduate Student Fireside Chat and Grant Writing Session

The Division A Graduate Student fireside chat, *Complex Ecologies: Implications for School Leadership*, will be held on Monday, May 3 from 4:05-5:35 p.m. in the Sheraton Denver, Plaza Court 5. **Dr. Jeffery Brooks**, Associate Professor of Educational Leadership and Policy Analysis at University of Missouri and editor of the Journal of School Leadership, and **Dr. Cherry McGee Banks**, Faculty Associate of the Center for Multicultural Education and Professor of Education at the University of Washington-Bothell, will discuss the varied aspects of ecological diversity of students, families, and communities, its relevance to leadership, and its implications for educational administration and school organization.

Grant Writing for Graduate Students: Considering a Multidisciplinary Lens, will be held on Saturday, May 1 from 2:15-3:45 p.m. in the Colorado Convention Center, Room 207. Panelists include **Dr. Lauren Jones Young**, Program Director at the Spencer Foundation; **Dr. Vivian Gadsden**, Professor of Education and the Director of the National Center on Fathers and Families (NCOFF) at the University of Pennsylvania; and Dr. Anne Rebecca Newman, Assistant Professor of Education at Washington University. This session will provide an overview of the approach and skills needed to write a grant proposal to communicate research effectively to an interdisciplinary team of scholars. Panelists will also highlight strategies for reconceptualizing research from a proposal to inform a discipline and make a contribution to the field.

Division A, University of Denver, and Aurora Public Schools present "Creating Pathways to the Future: School, University, and Community Partnerships for the 21st Century Education"

Graduate students are encouraged to enroll in this multi-session site visit, which will allow participants to discuss the

work that the Aurora Public School (APS) district is doing with its regional higher education, business, and community partners to craft a cutting-edge model of excellence for innovation in public education. The morning includes three sessions: (1) an interactive discussion with district, school, higher education, and business leaders about the intricacies of crafting and sustaining partnerships for innovation, (2) an experiential tour and discussion with students, teachers, and school leaders about their experiences in the P-20 pathways, and (3) an interactive workshop with teams that have been working on linking across P-12 and higher education systems, designing pathways, and redesigning leader and teacher preparation for this new model.

Bus transportation will be provided by the University of Denver, School of Education. The event is free, and will be filled on a first-come, first-serve basis and requires pre-registration through the AERA Annual Meeting registration (at www.aera.net). Attendees will meet at the Convention Center no later than 8 a.m. and will return by 12:30 p.m.

Division A Vice Presidential Address

Graduate students are encouraged to attend the vice presidential address that will be given by Dr. Linda C. Tillman, Vice President of Division A and Professor of Educational Leadership at the University of North Carolina – Chapel Hill. Dr. Tillman will discuss, "New Perspectives, New Commitments, and New Practices: Educational Leadership for all Children," on Sunday, May 2 from 10:35-12:05 p.m. in the Sheraton Denver, Governor's Square 14.

Division A Business Meeting

The Division A Business Meeting will be held on Sunday, May 2 from 6:15-7:45 p.m. in the Sheraton Denver, Governor's Square 14. Graduate students will have an opportunity to network with scholars and graduate students, to learn about Division A activities and goals, and to learn how to become involved in Division activities. If you have questions or suggestions for the business meeting, please contact Division

Connections Across Divisions

Representatives Tirza Wilbon White (twwhite@emory.edu) or Carl Byron Keys (cbk5v@virginia.edu).

Divisions A, Division L, University Council for Educational Administration, University of Texas-Austin, and SAGE Publications Joint Reception

Enjoy the opportunity to meet and greet graduate students and scholars at the Joint Reception on Sunday, May 2 from 7:45-9:00 p.m., immediately following the Division A Business Meeting. The reception will be held in the Sheraton Denver, Plaza AB.

Division B: Curriculum Studies

Crystal Laura, Senior Representative
Jillian Ford, Junior Representative
Dr. William Ayers, Vice President

Contact Crystal Laura for updates claura2@uic.edu.

Division C: Curriculum Studies

Nicole Miller, Senior Representative
Janice Hansen, Junior Representative
Dr. Richard Mayer, Vice President

Attending the AERA annual meeting is a fantastic opportunity to learn about current research and forge new relationships! While there are several great sessions throughout the conference, and GSC Division C (Learning and Instruction) is pleased to offer two sessions especially for graduate students.

