

American Educational Research Association 2011 Annual Meeting Call for Submissions

*New Orleans, Louisiana
April 8–12, 2011*

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I. Theme: “Inciting the Social Imagination: Education Research for the Public Good”

We are in the midst of a vibrant and troubling education paradox. On the one hand, it is a time of remarkable interest in education, with increased attention to reform policies, unprecedented educational legislation, and money from all sectors devoted to these efforts. In public discourse, education remains foundational to opening up a range of opportunities: to achieve social and economic mobility, to gain and secure employment, and to develop future life skills. Politicians refer to the knowledge society, economists write about the new economy, and the proliferation of innovative technologies demands new forms of learning in an unparalleled knowledge economy. Yet the path or shape that these efforts take is toward technocratic and market-driven solutions to the everyday issues schools, teachers, and students experience. These trends often benefit parents with means who can move their children out of the public education system into private learning settings that they hope are more likely to offer a value-added education for “new times.” At the same time, schools are becoming increasingly segregated, with high teacher attrition rates in many districts.

In his recent book *Why School?* (2009), education researcher Mike Rose argues for the persistent relevance of school and explores how in narrowing their purposes of education, schools have neglected the wider goals of democratic education. In this period of significant social and technological change, there is a place for education research that is oriented not only toward its traditionally valued and enduring purposes but significantly toward public policy and the public good; research that helps us avoid a kind of reductionism, quick fixes, and narrow conceptions of teaching/learning, assessment, curriculum, teacher preparation, and education reform. In a time of extraordinary opportunity, research can enable us to see through the political and polemical tangles and can move us past the current policy impasse toward a new democratic vision of schooling. This will require nothing less than a renewed, creative social imagination.

The theme of AERA’s 2011 Annual Meeting—“Inciting the Social Imagination: Education Research for the Public Good”—is intended to encourage submissions that address the conceptual,

methodological, policy, and pragmatic challenges and opportunities in re-imagining the promise and potential of education research. We encourage submissions that emphasize innovative approaches to education research, particularly work that contributes to robust public policy and the public good. This focus encourages education researchers to draw on transdisciplinary theories and constructs, integrated methods, and research approaches that aim to answer a breadth of questions from causal to interpretive/descriptive. We further encourage submissions that employ situated perspectives and dynamic conceptions of institutions and communities, as well as their members and practices. We also invite submissions that consider questions such as the following:

- What new tools, social arrangements, forms of assistance, and identities promote expansive and sustainable learning?
- How can we use research to shape and influence public policies that pursue educational equity and quality while supporting and promoting local and regional innovation?
- How can research enable us to develop innovative forms of teaching and learning, curriculum and assessment that begin to address the possibilities and problems of economies and communities in economic transition, new technologies and media of communication, and attendant issues of exclusion, marginalization, and access?
- In light of current knowledge, how can we advance educational and public policy on teacher preparation and retention, particularly in schools in nondominant communities?
- How can education research and policy articulate more closely with public policy issues in health, urban development, employment, social welfare, migration, immigration, and other affiliated areas?

Our intent is that the 2011 Annual Meeting will stimulate a new dialogue about the contributions that education research can make to the public sphere. As we continue to think about issues of rigor, validity, and elegance of design, we hope that conference submissions will consider the connection to and integration of questions of the public good as a central notion in conceptions of the work we do.

II. General Information

The 2011 AERA Annual Meeting will be held from Friday, April 8, through Tuesday, April 12, in New Orleans, Louisiana. The program will consist primarily of presentations selected through this open call for submissions and a peer review process guided by program chairs of divisions, committees, and special interest groups (SIGs). In addition, there will be invited speakers and symposia, panel discussions, professional development courses, and graduate student programs.

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

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

Guidelines for submitting papers and sessions are set forth below. Each submission must be directed to a single committee, division, or SIG. Additional information about the content for submissions to these entities is set forth in the "Call Details" section. Those advancing submissions are encouraged to first examine the section "General Procedures and Policies" that follows here.

III. General Procedures and Policies

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

- (1) **Originality of submissions.** For both paper and session submissions, only submissions that have not been previously published or presented at another professional meeting are eligible.
- (2) **Paper submissions.** Submissions for paper sessions, roundtables, or posters must be in the form of a narrative paper, whether these papers are still in progress or are the final papers for presentation at the 2011 Annual Meeting. PowerPoint slides, summary tables, an abstract, or proposals to write a paper will not be considered.
- (3) **Submissions must be submitted by the deadline.** The submission system opens on June 1, 2010, and closes on July 15, 2010, at 11:59 PM Pacific Time. No late submissions will be accepted.
- (4) **Word limits.** Program chairs may reject a submission without review if the abstract or paper exceeds the word limits specified below.
- (5) **Participant attendance requirement.** All presenting authors of accepted papers and participants in all accepted sessions are expected to attend the Annual Meeting and be present at the scheduled sessions. Submission is a commitment to do so.
- (6) **Participation limits.** To promote broad participation in the Annual Meeting, *an individual may not appear as first author on more than two submissions. In addition,*

an individual may not appear on the program more than four times (e.g., in the role of chair, discussant, presenter, or participant). The participation limit does not include participation in invited sessions or any session connected with an AERA office, committee, or award (such as, AERA division/SIG business meetings, invited addresses, award ceremonies, or professional development courses).

- (7) **Participation limits on session submissions.** Session submissions for symposia are limited to six (6) participants for 90-minute sessions and seven (7) participants for 120-minute sessions. The number of participants includes presenters and any discussants. These limits are in addition to the chair. The presentation limits are to allow for meaningful presentation, discussion, and audience participation.
- (8) **A paper or session submission may be submitted only to a single committee, division, or SIG.** Should the author(s) submit a paper or session to more than one unit (committee, division, or SIG), ALL versions of the submission will be removed from further consideration. This includes submissions that are submitted multiple times with slight changes in the title and content.
- (9) **Paper submissions are reviewed without author identification (i.e., blind review).** Therefore, the paper submission should not contain any references to the paper's authors or other identifying information. Failure to exclude author identification from the paper will disqualify the paper from consideration.
- (10) **Session submissions are reviewed with or without author identification depending on unit-specific guidelines.** Some divisions and committees use blind reviews for session submissions; others allow participants to be identified. If blind review is not specified, all participants must be identified when a session is submitted.
- (11) **Session submissions need to include chairs and, if applicable, discussants, with appropriate expertise.** Chairs and discussants need to have substantive background and expertise appropriate to the session and the knowledge and skill to guide the session (beyond keeping time).
- (12) **If your paper is accepted and placed in a session, the following apply:**
 - All participants must register for the Annual Meeting.
 - Authors of accepted papers must upload a final paper to the AERA Online Submission System by March 18, 2011. The initial submission will constitute the final paper unless an author uploads a revised paper by the deadline for uploading final papers.
 - The presenting author of an accepted paper must present the paper at the Annual Meeting. If an emergency or other similar circumstance prevents a presenting author from attending the Annual Meeting, he or she must immediately notify the program or session chair **and** the AERA Central Office to determine the appropriate course of action.
 - Authors are encouraged to place a copy of the final paper in the AERA Online Paper Repository on a voluntary basis. Authors will be asked whether they wish to do so at the time of submission.

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

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

IV. Advancing Paper or Session Submissions

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

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

Opening Date	Closing Date and Time
June 1, 2010	July 15, 2010, at 11:59 PM (Pacific Time)
<i>No late submissions will be accepted.</i>	

How? All submissions must be submitted electronically at <http://www.aera.net> through the AERA Online Submission System. ***Submissions transmitted by fax, mail, or e-mail will NOT be accepted.*** AERA members may access the Online Submission System using their member ID; nonmember users who have registered in the Online Submission System within the past 5 years may log in using their login ID and password. Submitters needing assistance in retrieving login ID or password should use the automatic

ID and password retrieval help online. Please do not create a new login as duplicate records may lead to difficulty in accessing your submission and averting scheduling conflicts.

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

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

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

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

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

Special note. The processes for both paper and session (symposium) submissions involve filling out the online form and then

uploading the required paper summary, but the two processes differ in other ways. Please see specific instructions, below, for each type of submission.

A. Paper Submissions

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

- (1) After you enter the AERA Online Submission System, the first screen will prompt you to select the unit (division, committee, or SIG) to which your paper is to be submitted.
- (2) The system will prompt you to select the type of submission (paper or session). Select "Paper Submission."
- (3) The system will prompt you to enter the following information:
 - *Title.* The paper title should be entered with proper capitalization in title case: Make Sure That the First Letter of Each Appropriate Word Is Capitalized.
 - *Abstract.* Submit an *abstract* of no more than 120 words. Abstracts for accepted submissions will be made publicly available online or in print.
 - *Consent for recording of presentation.* You will be asked to provide consent for yourself and on behalf of all other authors on the submission so that the presentation can be audiotaped and/or videotaped if the submission is accepted and the session is selected for recording by AERA.
 - *Descriptors.* Provide descriptors for the paper that will be used in the subject index of the Annual Meeting Program. The system will prompt you to choose up to three descriptors from a list.
 - *Research method.* Name the research method that best describes the paper (Conceptual/Theoretical, Mixed Method, Qualitative, or Quantitative).
 - *Preferred session format.* You must indicate whether you seek to participate in a paper session, a poster session, or a roundtable session. You will be asked to rank your choice of preferred session formats and will only be considered for formats you choose. See descriptions of these session formats in the "Session Formats" section of this Call.
 - *Special requests.* Please use this space to detail any special requests, such as scheduling considerations.
 - *Accessibility.* Please use this space to detail any requirements you may have regarding assistance in making your presentation accessible, as provided for by the Americans with Disabilities Act.
 - *Human Subjects Research Protection.* Indicate whether the research being conducted for the paper has been reviewed for the protection of human subjects and approved by an institutional review board (IRB) or that IRB review is "Not Applicable."
 - *Online Paper Repository.* Please check the appropriate box to indicate your willingness to participate in the AERA Online Paper Repository. Participation is voluntary.
- (4) Provide the names, institutional affiliations, and e-mail addresses of all coauthors (where applicable). Please search the database for the coauthors' names. A careful search will

avoid duplication of names in the system. (Duplicate records may result in scheduling conflicts and other problems.) If the names are not in the system, you can then follow instructions to add them to the Online Submission System.

