

American Educational Research Association

2016 Annual Meeting Call for Submissions

Washington, DC
Friday, April 8 – Tuesday, April 12

Jeannie Oakes, President
Kevin Welner, Annual Program Chair
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I. Theme: “Public Scholarship to Educate Diverse Democracies”

In AERA’s Centennial Year, the Annual Meeting will celebrate and reinvigorate the progressive aspirations that gave rise to our professional community in 1916: hope and determination that research can strengthen public education, society’s most democratic institution. To mark this remarkable moment, the 2016 Meeting will illuminate and enhance the role of education researchers as public scholars who contribute to public understanding, political debate, and professional practice in increasingly diverse democracies in the United States and around the globe.

Today’s world presents challenges that bear an uncanny resemblance to those of the United States in 1916. Then, a newly industrialized and urbanized economy brought staggering changes to workplaces, homes, and society. Waves of new immigrants sparked fears that revolutionary radicalism would undermine the so-called American way of life. Post-Reconstruction Jim Crow laws in the South legalized racial segregation and disenfranchisement, and did nothing to curb targeted racial violence. Southern Blacks and southwestern Latinos migrated north in search of jobs and found themselves in neighborhoods of racial isolation and urban poverty. Staggering income and wealth inequality exacerbated racial and ethnic divides. Global conflict—fueled by political, territorial, ethnic, and ideological disputes—beckoned U.S. engagement. All echo today, both in the United States and around the world, as unprecedented global migration and demographic shifts confront nations everywhere with the challenge of being both democratic and diverse.

Early 20th-century leaders gave schools responsibility for addressing the bewildering array of social challenges brought on by these changes. Many reformers at the time looked to the efficiencies and productivity of industrialization for guidance in carrying out this responsibility. Following the progressive impulse of the times, they primarily adopted technical and structural approaches. The first AERA researchers were part of that effort, seeking to produce scientific knowledge that educators could use to improve large school systems—a pursuit that we continue today.

During the past century, education researchers learned that education improvement is at least as much about public perceptions and politics as it is about science. We have produced valuable knowledge about the normative and political dimensions of educating all in a diverse society, as well as about the technical and structural elements. The resulting research base is increasingly insightful and can help shape the public’s knowledge and the political environment within which decisions about policy and practice are made, as well as help improve and sustain practice. But, one other clear lesson from the past century is that the research base itself needs advocates; it will not be used unless it is thoughtfully promoted.

By design and timing, AERA’s 2016 Centennial Annual Meeting will highlight the interplay of research, politics, and social analysis. The meeting will be held in the US capital in the middle of an electoral season likely rife with contentious education debates, many of which are enmeshed with controversies and opportunities arising from population diversity. We as a community are uniquely positioned to engage in these debates and inform them with rigorous, scholarly inquiry.

John Dewey's ideas about schooling, scientific inquiry, and social progress provide intellectual grounding for this theme. Dewey maintained that scholars must engage democratically with "publics" in ways that raise awareness of social problems (in education and beyond) and foster a democratic and public solving of those problems. In *Democracy and Education*, which will also be 100 years old in 2016, Dewey reminds us that education must embody both the means and the ends of democracy. Moreover, Dewey argues that science can best contribute to social progress (including educational progress) through a process of sustained public inquiry, rather than by being asserted, or trickling down, from professionalized and technical fields of study embedded within sanctioned institutions.

Today, researchers have access to powerful strategies, technologies, and skill sets to support their engagement as public scholars—should they choose to use them. Public scholarship was once largely confined to making presentations to practitioners or giving speeches at public meetings. Now, new forms of engagement exist in a wide variety of public spaces, including writing for lay audiences, media commenting, blogging and posting, contributing to public websites, testifying at government hearings or in litigation, conducting collaborative research with communities and educators, and other activities that position research to inform civic participation, engagement, and organized action.

Consistent with AERA's mission to promote the use of research to improve education and serve the public good, the 2016 Annual Meeting will feature and advance public scholarship at its best, bringing to light engaged research and researchers in the United States and around the globe. We encourage all researchers, divisions, and SIGs to propose innovative, thoughtful papers and sessions that focus on and deliberate about public scholarship as a necessary and reflexive component of education research. We also invite papers and sessions that offer concepts and examples of how researchers across the broad range of AERA's interests are creating knowledge that engages policy makers and publics in meeting the challenges of education in increasingly diverse democracies. In particular, we welcome submissions that incorporate compelling new strategies, media, and formats that combine academic rigor with the broader-audience

demands on public scholarship.

