

American Educational Research Association 2014 Annual Meeting Call for Submissions

Philadelphia, Pennsylvania

Thursday April 3–Monday April 7, 2014

Barbara Schneider, President

Mark Berends, Chair, 2014 Program Committee

I. Theme: “The Power of Education Research for Innovation in Practice and Policy”

We live in exciting times in education research, where every day new ground is being forged in research design, methodology, instrumentation, and assessment. Questions regarding how people learn, what should be taught by whom, and to what ends remain at the core of our field, enveloped in a “cloud” of new ideas and technologies. In our rapidly changing world it is clearly time to take stock of the value of education research, of how it has spurred innovation, and of its problems and the potential solutions it can provide for improving the learning and well-being of children and adults. The theme for the 2014 Annual Meeting aims to encourage submissions that link the possibilities of education research, recognizing how evidence of varying types can be used for tackling persisting issues in education and for their innovative resolution.

Information is everywhere. How to ensure the veracity of information and evidence, especially in a global knowledge environment, presents a new set of challenges to our education research community. Increasingly, the need for customized learning has been driving the development of new technologies that provide more choices and opportunities for learning. Researchers and commercial vendors are looking to technology to customize learning and devise unique, efficient ways for obtaining data to assess academic progress, remediate problems, address embedded inequalities, and predict future outcomes. There are now multiple ways of obtaining information from social interactions that are both virtual and in-person.

Against this backdrop of technology, education researchers struggle with closing a widening achievement gap between rich and poor students; devising rational systems for measuring teacher quality; sparking creativity and interest in science, technology, engineering, and mathematics; discovering how we learn and interpret content, behaviors, and social settings; seeking more equitable solutions for college access and persistence; assessing the affordances of online learning; and measuring system accountability and human learning with massive data.

Education research has laid a foundation for many of these issues, but they need to be revisited and reworked if we are to

make wise, reasonable choices for the education enterprise of today and tomorrow. It is our challenge not only to embrace change and innovate in choosing what problems to study, and how—whether through micro-interactions in classrooms or trends across dozens of large-scale national, state, and district data sets—but also to critically examine and evaluate what has changed, what is changing, and what will likely change the educational futures of all students of all ages, particularly those with limited social and economic resources.

This year we encourage submissions that examine seriously the many changes occurring across education research, from its design to its implementation, in areas where we have had a major stake, such as learning, pedagogy, school systems, higher education, and education inequality. We also encourage submissions that address how we are now conducting and plan to work in an environment vastly different from that of even five years ago. We look forward to receiving your ideas on this theme. We hope to see you all in Philadelphia, that city of brotherly and sisterly love, where we can ring a new bell that reaffirms our pride in being education researchers and our visions for the future.

II. General Information

The 2014 AERA Annual Meeting will be held from Thursday, April 3 through Monday, April 7, 2014 in Philadelphia, Pennsylvania. 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 user 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. Submitters acknowledge that their work complies and is in accord with the AERA Code of Ethics, available on the AERA website at [http://www.aera.net/Portals/38/docs/About_AERA/CodeOfEthics\(1\).pdf](http://www.aera.net/Portals/38/docs/About_AERA/CodeOfEthics(1).pdf).

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 complete narrative paper, whether these papers are still in progress or are the final papers for presentation at the 2014 Annual Meeting. PowerPoint slides, summary tables, abstracts, or proposals to write a paper will not be considered.
- (3) **Submissions must arrive by the deadline.** The submission system opens on June 3, 2013, and closes on July 22, 2013, 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 in the “Advancing Paper or Session Submissions” section.
- (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).***
A paper submission must not contain any explicit or implicit identifying information as to the paper’s authors. 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 use blind reviews for session submissions; others allow participants to be identified.*** Each division specifies the procedures that must be followed for session submissions to be eligible for consideration. All session submissions to SIGs and committees must identify all authors.
- (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 presenting authors must register for the Annual Meeting.
 - ***Authors of accepted papers must upload a final paper to the AERA Online Submission System by March 12, 2014.*** The initial narrative paper submitted will constitute the final paper unless an author uploads a revised paper by the deadline for uploading final papers.
 - Author(s) of an accepted paper must present the paper at the Annual Meeting. If an emergency or other similar circumstance prevents the presenting author(s) 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 at the time of submission whether they wish to do so.
- (13) ***If your session submission is accepted, the following apply:***
 - All participants in a session (authors, chairs, and discussants where applicable) must register for the Annual Meeting.
 - Notification of acceptance or rejection will be sent to the session organizer as well as to all participants in a session.

- Presenting participants 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.

- (14) ***Presenting authors and presenting participants must be designated as part of the submission process.*** Typically, a single author or participant assumes responsibility for presenting a multiple-authored work. In the case of multiple presenting authors or participants, presenters divide the time allocated for that paper or presentation.

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 *Standards for Reporting on Empirical Social Science Research in AERA Publications* and the *Standards for Reporting on Humanities-Oriented Research in AERA Publications*. Both sets of 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:

Critical Dates for Submission Process

June 3, 2013, to July 22, 2013, at 11:59 PM (Pacific Time)	All submitters may log in to the Online Submission System during the open submission period to submit a paper or session, or to review and make changes to a submission, including uploading a revised paper for a paper or session submission. Uploading a revised submission automatically replaces the current submission.
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July 22, 2013, at 11:59 PM (Pacific Time)	<u>Call for submissions closes. No late submissions will be accepted.</u>
November 1, 2013	Notification of acceptance or rejection will be e-mailed and will also be viewable in the Online Submission System in the Message Center section.

How? All submissions must be advanced electronically at <http://www.aera.net> through the AERA Online Submission System. ***Submissions transmitted by fax, mail, or e-mail will NOT be accepted.*** Please log in to advance a paper or session submission. After you login, click 'My AERA' at the top of the page. On the 'My AERA' page, scroll down to the 2014 Annual Meeting and click 'Online Program Portal'. Please do not create a new login as duplicate records may lead to difficulty in accessing your submission and result in scheduling conflicts.

Where? Each submission may be submitted only once, to a single AERA division, committee, or SIG. If this rule is violated, ALL versions of the submission 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 or non-member may advance a paper or session submission for consideration to any division, committee, or SIG listed in this call, regardless of membership in that unit. ***Anyone (member or non-member) 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. To avoid document conversion issues, it is strongly recommended that submitters create a PDF version of their submission, view it to be sure that it has been converted correctly (particularly with respect to tables, figures, and equations), and then upload the PDF version to the online submission system. Alternatively, submitters may prepare a submission summary using a word processing application such as Microsoft Word or WordPerfect. 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.) 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 in 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, however, AERA cannot guarantee that all requests can be honored.

Special note. The processes for both paper and session 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. Please review the following nine submission steps carefully before you proceed with the submission process:

- (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. ***Spell out all acronyms or abbreviations in parentheses.***
 - **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. The repository widens dissemination of your paper and your work being known and cited. It also authenticates the presentation of the paper at the Annual Meeting. 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 symposium sessions. No LCD projectors will be provided for poster and roundtable sessions. Other equipment and services (e.g., computer, laptop, overhead projectors) 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 work

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

- (8) If a paper is submitted successfully, the system will display a confirmation screen. ***If the system does not show a confirmation screen, the submission was not completed successfully.*** Please review the submission instructions carefully before you proceed with the submission process.
- (9) If a paper is submitted successfully, the submitter will receive a confirmation e-mail message within 24 hours. A copy of the same message is also placed instantaneously in the submitter's Message Center section of the Online Submission System. All submitters may log in to the Online Submission System during the open submission period to review and make changes to a submission, including uploading a revised paper for a paper submission. Uploading a revised submission automatically replaces the current submission.

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.

In general, symposium 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 advance a session submission, follow these instructions for the Online Submission System. Please review the following 10 submission steps carefully before you proceed with the submission process:

- (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. ***Spell out all acronyms or abbreviations in parentheses.***
- ***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 elements:

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.

(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. ***Spell out all acronyms or abbreviations in parentheses.*** 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

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. The repository widens dissemination of your paper and your work being known and cited. It also authenticates the presentation of the paper at the Annual Meeting. Participation is voluntary.
- *Presenter information.* For each presenter, enter the name, institutional affiliation, and e-mail address. ***Please search the database for each presenter’s name.*** A careful search will avoid duplication of names in the system, which may result in scheduling conflicts and other problems. If the name is not in the system, you can add it to the submission system.
- Repeat Step 4 until all papers/presentations are added

to the session.

- (5) The system will prompt you add information on “Other Participants” such as chair and discussant(s). For each participant, enter the name, institutional affiliation, and e-mail address. ***Please search the database for each person’s name.*** A careful search will avoid duplication of names in the system, which may result in scheduling conflicts and other problems. If the name is not in the system, you can add it to the submission system.
- (6) Specify any audiovisual equipment that you will need. LCD projectors for computer hookup will be provided at no charge by AERA for all paper and symposium sessions. No LCD projectors will be provided for poster and roundtable sessions. Other equipment (e.g., overhead projectors, laptop computers) 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 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. Under that circumstance, please review the 10 submission steps for session submissions carefully and start the process again.***
- (10) If a paper is submitted successfully, the submitter will receive a confirmation e-mail message within 24 hours. A copy of the same message is also placed instantaneously in the submitter’s Message Center section of the Online Submission System. All submitters may log in to the Online Submission System during the open submission period to review and make changes to a submission, including uploading a revised paper for a session submission. Uploading a revised submission automatically replaces the current submission.

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 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 by the 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) should 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 allows approximately 5 minutes for the chair's introduction to the session, 10 minutes per 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 must divide among the presenters 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 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 LCD projector, is provided.

Roundtable Session. Roundtable sessions allow maximum interaction among presenters and with attendees. Papers accepted for a roundtable session will be grouped by the program chair into tables with three to five researchers per table, 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 LCD 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 be quite interactive: A large portion of the session may be 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. Session submissions for symposia must have a minimum of three (3) participants. 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.

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. Submissions for structured poster sessions must have a minimum of six (6) and a maximum of 12 posters. There must be a chair who offers an introduction. Discussant(s) are optional. Poster sessions can also include brief oral presentations to the audience gathered as a group. Much of the time is devoted to direct discussion between attendees and poster presenters. We encourage submission of sessions with poster presentations that are conceptually linked in terms of education research issues, problems, settings, methods, analytic questions, or themes. All presenters are expected to prepare a paper or commentary paper.