- (5) Specify any audiovisual equipment needs. LCD projectors for computer or laptop hookup will be provided at no charge by AERA for all paper and symposia sessions. No LCD projectors will be provided for poster and roundtable sessions. Other equipment and services (e.g., computer, laptop, overhead projectors, Internet access) may also be requested, with charges for use to be paid by the presenters.
- (6) A summary page will appear, giving you the opportunity to review the information you have entered.
- (7) The final step in the submission process is uploading a narrative paper. The paper should not contain any references to the author(s) or other identifying information. You will be asked to provide a word count. Word counts should be entered in numerical format without commas. **The paper should be 2,000 words or fewer** in length (excluding references, tables, charts, graphs and figures). You will only be able to upload one consolidated document. References should be included (if applicable) at the end of the paper and are not included in overall word count. You will be asked to affirm that your submission meets the policy regarding originality of submissions. To be considered for review, all six elements described below **must** be addressed in the paper even if the results, conclusions, or findings are not complete or final at the time of the submission. The paper needs to address and provide reviewers with an understanding of the results and findings to date. The paper should deal explicitly with the following elements, preferably in this order:
 1. Objectives or purposes
 2. Perspective(s) or theoretical framework
 3. Methods, techniques, or modes of inquiry
 4. Data sources, evidence, objects, or materials
 5. Results and/or substantiated conclusions or warrants for arguments/point of view
 6. Scientific or scholarly significance of the study or workIt is understood that theoretical or methodological papers will include information that is the equivalent of element (4) for those genres of scholarly work.
- (8) If a paper is submitted successfully, the system will display a confirmation screen. **If the system does not show a confirmation screen, the submission was not completed successfully.** Please review the submission instructions carefully before you proceed with the submission process.

B. Session Submissions

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

the format to be used. The organizer must obtain the consent of all participants before advancing a session submission.

The Program Committee encourages session submissions that demonstrate diverse approaches to education research, reflecting various racial, cultural, language, and gender perspectives; disciplinary bases, methodologies, and/or research paradigms; education levels (e.g., K–12, higher education); contexts of learning (including informal learning); and interests in learning, education, policy, or practice.

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

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

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

120-minute time slot; sessions requiring 120 minutes generally are scheduled for either the first or the last period of the day. The number of 120-minute time slots is limited; these slots are scheduled based on availability.

- *Special requests*. Please use this space to detail any special requests, such as scheduling considerations.
 - *Accessibility*. Please use this space to detail any requirements you may have regarding assistance in making your session room accessible as provided for by the Americans With Disabilities Act. For example, if a presenter will need a signed language interpreter, a sighted guide, or wheelchair access, please indicate that here.
- (4) The system will prompt you to enter the following information for each paper/presentation:
 - *Title*. The title of the presentation should be entered with proper capitalization: Make Sure That the First Letter of Each Appropriate Word Is Capitalized. If the title of the session is the overarching title for all presentations, enter a presentation title that captures the perspective of the presenter.
 - *Paper/presentation summary*. Submit a summary of no more than 500 words that addresses the basic elements of a research or scholarly paper/presentation for each paper or presentation in the proposed session:
 1. Objectives or purposes
 2. Perspective(s) or theoretical framework
 3. Methods, techniques, or modes of inquiry
 4. Data sources, evidence, objects, or materials
 5. Results and/or substantiated conclusions or warrants for arguments/point of view
 6. Scientific or scholarly significance of the study or work
 - (5) The system will prompt you to add information on “Other Participants” such as chair and discussant(s). For each participant, enter the name, institutional affiliation, and e-mail

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

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

address. Please search the database for each person's name. A careful search will avoid duplication of names in the system which may result in scheduling conflicts and other problems. If the name is not in the system, you can add it to the submission system.

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

V. Session Formats

A. Formats for Paper Submissions

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

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

Poster Session. Poster sessions combine the graphic display of materials with the opportunity for individualized, informal

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

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

B. Formats for Session Submissions

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

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

Working Group Roundtable. Working group roundtables encourage substantive exchange and interaction among researchers working on a common set of research issues, problems, or themes. Such roundtable submissions are encouraged from

organizers working in areas that are cross-cutting, where there are shared research problems or issues that would benefit from cooperation and exchange, or where researchers with complementary interests would benefit from new, synergistic discussions. Working group roundtable submissions are not eligible for consideration if all of the participants are at the same institution or already involved in formal or ongoing research collaboration. The working group roundtable submission is designed to bring individual researchers or teams of researchers together for discussion where there is potential for new substantive gains and research communication or cooperation. All presenters are expected to prepare a brief paper or commentary paper that frames the issues or problems they wish to advance or examine. There is no discussant for a working group roundtable.

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

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

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

VI. Descriptors

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

VII. Call Details

A. Divisions

Division A: Administration, Organization, and Leadership

Program Chair: Andrea E. Evans

Division A encourages papers that address issues related to the conference theme, "Inciting the Social Imagination: Education Research for the Public Good." As represented by the five divisional sections below, Division A is particularly interested in papers that illustrate or embrace the notion that education research should aim to advance the welfare of students and the schools, leaders, and teachers who serve them. This emphasis on the "public good" encourages research that informs and transforms school policies and practices toward the pursuit of excellent and equitable school processes and outcomes. In addition, this focus highlights the need for education research to be translatable to practitioners and others in the broader society. *Paper submissions should be prepared for blind review. Session submissions (for symposia and other alternative formats) will be reviewed with author identification, so be sure to include author information. Please assign three topic descriptors at the end of the paper abstracts and summaries for use in assigning reviewers and grouping papers in sessions. Use the descriptors that will help differentiate your topic within a section (e.g., for Section 1 [Leadership], the topic descriptors might be "democratic leadership," "governance," etc.). For general questions, contact the Program Chair: Andrea E. Evans, Northern Illinois University, 815-753-9310, aeevans@niu.edu.*

Section 1: Leadership

Papers that study leadership in schools and school systems, including inquiries into the leadership of teaching and learning; global and multicultural dimensions of leadership; distributed, transformational, or instructional leadership; leadership effect; leadership in communities of practice; leadership for governance and policy reform; leadership for democracy and social justice; leadership in local, national, and international contexts; moral and spiritual dimensions of leadership; and critical interpretive perspectives on leadership. *Section Chair: Elizabeth Murakami-Ramalho, University of Texas, San Antonio, elizabeth.murakami@utsa.edu.*

Section 2: School Organization and Effects

Papers that examine the organization of schools and school systems and its effects on leadership, teacher work, and student learning, including inquiries into innovative designs and new organizational forms for schools (e.g., charters, privatization,

home schooling, small schools, for-profit ventures); schools and school systems as learning communities; the effects on equity and achievement of structural and organizational features of schools (e.g., tracking scheduling, student and staff assignment procedures, school and class size); the impact of legislation and policy (e.g., international education policies, the No Child Left Behind Act, local and state reforms) on school organization; school culture and climate; and the consequences of public and private organizational models for schools and school systems. *Section Chair: Alex Bowers, University of Texas, San Antonio, alex.bowers@utsa.edu.*

Section 3: School Improvement

Papers that examine how the change and improvement processes in schools and school systems affect valued outcomes such as teaching and learning, democratic schooling, equity, and social justice, including inquiries into how these efforts advance the public good of an educated citizenry and equitable society; organizational and leadership responses to the change and improvement process; the use of assessment data and other sources of information to promote school improvement; workforce and professional development targeted for school improvement; the relationship of school system change to public advocacy, community development, and social movements; and the ways in which theories of change in public and private organizations can inform school development and improvement. *Section Chair: Kristina Hesbol, Illinois State University, k.hesbol@gmail.com.*

Section 4: School Contexts and Communities

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

Section 5: Leadership Development

Papers that assess how the preparation and ongoing professional development of school leaders (e.g., superintendents, school board members, principals, and building-level leaders, teacher leaders, and others) serve the public interest, including studies that inquire into conceptualization, description, and evaluation of models for leadership preparation; assess and critique practices for leadership development promoted by higher education, not-for-profits, corporate entities, professional associations, and educational authorities; examine the role of standards and standards-based evaluation in the development of school and system leadership; and explore how leadership

preparation and development are linked to the teaching and learning practices that affect students and staff. *Section Chair: April Peters, University of Georgia, alpeters@uga.edu.*

Division B: Curriculum Studies

Program Cochairs: Isabel Nuñez, Therese Quinn, and Erica Meiners

Division B invites papers on curriculum studies broadly defined. Curriculum scholarship includes a wide range of inquiries reflecting diverse methodological and philosophical perspectives on theory and practice, policy and development, enactment and evaluation. While submissions have traditionally focused on formal educational institutions at all levels and in a variety of settings, we strongly encourage submissions that transgress boundaries, challenge orthodoxies, embed in life contexts, and commit to integrity, justice, and humanity. We particularly welcome papers relevant to the 2011 conference theme: "Inciting the Social Imagination: Education Research for the Public Good." ***Both individual paper and session submissions will be reviewed anonymously; therefore, abstracts and summaries must not identify any participants by name.*** For more information, please contact the appropriate section chair, or for general questions contact the Program Chairs: Isabel Nuñez, Concordia University, isabel.nunez@cuchicago.edu; Therese Quinn, School of the Art Institute of Chicago, tquinn@saic.edu; Erica Meiners, Northeastern Illinois University, e-meiners@neiu.edu.

Section 1: Critical Perspectives and Practices

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

Section 2: Globalization, Decolonization, and Liberation

Curriculum studies are interdisciplinary, transdisciplinary, and counterdisciplinary. Curriculum studies are international, transnational, and counternational. Researchers and scholars whose work examines diverse paradigms, perspectives, and possibilities reflected in contested theories, practices, and contexts are encouraged to submit in this section. We are interested in research addressing issues related to migration, globalization, decolonization, liberation, language, culture, identity, power, religion, ethnicity, race, gender, class, sexual orientation, and disability as they interact with sociopolitical, cultural, linguistic, ecological, and economic influences in schools, neighborhoods, communities, tribes, and

societies in the increasingly diversified world landscape. *Section Cochairs: Ming Fang He, Georgia Southern University, mfhe@georgiasouthern.edu or mingfhe88@gmail.com; Rowena He, Harvard University, rowenah@fas.harvard.edu or rowenah@gmail.com.*

Section 3: Challenging Methodological Boundaries in Curriculum Inquiry

Seeking to uncover the dynamic complexity of educational experience in diverse contexts and circumstances, curriculum scholars employ a wide range of methodological approaches, including creative strategies using symbolic representations and imaginative practices. Examples of research conducted by, for, or with practitioners, students, or community members, as well as submissions that experiment with new forms of research methodologies, including emerging digital forms, “arts-based” submissions, or those that revisit “old” methodologies in new and exciting ways across a range of educational contexts through participatory strategies are strongly encouraged. *Section Cochairs: Jillian Ford, Emory University, jcford@LearnLink.Emory.Edu; Monica Garcia, California State University, San Bernardino, mggarcia@csusb.edu.*