II. General Information

- AERA 2016 Annual Meeting: Friday, April 8–Tuesday, April 12, Washington, DC
- The Focal Meeting of the World Education Research Association (WERA) is being held as an integral part of the AERA Annual Meeting. The WERA Call for Submissions is on the AERA website. AERA is a member association of WERA. Those interested in possible submission to this component of the 2016 Annual Meeting are invited to read the WERA Call.
- Program consists primarily of presentations selected through this open call for submissions and a peer-review process guided by program chairs of divisions, special interest groups (SIGs), and committees, as well as invited speaker sessions, professional development courses, and graduate student programs
- Submitters acknowledge that their work complies and is in accord with the [AERA Code of Ethics](#).
- Submitters 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*](#).
- For questions related to specific divisional, SIG, or committee areas of interest, contact the respective program chairs listed in the Call Details.
- For questions, contact the AERA meetings team at annualmtg@era.net or 202-238-3200.

III. Submission 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. **Submission is open to AERA members and non-members.** Any AERA member or non-member may advance a submission to any division, SIG, or committee regardless of AERA membership or membership in a specific unit. All submitters need to have a "My AERA" user profile with a username and password to submit and AERA membership is not required to create a profile.

2. **Submissions are accepted online only, at www.aera.net.** Click “Login” at the upper right of the screen. After you log in, click “My AERA” at the top of the page. On the “My AERA” page, scroll down to the 2016 Annual Meeting and click “Online Program Portal.”

3. **Submissions must arrive by the deadline.** The submission system opens on June 1, 2015, and closes on July 22, 2015, at 11:59 PM Pacific Time. No late submissions will be accepted.

4. **Types of submission.** AERA accepts two types of submissions: an individual paper and a session submission. An individual paper submission is one paper with one or more authors for presentation at a paper, poster, or roundtable session. To submit a paper, you select “paper.” During submission, you then select your preferred mode of presentation for that paper in a paper, poster, or roundtable session. Individual papers that are accepted will be grouped into sessions by program chairs. Your accepted paper will be considered for presentation only in the formats selected. To submit a session, you select “session.” A session submission is a fully planned session, involving multiple presentations or participants and a chair.

5. **Completeness of submissions.** Authors should only submit complete papers. Proposals to write a paper are not eligible for consideration. The paper may be preliminary with an upload of the final paper by March 18, 2016.

6. **Originality of submissions.** Only paper and session submissions that have not been previously published or presented at another professional meeting are eligible.

7. **A submission may be submitted only to a single division, SIG, or committee.** Should the author(s) submit a paper or session to more than one unit (division, SIG, or committee), all versions of the submission will be removed from consideration. This includes submissions that are submitted multiple times with slight changes in the title and content.

8. **All abstracts, paper uploads, and session summary uploads must be submitted without author identification.** For paper submissions, all submissions are reviewed blind. For session submissions, each division, SIG or committee selects blind or non-blind review. For the non-blind reviews, the system will be set up to show author identification to reviewers for units that

specify that this information should be included for review. Failure to exclude author identification from the abstract, paper upload, and session summary upload will disqualify the submission from consideration. References may include citations from the author(s) if applicable.

9. **Word limits.** Submissions of papers or sessions may not exceed the word limits specified in the “Advancing a Paper Submission” and “Advancing a Session Submission” section. There are different word limits for different submission types. Please read the requirements carefully. Only submissions that adhere to the requirements will be considered. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count.

10. **IRB Review.** If the research being reported in a submission involves human subjects, then the author must ensure, and indicate on the submission, that the study has been reviewed and approved by an institutional review board (IRB). If an IRB review was not sought or is not required, the authors should specify “No” or “Not Applicable” and must provide a detailed explanation.

11. **Online repository.** Authors are encouraged to participate in the voluntary AERA Online Paper Repository and will be asked at the time of submission whether they wish to do so.

12. **Participant registration and attendance requirement.** All presenting authors of accepted papers and all participants in accepted sessions (presenting authors, chairs, and discussants) are expected to register and attend the Annual Meeting and be present at the scheduled sessions. Submission is a commitment to do so.