Working Group Roundtable. Working group roundtables encourage substantive exchange and interaction among researchers working on a common set of research issues, problems, or themes. Such roundtable submissions are encouraged from organizers working in areas that are cross-cutting, where there are shared research problems or issues that would benefit from cooperation and exchange, or where researchers with complementary interests would benefit from new, synergistic discussions. Working group roundtable submissions are not eligible for consideration if all of the participants are at the same institution or already involved in formal or ongoing research collaboration. The working group roundtable submission is designed to bring individual researchers or teams of researchers together for discussion where there is potential for new substantive gains and research communication or cooperation. All presenters are expected to prepare a brief paper or commentary paper that frames the issues or problems they wish to advance or examine. Submissions for working group roundtables must have a minimum of three (3) and a maximum of six (6) participants. A working group roundtable submission includes a chair; there is no discussant, however, for such a roundtable.

Demonstration/Performance. Demonstration/Performance submissions are directed to using, showing, or illustrating a particular technique, tool, or method 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. Submissions for demonstration/performance may have a maximum of six (6) participants. 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 takes place 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 are typically 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 need to be sessions related to the research process or other elements of the work of research professionals. 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 3. 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: Elizabeth Murakami, University of Texas of the Permian Basin

Following this year’s theme, Division A encourages submissions that reflect robust, critical, and persuasive research that relates to “the power of education research for innovation in practice and policy.” For Administration, Organization, and Leadership, innovation signifies novel and creative approaches to pressing problems vexing our field and its impact on education. We seek submissions that examine theories, methods, approaches and perspectives of innovation at various levels (e.g., school, district, state, national, and international) and contexts (e.g., public, private and charter schools, school-community collaborative contexts), which can influence persisting issues in policy and practice. Division A is broadly committed to supporting scholarly research in the field of educational organization, leadership, and school reform; to disseminating knowledge; and to improving the capacity of the profession to enhance the public good. We look for papers that address this broader commitment, and in particular papers that seek to explore the role of educational leaders, policy makers, and institutions in promoting and enacting innovation for educational improvement. We also seek papers that reflect innovative research approaches to such issues and that engage practitioners, policy makers and researchers in applying research for policy and practice.

Papers must be submitted without author identification for blind review. Session submissions (for symposia and other alternative formats) will be reviewed with author identification, so they must include names and presentation title for each speaker. Please assign three topic descriptors at the end of the paper abstracts and summaries which will be used to assign reviewers and group papers into sessions. Use descriptors that will help differentiate your topic within a section (e.g., for Section 1: Leadership, the topic descriptors might be “democratic leadership,” “governance,”). *For general questions, contact Program Chair: Elizabeth Murakami, University of Texas of the Permian Basin, murakami_e@utpb.edu, elizabeth.murakami@gmail.com; or Assistant Program Chair: Martin Scanlan, Marquette University, martin.scanlan@marquette.edu.*

Section 1: Leadership

Papers that examine innovative leadership practices that result in positive change in schools, including: leadership in schools and school systems; the role of leadership in the teaching and learning process; advocacy leadership; global and multicultural dimensions of leadership; distributed, transformational, or instructional leadership; leadership in communities of practice; leadership for governance and policy reform; leadership for democracy and social justice; the nature of the principalship and superintendency; leadership in local, national, and international educational contexts; moral, ethical, and spiritual dimensions of leadership; and critical interpretive perspectives on leadership. *Section Chair: Susan C. Faircloth, North Carolina State University, scfairc2@ncsu.edu*

Section 2: School Organization and Effects

Educational research has the potential to improve the learning and well being of children and adults through the advancement

of improved school and district organization, policies and practices that ameliorate the persistent challenges of schooling and improve educational outcomes. Papers that illustrate the ways innovative educational research, practices and policies address the organization of schools and school systems and their effects are strongly encouraged. Proposals reflecting this may include those that focus on the various ways schools and school systems are governed and organized, be they public, private, charter, virtual, or brick and mortar, and that ways that learning is organized in the use of instructional time, tracking, grouping, and fiscal and human resources. Proposals may also include research associated with improving the policies and practices to enhance the effectiveness of schools and school systems, including federal and international educational policies and state and local reforms focused on school and district organization. *Section Chair: Hans Klar, Clemson University, hklar@clemson.edu*

Section 3: School Improvement

Papers that presents research on innovation and models in school improvement are welcome. These include change and improvement processes in schools and school systems with attention to teaching and learning, democratic schooling, equity and access, and social justice, considering how these efforts advance the public good. Organizations as systems, the use of assessment data and other sources of information, Common Core Learning Standards and related formative and summative assessments to promote school improvement are the focus of this section. Papers that examine the relationship between school system change and public advocacy, community development, and social movements and the role of public and private organizations in fostering school change, development and improvement are encouraged. *Section Chair: Ann Allen, The Ohio State University, allen.952@osu.edu*

Section 4: School Contexts and Communities

Papers that explore the context and environments that shape education in a global and democratic society, including innovative inquiries into racial, ethnic, and social class dynamics in schools, districts, neighborhoods, and other community-based educative locales; social, cultural, political, and economic forces and their influence on schooling (e.g., immigration, economy, housing policies, segregation, globalization); the nature and effects of parent and community involvement in schools, school-business partnerships, and other multi-sector initiatives; innovative school and district strategies that impact student learning; school-district-community relationships, including spans of governance and oversight, district size and configurations, and means of funding education locally; 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, leading, and learning opportunities; and school leaders' efforts to address diversity across family and community constituencies. *Section Chair: Ty-Ron M.O. Douglas, University of Missouri--Columbia, douglasyr@missouri.edu*

Section 5: Leadership Development

Papers that examine innovations in research and practice related to the preparation and development of school and district leaders (e.g., principals, and building-level leaders, teacher leaders, superintendents, school board members, and others), including studies that inquire into the conceptualization, description, and evaluation of models for leadership preparation (including certification, master's and doctoral programs); describe and evaluate practices for leadership development promoted by higher education, not-for-profits, corporate entities, professional associations, and educational authorities; examine the role of standards, assessments and program accreditation in the development of school and system leadership; assess district and university partnerships in leadership preparation; and explore how leadership preparation and development influence leadership practices, teaching and learning, schools, and school outcomes. *Section Chair: Scott Bauer, George Mason University, sbauer1@gmu.edu*

Division B: Curriculum Studies

Program Co-chairs: Lynn Fendler and Pamela Konkol

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, and 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 life contexts, and commit to integrity, justice, and humanity. Scholars from all locations are invited to submit to any section based on research themes (i.e., international submissions are not restricted to Section 2 on global/transnational). Given the theme of the 2014 meeting, we particularly welcome submissions that highlight curriculum theory, research, policy and/or praxis that contribute to investigating, challenging, enhancing, and enacting the power of education research for innovation in policy and practice.

Paper submissions must not identify the author(s) in any way; session submissions (e.g., symposia) must identify the authors. For more information, please contact the appropriate Section Chairs. *For general questions contact the Program Co-chairs: Lynn Fendler, Michigan State University, fendler@msu.edu, and Pamela Konkol, Concordia University Chicago, pamela.konkol@cuchicago.edu.*

Section I: Critical and Post-Foundationalist Perspectives and Practices

Critical and post-foundationalist perspectives and practices focus on influences, possibilities, limitations and consequences of education and schooling anywhere in the world. We invite submissions that feature studies drawing upon a variety of academic traditions and ethical dimensions, including, but not limited to: critical theory, critical race theory, working-class

and labor studies, critical ethnography, cultural studies, ethnic studies, media studies, non-representational theories, feminisms, postcolonialism, poststructuralism, indigenous epistemologies, pragmatism, queer theory, the sociology of knowledge, and much more. Of particular interest are inquiries and scholarship focusing on various critical and post-foundational investigations of the power of education research for innovation in policy and practice. *Section Cochairs: Noah Sobe, Loyola University Chicago, nsobe@luc.edu; Jennifer L. Milam, University of Akron, jlmilam@uakron.edu.*

Section 2: Globalization, Decolonization, Transnational, & Ecological Inquiry

Curriculum studies are interdisciplinary, transdisciplinary, counterdisciplinary, 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 to this section. We are interested in research engaged with issues related to citizenship, new social movements, insurgent knowledges, migration, language, culture, identity, power, religion, ethnicity, race, gender, class, sexual difference, and disability as they interact with sociopolitical, cultural, linguistic, ecological, and economic influences in schools, neighborhoods, communities, tribes, and localities against globalization and colonization. We particularly welcome submissions that highlight curriculum theory, research, policy and/or praxis that highlight the power of education research for innovation in policy and practice. *Section Cochairs: Susan Edgerton, MA College of Liberal Arts, susan.edgerton@mcla.edu; Hannah Tavares, University of Hawai'i at Mānoa, hannaht@hawaii.edu.*

Section 3: Challenging Methodological Boundaries in Curriculum Inquiry

One of the most poignant strengths of the curriculum field is the diversity of approaches that shape policy, research, and practice. Innovative and creative methodological approaches have the potential to help us raise issues, ideas and experiences that are elusive to traditional approaches. In this section, we encourage submissions that seek to engage the dynamic complexity of education in diverse contexts and circumstances by challenging methodological boundaries, and exploring creative strategies using non-traditional approaches 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 studies, or those that revisit conventional methodologies in new and exciting ways across a range of educational contexts through participatory strategies are strongly encouraged. In addition, alternative formats for presentations are especially welcome. Challenging methodological borders, can also mean challenging the borders of what counts as a presentation can be challenged as well. Participatory workshops, reader's theater, gallery walks, small group discussion, interactive performances and other forms of presentations that reflect

alternative forms of inquiry are welcomed. Given the theme of the 2014 meeting, we welcome submissions that consider how challenges to methodological boundaries contribute to the power of education research for innovation in policy and practice. *Section Cochairs: Travis Wright, University of Wisconsin – tswright2@wisc.edu; Denise Taliaferro Baszile, Miami University, Ohio, taliafda@muohio.edu.*

Section 4: Arts, Youth, and Action

The changing national movement to privatize schooling and create national models for education has increased the need for research to consider localized manifestations of this agenda. In such a movement, local social context and social capital are sometimes substituted for a more efficient standardization of schooling that leaves youth in schools, communities, and organizations as mere casualties of larger global forces that work to deplete their resources and choices. Emerging approaches, including youth arts and activism, can help push back against threats to creativity and meaningful innovation. Actions such as organizing and artistry among youth and communities contribute breadth and depth to our understanding of the complexity that is education. We encourage submissions that address the conceptual, methodological, policy, and pragmatic challenges and opportunities to center youth, art, and action in curriculum theory, research, policy and/or praxis that highlight the power of education research for innovation in policy and practice. *Section Cochairs: Vonzell Agosto, University of South Florida, vagoasto@usf.edu; Ricardo Rosa – University of Massachusetts-Dartmouth – rrosa2@umassd.edu.*