Dr. Dale Schunk, of University of North Carolina - Greensboro, will highlight our *Fireside Chat* on Sunday, May 2, 10:35 am-12:05 pm, Colorado Convention Center, rm 701. Dr. Schunk will discuss motivation and self-regulation in his scholarly research, and address the relevance of motivated learning for successful academic and career development.

The *New Directions in the Field of Learning and Instruction* session on Monday, May 3, 10:35 am-12:05 pm (Colorado Convention Center, rm 402), features a panel of up-and-coming researchers, and will look at educational motivation from three different angles. Dr. Jessica Sessums, University of

Arizona, will present, "The Role of Motivation and Social Relationships in Learning and Achievement." Dr. Annemarie Conley, University of California-Irvine, will discuss, "Understanding Motivational Processes in Today's Schools." And, Dr. Lisa Linnenbrink-Garcia, Duke University, will present, "Contextual Supports for Student Motivation."

In addition to the two sessions, a social mixer is in the planning stages for Division C Graduate Students.

To keep up-to-date on AERA plans, join our Facebook group (Group name is: American Educational Research Association, Division C), or email Jonathan Bostic at jdbostic@ufl.edu.

Division D: Measurement and Research Methodology

Dubravka Svetina, Senior Representative
Karen Rambo, Junior Representative
Dr. Linda Cook, Vice President

As we prepare for 2010 annual meeting in Denver, CO, we wanted to highlight sessions and events that might be of interest to you. Our Division is very active this year and we cannot list all of the events in this newsletter. We have a fuller list on our website and we invite you to visit us at: http://www.aera.net/divisions/Default.aspx?menu_id=70&id=3896

We would like to highlight these events:

Division D Fireside Chat

Our Fireside chat theme is *Experimental vs. Quasi-Experimental Design in Educational Research*. The purpose of this session is to discuss the appropriateness, strengths, and limitations of each of the approaches. As our panel, we have esteemed researchers, including Gregory R. Hancock, Joan Herman, Neal Kingston, Chip Reichardt, with our moderator Jill Adelson. Refreshments will be served.

Graduate Student Research Gala

We will host our second annual graduate student poster session (Monday, May 3, 6:15-7:45 pm, Sheraton, Plaza Ballroom CF). Selected graduate students will display their in-progress research, and we invite you to join and

Connections Across Divisions

participate in an informal discussion and intellectual exchange. Refreshments will be served.

Division D Exemplary Works

Our distinguished participants are 2009 Gala winners: Tia Sukin, Matthew Newman Gaertner, Tara Lee Saylor, and Tzu-An Chen (Sunday, May 2, 2:15-3:45 pm, Sheraton, Governor's Square 17). Our discussants are Steve Raudenbush and Barbara Plake with Jill Adelson as moderator.

Hope to see you in Denver!

Division E: Counseling and Human Development

Capri Brooks, Senior Representative
Shadi Rosenthal, Junior Representative
Dr. Cynthia Hudley, Vice President

There are lots of great events happening at conference this year. We invite you to attend our division events. For more information please e-mail Capri Brooks at scp1@msstatate.edu or Shadi Roshandel at sroshandel@education.ucsb.edu.

- Division E Graduate Student pre-conference workshop will be held Friday, April 30 from 8:00-11:50 am. This event is a great opportunity to network and learn about success in the field of Human Development and Counseling. There is an application process for this event.
- Division E "A Night at The Museum" will be held Friday, April 30 from 5:30-10:00 pm at Denver Art Museum. You must register for this event.
- Division E Fireside Chat will be held Saturday, May 1 from 2:15-3:45 pm. This session focuses on the many transitions we, as graduate students, face during our "race to the finish." Should I get a job after my master's degree before I start my doctorate degree? Should I teach during my doctorate program or should I get some clinical experience? How much time should I spend

publishing during school? With the job market so difficult right now, how should I spend my time if I can't get a full-time job? This session will be one that provides practical information about using time during life transitions. Come join us as we get some advice from people who've been here before.

- Division E Graduate Student Social and Meeting will be held Saturday, Saturday, May 1 at 8:30 pm.
- Division E Business Meeting will be held 6:15-7:45 on Sunday. This is a great networking event with opportunities to meet many of the great contributors to our field.

Division F: History and Historiography

Jes Cisneros, Senior Representative
Jess Clawson, Junior Representative
Dr. Karen Graves, Vice President

Contact Jes Cisneros for updates C30JRC1@wpo.cso.niu.edu.