13. **First author participation limits.** To promote broad participation in the Annual Meeting, an individual may not appear as first author on more than two paper submissions. You may be first author on more than two submissions but you will need to withdraw papers if more than two are accepted where you are first author. The purpose of this requirement is to limit the number of first author submissions in any one year, not to change authorship position for purposes of submission (see AERA Code of Ethics.)

14. **Other participation limits.** In addition, an individual may not appear on the program more than four times (e.g., in the role of chair, discussant, or participant). The participation limit does not

include participation in invited speaker 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).

IV. Advancing a Paper Submission

Paper Requirements

- A paper submission is an individual paper with one or more co-authors to be presented in a paper, poster or roundtable session.
- Papers must be in the form of a complete narrative paper, whether these papers are still in progress or are the final papers for presentation. PowerPoint slides, summary tables, abstracts, or proposals to write a paper will not be considered.
- Word Limits:
 - 15 words or fewer for paper title.
 - 120 words or fewer for abstract
 - 2,000 words or fewer for paper upload containing no author identification. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count. Submissions will be removed from consideration if the paper exceeds the word limit or includes author identification.
- Paper must address and will be reviewed on the following six elements:
 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.
- Specific format or style, such as APA, is not required
- Submitters can review and make changes to a submission during the open submission period, including uploading a revised paper. Uploading a revised paper automatically replaces the one previously uploaded.
- Authors of accepted papers may upload a final

paper by March 18, 2016 – the initial narrative paper submitted will constitute the final paper unless an author uploads a revised paper.

Session Formats for Paper Submissions

When you submit an individual paper, you will be asked to select your preferred format for presentation—paper, poster, or roundtable. To submit, you select “paper” not poster or roundtable. During submission, you then select your preferred presentation format of paper, poster, or roundtable. 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 theater-style. Poster sessions will be set up with poster boards; and roundtable sessions will be set up with roundtables. The following session formats are used by program chairs to group accepted papers.

Paper Sessions. In paper sessions, authors present abbreviated versions of their papers, followed by comments/critique if there is a discussant, and audience discussion. Paper sessions have a chair; discussant(s) are optional. Chairs and discussants for paper sessions are identified by unit program chairs. A discussant (or discussants) is 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 Sessions. 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. Because of the physical configuration of this type of session, no additional audiovisual equipment, such as a screen or LCD projector, is provided.

Roundtable Sessions. 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 papers per table, clustered around shared interests. Each roundtable at a roundtable session will have a designated chair, who is 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 a power source will not be provided.

Paper Submission Process

Follow these step-by-step instructions to submit a paper for presentation in a paper, poster, or roundtable session.

STEP 1: Go to www.aera.net. Click “Login” at the upper right of the screen. After you login, click “My AERA” at the top of the page. On the “My AERA” page, scroll down to the 2016 Annual Meeting and click “Online Program Portal.” All submitters need a “My AERA” user profile with a username and password to submit; AERA membership is not required to create a profile.

STEP 2: Underneath the Submitter Menu, click “Submit or Edit a Paper or Session Submission.” On the next page, click “Submit a New Paper or Session.”

STEP 3: Select a division, SIG, or committee to submit to. A submission may be submitted only to a single division, SIG, or committee. Should you submit a paper or session to more than one unit (division, SIG, or committee), all versions of the submission will be removed from consideration.

STEP 4: **Select “Paper” as the submission type for paper, poster, and roundtable presentations.** This is for an individual paper with one or more co-authors to be presented in a paper, poster, or

roundtable session. To submit, you select “paper,” not poster or roundtable. When you continue through this submission process you can select your preferred presentation type of paper, poster, or roundtable. You may select more than one mode of presentation. If your paper is accepted, you will not be placed in a presentation mode you have not selected.

STEP 5: On the next page enter the following information about your paper.

- o Title of 15 or fewer words.
- o Abstract of 120 words or fewer.
- o Provide responses for the following: recording, descriptors, research method, preferred session format, special requests, accessibility needs, human subjects research protection, and online paper repository
- o Click “Accept and Continue”

STEP 6: Select author(s) and indicate presenting or non-presenting. If you cannot find a co-author(s) names in the system, you can add them. Co-authors do not need to be AERA members to add them. Click “Accept and Continue.”

STEP 7: Specify any audiovisual equipment needs. Click “Accept and Continue.”