Section 5: Historical, Philosophical, and Disciplinary Knowledges

This section is grounded in an understanding that curriculum, including the ways knowledge is created, is situated with respect to history, place, and ideology. From this conceptualization, competing perspectives that challenge and refashion the traditional constructions of power and knowledge can be considered. Historical and philosophical perspectives give rise to theoretical, practical, and empirical questions about the ways we think about and engage the multiplicity of possibilities and concerns of curriculum. For example, how do we push at the boundaries of what we know already and otherwise engage in curriculum work to address threats to human dignity? How do we reinvigorate the role of history and ancestral/generational knowledge to explore contemporary practices, policies, and knowledge production in education? How do forces such as globalization, migration, and transnationalism impact the formation of knowledge? How does our conceptualization of “educational innovation” shape our understandings of the relationship between education and curriculum? How do history and philosophy of curriculum inform commitments to realize educational possibilities for access, equity, quality, and policy all over the world? How does curriculum inquiry influence the formation of practices, policies, and knowledge production in schools? How is the field of curriculum expanded and constrained

by particular forms of disciplinary knowledge and practice? This section invites theoretical, historical, conceptual, and/or empirical studies addressing these and other questions, as well as research and scholarship that extend beyond conventional historical, philosophical, and disciplinary studies. *Section Cochairs: Debbie Sonu, Hunter College and The Graduate Center, City University of New York – debbie.sonu@gmail.com; Jamie Lewis, Georgia Gwinnett College, jlewis5@ggc.edu.*

Section 6: Digital Technologies, Gaming, and Posthumanism

The 20th and 21st centuries have witnessed an explosion of new technologies, new representational modalities, and new forms of communication—games, simulations, social media, digital film, weblogs, wikis, and so forth—that affect an array of domains from our perceptual and cognitive processes to how we understand time, space, and sense of place. Educational research is now grappling with the visual turn, digital literacies, and other forms of representation and non-representation that include, exceed, and/or transform the written word. In the spirit of interdisciplinary scholarship, we seek submissions that explore a range of questions through diverse forms of curriculum. For example, what does it mean for students to be in relation to transnational information networks, new classroom technologies, evolving game spaces, and emerging social media? What does it mean to understand, on their own terms, the social structures and practices that these new media forms motivate? How do we engage critically with the discourses of measurement, surveillance, and power in emerging digital media curricula? We invite submissions that explore the conceptual and methodological implications of these questions and others. In particular, we encourage submissions that draw on diverse theoretical perspectives—including but not limited to critical race theory, post-humanism, critical pedagogy, queer theory, cultural studies, visual studies, feminist theory, sociocultural learning theory, critical pragmatism, postcolonial theory, practice theory, and neo-Marxism—that examine the power of education research for innovation in policy and practice. *Section Cochairs: Dennis Carlson, Miami University, Ohio, carlsodd@muohio.edu; Ben DeVane, Digital Worlds Institute, University of Florida, ben.devane@gmail.com.*

Division C: Learning and Instruction

Program Chair: Kimberly Lawless

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 literacy, history, fine arts, mathematics, science, engineering, or computer science; cognitive, social, and motivational influences on learning and instruction; and the nature and effects of designed environments both with and without technology. Submissions to Division C span a wide range of theoretical orientations, research methodologies, and settings. 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 methodology appropriate to address identified research questions. In addition to traditional empirical studies, Division C also considers alternative forms of inquiry, including literature reviews or meta-analytic studies that systematically draw on the extant literature to inform understandings about learning and instruction or their relation.

Please choose three topic descriptors for use in assigning reviewers and grouping papers in sessions. Use descriptors that characterize your submission and will help differentiate your topic within a section (e.g., if you are submitting to Section 1c 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 should be **2,000 words** or fewer and will be reviewed without author identification, so the submission narrative must not include any author identification. Session submissions (symposia, structured poster sessions, and other alternative formats) should be no more than **500 words for the session summary** and no more than **500 words for each paper summary**. Session submissions will be reviewed with author identification, so the submission narrative must include author/presenter information. Submissions that do not follow the requirements outlined in the submission guidelines (e.g., lack data or exceed the word limit) will be rejected without peer review.

Presentation formats. The potential presentation formats that you may choose for paper session submissions include individual papers, posters, or roundtables. Submissions will only be considered for the format selected by the submitter, so be sure to indicate all acceptable formats. Note that there are a limited number of paper sessions available and that posters can provide a unique 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 poster and roundtable formats as you plan your submissions. *If you only select “paper” as a preferred session format, then your submission will not be considered for a poster or roundtable session even if space permits.*

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 authors must be explicit about the substantiveness of the contribution, use of empirical data; session format, and relevance 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.era.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., literacy, history, fine arts, mathematics, science), then you should submit it to one of the subject-area-specific subsections (i.e., Section 1) rather than to one of the more cross-cutting sections (i.e., Sections 2 or 3). If your submission focuses on cognitive, social, or motivational processes with an emphasis on processes within individuals, then you should submit it to Section 2a. If your submission focuses on cognitive, social, and/or motivational processes within a group (e.g., classroom) or cultural setting, you should submit it to Section 2b. If your submission focuses on designed learning environments with an emphasis on the nature and/or effects of the environment on learning and instruction, then you should submit to Section 3a. If your submission focuses on designed environments with an emphasis on the specific role or use of technology in learning or instruction, then you should submit it to Section 3b.

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 deemed more appropriate elsewhere. *General questions should be addressed to the Program Chair: Kimberly A. Lawless, University of Illinois at Chicago, klawless@uic.edu.*

Section 1: Learning and Instruction in a Discipline, Domain, or Subject-Matter

Research on learning and instruction that is situated within a particular discipline, domain, or school content-area (e.g., Social Studies or Science) but conducted across a range of formal or informal settings or environments. Importantly, proposals submitted to this section should convey disciplinary, domain-specific, or subject-matter specific implications. Submissions to Section 1 should be sent to one of five subsections (1a-1e) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

Section 1a: Literacy

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: Julie Coiro, University of Rhode Island, jcoiro@snet.net; Jill Castek, Portland State University, jcastek@pdx.edu.*

Section 1b: 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 Chairs: Kelly Parkes, Virginia Tech, kparkes@vt.edu; John Lee, North Carolina State University, jkleee@ncsu.edu.*

Section 1c: Mathematics

Research on learning and instruction in mathematics. Focuses may include a range of psychological, social, or cultural perspectives on problem solving, concept and skill development, strategy growth and change, or the use of technology to support educational practice in mathematics. *Section Chairs: Jon Star, Harvard, jon_star@gse.harvard.edu; Kristie Jones Newton, Temple, kkjones@temple.edu.*

Section 1d: Science

Research on learning and instruction in science. Focuses may include psychological, social, or cultural perspectives on problem solving, conceptual development and change, inquiry, equity, reform, and using technology to support educational practice in science. *Section Chairs: Diane Jass Ketelhut, University of Maryland, djk@umd.edu; Brett Criswell, Georgia State University, bcriswell@gsu.edu.*

Section 1e: Engineering and Computer Science

Research on learning and instruction in engineering and computer science. Focuses may include cognitive, developmental, and sociocultural perspectives as they pertain to individual and collaborative problem solving, creativity, the design process, modeling, technical innovation and entrepreneurship, and the integration of engineering and computing with science and mathematics. Research on teacher thinking, professional development, and organizational support for engineering and computing education is also encouraged. *Section Chairs: Mitchell J. Nathan, University of Wisconsin, Madison, mnathan@wisc.edu; R. Benjamin, Shapiro, Tufts University, ben@cs.tufts.edu.*

Section 2: Cognitive, Social, and Motivational Processes

Research on cognitive, social, and motivational dimensions of learning and instruction. 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. Submissions to Section 2 should be sent to one of two subsections (2a or 2b) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

Section 2a: Cognitive and Motivational Processes

Research on learning, instruction, and/or motivation with an emphasis on cognitive, metacognitive, and/or motivational processes with an individual or cognitive focus. Social processes may be examined but the primary emphasis is on individuals' cognitive and motivational processes and/or these processes in interaction. *Section Chairs: Joe Magliano, Northern Illinois University, magliano@niu.edu; Jennifer Schmidt, Northern Illinois University, jaschmidt@niu.edu.*

Section 2b: Learning and Motivation in Social and Cultural

Contexts

Research on learning, instruction, and/or motivation within specific social or cultural context (e.g., groups, classrooms, informal learning environments). Cognitive processes and/or outcomes may be assessed but the primary focus is on the social or cultural context. *Section Chairs: Avi Kaplan, Temple, akaplan@temple.edu; Helen Patrick, Purdue, hpatrick@purdue.edu.*

Section 3: Designed Environments

Research on learning and instruction within formal and informal environments designed for specific purposes (e.g., hands-on museum exhibit). Submissions to Section 3 should be sent to one of two subsections (3a or 3b) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

Section 3a: Learning Environments

Research on learning and instruction within designed learning environments. Focuses include the nature and/or effects of interdisciplinary, situated, collaborative, interactive, or informal contexts (e.g., out-of-school environments such as museums and workplaces) on learning and instruction. Research may include learning environments involving technology, but the primary focus of the research should be on the designed environment. *Section Chairs: Melissa Gresalfi, Indiana University, mgresalf@indiana.edu; Daniel Dinsmore, University of North Florida, daniel.dinsmore@unf.edu.*

Section 3b: Technology-Based Environments

Research on learning and instruction in technology-based environments. Focuses include multimedia, computerized, web-based, or other technology-based environments, or evidence-based constructive critiques of the role of technology in educational improvement. *Section Chairs: PG Schrader, UNLV, pg.schrader@unlv.edu; Sharon Tettgah, University of Illinois, stettgah@gmail.com.*

Division D: Measurement and Research Methodology

Program Chair: Dena Pastor

Research methodology is broadly applicable to diverse areas of educational research and stands at the nexus of issues related to the 2014 AERA conference theme, “The Power of Education Research for Innovation in Practice and Policy.” Consistent with the mission of AERA, which is to use educational research to improve education and serve the public good, Division D welcomes papers demonstrating how methodological research is relevant to the challenges facing learners and educators today at the local, national, and international levels. Division D invites papers in the areas of educational measurement, psychometrics, and assessment (D1); quantitative methods and statistical theory as applied to educational research (D2); and qualitative and mixed research methodologies and methods as applied to educational research (D3).

Division D encourages collaboration and innovation in presentation format. To increase the interactivity of sessions,

the division encourages session formats that promote audience engagement, such as interactive symposia, panel discussions, and paper discussions. Scholars interested in developing working group roundtables and structured poster sessions are especially welcome. Sessions may also be cosponsored with other AERA divisions or SIGs. Papers should be submitted to one group only, although joint review and sponsorship may be requested by the organizers or arranged by the program chairs.