Section 4: Ecological Justice and Critical Geography

How can education research and practice incite the social imagination? What do education research and practice for the public good of ecological and community justice look like? Increasingly we live in a global age in which notions of personal and collective identity are being mass produced through a hidden curriculum constituted internally and externally through forces of transnational capitalism, militarism and industrialism, hyper-consumerism, White supremacy, patriarchy, speciesism, environmental racism, and other modes of oppression. We also participate in a variety of oppositional, alternative, and transformative social movements such as traditional ecological knowledge, place-based education, anticonsumerist social activism, environmental justice activism, and other means of enabling alternative social imaginaries and worldwide collectivities for planetarity. We thus invite papers that examine how groups both inside and outside educational institutions work against a complex array of threats to nature, culture, and humanity and how they are producing diverse varieties of pedagogical struggle to reclaim, reinhabit, and revitalize the commons. We are interested in interdisciplinary and creative perspectives that inform the possibility of achieving epistemological shifts in how we think about identity, community, and culture in relation to our places in the world and our ethical and political orientations to sustainability and social justice. *Section Cochairs: Jennifer Sandlin, Arizona State University, jennifer.sandlin@asu.edu; Jason Michael Lukasik, Chicago Botanic Garden, jason.lukasik@mac.com.*

Section 5: Historical, Philosophical, and Disciplinary Knowledges

This section begins from the standpoint that “curriculum” and different ways of conceptualizing knowledge are rooted in and bounded by history, place, and ideology. How do we work to “incite the social imagination” in order to consider multiple, often competing, perspectives that challenge and refashion the

traditional constructions of power and knowledge? How do we reinvigorate the role of history and ancestral/generational knowledge in informing the formation of contemporary practices, policies, and knowledge production in schools? How do the forces of globalization, migration, and transnationalism impact knowledge formation? How does our conceptualization of what is good for the public impact our notion of what constitutes a “public good”? How does this conceptualization inform our individual and social commitment to work toward that good, and how does it influence the formation of contemporary practices, policies, and knowledge production in schools? How do our philosophical, foundational, and situational understandings of curriculum impact our work with respect to issues of access, equity, quality, and policy? How is the field of curriculum expanded and constricted by new forms of knowledge and practice? This section invites theoretical, conceptual, and/or empirical studies addressing these and other questions as well as research and scholarship that extends beyond conventional historical, philosophical, and disciplinary studies. *Section Cochairs: Rubén Gaztambide-Fernández, Ontario Institute for Studies in Education, rgaztambide@oise.utoronto.ca; Pamela J. Konkol, Concordia University, pamelak.konkol@cuchicago.edu.*

Section 6: Youth Organizing and Communities in Action

The increased professionalization and scientization of education leads to research and policy from the top down. In such a model, the public good is framed in terms of human capital—how can schools create subjects who are competitive individuals in the new “flat” global economy? This understanding of the public characterizes communities and youth as populations to be managed and controlled through education policy and research framed by neoliberal values. Within a context where educational life is viewed more as an extractable good, reimagining the “promise and potential of education research” needs to turn to communities, indeed the youth themselves, who are the supposed beneficiaries of education research and policy and who are routinely left off the agenda. Instead, researchers and policy makers need to begin by asking what these voices tell us about educational needs of communities, the functioning and purposing of educational policies, and the true impact of top-down research on their lives. Centering youth organizing and communities in action in education, allowing these voices to direct education research, will lead to “new tools, social arrangements, forms of assistance, and identities” that are necessary in order to truly “promote expansive and sustainable learning.” We encourage submissions that address the conceptual, methodological, policy, and pragmatic challenges and opportunities in re-imagining the promise and potential of centering youth organizing and communities in action in education research. *Section Cochairs: Dolores Calderón, University of Utah, dolores.calderon@utah.edu; Patricia Krueger, City University of New York, patriciakrueger@hotmail.com.*

Division C: Learning and Instruction

Program Chair: Christopher Wolters

Division C invites submissions concerning high-quality research on learning and instruction and the relation between

them. Appropriate research topics include learning and instruction in various content areas such as reading, writing, history, fine arts, mathematics, and science; formal and informal learning environments; evidence-based instructional design and methods; effective uses of technology to foster learning; social and motivational influences on learning and instruction; and individual differences as they relate directly to learning and instruction. Submissions to Division C span a wide range of theoretical orientations and research methodologies. To improve the quality of research presented in Division C, we encourage authors to consider both the relevance and the credibility of their research. Submissions should report findings drawn from actual data rather than report anticipated results, and should be based on appropriate methodology to address the research questions. Please choose three topic descriptors for use in assigning reviewers and grouping papers in sessions. Please use descriptors that characterize your submission and will help differentiate your topic within a section (e.g., if you are submitting to Section 3 on Mathematics, use of “Mathematics Education” is not specific enough to be a helpful descriptor, although it could be very useful to help distinguish among submissions to one of the other sections). Paper submissions will be reviewed without author identification, so the submission narrative should not include any author identification. Session submissions (symposia, structured poster sessions, and other alternative formats) will be reviewed with author identification, so the submission narrative for sessions should include author/presenter information.

Presentation formats. The potential presentation formats that you may choose for paper session submissions include individual papers, posters, or roundtables. You should indicate all formats that are acceptable. In particular, posters can provide a uniquely intimate opportunity for scholarly interaction about a specific topic. Division C poster sessions have a history of high attendance and active participation by members. Please consider the benefits of this format as you plan your submissions. The potential presentation formats for session submissions include symposia, structured poster sessions, and several alternative formats. Submissions for structured poster sessions and symposia should involve presenters who address related topics or a common theme. Symposia should include at least one discussant. A discussant is not required for a structured poster session. Alternative formats for sessions are invited, but submissions must be explicit about their substance, use of actual data, how they will operate, and their benefit to the membership.

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

Selecting the proper section. If your submission focuses on learning or instruction in a specific content area (e.g., reading, writing, history, fine arts, mathematics, science), you should submit it to one of the subject-area-specific sections (i.e., 1, 2, 3, or 4) rather than to one of the more cross-cutting sections (i.e., 5, 6, or 7). If your submission focuses on the role of the learning environment, you should submit it to Section 5. If your submission focuses on cognitive, social, and/or motivational processes, you should submit it to Section 6. If your submission focuses on the

specific role or use of technology in learning or instruction, you should submit it to Section 7. Submissions that emphasize assessment as it relates to measurement and school evaluation issues, as well as submissions on teacher education, teacher effectiveness, curriculum design, and research methodology, should be submitted to other AERA divisions or SIGs. Section chairs may redirect a submission to another section if the subject matter is more appropriate elsewhere. *General questions should be addressed to the Program Chair: Christopher Wolters, University of Houston, cwolters@uh.edu.*

Section 1: Reading, Writing, and Language Arts

Research on learning and instruction in reading, writing, and the language arts. Focuses include cognitive and cultural processes that underlie word recognition, phonological awareness, reading fluency, spelling, vocabulary, reading comprehension, writing, and second language learning. *Section Chairs: Stephanie Al Otaiba, Florida State University, salotaiba@ferr.org; Carol McDonald Connor, Florida State University, cconnor@ferr.org.*

Section 2: Humanities, Social Sciences, Fine Arts

Research on learning and instruction in the humanities (e.g., history, literary studies), social sciences (e.g., economics, geography, citizenship/political science), and fine arts (e.g., art, music, dance). Research may involve formal or informal learning contexts, including international settings, and may emphasize content knowledge, disciplinary procedures, ideas about the purpose of learning, or the influence of factors such as social identity. *Section Chair: Keith C. Barton, Indiana University, kcbarton@indiana.edu.*

Section 3: Mathematics

Research on learning and instruction in mathematics in a range of settings (e.g., school or professional arenas). The research focus may include problem solving; concept and skill development; strategy growth and change; psychological, social, and cultural factors; and using technology to support educational practice in mathematics. *Section Chairs: Amy Ellis, University of Wisconsin, Madison, aellis1@education.wisc.edu; Nicole McNeil, University of Notre Dame, nmcneil@nd.edu.*

Section 4: Science

Research on learning and instruction in science across a range of settings (e.g., school, workplace, community). Focuses may include psychological, social, and/or cultural perspectives on problem solving, conceptual development and change, inquiry, equity, reform, and using technology to support educational practice in science. *Section Chairs: Fouad Abd-El-Khalick, University of Illinois, fouad@ad.uiuc.edu; Felicia Moore Mensah, Teachers College, Columbia University, moorefe@exchange.tc.columbia.edu.*

Section 5: Learning Environments

Research dealing with interdisciplinary, situated, collaborative, or interactive learning environments, and/or learning in informal contexts (e.g., out-of-school environments such as museums and workplaces), including case-based and project-based environments. *Section Chairs: Cindy Hmelo-Silver, Rutgers University, cindy.hmelo-silver@gse.rutgers.edu; Krista Muis, McGill University, krista.muis@mcgill.ca.*

Section 6: Cognitive, Social, and Motivational Processes

Research on cognitive, social, and motivational dimensions of learning, instruction, and assessment. Example research includes studies of self-regulation, metacognition, memory, skill acquisition, learning from text, reasoning, transfer, situated and embodied cognition, affect/emotions, goals, self-perceptions, and beliefs. *Section Chairs: Mimi Bong, Korea University, mimibong@korea.ac.kr; Becky Packard, Mount Holyoke College, bpackard@mholyoke.edu; Ellen Usher, University of Kentucky, ellen.usher@uky.edu.*

Section 7: Technology Research

Research dealing with learning and instruction in multimedia, computerized, Web-based, or other technology-based environments, and evidence-based constructive critiques of the role of technology in educational improvement. *Section Chairs: Aaron Doering, University of Minnesota, adoering@umn.edu; Dale Niederhauser, Iowa State University, dsn@iastate.edu.*

Division D: Measurement and Research Methodology

Program Chair: Terran L. Brown

Division D encourages papers that address issues related to the conference theme, "Inciting the Social Imagination: Education Research for the Public Good." In particular, the 2011 conference theme notes the promise and power of innovative education research for understanding the complex challenges influencing diverse education communities. Division D welcomes papers that extend beyond the traditional methodological strategies for conducting education research within and across multifaceted educational settings, contexts, cultures, and communities that will drive the next generation of dynamic public policies for the benefit of all. Division D invites papers in the areas of (D1) educational measurement, psychometrics, and assessment; (D2) quantitative methods and statistical theory as applied to education research; and (D3) qualitative research methods and mixed-methods research as applied to education research. To increase the interactivity of sessions, the division encourages session formats that promote audience engagement, such as interactive symposia, panel discussions, and paper discussions.

Questions about the appropriateness of formats may be addressed to the chairs. Please submit all Division D papers as indicated below.

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

Please contact section chairs directly for questions about submitting papers to specific sections.