STEP 8: Review your submission information and upload your paper. Papers must be in the form of complete narrative papers whether they are still in progress or are the final papers for presentation. Papers must be 2,000 words or fewer and contain no author identification; references, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count. Click “upload paper” located in the lower right. Affirm that your paper follows the policies for uploaded documents. Click the button at the bottom of the page in the middle to upload your document, choose your document, and then click “Accept and Continue.”

STEP 9: If the paper is submitted successfully, a confirmation screen appears and you will receive a confirmation email within 24 hours. You may login and edit your submission during the submission open period, including uploading a revised paper. Uploading a revised paper automatically replaces the current one.

V. Advancing a Session Submission

Session Requirements

- A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.
- 15 words or fewer session title.
- 120 words or fewer session abstract.
- 500 words or fewer overall session summary without any author/participant identification addressing the following session elements:
 1. Objectives of the session
 2. Overview of the presentation
 3. Scholarly or scientific significance
 4. Structure of the session
- 15 words or fewer paper/presentation title that is different from the overall session title for each presenter/participant in the session
- 500 words or fewer paper/presentation summary for each presenter/participant in the session.
 - o This is a summary for each presenter/participant, not a paper for each; only one upload that is a consolidated document of the summaries is required.
 - o Paper/presentation summaries are required for each presenter/participant in a session, including participants in symposium submissions for formats of panel discussions and town halls.
 - o Each paper/presentation summary in the session must address and will be reviewed on the following six elements:
 1. Objectives or purposes
 2. Perspective(s) or theoretical framework
 3. Methods, techniques, or modes of inquiry
 4. Data sources, evidence, objects, or materials
 5. Results and/or substantiated conclusions or warrants for arguments/point of view
 6. Scientific or scholarly significance of the study or workIt is understood that theoretical or methodological papers will include information that is the equivalent of element 4 for those genres of scholarly work.
- o See session formats below for minimum and maximum presentations and participants for each session format.
- Session summary upload with no author

identification that is a consolidated document of the 500 words or fewer session summary and 500 words or fewer paper/presentation summary for each presenter in the session. The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the consolidated word count. Submission will be removed from consideration if the upload exceeds the word limit or contains author identification.

- 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).
- Specific format or style such as APA is not required
- Submitters can review and make changes to a submission during the open submission period, including uploading a revised consolidated session summary. Uploading a revised consolidated session summary automatically replaces the one previously uploaded.
- All presenters (excluding any discussants) in an accepted session format of symposium, structured poster session, working group roundtable, and demonstration/performance are required to upload a paper or commentary paper addressing all of the six elements noted above by the deadline to upload final papers, March 18, 2016. Papers or commentary papers for sessions are not limited in length but may be shorter than final full papers (e.g., 1,000 words). These papers/commentary papers are required for presentations of accepted session submissions only; these are not required for submission.

Session Formats

A session submission 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.

In general, session submissions 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 group must be specified in the submission, and reviewers are expected to address this element in their evaluation. Furthermore, in the case of a session submission 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 session submission to permit constructive critique and commentary.

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 Visits. 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.

Structured Poster Sessions. 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.

Symposia. 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. The presentation limits are to allow for meaningful presentation, discussion, and audience participation.

Working Group Roundtables. 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.

Workshops. 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.)

Session Submission Process

Follow these step-by-step instructions to submit a session.

STEP 1: Go to www.aera.net. Click “Login” at the upper right of the screen. After you login, click “My AERA” at the top of the page. On the “My AERA” page, scroll down to the 2016 Annual Meeting and click “Online Program Portal.” All submitters need a “My AERA” user profile with a username and password to submit; AERA membership is not

required to create a profile.

STEP 2: Underneath the Submitter Menu, click ‘Submit or Edit a Paper or Session Submission.’ On the next page, click “Submit a New Paper or Session.”

STEP 3: Select a division, SIG, or committee to submit to. A submission may be submitted only to a single division, SIG, or committee. Should you submit a paper or session to more than one unit (division, SIG, or committee), all versions of the submission will be removed from consideration.

STEP 4: **Select the “session type”:**

demonstration/performance, off-site visit, structured poster, symposium, working group roundtable, or workshop. This submission is for a fully planned session, involving multiple presentations or participants and a chair.

STEP 5: On the next page enter the following information about your session and do not include any author/participant information.