Division D prioritizes submissions focusing on methodological issues, advancements, and innovations supported whenever possible by empirical results. For validity and reliability research as well as applied research, papers that focus solely on compiling evidence or implementing a statistical approach without describing methodological advances or innovative applications are discouraged. A complete list of the references cited in the paper should be included. Use of tables, figures, and equations should be kept to a minimum. Word limits, as discussed in the general call, should be honored. Submissions exceeding these limits may be disqualified from further consideration.

Individual paper submissions must be prepared for blind review, with names and any identification of the author(s) removed. Failure to remove this identifying information will result in disqualification of the individual paper submission. In contrast, session submissions (e.g., symposia) are reviewed with author identification. **To avoid document conversion issues, it is strongly recommended that submitters create a PDF version of their submission, view it to be sure that it has been converted correctly (particularly with respect to tables, figures, and equations), and then upload the PDF version to the online submission system.**

For general questions, e-mail the Program Chair: Dena Pastor, James Madison University, pastorda@jmu.edu.

For questions about submitting papers to specific sections, including questions about session format, please directly contact the section chairs listed below.

Section 1: Educational Measurement, Psychometrics, and Assessment *Section Chairs: Krista Mattern, The College Board, kmattern@collegeboard.org; Thomas Proctor, The College Board, tproctor@collegeboard.org.*

Section 2: Quantitative Methods and Statistical Theory *Section Chairs: Dena A. Pastor, James Madison University, pastorda@jmu.edu; Laine Bradshaw, University of Georgia, laineb@uga.edu.*

Section 3: Qualitative Research Methods *Section Chairs: Bradley Carpenter, University of Louisville, bradley.carpenter@louisville.edu; Sue Winton, York University, swinton@edu.yorku.ca.*

Division E: Counseling and Human Development

Division E solicits submissions in the area of counseling and human development consistent with the conference theme, “The Power of Education Research for Innovation in Practice and Policy.” This theme should resonate with Division E as much of our research involves innovative ways of working with and supporting

the development of diverse populations. We favor submissions that report findings from completed research and welcome the use of diverse methodological approaches. Studies in the disciplines of counseling psychology, school psychology, school counseling, educational psychology, and human development are strongly encouraged. Areas of focus for submissions include but are not limited to (a) developmental processes for children, adolescents, and adults, including the role that technological advancements play in life-span development; (b) innovative counseling practices in educational, work, and health settings; (c) vocational and career development, particularly as it pertains to navigating the current economic climate; (d) national and global 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 poster 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: Bryana French, University of Missouri at Columbia, (573) 882-3084, frenchbr@missouri.edu*

Section 2: Human Development *Section Chair: Becky Ladd, Arizona State University, (480) 965-3329, Becky.Ladd@asu.edu*

Division F: History and Historiography

Program Chair: Timothy R. Cain

The Division F Program Committee invites submissions addressing all periods and topics in the history and historiography of education, especially those that have bearing on current debates in the field. Keeping with the 2014 AERA program theme, “The Power of Education Research for Innovation in Practice and Policy,” we especially welcome submissions that examine the historical linkages between educational research and policy, as well as the uses of historical research to inform modern policy and practice.

Division F welcomes historical scholarship that enriches our understanding of the experiences of underrepresented groups and that uses innovative theoretical frameworks that transcend traditional boundaries. We seek studies on the history of African American, Asian American, Latino/a, and Native American education, as well as investigations of the education of contemporary immigrant groups, the working classes, and the poor. We also seek historical and comparative studies on topics such as colonial education, the origins of mass schooling, civic education, sexuality and education, rural education, urban

education, education and state formation, nonpublic and community-based education, and gender and education. Division F welcomes innovative formats for research presentation.

Submissions need to identify the historical and/or historiographical sources on which the study is based and should discuss the proposed paper’s larger significance. In keeping with the program theme, we encourage historical research with substantive implications for contemporary understanding and practices in education broadly construed.

All submissions, whether papers or sessions, will undergo a blind review and must not include author identification. For questions or comments, please contact *Program chair: Timothy R. Cain, University of Illinois, tcain@illinois.edu*.

Division G: Social Context of Education

Program Chair: Kevin S. Carroll

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 submissions 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 submissions 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 submissions 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. Division G 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 2014, we encourage submissions for sessions that work to promote research for innovation in practice and policy.*** Further, we hope that your submissions will explore the possibilities and problems of school and other communities in economic transition, new technologies, and media of communication. It is important to note that the primary submitter must blind (without author identification) all submissions to Division G. Submissions, whether papers or sessions, that are not blinded will not be sent out for review.

Section 1: Local Contexts of Teaching and Learning

This section encompasses scholarship about local contexts and settings of teaching and learning in both formal and informal venues. It invites papers with a diversity of topical interests that bring into view the local contexts and situated organizations of action and meaning. Units of analysis may be particular lessons, assessment practices, tasks, identities, structures, classroom interactions, the language of social interaction in educational settings, encounters of teaching and learning, and so on. *Section Chairs: Kevin Roxas, University of Wyoming, roxask@yahoo.com; Laura Roy, Pennsylvania State University, lroy@psu.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 submissions on the intersections 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: Howard Smith, University of Texas, San Antonio, howard.smith@utsa.edu; Denise Ives, UMASS, Amherst, dives@educ.umass.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 foreign language, bilingual, and English-as-a-second-language classrooms) and social settings. *Section Chairs: Janelle Johnson, Metro State University, Denver, jjohn428@msudenver.edu; Erika Bullock, University of Memphis, ebullockmath@gmail.com.*

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: Sarah Diem, University of Missouri, Diems@missouri.edu; Curtis Brewer, University of Texas, San Antonio, brewcab@gmail.com*

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: Mary Carol Combs, University of Arizona, Combs@email.arizona.edu; Lucinda Soltero, University of Colorado, Boulder, Lucinda.Soltero@colorado.edu*

Division G encourages submissions that will stimulate dialogue and debate among session participants. To increase the number of accepted submissions and the likelihood of dialogue, applicants are encouraged to submit under the revised “roundtable” session format, which allows for grouping of multiple papers and a chair and provides a longer period for discussion. Paper submissions for roundtable presentation format and session submissions 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 submissions that include the perspectives of community activists, teachers, parents, and youth, alongside those of researchers.

We encourage you to create cross-cutting interdisciplinary working groups to engage these issues and present your work. All submissions will be reviewed without author identification. Please submit them 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, will not be considered for the Division G program of the 2014 AERA Annual Meeting. *For general questions, contact the Division G Program Chair: Kevin S. Carroll, University of Puerto Rico Mayaguez, kevin.carroll@upr.edu.*

Division H: Research, Evaluation, and Assessment in Schools

Program Chair: Rosanne Brown

Division H encourages paper sessions submissions for presentation in paper, poster and roundtable sessions, and session/symposium submissions that focus on research, evaluation, assessment, and accountability across schools and school districts to inform decision-making. Such studies can include:

- Examining data-driven, research-based methods and best practices for school improvement and overall increased student achievement
- Investigating accurate, reliable, and timely data appropriate for effective decision making and differentiated instruction in schools
- Investigating holding schools, districts, educators, and students accountable for student achievement–related results

- Evaluating implementation of school reforms, programs, professional development, and/or policies
- Evaluating the school and district-wide impact of teacher and principal evaluation programs on students and teachers across schools
- Evaluating the effectiveness of various pre-K–12 educational programs, initiatives, professional development activities, and classroom and interim assessments
- Identifying innovation methods and approaches that have potential to improve the practice of program evaluation
- Examining the implementation and impact of standards, promotion, graduation requirements, and high-stakes assessment on students, teachers, and school systems
- Investigating how to improve classroom assessment of students by teachers, and how best to meaningfully involve students in their own assessment
- Increasing the efficiency and effectiveness of research evaluation methods, data collection, and assessment
- Investigating the implementation and impact of the Common Core Standards educational policies, and testing mandates on districts, schools, and students

AERA's 2014 conference theme is "Power of Education Research for Innovation in Practice and Policy." The theme is intended to encourage submissions that link the possibilities of education research, recognizing how evidence of varying types can be used for tackling persisting issues in education and their innovative resolution. It also encompasses how technology can be used to customize learning and devise unique and efficient ways for obtaining data to assess academic progress, remediate problems, address embedded inequalities, and predict future outcomes. To that end, we encourage submissions that examine seriously the many changes occurring across education research from its design to its implementation in areas such as learning, pedagogy, school systems, and education inequality. Division H encourages submissions that are consistent with the theme as set out at the beginning of this 2014 AERA Call for Submissions. Submissions consistent with the theme will be given priority.

All submissions—for paper sessions, roundtables, posters, and symposia—must be **without author identification**, for blind review. All submissions will be reviewed by a minimum of three expert reviewers and rated according to the following criteria: (a) choice of problem (i.e., significant or not significant), (b) theoretical or conceptual framework, (c) study, research, or evaluation design, (d) data collection and analysis procedures, (e) quality of writing/organization, and (f) overall contribution to the field.

For general questions and comments, please contact Program Chair Rosanne Brown, Peel District School Board; email: rosanne.brown@peelsb.com. Please contact section chairs directly for questions about submitting papers to specific sections.

Section 1: Applied Research in the Schools

This section encourages submissions that (a) are based on collaborations between school districts, state departments, universities, or research organizations; and (b) help identify educational interventions that improve instruction and student learning. Submissions may include but are not limited to in-house institutional research, action research, or studies conducted by external researchers. *Section Chair: Teresa Duncan, ICF International; email: tduncan@icfi.com.*

Section 2: Program Evaluation in School Settings

Submissions for this section are formal evaluations of school or school district programs. Submissions may include (a) formative or implementation evaluations of programs, policies, or initiatives; (b) summative or outcome evaluations of programs or initiatives; (c) innovative approaches to, or methods for, the practice of program evaluations; (d) meta-evaluations; and (e) professional development evaluations. Evaluations should incorporate the Program Evaluation Standards and school–university collaboration as appropriate. *Section Chair: Brett D. Campbell, Clark County School District; phone: 702-855-7783; email: bdcampbell@interact.ccsd.net.*

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: Zollie Stevenson, Jr., Howard University; phone: 202-806-7354; email: zollie.stevenson@howard.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: Dale Whittington, Shaker Heights City School District; email: whittington_d@shaker-heights.k12.oh.us.*

Division I: Education in the Professions

Program Chair: Eugene L. Anderson

This year's conference theme is "The Power of Education Research for Innovation in Practice and Policy." With this theme in mind, Division I invites submissions on these topics across all of the professions represented in the Division. We encourage submissions that include an examination of the policy implications of our research for the education of professionals. We also encourage submissions that address how we are now conducting and plan to work in an environment vastly different from that of even five years ago. 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 professional education; (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; (i) workplace learning; (j) and leadership development.