Division G: Social Context of Education

Samatha Wahome, Senior Representative
Cecilia Henriquez, Junior Representative
Dr. Alfredo Artiles, Vice President

Division G Graduate Students are enthusiastic about hosting two sessions at the 2010 Annual Meeting: the Division G Student Session and the Fireside Chat. We welcome and encourage students across divisions to attend these sessions, to dialogue with peers, junior scholars, and senior scholars about the social, political, economical aspects and the varied perspectives of research involving social contexts of education.

In these sessions, we endeavor to create contexts where students can voice their inquiries and insights. While these sessions will serve to expand network opportunities for graduate students and craft directions for future collaborations, peer mentorship, and support, we also seek to extend our conversations beyond the Annual Meeting by

Connections Across Divisions

continuing the conversations via our technological forums after the meeting. If you are interested in these particular initiatives, please contact us at divggrads@gmail.com.

Division G Student Session:

Checking Our Ideas/Attitudes at the Door: A Conversation among New Scholars about the Relationship of Theory and Praxis Involving Future Research in Social Contexts of Education

Sunday, May 2nd, 2:15—3:45 pm (Colorado Convention Center, Four Seasons Ballroom 4)

Designed as an interactive session, students have the opportunity to give voice to pressing issues given their research interests and the expectations of the academy. Students will receive the opportunity to engage in robust dialogue with session participants to interrogate the ways in which we seek to position ourselves as scholars with interests in social contexts of education. Through small and whole group discussions, participants will discuss ways in which they can rethink the spaces where educational research is conducted and their purpose in the social contexts of education.

With consideration to the current climate in the academy, attention will be given to the weight and importance of social action and praxis-oriented research, as well as the hierarchical relationship between more theoretically-based and praxis-oriented research and its significance to the academy's capacity in social change. The session will extend beyond the annual meeting as we will continue our conversation online.

Division G Fireside Chat:

A Critical Perspective on Research in Social Contexts of Education: Positioning the Role of Educational Research to Communities

Friday, April 30th, 4:05-5:35 pm (Colorado Convention Center, Room 712)

We have assembled a remarkable panel of scholars leading the Division G Graduate Student Fireside Chat: H. Samy Alim, Stanford University; Barbara Rogoff, University of California, Santa Cruz; Wayne Yang, University of California, San Diego; Bryan Brayboy, Arizona State University; Megan Bang, TERC.

With diverse perspectives, in defining "communities" in relation

to schooling, the scholars in this panel will discuss ways their work engages with/in communities, situated within a critique of educational research related to social contexts. This session highlights current trends and points of tension involving educational research and the social contexts of communities, pointing to future directions in the field, and provides insights for graduate students who seek to foster new notions of "communit" through transformative research. The informal setting of the fireside chat enables participants to first-hand have their questions addressed. Particular focus will be given to the complexity of the social contexts of communities as mediated by geography, class, race, gender, ethnicity, and sexual orientation, with consideration to the intersections of identities.

Are you in the know with Division G and Division G Grads?

Don't forget to join Division G on Facebook for the most up to date divisional announcements and opportunities. You may join at <http://www.facebook.com/group.php?gid=286622202404>. You can also keep up with Division G updates by following AERADivisionG on Twitter. We encourage students to join the Division G student group at <http://www.facebook.com/group.php?gid=60556452677> to share or get updates about events, opportunities, and information for Division G students. You can also get updates on Division G Graduate Students through Twitter by following DivGStudents.

Find announcements, events,
scholarship information and more by
visiting the
GRADUATE STUDENT COUNCIL at
WWW.AERA.NET

And find us on FACEBOOK,
"AERA Graduate Student Council"

Connections Across Divisions

Division H: Research, Evaluation, and Assessment in Schools

Burcu Kaniskan, Senior Representative
Whitney Wall, Junior Representative
Dr. Faith Connolly, Vice President

Fireside Chat

This year's discussion on, "A triangular relationship? International perspectives on the links and tensions between accountability, summative testing and ongoing classroom assessments," will take place Monday, May 3, 10:35 am.