D1—Educational Measurement, Psychometrics, and Assessment. *Section Chairs: Terran Brown, Educational Testing Service, txbrown@ets.org; Mary Pitoniak, Educational Testing Service, mpitoniak@ets.org.*

D2—Quantitative Methods and Statistical Theory. *Section Chairs: Jill Adelson, University of Louisville, jill.adelson@louisville.edu; Laura M. Stapleton, University of Maryland, Baltimore County, staplet@umbc.edu.*

D3—Qualitative Research Methods. *Section Chairs: Ryan Gildersleeve, Iowa State University, ryaneg@iastate.edu; Penny A. Pasque, University of Oklahoma, pasque@ou.edu.*

Division E: Counseling and Human Development

Division E solicits submissions that contribute to the understanding of counseling and human development, within and across contexts, and are consistent with this year's theme, "Inciting the Social Imagination: Education Research for the Public Good." This theme resonates strongly with the mission and work of Division E. Many Division E members are concerned with multiple contexts and factors (e.g., school, family, community, work setting, culture, ethnicity, race, gender, sexual orientation) that affect human development, learning, and mental health. Moreover, many members are engaged in multidisciplinary work that can be used to inform preventions, interventions, and public policies at the school, local community, and national levels.

Completed research using a variety of methodological paradigms is appropriate for submission. Demonstrations and other innovative formats that involve audience participation related to counseling psychology, school counseling, school psychology, and human development are encouraged, as are informal discussions that allow direct interaction between a noted researcher and the audience. Areas of focus for submissions include but are not limited to (a) developmental processes for children, adolescents, and adults; (b) counseling in educational, work, and health settings; (c) vocational and career development; (d) diversity issues related to counseling, school psychology, and human development; (e) the education and training of counselors, school psychologists, and other members of the helping professions; and (f) research on counseling, school psychology, and human development intervention programs. Symposium submissions should present systematic research programs or multiple perspectives on important theoretical, applied, and/or methodological issues. Submissions that represent the mutual interests of Division E and AERA SIGs or that serve to integrate counseling and human development are strongly encouraged. **Both paper and session submissions will be reviewed blind and should not include author identification in the submission text.** Submissions must adhere to the guidelines presented in the general call for submissions. The division accepts submissions in two sections:

Section 1: Counseling. *Section Chair: V. Paul Poteat, Boston College, 617-552-4234, poteatp@bc.edu.*

Section 2: Human Development. *Section Chair: James L. Rodriguez, California State University, Fullerton, 657-278-4048, jamesrodriguez@fullerton.edu.*

Division F: History and Historiography

Program Chair: Roland Sintos Coloma

The Division F Program Committee welcomes proposals that explore, interrogate, and unpack the theme for the 2011 AERA meeting, “Inciting the Social Imagination: Education Research for the Public Good.” While seeking proposals that examine the multidimensional facets of this generative topic, we also encourage submissions on the histories and historiographies of education of all places and time periods, on many different topics, on the uses of varied sources and methods, through disciplinary and interdisciplinary interpretive frameworks, and at varying geopolitical scales and scopes.

We invite continued consideration of topics central to the history and historiography of education—individuals, communities, and institutions, centers and peripheries, inclusion and exclusion, change and resistance, power and knowledge, difference and negotiation. We are committed to historical scholarship and pedagogy that account for the ways in which indigeneity, gender, race, sexuality, class, ability, migration, language, geography, spirituality, and empire are embedded and interconnected in the discursive and structural workings of education. We welcome debate and engagement on challenging and controversial issues. We encourage the exploration of diverse strategies for analyzing and representing the past, including the use of innovative formats for presentations at AERA. Our program will reflect this strength, and we will seriously consider any proposal that advances the study, teaching, and public presentation of the history and historiography of education in the United States and internationally.

We seek proposals from all members of AERA, from affiliated societies, from historians working outside the United States, and from scholars in related disciplines. We aim to include those working at universities, colleges, community colleges, and PK–12 schools, as well as public historians and independent scholars. Submissions need to identify the historical and/or historiographical sources on which the study is based, and should discuss its broader significance. We encourage historical research with substantive implications for contemporary understanding and practices in education broadly construed.

All submissions will undergo a blind review and should not include author identification in the text of the proposal. For questions or comments, contact Roland Sintos Coloma, Ontario Institute for Studies in Education at the University of Toronto, 416-978-0462, roland.coloma@utoronto.ca.

Division G: Social Context of Education

Program Cochairs: Elizabeth Kozleski and María E. Fránquiz

Division G examines processes of teaching and learning within a social context. Such an examination takes under consideration social, cultural, political, discourse, and economic influences. Hence, cognition, language, learning processes, and social

organization are considered as they are situated in local and global contexts and in relation to demographic, linguistic, and cultural diversity. These complex views of teaching and learning provide a context in which to shed light on the ways in which significant social and technological change shapes our educational research, policy, and practices. We encourage proposals that examine the ways in which the new knowledge economies operate to include and exclude, embrace and marginalize, offer access and create barriers for learning in formal and informal contexts. We welcome proposals for theoretical and/or empirical papers that draw on perspectives from education, anthropology, learning sciences, economics, philosophy, political science, social and cultural psychology, sociolinguistics, discourse studies, gender and ethnic studies, and sociology. We are particularly interested in proposals that cut across both methodological and disciplinary boundaries and address educational issues that intersect with health, urban development, employment, social welfare, migration, immigration, the judicial system, and other key sectors. The division encourages submissions that employ qualitative, quantitative, ethnographic, mixed-methods, and discourse methodological approaches to the study of the social context of education. We welcome collaborative, transformative, and empowering studies that create greater opportunities for historically marginalized and oppressed communities.

The five sections described below represent different ways of analyzing or focusing on educational issues in social contexts. The division invites submissions that consider issues of social and cultural differentiation and inclusion, addressing categories such as gender, race, ethnicity, social class, sexual orientation, age, immigration status, religious affiliation, and the language(s) of students and educators.

The division encourages critical analyses of intra-, inter-, and transcultural issues, as well as research that views culture in dynamic, situated, and contextualized ways, rather than in reified or essentialized ways. In accordance with the AERA theme for 2011, we encourage proposals that look at which new tools, social arrangements, forms of assistance, and identities promote expansive and sustainable learning. Further, we hope that your proposals will explore the possibilities and problems of school and other communities in economic transition, new technologies, and media of communication.

Section 1: Local Contexts of Teaching and Learning

This section encompasses scholarship about local contexts and settings of teaching and learning in both formal and informal venues. It invites papers with a diversity of topical interests that bring into view the local contexts and situated organizations of action and meaning. Units of analysis may be comprised of particular lessons, assessment practices, tasks, identities, structures, classroom interactions, the language of social interaction in educational settings, encounters of teaching and learning, and so on. *Section Chairs: Maria Salazar, Denver University, msalazar@du.edu; Francisco Rios, University of Wyoming, frios@uwyo.edu.*

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

This section encompasses studies that focus on race, ethnicity, gender, language, social class, sexual orientation, immigration status, age, and other forms of demographic diversity. We are

especially interested in proposals that connect the intersection of demographic diversity within and across curricula. The section also includes studies on students' trajectories across social and cultural contexts, adaptation from home to school, ethnic identification and cultural variation, and social barriers and constraints, as well as sources of agency that may contribute to achievement and educational opportunity. *Section Chairs: Cinthia Salinas, University of Texas, cssalinas@mail.utexas.edu; Kathleen King, Arizona State University, kathleen.a.king@asu.edu.*

Section 3: Social Context of Multiple Languages and Literacies

This section encompasses studies that focus specifically on bilingualism, bidialectalism, multilingualism, biliteracies and multiliteracies in either formal or informal education (including the foreign language, bilingual, and English-as-a-second-language classroom), and social settings. *Section Chairs: Pat Enciso, Ohio State University, enciso.4@osu.edu; Aydin Bal, University of Wisconsin, Madison, abal@wisc.edu.*

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

This section encompasses papers that examine the role of education in the larger society and the political contexts of education. The section encourages analyses of the social and cultural contexts of educational policy, teacher education, and pedagogy through critical, liberatory, sociocultural, feminist, and/or multicultural lenses. Some of the issues studied might include social change, stratification and inclusion, and pedagogical critique, as well as political and policy analyses. *Section Chairs: Minda Lopez, Texas State University, San Marcos, minda.lopez@txstate.edu; Angela Arzubaiaga, Arizona State University, angela.arzubaiaga@asu.edu.*

Section 5. Social Context of Research on Schools and Communities

This section encompasses critical analyses that focus on transformative inquiries within schools, neighborhoods, and communities. Analyses that are situated within the local and global context of education, that are transdisciplinary, culturally appropriate, collaborative, and that have the greater potential for creating action in K–12 schools and their communities are included in this section. *Section Chairs: Django Paris, Arizona State University, django.paris@asu.edu; Jason Irizarry, University of Connecticut, jason.irizarry@uconn.edu.*

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

We encourage you to create cross-cutting interdisciplinary working groups to engage these issues and present your work. All proposals will be reviewed without author identification. Please submit proposals without author names on the abstracts or summaries. Proposals that bear the names of the authors and/or participants will not be considered for review and, consequently, for the Division G Program of the 2011 AERA Annual Meeting. *For general questions, contact the Division G Cochairs: Elizabeth Kozleski, Arizona State University, elizabeth.kozleski@asu.edu, and Maria E. Fránquiz, University of Texas, Austin, mfranquiz@austin.utexas.edu.*

Division H: Research, Evaluation, and Assessment in Schools

Program Chair: Paul Favaro

Division H invites submissions that focus on research, evaluation, assessment, and accountability studies implemented in school districts to inform decision making. Such studies could include:

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

This year's conference theme is “Inciting the Social Imagination: Education Research for the Public Good.” Work that is consistent with the theme as set out at the beginning of this call will be given priority. To that end, we encourage the submission of research that examines (a) what new tools, social arrangements, forms of assistance, and identities promote expansive and sustainable learning; (b) how we can use research to shape and influence public policies that pursue educational equity and quality while supporting and promoting local and regional innovation; (c) how research can enable us to develop innovative forms of teaching and learning, curriculum and assessment that begin to address the possibilities and problems of economies and communities in economic transition, new technologies and media of communication, and attendant issues of exclusion, marginalization, and access; (d) how education research and educational policy can articulate more closely with public policy issues in health, urban development, employment, social welfare, migration, immigration, and other affiliated areas.

Criteria for assessment of submissions include (a) choice of problem (i.e., significant or not significant), (b) theoretical

framework, (c) study design, (d) data collection process, (e) data analysis procedures, and (f) conclusions.

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

For general questions and comments, contact Paul Favaro, Peel District School Board, 905-890-1010 x 2611, paul.favaro@peelsb.com. Please contact section chairs directly for questions about submitting papers to specific sections.