Division I invites submissions for two types of submissions: (a) a **paper submission**, which involves a presentation of a paper, poster, or roundtable session with one or more authors (individual papers that are accepted will be grouped into sessions by the program committee); and (b) a **session submission**, which is for a symposium or other fully planned session, typically involving multiple presentations or participants. As noted previously, a “paper” can be submitted in one of three different formats: paper, poster, and roundtable. To allow maximum flexibility by the program committee, **please select more than one format for your paper**. All papers, regardless of format, must represent completed work and include results and conclusions. Work in progress will not be considered. To enable blind review, all individual paper submissions must be provided without author identification.

Session submissions (i.e., coordinated symposia and roundtable sessions) must indicate that all participants have agreed to be present at the Annual Meeting, should their session be accepted. In addition, session submissions must include speaker names and a presentation title for each speaker. Division I strictly abides by the AERA word limit on submissions and cannot consider submissions that exceed that limit. Please 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.” Also, authors of accepted individual paper submissions and coordinated symposia and roundtable sessions are expected to upload a final version of their submission, addressing and incorporating reviewer comments, prior to the 2014 meeting and when instructed to do so. Uploading the original submission as the final version is not acceptable.

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) relevance and appropriateness 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 to foster joint sponsored sessions wherever 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, interactive symposia, and working group roundtables. The program committee also welcomes suggestions for invited sessions, especially from the three AERA-I communities: (a) Teaching and Learning, (b) Assessment, and (c) Professional Development. Please direct your suggestions for speakers or topics to the program chair. New Division I members are especially encouraged to submit for the 2014 meeting. In addition to other required materials, a 100–120-word abstract must be included with all submissions. Abstracts of accepted submissions will be published in the *Professions Education Research Quarterly*, which is distributed to Division I members in advance of the meeting. *Address questions to the Program Chair: Eugene L. Anderson, American Dental Education Association, andersone@adea.org*

Division J: Postsecondary Education

Program Chair: Jaime Lester

This year’s conference theme is “The Power of Education Research for Innovation in Practice and Policy”. 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. We encourage submissions that explore the relationship between postsecondary education research and the advent of innovation to improve policy and practice.

This year, we also encourage international scholars to submit their work to enrich our division with more global perspective and comparisons and we encourage U.S. researchers to think about their work within a global or international context: How are the issues raised in your work considered or addressed in other countries? What might we learn from a more international or comparative perspective?

The division seeks papers covering a broad range of scholarship, including empirical, theoretical, and policy directed. *General questions about papers should be directed to the Program Chair: Jaime Lester, jlester2@gmu.edu.*

Questions about papers or the individual sections should be directed to the appropriate section co-chairs.

Section 1: College Student Learning and Outcomes

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 student retention and other outcomes. *Section Chairs: Lucy LePeau, llepeau@indiana.edu; Sherry Watt, sherry-watt@uiowa.edu.*

Section 2: College Student Access

Papers focused on student access (e.g., college choice, financial aid) and policies and programs designed to promote access and educational mobility. *Section Chairs: Lorelle L. Espinosa, lorellespinosa@gmail.com; Rosa Cintron Delgado, rosa.cintrondelgado@ucf.edu; Katie Branch, kbranch@uri.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:* Vince Lechuga, vlechuga@tamu.edu; Jay Dee, Jay.Dee@umb.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:* Jeni Hart, hartjl@missouri.edu; Rebecca D. Cox, rdcox@sfu.ca.

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:* Jennifer A. Delaney, delaneyj@illinois.edu; Christopher M. Mullin, cmullin@aacc.nche.edu.

Section 6: Society, Culture, and Change

Papers centered on issues related to higher education's societal and cultural contexts, including gender, race, socioeconomic status, sexual orientation, disability, and organizational change in postsecondary education. *Section Chairs:* Rebecca Ropers-Huilman, ropers@umn.edu; J. Luke Wood, luke.wood@sdsu.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 papers that will allow us to consider higher education topics in ways that place them in an international context.

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 "works 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 31 to the program chair, Jaime Lester, jlester2@gmu.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: Kimberly A. White-Smith

Assistant Program Chair: Roxanne G. Miller

The deadline for paper and session submissions is July 22, 2013. This is a reminder that the call for submissions is open from June 3, 2013, until July 22, 2013, at 11:59 PM (Pacific Time). The Division K (Teaching and Teacher Education) Program Committee welcomes your submissions for the 2014 AERA Annual Meeting in Philadelphia, Pennsylvania. We look forward to coming together to share and debate knowledge, ideas, and a range of viewpoints related to this year's program theme, "The Power of Education Research for Innovation in Practice and Policy." Through this theme President Barbara Schneider challenges AERA and each of its Divisions to use research to "look ahead at where the field is going and at the same time send a message about where the organization/division wants to be in the next five years." The conference seeks theoretical/conceptual and research-based submissions that go beyond reporting the state of issues to deeply investigating problems in order to imagine bold practices and policies that can move our thinking and actions forward. Important concerns for Division K include the commodification and corporatization of teacher education and the role of higher education and education research(ers) in (re)shaping—and leading—our field and profession. These are some of the issues that have grave implications for the present and future of teacher education and compel us to reflect upon who we are, what have been—and should be—our priorities and where we want/need to be.

In connection with the Annual Meeting theme, the Division K Program Committee is soliciting many high-quality and varied papers focused on highly salient, longstanding, critically persistent, and newly emerging issues in teacher education to advance research, practice and policy in teacher education for the public good. We strongly encourage submissions that address the recasting of teacher education that is innovative and socially responsive to different contexts as well as to underserved and marginalized communities. We anticipate representations from empirical research, documentary accounts, and conceptual analyses situated in cultural, linguistic, social, and political contexts that influence teaching, student learning, and learning to teach.

Papers that examine issues of diversity in research populations—such as race, ethnicity, language, locations (urban, rural, etc.), school characteristics, age, gender, disability, (inter) nationality—and inclusion of PK–12 educators as researchers and presenters, are also 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.

1. Section submission

Read the call for submissions carefully. All Division K papers must be sent to one of our 10 specific sections (identified below). ***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. Taking the time to find the appropriate fit will ensure the best and most appropriate review of your work.

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

Theoretical/Conceptual Analyses must include: (a) a clear statement of the issue that the analysis will address; (b) the theoretical/conceptual 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; 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 make a commitment to include scholars from a variety of institution types, with diverse perspectives and approaches in their scholarship, and with a wide range of experience in research and

practice. We have an outstanding group representing Division K's 10 sections. Division K Vice President A. Lin Goodwin, Program Chair Kimberly A. White-Smith, and all the division section chairs are looking forward to receiving your papers for the 2014 program. We also anticipate that if you choose Division K as a place to submit your paper, 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 proposal

All paper and session submissions are reviewed without author names or identification. Having names on your abstract, summary, or narrative paper, disqualifies your submission from review. 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.*** Specific criteria that will be used to evaluate specific types of submissions are stated above. In addition, submissions should address (a) highly salient and long-standing and (b) critically persistent issues in teacher education to advance education practice and policy in teacher education for the public good. Relevance to Division K and potential contribution to the program are critical to the acceptance of sessions for presentation.

We encourage you to read the AERA call carefully and choose wisely among session types for your presentation. Stating your first preference and alternative formats (i.e., paper, roundtable, or poster session) will improve your chance of participating in the 2014 Annual Meeting. We look forward to your submissions and to working with you as a session presenter, discussant, or chair.

General inquiries can be directed to the AERA meetings staff at annualmtg@aera.net or 202-238-3200. *Questions related to Division K can be sent to Kimberly A. White-Smith, Chapman University, kwsmith@chapman.edu; Roxanne G. Miller, rgmiller@chapman.edu.*

Please read the information below on the Division K sections and advance your submission by July 22, 2013. ***As noted above, all submissions must be directed to one of the following sections:***

Section 1: Investigations of quality teaching of PK–12 students in science, technology, engineering, and mathematics (STEM). Investigations of quality teaching in PK–12 school settings, including practices, knowledge, and roles and perceptions of students and teachers. Includes research focused on teaching multimodal practices, technology, math, and science (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Janice Anderson, University of North Carolina, anderjl@email.unc.edu; Cindy Jong, University of Kentucky, cindy.jong@uky.edu.*

Section 2: Investigations of quality teaching of PK–12 students in the humanities (English/language arts, social studies,

history, visual and performing arts, physical education), and other content areas. Research focused on different approaches to teaching and learning, innovative practices and programs, and learning in different school settings and under different conditions (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Jung Kim, Lewis University, KimJu@lewisu.edu; Darlene Russell, William Paterson University, russelld@wpunj.edu.*

Section 3: Focus on the lives of teachers, including teachers' knowledge, thinking, dispositions, perspectives, ideology, reflective practice, research by teachers, and the moral dimensions of teaching (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Suzanne Carothers, New York University, scc3@nyu.edu; Darrell Hucks, Keene State College, dhucks@keene.edu; Kenneth J. Fasching-Varner, Louisiana State University, varner@lsu.edu.*

Section 4: Focus on multicultural education/social justice frameworks being used in preservice teacher education, professional development, and PK–12 classrooms, including research on teaching English language learners and teaching Exceptional Education students (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: sj Miller, Indiana University of Pennsylvania, sjmiller@iup.edu; Lisa (Leigh) Patel, Boston College, lisa.patelstevens@bc.edu.*

Section 5: Investigations of preservice teacher education coursework, including the following: practices intended to improve teacher knowledge, understanding, and application of specific subject matter/content; pedagogical practices and perspectives; different perspectives on learning; teaching students with different characteristics and under different conditions; innovative practices intended to improve quality teaching in PK–12 schools; and assessment practices in teacher preparation and development (documentary analysis, conceptual analysis, critical approaches, and empirical research). *Section Chairs: Detra Price-Dennis, University of Texas, Austin, dpricedennis@austin.utexas.edu; Audra Slocum, West Virginia University, Audra.Slocum@mail.wvu.edu.*

Section 6: Investigations of field experiences, including student teaching, early field experiences, community-based field experiences, and innovative approaches to facilitating candidates' understanding of teaching and learning through inquiry, observation, and practice (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Liu Woon Chia, National Institute of Education, Singapore, woonchia.liu@nie.edu.sg; Foong Lin Angela Wong, National Institute of Education, Singapore, angela.wong@nie.edu.sg.*

Section 7: Investigations of teacher induction, mentoring, and retention in different contexts and under various conditions, including situations with traditionally underserved students in low-performing urban and rural school settings (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Ramon Martinez, University of Texas at Austin, rmartinez@*

utexas.edu; Jody Polleck, Hunter College—CUNY, jpolleck@hunter.cuny.edu.