Panelists include:

- Dr. Anne Davies, Classroom Connections International Inc,
- Dr. David C. Berliner, Regent's Professor, Arizona State University
- Dr. Lorrie A. Shepard, Dean and Professor, University of Colorado at Boulder
- Dr. Val Klenowski, Queensland University of Technology
- Dr. Zollie Stevenson, Director, Student Achievement and School Accountability Programs, US Department of Education
- Dr. Sarah Maughan, Head of Assessment Policy and Impact, National Foundation for Educational Research, Berkshire, England

Poster Session

On Sunday, May 2nd at 2:15pm, Division H will host its first graduate student poster session (Sheraton, Plaza Ballroom F).

Graduate Student Welcome Session

For more information on how to get involved, you should attend our welcome session on Friday April 30th at 10:00 am.

Division H Business Meeting and Breakfast

This session will bring you up-to-date on the activities of the division as well as provide opportunities to network with

other members. The breakfast will take place at 8:00 am, Monday, in Hyatt Regency, Centennial Ballroom E. Tickets available at registration or at the door.

Mentorship Opportunities

The early career mentorship program for graduate students funds students to receive on-the-job experience with an experienced researcher. This year, we will also introduce "coffee hour" style mentorship opportunities to take place during the week of the AERA annual meeting. We will match graduate students to practitioners/researchers based on shared interests and provide each pair with a gift card to Starbucks.

Awards and Opportunities

Our division sponsors a dissertation award. See our website for more information on how to apply.

Communication

Please visit our website for more information at https://www.aera.net/divisions/Default.aspx?menu_id=94&id=209

You may also join our Google group/listserv. Students should email us (studentsofdivh@googlegroups.com) if interested in joining and learning more about our programs or opportunities11625082. Please contact Whitney (whitneyelaine8@gmail.com) or Burcu (burcukaniskan@gmail.com) if you have further questions.

Division I: Education in the Professions

Ling Hsiao, Senior Representative
Christina Cestone, Junior Representative
Dr. Ara Tekian, Vice President

Division I: Education in the Professions

Join us for a Welcome Orientation to Division I activities and sessions at the 2010 annual meeting on Friday, April 30th, 11:00am-12:30pm (Hyatt Regency, Quartz Room). Come enjoy coffee and refreshments before attending your first session and receive an overview of Division I. Afterwards, meet other members from the Division I Mentoring

Connections Across Divisions

Committee and Graduate Student Representatives.

Our Fireside Chat session, "Finding the Right Balance Between Research and Professional Practice: Opportunities to Expand Educational Research in the Profession," will be lead by Dr. Stanley J. Hamstra, Acting Assistant Dean, Academy for Innovation in Medical Education, at the University of Ottawa Faculty of Medicine. This discussion will introduce the field of professional education and the rewards and challenges of becoming a scholar in education in the professions. This interactive session will take place at the Colorado Convention Center (Room 710) on May 1st, 12:25-1:55pm.

Division I is still accepting applications for a junior graduate student representative for next year. If you are interested, please send your C.V. with a brief statement of interest to Ling Hsiao (ling_hsiao@mail.harvard.edu).

Division J: Postsecondary Education

Pelema Morrice, Senior Representative
Bryan Gopaul, Junior Representative
Dr. Susan Twombly, Vice President

2010 AERA Annual Meeting Events

The Day After You Defend: Career Paths in Higher Education:

Sunday, May 2, 12:25-1:55pm
 Colorado Convention Center, Rm 105

The Fireside Chat will provide the opportunity for graduate students and doctoral graduates in higher education who occupy different types of employment to candidly discuss the variety of career options available to students after the completion of a doctoral degree in higher education.

A Conversation With Journal Editors: Unearthing Academic Publishing

Saturday, May 1, 4:05-5:35pm
 Colorado Convention Center, Rm 604

Several journal editors from top tier academic journals will share their insights about the journal submission and review process. The journal editor session will provide doctoral students in higher education with invaluable knowledge as they progress through their academic careers.

Division J Graduate Student Social

TBD

Division K: Teaching and Teacher Education

Aaliyah Baker, Senior Representative
Nicholas Hartlep, Junior Representative
Dr. Arnetha Ball, Vice President

Greetings from Division K's Graduate Student Representatives! We are anxiously awaiting the 2010 AERA Annual Meeting. Division K will host 10 sections with over 20 session titles that cover a wide range of critical issues in teaching and teacher education all of which are highly recommended for graduate students to attend! Here are just a few session titles: "Culturally Responsive Education: International Pathways for Research, Teacher Education, and Practice Working With and in Indigenous Communities"; "Teaching Pedagogy and the Experiences of Children of Color"; "Toward New Pedagogies for Teacher Education: Cultivating Literacy Teachers for Diverse Classrooms".