- o Session title of 15 or fewer words.
- o Session abstract of 120 words or fewer.
- o Session summary of 500 words or fewer.
- o Provide responses for the following: estimated attendance, length of session, recording, descriptors, research method, special requests, accessibility needs, and alternative session format.
- o Click “Accept and Continue”

STEP 6: On the next page, you will add your presenters/participants. You need to click “Add a Paper” to add each presenter/participant to the session. Each presenter/participant in a session submission, including symposiums to be panel discussions or town hall meetings is required to have a 500 word or fewer abstract that provides a summary framing the particular aspect of the session topic that will be addressed. When you click “Adding a Paper,” it is for providing this summary for each presenter/participant; it is not a paper for each. Only one upload that is a consolidated document of the summaries is required. Enter the following information about each and continue adding until all papers/presentations and presenters/participants are added. Do not include any author/participant identification.

- o Paper title of 15 words or fewer that is different from the session title.
- o Abstract of 500 words or fewer for each presenter/participant in the session.
- o Provide responses for the following: human subjects research protection and online paper

repository.

o Click “Accept and Continue”

o On the next screen select author(s)/presenters/ participants and indicate presenting or non-presenting. If you are adding a co-author(s) and the names are not in the system, you can add them. Co-authors do not need to be AERA members to add them. Click “Accept and Continue.”

STEP 7: Add a Chair and Discussant if applicable and then click “Accept and Continue”

STEP 8: Specify any audiovisual equipment needs. Click “Accept and Continue.”

STEP 9: Review your submission information and upload your session summary document. The session summary upload should have no author identification and must be a consolidated document of the 500 words or fewer session summary and 500 words or fewer paper/presentation summary for each presenter in the session. The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the consolidated word count. Click “upload session summary document” located in the lower right. Affirm that your paper follows the policies for uploaded documents. Click the button at the bottom of the page in the middle to upload your document, choose your document, and then click “Accept and Continue.”

STEP 10: If the paper is submitted successfully, a confirmation screen appears and you will receive a confirmation email within 24 hours. You may login and edit your submission during the submission open period, including uploading a revised paper. Uploading a revised paper automatically replaces the current one.

VI. Common Mistakes and FAQs

Common Mistakes

- Uploading papers with author identification.
 - o All paper uploads for individual paper and session submissions are submitted without author identification.
 - o Some divisions and SIGs do session submission review with author identification, but the uploaded session summary document still should not include author identification; the reviewer system is set up to show author identification as

applicable.

- Exceeding the word limit (paper and session submissions have different word limits).
- Submitting a proposal to write a paper rather than a complete paper, even if it is preliminary.
- Submitting the same submission to multiple divisions/SIGs/committees; submissions may be submitted only to one unit.
- Submitting a previously published or presented paper.
- Forgetting to upload the paper as a PDF document.
- Uploading the incorrect paper to a particular submission.
- Submitting the wrong type of submission— paper versus session submission; to submit for a poster or roundtable, select individual paper because it is only one paper and then select your preferred session format; do not select the session types “structured poster” or “working group roundtable” because those are fully planned sessions with multiple presentations and participants.
- Using Internet Explorer—the system is not compatible with that browser; please use Chrome or Firefox.

FAQs

- **Do I need to be an AERA member to submit to the Annual Meeting?** No, you do not need to be an AERA Member to submit. You need to have or create a user profile with username and password on www.aera.net. AERA membership is not required to create a user profile and it is free to create a user profile.
- **What is the deadline for the 2016 Annual Meeting submissions?** July 22, 2015 at 11:59 PM Pacific Time.
- **What is the difference between a paper submission and a session submission?**
 - o **Paper Submission:** A paper submission is an individual paper with one or more co-authors to be presented in a paper, poster, or roundtable session.
 - o **Session Submission:** A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.
- **What is the word count for a paper submission?**
 - o 15 words or fewer per title.
 - o 120 words or fewer per abstract.