Section 8: Investigations of teacher professional development and the impact of professional development on teacher practices and student learning; including specific approaches as well as general issues and designs (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Jane Neapolitan, Towson University, jneapolitan@towson.edu; Alison Rutter, East Stroudsburg University of Pennsylvania, alisonrutter@gmail.com.*

Section 9: Investigations of teacher education program design and innovations, including online programs, teacher recruitment, internships, residency approaches, university-school partnerships and collaboration, and professional development schools (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Beatrice Fennimore, Indiana University of Pennsylvania, bzfennim@iup.edu; Crystal Machado, Indiana University of Pennsylvania, cmachado@iup.edu.*

Section 10: Investigations of teaching and teacher education policy (teacher certification, alternative routes to licensure, institutional accreditation) and research (conceptualization, design, implementation) (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: David Kirkland, Michigan State University, kirklan4@msu.edu; Terry Flenbaugh, Michigan State University, flenbaugh@msu.edu.*

Division L: Educational Policy and Politics

Program Chair: Jason A. Grissom, Vanderbilt University

The theme for the 2014 AERA Annual Meeting focuses our attention on innovation in education research. Division L invites high-quality paper and session submissions spanning the full spectrum of research in educational policy and politics; this year we are particularly interested in proposals exploring topics making use of innovative data sets and methods to offer perspectives on or solutions for pressing education policy problems. In connection with the annual meeting theme, we encourage submissions that examine the increasing emphasis on the collection and use of data to make policy-relevant decisions in education; the politics surrounding the interpretation and use of evidence in policy making; the opportunities and challenges of new information systems and approaches for holding teachers and administrators accountable; the growing role of innovative technologies, including online learning platforms; and the political, financial, and intergovernmental systems and responses governing each of these areas of change. We also encourage submissions exploring the connections between education and other public and social policy areas, including economic development, housing, health care, child care, and/or welfare. These topical areas stand alongside Division L's longstanding interests in legal issues in education, school choice, accountability, and human capital policies, as well as policies informing curriculum and instructional practices.

Papers from a variety of disciplinary perspectives (e.g.,

political science, economics, sociology, anthropology) that explore policy and political topics in the early childhood, K-12, and postsecondary areas are welcome. Quantitative, qualitative, and especially mixed-methods submissions are encouraged, noting that rigor and creativity in research design and analysis are key criteria in the selection process. We strongly encourage submissions that examine how policy addresses issues related to equity and diversity, including the education and life opportunities of racial and ethnic minorities, English Language Learners, GLBT youth, immigrant populations, students with disabilities, religious minorities, and other subpopulations. Analyses of the design, implementation, and evaluation of policies are welcome in all sections, as are proposals dealing with educational policy and politics at the international level, including comparative/cross-national analyses and area studies from countries outside the United States. Session organizers are strongly encouraged to seek panelists and discussants who represent multiple disciplinary backgrounds.

Proposals will be reviewed by at least three reviewers and evaluated according to choice of research topic, conceptual framework, analytic method, validity of inferences, quality of writing/organization, and overall significance/contribution to the field. All proposals, including sessions/symposia, will be reviewed anonymously without author identification, using blinded submissions; proposals failing to adhere to the blind submission policy will not be reviewed.

Submitters are strongly encouraged to review all AERA guidelines prior to submission, and the Division L Program Committee reserves the right to reject or decline to review papers violating these guidelines. Accepted papers must be provided in advance to discussants and be made available to conference attendees.

Any general questions about the divisional program should be directed to the Program Chair: Jason A. Grissom, Vanderbilt University, jason.grissom@vanderbilt.edu.

Section 1: Governance, Finance, and Intergovernmental Relations

This section welcomes submissions that analyze micro- and macro-political processes and governing structures in and/or outside of the United States, including processes and structures around finance and resource allocation. Research on “who governs” may include formal political structures, interest groups, media, policy elites, networks, coalitions, and alliances among groups based on socioeconomic status, race/ethnicity, culture, and/or gender. Papers focusing on the relationships and tensions among political actors and organizations involved in decision making and implementation are encouraged. Empirical analyses of the effectiveness of governance structures and their consequences are particularly welcome, as are studies of recent innovations in governance and finance (e.g., diverse service providers, reform in collective bargaining agreements, mayoral control, weighted funding formulas). We also welcome analyses of resource levels and allocation patterns, their relationships with education outcomes, and their association with education policy.

Section Chair: Lance Fusarelli, North Carolina State University, lance_fusarelli@ncsu.edu.

Section 2: Legal and Judicial Issues

This section invites analyses of legal and judicial decisions in the United States and/or other countries, how they shape educational policy and practice, and their consequences for underserved groups. This includes legal studies of issues such as school finance, affirmative action, special education, desegregation, and adequacy and equity litigation within a legal, political, and/or intergovernmental context. Studies that focus on the implementation and outcomes of court decisions are also welcome across all institutional levels, including post-secondary education. We strongly encourage analyses that consider the implications of legal and judicial decisions for educational equity and diversity. *Section Chair: Genevieve Siegel-Hawley, Virginia Commonwealth University, gsiegelhawley@vcu.edu.*

Section 3: Curriculum, Testing, and Instructional Practice

This section welcomes papers addressing the politics and policies of curriculum, testing, and instructional practice in and/or outside of the United States and their implications for performance, equity, and diversity, and other outcomes of interest. This work includes but is not limited to studies of national, state, and local curricula and assessments, rules governing the language of instruction or the placement of children with disabilities, and policies whose main focus is changing instructional practice. Papers that analyze the macro- and micro-level forces that shape the design or implementation of curriculum, testing, and/or instruction policies are also invited; studies of the Common Core State Standards and their implications for students, teachers, leaders, and classrooms are particularly relevant. We welcome papers that evaluate both the intended and unintended consequences of these policies for students of color, children from low-income backgrounds, English learners, immigrants, and other non-dominant groups. *Section Chair: Matthew Ronfeldt, University of Michigan, Ronfeldt@umich.edu.*

Section 4: School Choice and Other Reforms

This section encourages papers from the United States and/or other countries that focus on school choice, including charter schools, vouchers, homeschooling and other means of providing students and parents with alternatives to traditional schooling options. The section also invites submissions related to other areas of district and school reform, including school turnarounds and transformations, extended days, supplemental education services, and policy reforms associated with Race to the Top and other federal and state initiatives. We welcome the study of educational reform policies in post-secondary settings as well, such as research on community colleges, lottery scholarships and other financial aid policies and changes in access to higher education. We welcome analyses of policy formation and implementation, overall effects on student achievement, and effects on various racial and ethnic groups, language groups, immigrants, children with disabilities, and

economically disadvantaged children. We also encourage submissions that consider the dynamics of political advocacy in education reform, including the role of foundations, grassroots community groups, and other intermediary organizations. *Section Chair: Cassandra Guarino, Indiana University, guarino@indiana.edu.*

Section 5: Accountability

This section welcomes papers related to the policy and politics of standards-based and other accountability approaches at federal, state, and local levels in and/or outside of the United States. Analyses of the implementation and effects of such policies on student outcomes and the distribution of these outcomes for various groups are encouraged, as are papers that explicitly examine the ways that accountability policies exacerbate or ameliorate achievement gaps for socioeconomically disadvantaged students, racial minority students, English language learners and other groups. We also welcome papers examining issues surrounding the conduct of accountability, including measurement and assessment, as well as papers that address the topics of teacher and leader accountability. *Section Chair: Jose Felipe Martinez, University of California, Los Angeles, jfntz@ucla.edu.*

Section 6: Human Capital

This section invites papers from the United States and/or other countries that focus on development, implementation, and intended and unintended outcomes of policies and reforms targeting districts' and schools' human capital, where human capital means teachers, administrators, and other district and school personnel. These include policy and reform topics related to pre-service training and recruitment; traditional and alternative certification and routes into teaching and administration; personnel hiring, assignment, and retention; teacher and administrator induction and professional development; teacher and principal evaluations; compensation; working conditions; and career ladder and advancement systems. Identification and analysis of innovative policy instruments for increasing human capital in districts and schools are particularly encouraged. We welcome studies of human capital policies and reforms on teachers, administrators, and other district and school personnel from traditionally underrepresented groups, as well as issues pertaining to improving human capital in low-performing schools and districts. *Section Chair: Motoko Akiba, Florida State University, makiba@fsu.edu.*

Section 7: Social Policy and Social Context

This section welcomes papers that address the connections between educational policy and other social policies at the local, state, and federal levels in and/or outside of the United States, as well as the interplay between education and social context. The section encourages studies bridging education to economic development, housing, health care, welfare, child care, criminal justice, and other policy areas; empirical analyses both of the effects of social policy on educational programs, opportunities, and outcomes and of the effects

of educational policies on social outcomes are invited. Studies of promise neighborhoods, school-community partnerships, and the relationship between education and immigration are especially welcome, as are studies of early childhood educational experiences and policies pertaining to early childhood education. Analyses of issues related to the measurement of the effects of social policy on educational outcomes are also welcome. *Section Chair: Daphna Bassok, University of Virginia, dbassok@virginia.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 submissions related to the conference theme, "The Power of Education Research for Innovation in Practice and Policy." The IRC encourages submissions that address linkages between education theory, research, policy, and/or practice from a comparative, international, or global perspective. The IRC welcomes submissions across a range of issues related to education and poverty—including the meanings and implications of these concepts and how they are studied, observed, or measured worldwide. The IRC scope of interest embraces the spectrum of formal and informal settings from early childhood education through higher education, adult education, and the workplace.

Paper and session topics may include but are not limited to the affordability and rising costs of education; the transformation of education in the context of shrinking resources; factors that contribute to resilience and buffer risk among learners at all levels of the lifespan and educational ladder; societal affordances and limitations with respect to access to cultural, technological, and/or institutional resources for teaching and learning; social, cultural, and economic conditions related to learning, achievement, and social mobility; media representations, stereotypes, and categorizations that influence equitable access and treatment in educational settings; effects of state policies and regulations on student retention, educational advancement, and school-work transitions; and the impact of the economic crisis on teaching and academic professions. The IRC invites submissions from various theoretical, empirical, and methodological perspectives that show promise of deepening understandings of and ways of explaining issues related to education and poverty as a societal challenge around the world. *Chair: Rodney Hopson, Duquesne University, hopson@duq.edu.*

Professional Development and Training Committee

See separate call details posted at www.aera.net.