This year's Fireside Chat titled, "Where the rubber hits the road: Educational researchers go to school," will focus on bridging the gap between theory and practice to answer the question of "What it means to be both an educational researcher and classroom teacher?" Distinguished Scholars Dr. Tamba Jackson of the University of South Carolina, Dr. Tyrone Howard of the University of California at Los Angeles, Dr. Jeffrey Duncan-Andrade of San Francisco State University and Dr. David Stovall of the University of Illinois at Chicago will be a part of this fascinating discussion. Join us for the Fireside Chat on Sunday, May 2, 12:25-1:55pm, in the Colorado Convention Center, Rm 703. Light refreshments will be served.

Connections Across Divisions

There are many fun and purposeful events for graduate students to attend during the Annual Meeting. Plan to attend Division K's Town Hall Meeting: "Summit on the Current and Future Landscape of Teaching and Teachers." Also, be sure to visit the Graduate Student Resource Center and check out Division K's display board for vital information. For great networking opportunities, visit us on Facebook:

<http://www.facebook.com/home.php?#!/group.php?gid=120638502792&ref=ts>

We would like to thank those who have expressed an interest in becoming a part of AERA's Division K Graduate Student Council. If you're interested in getting more involved with the Division K Representatives, you are welcome to send a copy of your curriculum vitae and a statement about your areas of interest and the ways you'd like to get involved to one of the current Graduate Student Council Representatives, Aaliyah Baker (aabaker2@wisc.edu) or Nicholas Hartlep (nhartlep@uwm.edu).

We are really looking forward to seeing you in Denver, CO!

Division L: Educational Policy and Politics

Bradley Carpenter, Senior Representative

Heather Price, Junior Representative

Dr. Mark Berends, Vice President

Division L Fireside Chat

Saturday, May 1, 8:15–9:45am

Sheraton Denver, Plaza E

The Division L GSC Representatives are excited to announce that plans for this year's fireside chat have been finalized. The theme of this year's chat is "Critical Conversations: Exploring the Influx of Market-Based Reform Efforts Within State and Federal Educational Policies". The panel of invited speakers includes:

- Michael W. Apple, University of Wisconsin
- Dominic J. Brewer, University of Southern California
- Frederick M. Hess, American Enterprise Institute

Division L Open Business Meeting

Saturday, May 1, 6:15–7:45pm

Sheraton Denver, Governor's Square 15

All graduate student members of Division L and other interested students are encouraged to attend this year's Division L Open Business Meeting. The winner of this year's Outstanding Dissertation Award will be announced, and those in attendance will have the opportunity to hear the award winner present his or her research.

Division L Junior Faculty Mentoring Seminar: Advice for Successfully Navigating Early Career Stage in Education Policy

Saturday, May 1, 12:25–1:55pm

Sheraton Denver, Governor's Square 10

Graduate students seeking academic positions are also encouraged to attend this year's junior faculty mentoring seminar. Panelists will discuss publishing in prestigious educational policy journals, working toward tenure, and securing external research grants. Motoko Akiba from the University of Missouri will chair the session. Panel speakers include:

- William A. Firestone, Rutgers University
- Gerald K. Letendre, The Pennsylvania State University
- Thomas M. Smith, Vanderbilt University

Communication and Feedback

Finally, for the most up to date information about events and opportunities for graduate students, be sure to check out the new AERA Division L Graduate Student Network on Facebook and sign-up for our new "AERADivisionL" Graduate Student Twitter. We are asking that you use both of these communication tools to provide feedback on how we might continue to improve the services we provide for our students.

Graduate Student Council Update Annual Meeting: Denver, CO (April 30th-May 2nd)

Annual Meeting Information and Updates

The Online Program is now available! The program contains session information for the 2010 annual meeting. Login to the AERA online system to view the program:

<https://www.aera.net/AALogin.aspx?ReturnURL=/VWS/UpdateAA.aspx>

Be sure to plan early for your trip!!! Now that you have access to the schedule, visit the AERA website for housing/travel information as well as information about this year's host city, Denver, CO.