Section 1: Applied Research in the Schools

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

Section 2: Program Evaluation in School Settings

Formal evaluations of school or district programs and meta-evaluations are appropriate for this section. Submissions could include (a) formative or implementation evaluations of programs, policies, or initiatives; (b) summative or outcome evaluations of programs or initiatives; (c) innovative approaches to or methods for the practice of program evaluations; and (d) professional development evaluations. Evaluations should incorporate the Program Evaluation Standards and school–university collaboration as appropriate. *Section Chair: Rosanne Brown, Peel District School Board, 905-890-1010 x 2263, rosanne.brown@peelsb.com.*

Section 3: Assessment in the Schools

Of special interest are submissions dealing with the development of effective local district assessments and assessment programs, the use of assessment results to inform instructional decisions/practice, and the impact of involving students in their own assessment. Submissions can include (a) district, state, and national assessment programs; and (b) large-scale or classroom assessment. *Section Chair: Jim Flaitz, University of Louisiana, Lafayette, 337-482-6744, jflaitz@louisiana.edu.*

Section 4: Accountability in the Schools

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

Division I: Education in the Professions

Program Chair: Sara Kim

Division I invites submissions for paper sessions, roundtables, and posters in the form of a narrative paper on the topic of education for the professions (e.g., architecture, engineering, health

professions, law, teaching). Areas include but are not limited to (a) curriculum development, reform, innovation, and evaluation; (b) instructional methodology; (c) integration of instructional technology, including simulation into training; (d) student and faculty development; (e) assessment of performance; (f) the nature of professional identity, socialization, responsibility, and expertise; (g) interprofessional education and collaboration; (h) social, cultural, political, economic, and organizational efforts that relate professional education and research to improvement of practice; and (i) workplace learning.

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

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

The division strongly encourages submissions that (a) have application across professions; (b) intersect with the work of other divisions, such that joint sponsorship may be appropriate; and (c) are related to the Annual Meeting theme. Innovative formats designed to increase collegial interaction and discourse are also encouraged, such as structured poster sessions for individual paper submissions and interactive symposia, working group roundtables, and structured poster sessions for session submissions. The Program Committee also welcomes suggestions for invited sessions. Please direct your suggestions for speakers or topics to the program chair. In addition to other required materials, a 100–120-word abstract must be included with all submissions, and abstracts of accepted submissions will be published in the *Professions Education Researcher Quarterly*, which is distributed to Division I members in advance of the Meeting. Division I strictly adheres to the AERA word limit on submissions and cannot consider submissions that do not stay within the word limit. We expect a statement to be included indicating that the study has received institutional review board approval.

Address questions to the Program Chair: Sara Kim, University of Washington, sarakim@uw.edu.

Division J: Postsecondary Education

Program Chair: Terrell L. Strayhorn

This year's conference theme is "Inciting the Social Imagination: Education Research for the Public Good." With this theme in mind, Division J invites submissions for papers, symposia, paper discussions, and posters concerning postsecondary and adult education at institutions of all types. The division encourages papers covering a broad range of scholarship, including empirical, theoretical, and policy directed. *General questions*

about papers should be directed to the Program Chair: Terrell L. Strayhorn, University of Tennessee, Knoxville, Strayhorn@utk.edu. Questions about papers or the individual sections should be directed to the appropriate section cochairs.

Section 1: College Student Learning and Development

Papers focused on how students learn formally and informally and/or how they develop in a variety of domains (e.g., cognitive, social, psychological, and identity domains). Also included are topics related to assessment of programs and services for students. *Section Chairs: Tonya N. Saddler, Marywood University, saddlert@marywood.edu; Frank Harris, San Diego State University, frank.harris@sdsu.edu.*

Section 2: College Student Access, Success, and Outcomes

Papers focused on student access (e.g., college choice, financial aid), success (e.g., retention), and outcomes (e.g., equity), including policies and programs designed to promote access and achievement. *Section Chairs: T. Elon Dancy II, University of Oklahoma, tedancy@ou.edu; Rachele Winkle-Wagner, University of Nebraska, rwinkle-wagner2@unlnotes.unl.edu.*

Section 3: Organization, Management, and Leadership

Papers dealing with organizational structures and management practices in higher education and the impact of institutional, state, and national policies on the behavior of postsecondary institutions. *Section Chairs: Amy Bergerson, University of Utah, amy.bergerson@utah.edu; Caroline Turner, Arizona State University, caroline.turner@asu.edu.*

Section 4: Faculty, Curriculum, and Teaching

Papers dealing with the professoriate and/or alternative academic careers, the preparation of faculty and administrators through graduate education and professional development, or the assessment of policies and programs that serve faculty or prospective faculty. Also, papers focused on postsecondary teaching and learning methodologies. *Section Chairs: Ryan Gildersleeve, Iowa State University, ryaneg@iastate.edu; Margaret Sallee, University of Tennessee, Knoxville, msallee1@utk.edu.*

Section 5: Policy, Finance, and Economics

Papers centered on issues of funding and/or incentives, focusing on students, faculty, or institutions. Also, papers dealing with policy at the institutional, state, national, or international level related to postsecondary education. *Section Chairs: Erik Ness, University of Georgia, eness@uga.edu; David Tandberg, Pennsylvania Department of Education, dtandberg@state.pa.us.*

Section 6: Society, Culture, and Change

Papers centered on issues related to higher education's societal and cultural contexts, including gender, race, socioeconomic status, sexual orientation, disability, and organizational change in postsecondary education. *Section Chairs: Jenny Lee, University of Arizona, jennylee@u.arizona.edu; James Earl Davis, Temple University, jdavis21@temple.edu.*

Division J encourages papers covering a broad range of approaches, including those that employ alternative paradigms,

theoretical approaches, and methods to inform the study and practice of postsecondary education. The division is especially interested in cross-national perspectives that relate to the current status and future role of postsecondary education in the United States. International and comparative studies are invited in any section.

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

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

The Division J Program Committee invites suggestions for topics and speakers for invited sessions, dialogues/debates, and conversations. *Please send suggestions prior to July 20 to the Program Chair: Terrell L. Strayhorn, University of Tennessee, Knoxville, Strayhorn@utk.edu.*

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

Division K: Teaching and Teacher Education

Program Chair: Linda R. McIntyre

We look forward to sharing knowledge and insights at the 2011 AERA Annual Meeting in New Orleans, April 8–12. In this year's program theme, "Inciting the Social Imagination: Education Research for the Public Good," Kris D. Gutiérrez asks that we acknowledge a "place for education research that is oriented not only toward its traditionally valued and enduring purposes but significantly toward public policy and the public good; research that helps us avoid a kind of reductionism, quick fixes, and narrow conceptions of teaching/learning, assessment, curriculum, teacher preparation, and educational reform." The Annual Meeting focuses on research that advances "educational and public policy on teacher preparation and retention, particularly in schools in nondominant communities."

We encourage Division K members to submit papers with the potential to contribute to schooling issues consequential to diverse children in PK–12 schools and those addressing concerns in the preparation of teacher candidates and teacher educators. We anticipate representations from empirical research, documentary accounts, and conceptual analyses situated in cultural, linguistic, social, and political contexts that influence teaching, student learning, learning to teach, and teaching about teaching.

Please be aware that the goal is to increase participation in the Annual Meeting program; therefore, in 2011 you will see an increase in the numbers of roundtables and poster sessions. These choices have been rearticulated by AERA to provide more opportunities for members to engage in meaningful conversations about their work and the scholarship of others. We encourage you to read the AERA call carefully and choose wisely among session types for your presentation.

Please read the following guidelines as you prepare your paper:

1. Section submission.

Read the call for papers carefully. All Division K papers must be sent to one of our 10 specific sections. ***Please be sure to submit your paper to the correct section. Do not submit to the general program for Division K.*** There are no general Division K program slots for paper submissions. Take time to find the appropriate fit, to receive the best possible review for your work.

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

Empirical Work must include (a) a clear and significant description of the problems or objectives addressed; (b) a theoretical framework or perspective; (c) connection to the literature; (d) articulated mode of inquiry; (e) selection and use of evidence to support conclusions; (f) a description of the conclusions or interpretations and how they extend understandings; and (g) contribution to the field or significance of results or findings. All studies must be completed at the time of submission. Work in progress will not be accepted.

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

Conceptual Analyses must include (a) a clear statement of the issue that the analysis will address; (b) the theoretical framework or perspective; (c) connection to the literature, with reference to other relevant work; (d) a theoretical analysis of the concepts being discussed; and (e) the contribution to the field, or significance of the work.

2. Chair or discussant roles.

There is a critical need for members to volunteer and serve as chairs and discussants for paper sessions. This allows you to interact with emerging and established scholars who share your expertise and interests. As a chair you will be involved in providing organization to the session and as a discussant you will have an opportunity to actively participate and gain deeper understandings and insights on the given topic. When you volunteer to be a chair or discussant, please choose the section(s) carefully so that we can match your expertise to the session focus.

Please note that in the selection of section chairs we made a commitment to include diverse researchers from all career levels,

early, middle, and veteran. We have an outstanding group representing Division K's 10 sections. Division K Vice President Etta R. Hollins, Program Chair Linda R. McIntyre, and section chairs are looking forward to receiving your papers for the 2011 program. We also anticipate that if you choose Division K as a place to submit your paper that you will likewise volunteer to serve as a reviewer and will encourage others to do the same.

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

All paper and session submissions are reviewed without author names or identification. Having names on your abstract, summary, or narrative paper puts the submission in jeopardy of not being reviewed or selected for the program.

College or university-based organizers are encouraged to include PK–12 educators, K–12 students, and college students in a symposium. Division K encourages interactive and experimental symposia or individual submissions to provide a variety of perspectives and presentation formats.