- o 2,000 words or fewer per paper (with no author identification).
- o References, tables, charts, graphs, images, and figures should be added to the end of the paper and do not count towards the word count.
- **What is the word count for a session submission?**
 - o 15 words or fewer for session titles.
 - o 120 words or fewer for session abstracts.
 - o 500 words or fewer for overall session summaries.
 - o 500 words or fewer for summaries for each paper/commentary in a session.
 - o Session summary upload with no author identification that is a consolidated document of the 500 words or fewer session summary and 500 words or fewer paper/presentation summary for each presenter in the session. The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the consolidated word count.
- **How do I submit for a poster or roundtable?** Select “Paper” as the submission type because you are submitting only one paper. When you continue through the submission process you can select your preferred presentation type of paper, poster, or roundtable. Do not select the session types “structured poster” or “working group roundtable” because those are fully planned session with multiple presentations and participants.
- **Should I include author identification?** No. Author identification should not be included for any abstracts, paper or session submissions.
- **The division/SIG/committee I am submitting to has non-blind reviews for session submissions. Why shouldn't I include author identification?** For the units with non-blind reviews where sessions are reviewed with author identification, the system will be set up to show author identification to reviewers.
- **Can I submit the same submission to more than one division/SIG/committee?** No. Each submission can be submitted to one unit only.
- **How many times can I be listed as the first author or participant in the program?** Each individual can be listed as the first author twice and may not appear on the program more than four times e.g. in the role of co-author, chair, and discussant. This limit does not include participation in invited sessions or any session connected with an AERA office, committee or award.

- **Is there a limit on the number of co-authors on my paper?** No. There is no limit for co-authors listed as long as they all contributed to the paper.
- **I forgot to add my co-author or I cannot find them in the system.** Prior to the submission deadline you can login and edit your submission, including adding co-authors and adding people that are not already in the system. An individual does not need to be an AERA member to be in the system or to add them to the system.
- **Do I need to use a specific format or style, such as APA?** No, you do not need to use a specific style.
- **Why is my submission removed from consideration?** Submissions are removed from consideration if you do not follow AERA polices and you: submit a proposal to write a paper rather than a complete paper, even if it is preliminary; include author identification; exceed the word limit (there are different word limits for paper and session submissions); submit the same paper to more than one division/SIG/committee; or submit a paper that has been previously presented or published.
- **Can I change the division/SIG/committee I am submitting to once I have already submitted?** You can change the unit you submit to if the submission deadline has not passed. The only way to change the unit is to completely delete your original submission and then resubmit to the new unit.
- **I submitted my paper to a journal for publication or another conference for presentation. Can I still submit to AERA?** Yes, as long as the paper has not been previously published or presented. If you find out after submitting to AERA that your paper has been accepted for publication or presentation at another conference, you can still present at AERA as long as the publication or presentation date is after AERA. If it is before, you should withdraw from AERA.
- **What if my affiliation/university has changed and I want to update my information?** Once you login to your AERA account and land on the MY AERA homepage, you can click the “My Profile” link to edit your profile.

VII. Descriptors

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

VIII. Call Details

The following sets forth the specific Calls for divisions, SIGs, and committees. All AERA policies and procedures regarding submission apply to all units with the exception that units may decide whether to blind reviews of session submissions. Questions regarding AERA policies may be directed to the AERA meetings team at annualmtg@aera.net or 202-238-3200.

A. Divisions

Division A: Administration, Organization, and Leadership

Program Chair: April Peters

The theme for AERA's 2016 Annual Meeting, *Public Scholarship to Educate Diverse Democracies*, proposes to herald the work of educational researchers who have developed a focus on research that provides interrogations as well as answers to the real issues and concerns that are resident in education. Undoubtedly, this program theme will call much-needed attention to notions such as public and organic intellectuals and the ways in which their scholarship impacts what takes place in schools and their communities. Part and parcel of this theme is the very clear understanding that the work of education research, particularly in Division A, is not carried out in a frictionless environment. Additionally, the 2016 theme requires that we carefully consider the fact that the scholarship from our Division has the major residual of impacting the lives of those who are participants in the educational process, writ large.

Scholarship that unabashedly addresses the issues of race, class, gender, sexual orientation and other identifiers and that also argues how educational machinations either ameliorate or exacerbate the disenfranchisement that often accompanies the participation of those who are antithetical to the mainstream is a major focus of this year's theme. The Division A call for submissions solicits scholarship that clearly outlines the role of leadership, administration, and organizations in education that embraces the very idea of Dewey's notions of democracies, articulates an argument grounded in the multiple perspectives of the public or organic intellectual, and grapples with the deep and often contentious meanings ascribed to both diversity and democracy.