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

In keeping with the 2014 conference theme, “The Power of Education Research for Innovation in Practice and Policy” the Committee on Scholars and Advocates for Gender Equity in Education (SAGE) invites submissions for symposia, individual papers, and innovative formats concerned with research for the public good. The focus of submissions should be on issues of gender, gender equity, and sexuality in pre-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 submissions for papers and sessions that explore the myriad changes around gender and sexuality now facing educators globally, that address the intersection of different subject positions around race and class as well as gender, that consider the ways different technologies and forms of power shape individual and collective understandings of gender and sexuality, and that frame research on gender and sexuality in the context of the goal of social justice. SAGE encourages but does not limit consideration to submissions that engage the conference theme. *Chair: Susan B. Twombly, University of Kansas, stwombly@ku.edu.*

Committee on Scholars of Color in Education

In keeping with the 2014 theme, “The Power of Education Research for Innovation in Practice and Policy,” the Committee on Scholars of Color in Education (CSCE) invites submissions for papers, themed roundtable discussions, a single symposium, or other innovative presentation/discussion formats highlighting processes that represent the complex interactions among individuals, groups, and contexts that positively influence learning and development and highlighting specific implications for ways that knowledge of these processes can 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, submissions that involve collaborations among senior and junior scholars are highly desirable. *Chair: Jerlando F. L. Jackson, University of Wisconsin, jjackson@education.wisc.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, Anne Jones, University of California-Riverside, (951) 827-5488, anne.

jones@ucr.edu

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

Adolescence and Youth Development, Tanner Wallace, University of Pittsburgh, 412-624-6356, twallace@pitt.edu

Adult Literacy and Adult Education, Joshua Hawley, The Ohio State University, (614) 247-6226, hawley.32@osu.edu

Advanced Studies of National Databases, Carolyn Barber, University of Missouri - Kansas City, 816-235-6151, barberce@umkc.edu

Advanced Technologies for Learning, Vanessa Peters, University of Michigan, 734-604-6096, vlpeters@gmail.com; Michelle Wilkerson-Jerde, Tufts University, 760-877-0121, michelle.wilkerson@tufts.edu

Applied Research in Immersive Environments for Learning, Jonathon Richter, University of Montana - Missoula, 541.285.5979, Jonathon.Richter@mso.umt.edu; Amelia Cheney, Appalachian State University, 336-602-2770, awcheney@gmail.com

Arts and Inquiry in the Visual and Performing Arts in Education

Arts and Learning, Jacob Mishook, Brown University, (401) 569-0379, jacob_mishook@brown.edu

Arts-Based Educational Research, Nana Osei-Kofi, Iowa State University, (515) 294-5529, oseikofi@iastate.edu

Associates for Research on Private Education, Anthony Dosen, DePaul University, (773) 325-4334, adosen@depaul.edu

Bilingual Education Research, Kate Menken, City University of New York, (718) 997-2878, kmenken@gc.cuny.edu

Biographical and Documentary Research, Pamela Konkol, Concordia University - Chicago, 708-209-3540, pamela.konkol@cuchicago.edu

Brain, Neurosciences, and Education, Stephen Campbell, Simon Fraser University, (778) 782-3630, sencael@sfu.ca

Career and Technical Education, Edward Fletcher, University of South Florida, 309-310-2446, ecfletcher@usf.edu

Caribbean and African Studies in Education, Laurette Bristol, Charles Sturt University, +61451837566, laurettebristol@hotmail.com; Deborah Conrad, SUNY - College at Potsdam, 13152672505, conraddj@potdam.edu; Chinwe Ikpeze, Saint John Fisher College, (585) 385-8364, cikpeze@sjfc.edu

Catholic Education, Robert Simmons, Loyola University Maryland, (734) 787-9845, rwsimmons@loyola.edu

Chaos and Complexity Theories, Michelle Jordan, Arizona State University, (512) 922-4701, Michelle.E.Jordan@asu.edu

Charter School Research and Evaluation, Robert Theaker, Northwest Evaluation Association, (503) 624-1951 x3018, bob.theaker@nwea.org; Patricia Maloney, Texas Tech University, 917 797 7123, pmal2000@gmail.com

Classroom Assessment, Lisa Abrams, Virginia Commonwealth University, (804) 828-1332, lmabrams@vcu.edu

Classroom Management, Kent Divoll, University of Houston - Clear Lake, 1-413-822-2863, divoll@uhcl.edu; Candace Schlein, University of Missouri - Kansas City, 816-235-5754, schleinc@umkc.edu

Classroom Observation, Debra Coffey, Research for Better Schools, 215-568-6150, coffey@rbs.org

Cognition and Assessment, Dubravka Svetina, Indiana University, (480) 353-7765, dsvetina@indiana.edu

Computer and Internet Applications In Education, Amy Pittenger, University of Minnesota, 612-625-7629, alp@umn.edu

Conflict Resolution and Violence Prevention

Confucianism, Taoism, and Education, Jing Lin, University of Maryland - College Park, (301) 405-3568, jinglin@umd.edu

Constructivist Theory, Research and Practice, Gloria Gresham, Stephen F. Austin State University, 936-560-9221, greshamglori@sfasu.edu

Cooperative Learning: Theory, Research and Practice, Cary Roseth, Michigan State University, (517) 432-0454, croseth@msu.edu

Critical Educators for Social Justice, Rita Kohli, San José State University, (917) 806-8901, kohli.rita@yahoo.com; Omiunota Ukpokodu, University of Missouri - Kansas City, (816) 235-2469, ukpokodun@umkc.edu

Critical Examination of Race, Ethnicity, Class and Gender in Education, Deneese Jones, Drake University, 515-271-3751, deneese.jones@drake.edu

Critical Issues in Curriculum and Cultural Studies

Critical Perspectives on Early Childhood Education,

Mariana Souto-Manning, Teachers College, Columbia University, (212) 678-3970, ms3983@columbia.edu; Kyunghwa Lee, University of Georgia, (706) 542-4278, kyunghwa@uga.edu; Rebecca New, University of North Carolina - Chapel Hill, 919-843-0316, rnew@email.unc.edu

Cultural Historical Research, Carrie Lobman, Rutgers University, 732-932-7496 ext 8116, carrie.lobman@gse.rutgers.edu; Rita Menendez, Texas A&M University - Commerce, 305-967-2410, menendezrita@gmail.com

Democratic Citizenship in Education, James Mitchell, California State University - East Bay, (510) 693-3506, mitchellcsueb@aol.com

Design and Technology, Ying Xie, Idaho State University, (208) 282-3661, xieying@isu.edu

Dewey Studies, Donna Breault, West Virginia University, 859-803-1588, dadairbreault@gmail.com

Disability Studies in Education, Srikala Naraian, Teachers College, Columbia University, (212) 678-8355, naraian@tc.edu; Elizabeth Grace, National-Louis University, 630-815-1976, elizabeth.grace@nl.edu

Districts in Research and Reform

Doctoral Education Across the Disciplines, Mark Connolly, University of Wisconsin - Madison, (608) 263-4233, mrconnolly@wisc.edu; Michelle Maher, University of South Carolina, (803) 748-7395, michelleanne.maher@gmail.com; Bobbette Morgan, The University of Texas - Brownsville, (956) 371-3108, bmorgan273@aol.com

Early Education and Child Development, Debra Ackerman, Educational Testing Service (ETS), (609) 734-1505, dackerman@ets.org

Education and Philanthropy

Education and Student Development in Cities, Hannah Sasser, Purdue University, , hsasser@purdue.edu

Education, Health and Human Services Linkages, Twyla Salm, University of Regina, 306-585-4604, twyla.salm@uregina.ca

Educational Change, Kristin Kew, New Mexico State University, 617-970-3149, kkew@yahoo.com

Educational Statisticians, William Finch, Ball State University, 765-285-3668, whfinch@bsu.edu

Environmental Education, David Greenwood, Lakehead University, 807 766-7188, greenwooddavid@gmail.com

- Faculty Teaching, Evaluation and Development**, Mariska Knol, University of Amsterdam, +31 6 24555354, MKnol@cna.uva.nl; Suzanne Young, University of Wyoming, , syoung@uwyo.edu
- Family, School, Community Partnerships**, Margaret Ferrara, University of Nevada - Reno, (775) 682-7530, ferrara@unr.edu; Joan Walker, Pace University, 914-773-3803, jwalker@pace.edu; Julia Atilas, Oklahoma State University, (405) 744-4166, julia.atilas@okstate.edu
- Fiscal Issues, Policy, and Education Finance**
- Foucault and Contemporary Theory in Education**, David Kupferman, College of the Marshall Islands, 011-692-456-7890, dkupferman@gmail.com
- Grassroots Community & Youth Organizing for Education Reform**, Vajra Watson, University of California - Davis, 530-370-2889, vmwatson@ucdavis.edu
- Hispanic Research Issues**, Augustina Reyes, University of Houston, 713-939-9756, areyes7@uh.edu
- Holistic Education**, Ida Oberman, Community School for Creative Education, 510 521 7669, idaoberman@comcast.net
- Inclusion & Accommodation in Educational Assessment**, Joni Lakin, Auburn University, 319-621-6906, joni.lakin@auburn.edu
- Indigenous Peoples of the Americas**, Eve Tuck, SUNY - College at New Paltz, 917 640 2570, tuckje@aol.com
- Indigenous Peoples of The Pacific**, Eomailani Kukahiko, University of Hawaii - Manoa, 808-956-8918, eomai@hawaii.edu; Kimo Cashman, University of Hawaii - Manoa, 808-386-7751, kcashman@hawaii.edu
- Informal Learning Environments Research**, Camellia Sanford, Rockman et al, 812-333-8883, camellia@rockman.com
- Instructional Technology**, Lin Lin, University of North Texas, 817-741-7365, llin77@gmail.com
- International Studies**, Barbara Garii, SUNY - College at Oswego, (315) 312-2103, barbara.garii@oswego.edu
- Invitational Learning**, Kathleen Berg, University of Hawaii, (808) 956-4952, kberg@hawaii.edu
- Ivan Illich, Kristin Jones, Concordia University - Chicago, 847-707-1572, kdillmanjones@gmail.com
- Language and Social Processes**, Mariana Souto-Manning, Teachers College, Columbia University, (212) 678-3970, ms3983@columbia.edu
- Large Scale Assessment**, Joanne Jensen, WestEd, (415) 615-3145, jjensen@wested.org
- Law and Education**, Suzanne Eckes, Indiana University, (812) 856-8376, seckes@indiana.edu; Regina Umpstead, Central Michigan University, 517-402-1470, umpst1r@cmich.edu
- Leadership for School Improvement**, Kristina Hesbol, Illinois State University, 815-786-5119, khesbol@ilstu.edu
- Leadership for Social Justice**, Hollie Mackey, The University of Oklahoma, 405-325-4165, hmackey@ou.edu
- Learning and Teaching in Educational Leadership**, Danna Beaty, Tarleton State University, (903)574-0792, dbeaty@tarleton.edu
- Learning Environments**, David Zandvliet, Simon Fraser University, 778-782-5680, dbz@sfu.ca
- Learning Sciences**, Lee Martin, University of California - Davis, (530) 752-2854, leemartin@ucdavis.edu
- Literature**
- Lives of Teachers**, Jessica Lester, Washington State University, 701-471-4078, jessica.lester@tricity.wsu.edu
- Longitudinal Studies**, Anne Hafner, California State University - Los Angeles, (323) 343-4330, Annehafner@verizon.net
- Marxian Analysis of Society, Schools and Education**, Sheila Macrine, University of Massachusetts - Dartmouth, (215) 768-1486, nmacrine@aol.com
- Measurement and Assessment in Higher Education**, Katie Busby, Tulane University, 504-835-1376, kbusby@tulane.edu
- Media, Culture and Curriculum**, Rick Voithofer, The Ohio State University, 614-247-7945, voithofer.2@osu.edu
- Mentorship and Mentoring Practices**, Susan Myers, Texas Tech University, 806.742.1997 ext 249, susan.myers@ttu.edu
- Middle-Level Education Research**, Chris Cook, Northern Kentucky University, 859-572-1911, cookc2@nku.edu; Christopher Cook, University of North Carolina - Greensboro, 336-334-3453, cmcook3@uncg.edu
- Mixed Methods Research**, Janice Jones, Cardinal Stritch University, (414) 690-9907, je2jones@stritch.edu
- Moral Development and Education**, Deborah Schussler, The Pennsylvania State University - University Park, 814-865-2244, dls93@psu.edu; Daniel Fasko, Bowling Green State University, 419-372-9184, dfasko@bgsu.edu