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

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

Section 1. Science, Technology, Engineering, and Mathematics (STEM). Quality teaching of pre-K–12 students in traditional and nontraditional settings (practices, knowledge, and roles and perceptions of teachers and students). Includes teaching multimodal practices, technology, math, and science (documentary analysis, conceptual analysis, and empirical research). *Section Chair: Gisele Ragusa, University of Southern California, ratusa@usc.edu.*

Section 2. Quality teaching of pre-K–12 students in traditional and nontraditional settings (practices, knowledge, and role of teacher education) in the humanities (English/language arts, social studies, history, visual and performing arts, physical education) and other content areas (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Jamel Donnor, College of William and Mary, jdonnor@gmail.com; Kmt Shockley, George Mason University, kshockle@gmu.edu.*

Section 3. Education innovation—new pedagogies, programs, and topics in pre-K–12 education, traditional and nontraditional settings. Quality teaching of pre-K–12 students in

traditional and nontraditional settings. Charter schools, home schooling, virtual schools, community programs, and other educational sites in pre-K–12 classroom settings and teacher education classrooms (documentary analysis, conceptual analysis, and empirical research). *Section Chair: Patricia Espiritu Halagao, University of Hawaii, phalagao@hawaii.edu; Allyson Tintiango-Cubales, San Francisco State University, pinayism@sfsu.edu.*

Section 4. Quality teaching of pre-K–12 students in traditional and nontraditional settings. Teaching with regard to concerns that are not subject-matter specific. Research focused on differentiated instruction, cooperative teaching, strategies for first- and second-language literacy instruction, and inclusion practices for Exceptional Education students (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Maria E. Torres-Guzman, Teachers College, Columbia University, metg12@gmail.com; Mariana Suoto-Manning, Teachers College, Columbia University, suoto-manning@tc.columbia.edu.*

Section 5. Focus on the lives of teachers, including teacher thinking, reflective practice, research by teachers' dispositions, knowledge, educational perspectives, and/or moral dimensions of teaching (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Belinda Bustos Flores, University of Texas, San Antonio, belinda.flores@utsa.edu; Ellen Riojas Clark, University of Texas, San Antonio, ellen.clark@utsa.edu.*

Section 6. Focus on multicultural education/social justice frameworks being used in preservice teacher education, professional development, and pre-K–12 classrooms (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Adrienne Dixon, Ohio State University, dixon.1@osu.edu; Kenneth Fasching-Varner, Edgewood College, KFasching-Varner@edgewood.edu.*

Section 7. Preservice teacher education, including coursework, field experiences, and student teaching (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Leticia Alvarez Gutiérrez, University of Utah, Leticia.alvarez@utah.edu; Mary Burbank, University of Utah, mary.burbank@utah.edu.*

Section 8. Teacher induction, mentoring, retention, and professional development, contexts of professional development, and impact of professional development on teacher practices and student learning; including specific approaches (e.g., inquiry, study groups, lesson study) as well as general issues and designs. *Section Chairs: Connie Anderson, Texas Tech University, connie.anderson@ttu.edu; Susan Myers, Texas Tech University, susan.myers@ttu.edu.*

Section 9. Teacher education program design and innovations (including online programs, teacher recruitment, charter school collaborations, university–school collaboratives, internships, and professional development schools). *Section Chair: Dorinda Carter Andrews, Michigan State University, dcarter@msu.edu.*

Section 10. Teaching and teacher education policy (e.g., teacher certification, alternate routes to licensure, institutional accreditation) and research (conceptualization, design, implementation). *Section Chairs: Jorgelina Abbate-Vaughn, University of*

Massachusetts, Boston, Jorgelina.Abbate@umb.edu; Anne Douglass, University of Massachusetts, anne.douglass@umb.edu.

Division L: Educational Policy and Politics

Program Chair: John W. Sipple, Cornell University

This year's call for papers is especially focused on issues of policy and politics. President Kris D. Gutiérrez calls for "research that helps us avoid a kind of reductionism, quick fixes, or narrow conceptions of teaching/learning, assessment, curriculum, teacher preparation, and education reform" in order to "move us past the current policy impasse toward a new democratic vision of schooling." Division L invites papers that examine research on the formation, implementation, and results of education policies and the politics that propel them. The division is especially interested in research that illuminates policies and policy debates that are today's major issues.

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

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

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

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

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

Any general questions about the divisional program should be directed to the Program Chair: John W. Sipple, Cornell University, jws28@cornell.edu.

Section 1: Politics and Governance

This section seeks papers that analyze micro- and macro-political processes and governing structures. Research on "who governs" may include interest groups, values, media, policy elites, and management of cultural and economic conflicts. Papers focusing on the tensions between political actors and organizations involved in decision making and implementation are encouraged. Empirical analyses of the distributional

consequences and effectiveness of governance structures are particularly welcome, as are case studies of recent innovations in governance (e.g., diverse service providers, reform in labor management, and mayoral control). *Section Chair: Greg Garn, University of Oklahoma, garn@ou.edu.*

Section 2: Legal, Judicial, and Intergovernmental Issues

This section welcomes analyses of legal decisions and how they shape education policy and practice. This includes legal studies of issues such as school finance, affirmative action, special education and desegregation, and adequacy and equity litigation within a legal, political, and/or intergovernmental context. Studies that focus on the tensions between levels of government in the implementation of policies and court decisions are encouraged. *Section Chair: Erica Frankenberg, University of California, Los Angeles/Pennsylvania State University, frankenberg@gseis.ucla.edu.*

Section 3: Curriculum, Testing, and Instructional Practice

This section invites papers addressing the politics and policies of curriculum, testing, and instructional practice. This includes studies of national, state, and local curriculum guidelines, curricula, and assessments, as well as policies whose main focus is changing instructional practice. Papers that analyze the forces that shape the implementation of curriculum, testing, and/or instruction policies and the evaluation of the intended and unintended consequences are welcome. *Section Chair: Donald Peurach, Michigan State University, dpeurach@msu.edu.*

Section 4: Market-Based Reforms and Fiscal Issues

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

Section 5: Accountability Policy

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

Section 6: Teacher Policy and Politics

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

Section 7: International Policy and Politics

This section invites papers dealing with educational policy and politics at the international level, including comparative analyses and case studies from other countries. We particularly encourage empirical papers that focus on the implications and effects of globalization and information technology on education policies, human capital development, or school-to-work transitions. *Section Chair: Thomas Smith, Vanderbilt University, thomas.smith@vanderbilt.edu.*

B. Committees

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

International Relations Committee

The International Relations Committee (IRC) invites proposals related to the conference theme, "Inciting the Social Imagination: Education Research for the Public Good." The theme builds upon the seminal volume *The Sociological Imagination*, by C. Wright Mills. The IRC is keen to receive proposals that address linkages between education research and policy in a comparative and international context vis-à-vis the public good within academic settings from early childhood through postgraduate/professional sites to the larger domestic and global environments. Issues for examination in relation to the public good include access for myriads of groups and students; equity and fairness as portrayed in different venues; global citizenship; social and professional skills; language policies and their effects on students; migration of diverse students; evolving educational paradigms in light of new transnational trends and technology; skills for the ensuing decades; social and cultural capital within education and its effect on outcomes; and university leadership in fostering and promoting social justice within the academy and the larger society. Various methodological, epistemological, and conceptual frameworks, from throughout the world, will be considered. All proposals must demonstrate the clear nexus between their topic and the larger societal public good. *Chair: Beverly Lindsay, Penn State University, LindsayBeverly@yahoo.com.*

Professional Development and Training Committee

See separate call details on page 358.

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

In keeping with the 2011 theme, "Inciting the Social Imagination: Education Research for the Public Good," the Committee on

Scholars and Advocates for Gender Equity (SAGE) invites proposals for symposia, individual papers, and innovative formats addressing contemporary concerns of gender, gender equity, and sexuality in K–12, postsecondary, and other educational settings. We welcome policy, advocacy, and equity research drawing on a range of theoretical perspectives including, but not limited to, feminism, critical race theory, all branches of ethnic studies, postcolonialism, and queer theory. We encourage proposals for papers and sessions that explore aspects of gender and sexuality in education in the context of the public good broadly conceived, that address the intersection of different subject positions around race and class as well as gender, that consider the ways different technologies and forms of power shape individual and collective understandings of gender and sexuality both locally and globally, and that frame research on gender and sexuality in the context of the goal of social justice. *Chair: Kathleen Weiler, Tufts University, kathleen.weiler@tufts.edu.*

Committee on Scholars of Color in Education

In keeping with the theme for the 2011 Annual Meeting, “Inciting the Social Imagination: Education Research for the Public Good,” the Committee on Scholars of Color in Education (CSCE) invites proposals for papers, themed roundtable discussions, a single symposium, or other innovative presentation/discussion formats highlighting processes that represent the complex interactions among individuals, groups, and contexts that positively influence learning and development and promote educational and personal achievement and attainment among people of color. Of special interest is research addressing historical and contemporary concerns of ethnicity, race, and culture in education, including how they intersect with other social identity categories (e.g., gender, social class, sexual orientation, religion) and ecological settings (e.g., schools, families, communities, as well as national or international contexts). We encourage submissions from a diversity of disciplinary, theoretical, methodological, and policy perspectives and welcome submissions that take interdisciplinary approaches. Finally, proposals that involve collaborations among senior scholars and junior scholars are highly desirable. *Chair: Tabbye M. Chavous, University of Michigan, tchavous@umich.edu.*

C. Special Interest Groups

Submissions will be reviewed and considered for the AERA SIGs listed below. Individuals are encouraged to contact SIG program chairs for information on program topics.

Academic Audit Research in Teacher Education, Christine Gorowara, University of Delaware, 302-831-6290, cargo@udel.edu

Action Research, Dannelle Stevens, Portland State University, 503-725-4679, stevensd@pdx.edu

Adolescence and Youth Development, Stephen Whitney, University of Missouri, Columbia, whitneyst@missouri.edu

Adult Literacy and Adult Education (to be announced)

Adulthood and Aging, Patricia Haught, West Virginia University, 304-293-2085, Pat.Haught@mail.wvu.edu

Advanced Studies of National Databases, Herbert Ware, George Mason University, 703-938-7419, hwware@aol.com

Advanced Technologies for Learning, Eric Eslinger, University of Delaware, 302-757-0332, eslinger@udel.edu

Applied Research in Virtual Environments for Learning, Greg Jones, University of North Texas, 972-672-0811, wd5ivd@tapr.org

Arts and Inquiry in the Visual and Performing Arts in Education, Mary Beth Cancienne-Acgtblu, James Madison University, 434-825-5758, cancieme@jmu.edu

Arts and Learning, Kimberly Powell, Pennsylvania State University, 814-865-7318, kap17@psu.edu; Robin Mello, University of Wisconsin, Milwaukee, 414-229-6066, rmello@uwm.edu

Arts-Based Education Research, Barbara Bickel, Southern Illinois University, Carbondale, 618-453-5580, bickel.barbara@gmail.com

Associates for Research on Private Education, Gary Railsback, Point Loma Nazarene University, 619-252-8353, GaryRailsback@pointloma.edu; James Swezey, Regent University, 757-352-4220, jswezey@regent.edu

Bilingual Education Research, Laura Valdiviezo, University of Massachusetts, 413-545-7043, lav@educ.umass.edu

Biographical and Documentary Research, Jason Lukasik, University of Illinois, Chicago, 773-750-8126, jason.lukasik@mac.com

Brain, Neurosciences, and Education, George Hruby, Utah State University, 770-313-5891, george.hruby@usu.edu