Meeting registration: <https://www.aera.net/ExpoLogin.aspx?ReturnURL=/MemberPortal/Expologic.aspx>

Housing and travel information: <http://www.aera.net/Default.aspx?id=8646>

About Denver: <https://www.aera.net/Default.aspx?id=8970>

Graduate Student Council Announcements

Get involved!!! Apply for a position in your division as a graduate student rep! See your AERA division's website for more details http://aera.net/divisions/Default.aspx?menu_id=62&id=179

Graduating soon? Here are some position announcements for job seekers...

The Ohio State, *Educational Psychology and Research Methods*, senior lecturer (one year position).

Application information: send letter of application, curriculum vitae, and names/contact information of five references electronically to Ms. Jennifer Lindsay (Lindsay.20@osu.edu)

Arizona Center for Research and Outreach, Research Scientist. For additional information, see the complete job description: <https://www.uacareertrack.com/applicants/Central?quickFind=196822>

Wesleyan University, *Psychometric Lab and the Culture and Emotion Lab*, postdoctoral research fellowship (two year position). Application information: send your curriculum vitae and statement of research interests directly to the investigators (steven.stemler@wesleyan.edu & prodriguezmo@wesleyan.edu)

AERA's Online Job Board: http://www.jobtarget.com/home/index.cfm?site_id=557

Beyond AERA: Additional National and International Conferences

International Conference on Narrative, Arts-Based, and "Post" Approaches to Social Research (January 21-23, 2011, Arizona State University, Tempe, AZ)

For more information visit <http://napar.conference.asu.edu/>

Data Analysis Training Institute (June, 2010, The University of Connecticut, Storrs, CT)

For more information, visit <http://davidakenny.net/datic/datic.htm>

All Ireland Conference for Doctoral Researchers in Education (May 21-22, 2010, Queen's University Belfast and University College Dublin).

For more information on abstract submissions, visit

<http://www.qub.ac.uk/schools/SchoolofEducation/NewsandEvents/>

Questions or Comments? Contact Shana Shaw, GSC Community Leader (shanashaw@mail.utexas.edu)

2009-2010 Graduate Student Council Roster

OFFICERS

Chair Andrea Tyler, Miami University of Ohio tyleral@muohio.edu

Chair-Elect Annis Brown, Michigan State University brownann@msu.edu

Past Chair John Oliver, Michigan State University oliver10@msu.edu

Community Leader Shana Shaw, University of Texas at Austin shanashaw@mail.utexas.edu

Program Chair Jill McNew, Washington University in St. Louis jcmcnew@wustl.edu

Secretary Historian Katherine Cumings, Mansfield, University of Texas at Austin kcmansfield@mail.utexas.edu

Senior Newsletter Editor Amy Hilgendorf, University of Wisconsin-Madison ahilgendorf@wisc.edu

Junior Newsletter Editor Elizabeth Soslau, University of Delaware esoslau@udel.edu

Web Secretary Akesha Horton, Michigan State University akesha@gmail.com



Divisional Senior Representatives

Division A Tirza White, Emory University twwhite@emory.edu

Division B Crystal Laura, University of Illinois-Chicago claura2@uic.edu

Division C Nicole Miller, Mississippi State University ncm39@msstate.edu

Division D Dubravka Svetina, Arizona State University dubravka.svetina@asu.edu

Division E Capri Brooks, Mississippi State University capriposey@hotmail.com

Division F Jes Cisneros, Northern Illinois University C30JRC1@wpo.cso.niu.edu

Division G Samatha Wahome, Ohio State University wahome.1@osu.edu

Division H Burcu Kaniskan, University of Connecticut burcukaniskan@gmail.com

Division I Ling Hsiao, Harvard University ling_hsiao@mail.harvard.edu

Division J Pelema Morrice, University of Michigan pmorrice@umich.edu

Division K Aaliyah Baker, University of Wisconsin-Madison aabaker2@wisc.edu

Division L Bradley Carpenter, University of Texas at Austin bradleywcarpenter@gmail.com

Our mission...

The Graduate Student Council has five major responsibilities: Annual meeting planning, student advocacy, information dissemination, community building, and self-governance. The mission of the Graduate Student Council is to facilitate and promote the transition from graduate student to professional researcher and/or practitioner by providing growth, development, and advancement within AERA and beyond. In addition, the Graduate Student Council seeks to help graduate students navigate the obstacles, rewards, challenges, and support networks of academic life. Further, the Graduate Student Council will carry out the mission of AERA through research, scholarship, and professional endeavors of graduate students.