- Motivation in Education**, Jessica Summers, The University of Arizona, (520) 626-4669, jsummers@email.arizona.edu
- Multicultural/Multiethnic Education: Theory, Research, and Practice**, J. Wood, San Diego State University, 480-274-4992, luke.wood@sdsu.edu
- Multilevel Modeling**, Wen Luo, University of Wisconsin - Milwaukee, 9797397011, luo@uwm.edu
- Multiple Linear Regression: The General Linear Model**, Susan Tracz, California State University - Fresno, (559) 278-0347, susant@csufresno.edu
- Music Education**, Joshua Russell, University of Hartford, (860)768-4127, jorussell@hartford.edu; Ronald Kos, Boston University, (617) 358-5178, rkos@bu.edu
- NAEP Studies**, Michelle Blair, National Assessment Governing Board, (202) 357-0396, michelle.blair@ed.gov; Brittany Cunningham, American Institutes for Research, 202-403-6112, bcunningham@air.org
- Narrative Research**, M. Shaun Murphy, University of Saskatchewan, shaun.murphy@usask.ca; Ramona Cutri, Brigham Young University, 801-422-4982, Ramona_Cutri@byu.edu
- Online Teaching and Learning**, Karen Swan, University of Illinois at Springfield, (217) 206-7424, kswan4@uis.edu; Dorea Bonneau, University of North Carolina - Pembroke, 870-219-6599, dorea.bonneau@uncp.edu
- Organizational Theory**, Bob Johnson, Jr., The University of Alabama, (205) 348-6417, bjohnson@bamaed.ua.edu; John Weathers, Lehigh University, (484) 557-7641, johnmweathers@gmail.com
- Out-of-School Time**, Jeffrey Jones, Western Michigan University, (269) 387-3517, jeff.jones@wmich.edu
- Paulo Freire**, Critical Pedagogy, and Emancipation, Rochelle Brock, Indiana University - Northwest, 219-980-6887, brock2@iun.edu; Ana Lucia Cruz, Saint Louis Community College, (314) 984-7802, acruz@stlcc.edu
- Peace Education**, Susan Carson, Grand Valley State University, 616-331-6490, carsons@gvsu.edu
- Philosophical Studies in Education**, Bryan Warnick, Ohio State University, 614-292-8212, warnick.11@osu.edu
- Politics of Education**, Lisa Bass, North Carolina State University, (814)571-3858, lrbass@ncsu.edu
- Portfolios and Reflection in Teaching and Teacher Education**
- Postcolonial Studies and Education**, Vanessa de Oliveira Andreotti, University of Oulu, 358-855-31011, vanessa.andreotti@oulu.fi
- Problem-Based Education**, Mahnaz Moallem, University of North Carolina - Wilmington, (910) 962-4183, moallem@uncw.edu; Brian Belland, Utah State University, (435) 797-2535, brian.belland@usu.edu
- Professional Development School Research**, James Nolan, The Pennsylvania State University, (814) 865-2243, jimnolan@psu.edu
- Professional Licensure and Certification**, Andrew Jones, American Board of Surgery, (215) 568-4000, ajones@absurgery.org
- Professors of Educational Research**, Amanda Maddocks, Concordia University, (708) 209-3159, amanda.maddocks@cuchicago.edu
- Qualitative Research**, Kate McCoy, SUNY - College at New Paltz, 845-257-2629, mccoyk@newpaltz.edu
- Queer Studies**, Jen Gilbert, York University, 416-736-2100, ex. 22787, jgilbert@edu.yorku.ca; Mary Louise Rasmussen, Monash University, (613) 990-5218 1, marylou.rasmussen@monash.edu
- Rasch Measurement**, Kelly Bradley, University of Kentucky, (859) 257-4923, kdbrad2@uky.edu
- Religion and Education**, Charles Russo, University of Dayton, 937-229-3722, crussol@udayton.edu; David Robinson, George Fox University, (971) 570-6339, editorpf@comcast.net
- Research Focus on Black Education**, Stephen Hancock, University of North Carolina - Charlotte, (704) 687-8710, sdhancoc@uncc.edu
- Research Focus on Education and Sport**, Jennifer Hoffman, University of Washington, (206) 616-6309, jennilee@uw.edu
- Research in Mathematics Education**, Maria Blanton, TERC, (617) 873-9600, Maria_Blanton@terc.edu; Paola Sztajn, North Carolina State University, 919-515-0369, Paola_Sztajn@ncsu.edu
- Research in Reading and Literacy**, Wayne Slater, University of Maryland, (301) 405-3128, wslater@umd.edu; Francine Falk-Ross, Pace University, 914-773-3652, ffalkross@pace.edu
- Research on Evaluation**, Juna Snow, University of California - Berkeley, (510) 859-8585, jsnow@berkeley.edu; Eric Barela, Partners in School Innovation, (415) 824-6196 x. 103, ebarela@partnersinschools.org

- Research on Giftedness, Creativity, and Talent**, Karen Rambo, Colorado State University, 972-740-8973, karen.rambo@gmail.com
- Research on Learning and Instruction in Physical Education**, Laura Azzarito, Columbia University, (212) 678-8601, la2477@tc.columbia.edu
- Research on Teacher Induction**, Kathleen Jorissen, Western Carolina University, (828) 227-2456, ktjorissen@email.wcu.edu
- Research on the Education of Asian and Pacific Americans**, Ann Tiao, University of Pennsylvania, (215) 614-0231, atiao@mail.med.upenn.edu
- Research on the Education of Deaf Persons**, Joanna Cannon, The University of British Columbia, (604) 822-1645, joanna.cannon@ubc.ca; Caroline Guardino, University of North Florida, , caroline.guardino@unf.edu
- Research on the Superintendency**, Linda Lemasters, The George Washington University, 7572181557, lindal@gwu.edu
- Research on Women and Education**, Julia Ballenger, Texas A&M University - Commerce, 936-554-9300, julia.ballenger@tamuc.edu; Teri Sosa, Saint Joseph's University, 610-660-3162, tsosa@sju.edu; Barbara Polnick, Sam Houston State University, 936-520-7762, elc_bep@shsu.edu
- Research Use**, Daniel Laitsch, Simon Fraser University, (778) 782-7589, dlaitch@sfu.ca; Amanda Cooper, Queen's University, 613-533-6000 ext.77286, amanda.cooper@queensu.ca
- Research, Education, Information and School Libraries**, Michelle Kowalsky, Rowan University, 8562564972, michelle.kowalsky@gmail.com
- Rural Education**, Paul Theobald, Buena Vista University, 712-749-2269, theobaldp@bvuu.edu
- Safe Schools and Communities**, Decoteau J. Irby, (414) 229-4740, irbyd@uwm.edu
- School Choice**, Nina Buchanan, University of Hawaii - Hilo, 808-965-6303, ninab@hawaii.edu
- School Community, Climate and Culture**, Lisa Bass, North Carolina State University, (814)571-3858, lrbass@ncsu.edu
- School Effectiveness and School Improvement**, Marie-Christine Opdenakker, University of Groningen, +31503636280, m.c.j.l.opdenakker@rug.nl
- School Indicators, Profiles, and Accountability**, Arie van der Ploeg, American Institutes for Research, 312-283-2312, avanderploeg@air.org
- School Turnaround and Reform**, Coby Meyers, (630) 649-6609, cmeyers@air.org
- School/University Collaborative Research**, Wendy Burke, Eastern Michigan University, (734) 585-5570, wendy.burke@emich.edu
- Science Teaching and Learning**, Katie Brkich, Georgia Southern University, 352-256-3486, kbrkich@georgiasouthern.edu
- Second Language Research**, Amanda Kibler, University of Virginia, 650-714-0459, akk2v@ESERVICES.VIRGINIA.EDU
- Self-Study of Teacher Education Practices**, Nancy Brown, Oakland University, (248) 370-3095, n2brown@oakland.edu; Jason Ritter, Duquesne University, (412) 474-3781, ritterj@duq.edu
- Semiotics in Education**, Elvira Katic, Ramapo College, (201) 684-7633, ekatic@ramapo.edu
- Service-Learning & Experiential Education**, Heather Coffey, University of North Carolina - Charlotte, 704-687-8879, hcoffey@uncc.edu
- Social and Emotional Learning**, Carina Fiedeldej-Van Dijk, ePsy Consultancy, 1-905-751-1673, carina@epsyconsultancy.com
- Social Studies Research**, Stephanie Serriere, The Pennsylvania State University, 814.863.2739, scs22@psu.edu; Wayne Journell, University of North Carolina - Greensboro, 336-455-2724, awjourn@uncg.edu
- Sociology of Education**, Sarah Ovink, Virginia Polytechnic Institute and State University, (540) 231-2481, sovink@vt.edu
- Special Education Research**, Lindsay Flynn, University of North Carolina - Charlotte, 704-687-8829, lindsay.flynn@uncc.edu
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