Business Education and Computer Information Systems Research, Michelle Salmona, Central Michigan University, 989-317-0621, m.salmona@pobox.com

Career and Technical Education, Richard Lakes, Georgia State University, rlakes@gsu.edu

Career Development (to be announced)

Caribbean and African Studies in Education, Cheryl McLean, Rutgers University, 732-387-8222, cheryl.mclean@gse.rutgers.edu; Justina Osa, Virginia State University, 804-524-5865, josa@vsu.edu

Catholic Education, Ronald Nuzzi, University of Notre Dame, 574-631-7730, rnuzzi@nd.edu

Chaos and Complexity Theories, Sherrie Reynolds, Texas Christian University, 817-257-6782, s.reynolds@tcu.edu

Charter School Research and Evaluation (to be announced)

Classroom Assessment, Lori Nebelsick-Gullett, NG Consulting, 303-916-4176, lnebsick@msn.com

Classroom Management, Nancy Martin, University of Texas, San Antonio, 210-458-5187, nancy.martin@utsa.edu

Classroom Observation, Brooke Kandel-Cisco, Butler University, 317-940-9490, bkandel@butler.edu

Cognition and Assessment, Andre Rupp, University of Maryland, 301-405-3623, ruppandr@umd.edu

Communication of Research, Kate Corby, Michigan State University, 517-432-6123 x 121, corby@msu.edu

Computer and Internet Applications in Education, George Veletsianos, University of Texas, Austin, 612-802-6307, veletsianos@gmail.com

Conflict Resolution and Violence Prevention (to be announced)

Confluent Education, Kylea Asher, Indiana University, 574-206-3438, kasher325@yahoo.com

- Confucianism, Taoism, and Education** (to be announced)
- Constructivist Theory, Research, and Practice**, Jan Dinsmore, Eastern Oregon University, 541-889-6222, jdinsmor@eou.edu
- Cooperative Learning: Theory, Research, and Practice** (to be announced)
- Critical Educators for Social Justice**, Brian Lawler, California State University, San Diego, 760-750-4260, blawler@csusm.edu; Fatima Pirbhai-Illich, University of Regina, 306-585-5603, fatima.pirbhai-illich@uregina.ca
- Critical Examination of Race, Ethnicity, Class and Gender in Education**, Deneese Jones, Longwood University, 434-395-2051, jonesdl@longwood.edu
- Critical Issues in Curriculum and Cultural Studies** (to be announced)
- Critical Perspectives on Early Childhood Education**, Joseph Valente, Florida State University, 808-454-4811, jvalente@fsu.edu; Jeanne Marie Iorio, University of Hawaii, 850-294-7767, iorio@hawaii.edu
- Cultural Historical Research**, Emily Duvall, University of Idaho, emily@uidaho.edu; Kevin O'Connor, University of Rochester, 585-273-3430, kevin.oconnor@rochester.edu
- Democratic Citizenship in Education** (to be announced)
- Design and Technology**, Elizabeth Boling, Indiana University, 812-856-8467, eboling@indiana.edu; Patricia Hardre, University of Oklahoma, 405-325-8152, hardre@ou.edu
- Disability Studies in Education**, Philip Smith, Eastern Michigan University, 734-487-7120 x 2656, psmith16@emich.edu; Emily Nusbaum, Kremen College of Education, 559-278-0326, enusbaum@csufresno.edu
- Districts in Research and Reform**, Kyo Yamashiro, San Diego Unified School District, kyoy@yahoo.com; David Gamson, Pennsylvania State University, 814-865-2583, dag17@psu.edu
- Doctoral Education Across the Disciplines**, Karri Holley, University of Alabama, 205-348-7825, kholley@bamaed.ua.edu
- Early Education and Child Development**, John Sutterby, University of Texas, Brownsville, 956-882-5714, john.sutterby@utb.edu
- Education and Philanthropy**, Candace Bell, William Penn Foundation, 215-988-1830, cbell@wpennfdn.org
- Education and Student Development in Cities**, Suniti Sharma, University of Texas, 956-350-3830, suniti_sharma@yahoo.com
- Education, Health, and Human Services Linkages**, Twyla Salm, University of Regina, 306-585-4604, twyla.salm@uregina.ca
- Educational Change**, Allison Skerrett, University of Texas, Austin, 512-232-4883, askerrett@mail.utexas.edu
- Educational Statisticians**, Janet Holt, Northern Illinois University, 815-753-8523, jholt@niu.edu
- Environmental Education**, Amy Sloane, University of Wisconsin, Madison, 608-265-9726, alsloane@wisc.edu
- Faculty Teaching, Evaluation, and Development**, Elaine Laflamme, McGill University, 403-220-2164, elaine.laflamme@mail.mcgill.ca
- Family and Consumer Sciences**, Marlene Atleo, University of Manitoba, 204-474-6039, atleo@cc.umanitoba.ca
- Family, School, Community Partnerships**, Mavis Sanders, Johns Hopkins University, 410-516-9768, msanders@csos.jhu.edu; Lusa Lo, University of Massachusetts, lusa.lo@umb.edu
- Fiscal Issues, Policy, and Education Finance**, Tammy Kolbe, Florida State University, 850-644-8175, tkolbe@fsu.edu
- Foucault and Education**, Christine Clark, University of Nevada, Las Vegas, 702-896-1527, chriseclark@mac.com
- Grassroots Community and Youth Organizing for Education Reform**, Jean Wing, UC ACCORD, 510-841-7052, jywing@gmail.com
- Hierarchical Linear Modeling**, Walter Leite, University of Florida, walter.leite@coe.ufl.edu
- Hispanic Research Issues**, Sylvia Celedon-Pattichis, University of New Mexico, 505-277-2536, sceledon@unm.edu
- Holistic Education**, Michael Dyson, Monash University, michael.dyson@education.monash.edu.au; Bruce Novak, Truman College, brucenovak@mac.com
- Inclusion and Accommodation in Large-Scale Assessment**, Lindy Crawford, University of Colorado, Colorado Springs, 719-255-4308, mcrawfor@uccs.edu; Meagan Karvonen, Western Carolina University, 828-227-3323, karvonen@email.wcu.edu
- Indigenous Peoples of the Americas**, Susan Faircloth, Pennsylvania State University, 814-863-3775, scf2@psu.edu
- Indigenous Peoples of the Pacific**, Katrina Oliveira, University of Hawaii, 808-956-2625, katriinaa@hawaii.edu; Pohai Kukea-Shultz, University of Hawaii, 808-956-2526, pohai@hawaii.edu
- Informal Learning Environments Research**, Jrene Rahm, Université de Montréal, Faculté des sciences de l'éducation, 514-343-7840, jrene.rahm@umontreal.ca
- Instructional Technology**, Thomas Brush, Indiana University, 812-856-8458, tbrush@indiana.edu; Theresa Cullen, University of Oklahoma, 405-325-3755, tacullen@ou.edu
- International Studies**, Stephen Heyneman, Vanderbilt University, 615-322-1169, s.heyne@vanderbilt.edu
- Invitational Learning**, Kathleen Berg, University of Hawaii, 808-956-4952, kberg@hawaii.edu
- Ivan Illich**, David Greenwood, Washington State University, 509-335-9188, greenwood@wsu.edu
- John Dewey Society**, Lynda Stone, University of North Carolina, Chapel Hill, 919-962-1395, lstone@email.unc.edu
- Language and Social Processes**, Beth Yeager, University of California, Santa Barbara, 805-893-5734, eyeager@education.ucsb.edu
- Large Scale Assessment**, Jennifer Dunn, Measured Progress, 603-749-9102, dunn.jennifer@measuredprogress.org
- Law and Education**, Debra Miretzky, Western Illinois University, 773-965-2079, d-miretzky@wiu.edu
- Leadership for School Improvement**, Susan Korach, University of Denver, 303-871-2212, skorach@du.edu
- Leadership for Social Justice** (to be announced)
- Learning and Teaching in Educational Leadership**, Matthew Militello, North Carolina State University, 919-513-0154, matt_militello@ncsu.edu; William Black, University of South Florida, 813-974-6097, wrblack@usf.edu
- Learning Environments**, Perry Den Brok, Technical University Eindhoven, 31402474702, p.j.d.brok@tue.nl
- Learning Sciences**, Melissa Gresalfi, Indiana University, 812-856-2363, mgresalf@indiana.edu
- Literature**, Lawrence Sipe, University of Pennsylvania, 215-898-1920, lsipe@gse.upenn.edu

- Lives of Teachers**, Maria Oreshkina, University of Scranton, 570-941-6244, oreshkinam2@scranton.edu
- Longitudinal Studies**, Leslie Scott, American Institutes for Research, 202-403-6418, LScott@AIR.org
- Marxian Analysis of Society, Schools and Education**, Joao Paraskeva, University of Massachusetts, Dartmouth, 781-264-6294, jmparaskeva@gmail.com
- Measurement Services**, James Wollack, University of Wisconsin, Madison, 608-262-0675, jwollack@wisc.edu
- Media, Culture, and Curriculum**, Alice Robison, Arizona State University, 707-992-5478, alice.robison@asu.edu; Erica Halverson, University of Wisconsin, Madison, 608-262-5210, erhalverson@education.wisc.edu
- Mentorship and Mentoring Practices**, Emily Smith, Fairfield University, 203-254-4000 x 2396, esmith@fairfield.edu; Steven Mertens, Illinois State University, 309-438-8182, smertens@ilstu.edu
- Middle-Level Education Research**, Penny Bishop, University of Vermont, 802-656-9641, penny.bishop@uvm.edu
- Mixed Methods Research**, Nataliya Ivankova, University of Alabama, Birmingham, 205-996-7909, nivankov@uab.edu
- Moral Development and Education**, Elizabeth Campbell, OISE/University of Toronto, 416-978-0232, ecampbell@oise.utoronto.ca
- Motivation in Education**, Helen Watt, Monash University, 613-990-5281 x 9, helen.watt@education.monash.edu.au
- Multicultural/Multiethnic Education: Theory, Research, and Practice**, Luke Wood, Arizona State University, 480-274-4992, jlukewood@asu.edu
- Multiple Intelligences: Theory and Practice**, Branton Shearer, Multiple Intelligences Research and Consulting, 330-687-1735, sbranton@kent.edu
- Multiple Linear Regression: The General Linear Model**, David Newman, Cleveland State University, 330-607-3799, d.o.newman@csuohio.edu; Cynthia Campbell, Northern Illinois University, 815-753-8471, ccampbell@niu.edu
- Music Education**, Lisa Hunter, Buffalo State College, SUNY, 716-878-6420, hunterlr@buffalostate.edu
- NAEP Studies**, Young Yee Kim, American Institutes for Research, 202-403-6559, ykim@air.org; Joy Mordica, SERVE Center at the University of North Carolina, Greensboro, 336-315-7442, jmordica@serve.org
- Narrative Research**, Elaine Chan, University of Nebraska, Lincoln, 402-472-6169, echan2@unl.edu
- Online Teaching and Learning**, Karen Swan, University of Illinois, 217-206-7424, kswan4@uis.edu; Dave Edyburn, University of Wisconsin, Milwaukee, 414-229-4821, edyburn@uwm.edu
- Organizational Theory**, Thomas Alsbury, North Carolina State University, 919-513-4321, Tom_Alsbury@ncsu.edu; Sarah Woulfin, University of California, Berkeley, 510-663-3380, slwoulfin@berkeley.edu
- Out-of-School Time**, David Shernoff, Northern Illinois University, 630-418-0162, dshernoff@niu.edu
- Paulo Freire, Critical Pedagogy, and Emancipation**, Tara Yosso, University of California, Santa Barbara, yosso@chicst.ucsb.edu
- Peace Education**, Jing Lin, University of Maryland, 301-405-3568, jinglin@umd.edu; Candice Carter, University of North Florida, 904-620-1881, ccarter@unf.edu
- Philosophical Studies in Education**, Charles Bingham, Simon Fraser University, cwb@sfu.ca
- Politics of Education**, Rebecca Jacobsen, Michigan State University, 917-601-6026, rjacobs@msu.edu
- Portfolios and Reflection in Teaching and Teacher Education**, Pete Adamy, University of Rhode Island, 401-874-7036, adamy@uri.edu
- Postcolonial Studies and Education**, Joseph Zanoni, University of Illinois, Chicago, School of Public Health, 312-996-2613, jzanoni@uic.edu
- Problem-Based Education**, Donna Russell, University of Missouri, Kansas City, 816-235-2232, russelldl@umkc.edu
- Professional Development School Research**, Sharon Castle, George Mason University, 202-210-3338, scastle@gmu.edu
- Professional Licensure and Certification**, Jason Rinaldo, American Board of Family Medicine, 859-269-5626 x 1232, jasonrinaldo@gmail.org
- Professors of Education Research**, Elena Papanastasiou, University of Nicosia, 357-99-307-359, papanastasiou.e@unic.ac.cy
- Qualitative Research**, Lisa Mazzei, Gonzaga University, 509-313-3630, mazzei@gonzaga.edu; Carolyn Stevenson, Kaplan University, 312-655-1918, on2970@aol.com
- Queer Studies**, Elizabeth Meyer, Concordia University, 514-846-1341, emeyer@education.concordia.ca
- Rasch Measurement**, Leigh Harrell, Virginia Polytech Institute, 443-257-4634, leighh@vt.edu
- Religion and Education** (to be announced)
- Research Focus on Black Education**, Kimberley Freeman, School of Education, 202-806-6510, kefreeman@howard.edu
- Research Focus on Education and Sport** (to be announced)
- Research in Global Child Advocacy** (to be announced)
- Research in Mathematics Education**, Arthur Powell, Rutgers University, 973-353-3530, PowellAB@andromeda.rutgers.edu
- Research in Reading and Literacy**, Rosalind Horowitz, University of Texas, San Antonio, 210-458-2672, Rosalind.Horowitz@utsa.edu
- Research in Social Studies Education**, Ashley Lucas, Towson University, 410-703-3544, alucas@towson.edu
- Research on Evaluation**, Elizabeth Oyer, EvalSolutions Inc., 434-924-0823, eoyer@evalsolutions.com; Tonya Moon, University of Virginia, trm2k@virginia.edu
- Research on Giftedness and Talent**, Catherine Little, University of Connecticut, 262-472-5407, catherine.little@uconn.edu; Scott Peters, University of Wisconsin, Whitewater, 262-472-5407, peteress@uww.edu
- Research on Learning and Instruction in Physical Education**, Darla Castelli, University of Texas, Austin, 512-232-7636, dcastelli@mail.utexas.edu
- Research on Teacher Induction**, Daniel Katz, Seton Hall University, 973-275-2724, katzdani@shu.edu
- Research on the Education of Asian and Pacific Americans** (to be announced)
- Research on the Education of Deaf Persons**, Beverly Trezek, DePaul University, btrezek@depaul.edu

- Research on the Superintendency**, Thomas Alsbury, North Carolina State University, 919-513-4321, Tom_Alsbury@ncsu.edu; Susan Katz, Roosevelt University, 312-853-4761, skatz@roosevelt.edu
- Research on Women and Education** (to be announced)
- Research Use** (to be announced)
- Research, Education, Information and School Libraries**, Michelle Kowalsky, William Patterson University, 973-720-3972, michelle.kowalsky@gmail.com
- Rural Education**, Kimberly Cowley, Edvantia, Inc., 304-347-0418, kim.cowley@edvantia.org; Dennis Mulcahy, Memorial University, Newfoundland, 709-737-7917, dmulcahy@mun.ca
- Safe Schools and Communities**, Billie Gastic, University of Massachusetts, 617-287-4863, Billie.Gastic@umb.edu
- School Choice**, Heather Olson Beal, Stephen F. Austin State University, 225-768-7405, olsonbehk@sfasu.edu
- School Community, Climate, and Culture**, Kenneth Stichter, California State University, Fullerton, 657-278-7484, kstichter@fullerton.edu
- School Effectiveness and School Improvement**, Hans Luyten, University of Twente, 31-53-489-4195, j.w.luyten@gw.utwente.nl
- School Indicators, Profiles, and Accountability**, Michelle LaPointe, University of Wisconsin, Madison, 207-871-7040, lapoinma@yahoo.com
- School Turnaround and Reform**, Jim Kushman, Education Northwest, 503-275-9569, jim.kushman@educationnorthwest.org
- School/University Collaborative Research**, Maja Miskovic, National-Louis University, 630-874-4274, maja.miskovic@nl.edu; Wendy Gardiner, National-Louis University, 773-742-0790, wendy.gardiner@nl.edu
- Science Teaching and Learning**, Bernard Ricca, Saint John Fisher College, 585-899-3866, bricca@sjfc.edu; Alberto Rodriguez, San Diego State University, 619-594-2687, arodrigu@mail.sdsu.edu
- Second Language Research**, Youngjoo Yi, Georgia State University, 404-413-8385, yyi@gsu.edu
- Self-Study of Teacher Education Practices**, Renee Clift, University of Arizona, 520-621-1573, rtclift@email.arizona.edu; James Muchmore, Western Michigan University, 269-387-2889, james.muchmore@wmich.edu
- Semiotics in Education**, John Rausch, John Carroll University, 216-397-4632, jrausch@jcu.edu
- Service-Learning and Experiential Education**, Kathy Bussert-Webb, University of Texas, Brownsville, 956-882-7595, kathy.bussertwebb@utb.edu
- Social and Emotional Learning**, Kim Schonert-Reichl, University of British Columbia, 604-822-2215, kimberly.schonert-reichl@ubc.ca
- Sociology of Education**, Regina Deil-Amen, University of Arizona, 520-621-8468, reginad1@email.arizona.edu
- Special Education Research**, Eve Puhalla, Consultant, 267-923-8620, evepuhalla@yahoo.com; Paul Morgan, Pennsylvania State University, 814-863-2285, paulmorgan@psu.edu
- Spirituality and Education**, Robert London, California State University, San Bernardino, 909-537-5678, rlondon@csusb.edu
- Stress and Coping in Education**, Russell Carson, Louisiana State University, 225-578-2923, rlcarrson@lsu.edu
- Structural Equation Modeling**, Tiffany Whittaker, University of Texas, Austin, 512-471-2749, tiffany.whittaker@mail.utexas.edu
- Studying and Self-Regulated Learning**, Srilata Bhattacharyya, Adelphi University, bsrilata@yahoo.com
- Supervision and Instructional Leadership**, Susan Sullivan, College of Staten Island, 718-982-3744, susan.sullivan@csi.cuny.edu; Zach Kelehear, University of South Carolina, 803-777-0323, kelehear@gwm.sc.edu
- Survey Research in Education**, Hui-Ling Chen, Saint Anselm College, 603-222-4203, hchen@anselm.edu
- Systems Thinking in Education**, Gary Skolits, University of Tennessee, 865-984-7265, gskolits@utk.edu; Janice Noga, Pathfinder Evaluation and Consulting, 513-533-1643, jan.noga@stanfordalumni.org
- Talent Development of Students Placed at Risk**, Ashley Griffin, Howard University, 240-280-1805, griffinar@gmail.com; Deirdre Thompson, Howard University, 202-806-8491, dthompson@howard.edu
- Teacher as Researcher**, Sharon Ornelas, Minneapolis Public Schools, 612-810-8189, Sharon.Ornelas@mpls.k12.mn.us
- Teacher's Work/Teachers Unions**, Howard Stevenson, University of Lincoln, + 44 (0)1522 837333, hstevenson@lincoln.ac.uk
- Teaching Educational Psychology**, Laurie Hanich, Millersville University, 717-871-2231, laurie.hanich@millersville.edu; Sandra Deemer, Millersville University, 717-872-3419, sandra.deemer@millersville.edu
- Teaching History**, Chauncey Monte-Sano, University of Maryland, 301-405-4416, chauncey@umd.edu
- Technology as an Agent of Change in Teaching and Learning**, Kara Dawson, University of Florida, dawson@coe.ufl.edu
- Technology, Instruction, Cognition, and Learning**, Peter Fadde, Southern Illinois University, 618-453-4019, fadde@siu.edu; Sara McNeil, University of Houston, 713-743-4975, smcneil@uh.edu
- Test Validity Research and Evaluation**, Jennifer Kobrin, The College Board, jkobrin@collegeboard.org
- Tracking and Detracking**, Donna Harris, University of Rochester, 585-276-3186, dharris@warner.rochester.edu; Colette Cann, Vassar College, 845-437-7000, cocann@vassar.edu
- Urban Learning, Teaching, and Research**, Bradford Allison, California State University, Los Angeles, 323-343-5000, bradfordallison@gmail.com
- Vocabulary**, Shira Lubliner, California State University, East Bay, 925-284-1075, shira.lubliner@csueastbay.edu; Caroline Phythian Sence, National Literacy Trust, 011-44-207-820-6273, caroline.sence@literacytrust.org.uk; Emily Hayden, University of Nebraska, Lincoln, 402-488-0841, emilyhayden4@yahoo.com
- Workplace Learning**, James Bartlett, North Carolina State University, 919-337-1173, james_bartlett@ncsu.edu; Martin Mulder, Wageningen University, martin.mulder@wur.nl
- Writing and Literacies**, Heather Pleasants, University of Alabama, 205-535-8073, heather.pleasants@ua.edu