Division A is broadly committed to supporting

scholarly research in the field of educational organization, leadership, administration, and school reform; to disseminating knowledge about and for the field; and to improving the capacity of the profession in our field to enhance the public good. Indeed, Division A welcomes submissions that focus on the one hundred year history of the Division while concomitantly addressing the multiplicity of ideologies, theoretical constructs, and social, economic and political exigencies throughout the Division's existence that have compelled our field to consider and reconsider the basic tenets of our research and scholarship. We also invite papers and sessions that show how AERA scholars' broad range of interests creates knowledge that engages policymakers and publics to meet the challenges of education in increasingly diverse democracies. We encourage submissions that incorporate new strategies, media, and other formats of public scholarship into the 2016 Annual Meeting.

Please Note: All submissions—including paper and session submissions—should be made without author identification, for blind review. At the end of abstracts please indicate three topic descriptors. These will be used to assign reviewers and group accepted submissions appropriately. *For general questions, contact Program Chair: April Peters, University of Georgia, alpeters@uga.edu; or Assistant Program Chair: Scott Bauer, George Mason University, sbauer1@gmu.edu.*

Section 1: Leadership

This section focuses on research that examines leadership in PK–12 education, in terms of forms, values, approaches and practices that leaders enact, the distribution of leadership with and among others as shared practice, systems level leadership, and the impact of leadership on schools and student learning. Papers for this section span four primary areas. First, we invite papers that focus on *Leadership Forms, Approaches, and Practices*, but more specifically, papers that consider the moral, ethical, and spiritual dimensions of leadership or that investigate different leadership approaches such as instructional leadership, transformational and change leadership, and democracy and advocacy leadership, among others. Second, we invite papers that focus on *Leadership as Shared Practice*, rather than on the leaders themselves, as a means of democratizing leading schools. This includes a focus on distributed leadership, as well as

leadership in communities of practice within and among schools and districts and the relationship between principals, and teacher leaders, assistant principals and other school leaders.

Third, we invite papers that emphasize local, state, and federal *Systems-Level Leadership* and their impact on student learning and other outcomes. In particular, we invite papers that investigate the nature of effective practices, including forms of democracy and advocacy, of superintendents, models of district-level leadership, school and district relationships, and superintendent-school board relations. Fourth, we invite papers that focus on research that examines *Leadership Effectiveness*. In particular, papers focusing on research that examines innovative school and district leadership practices that result in positive change in PK-12 schools. Also, papers can consider the role of leadership in the teaching and learning process and its impact on student learning and other student outcomes. It also includes research on how school and district leaders foster social justice, influence curriculum and instructional effectiveness through teacher supervision and support, and other leadership practices to support learning for all students, particularly those that have been traditionally underserved. Across each area, we encourage papers that give special attention to conceptualizations of leadership that aim to educate diverse democracies. *Section Co-Chairs: Anjalé Welton, University of Illinois at Urbana-Champaign, ajwelton@illinois.edu; Terrance L. Green, University of Texas at Austin, tgreen@austin.utexas.edu*

Section 2: School and District Organization and Effects

This section features research that investigates the organization and effects of schools and school systems. Researchers and scholars who seek to identify practices and policies associated with organizational effectiveness and student learning are strongly encouraged to submit their work to this section. This section is open to research on all types of schools and school systems, be they traditional, non-traditional, public, private, charter, virtual, or otherwise. Relevant submissions may investigate administration structures and governance, time considerations such as calendaring and scheduling, and the organization of students within schools (e.g. grade level structures, classroom assignment, grouping practices, etc.). Also of interests, is research that

seeks to understand how important considerations such as budgeting, data use, and the allocation of human resources mediate the organization and effectiveness of schools. Other submissions relating to school and district organization and effects are also encouraged, particularly those which attend to the broader convention theme by seeking to understand how school and district organization and effectiveness can be leveraged to educate and nurture diverse democracies. *Section Chair: Bradley Davis, The University of Texas at Arlington, bwadavis@uta.edu.*

Section 3: School and District Improvement

This section focuses on research studies that examine school and district improvement innovations and the impact of school improvement approaches on students, staff and leaders, families, and school communities. We invite submissions that use a range of methodologies to and that offer new insights into school improvement models, approaches, and processes and the impacts of school improvement projects, models, or approaches on a broad range of school and district quality indicators.

First, we welcome submissions on *Improvement approaches and processes submissions* that focus on improvement innovations, school and district readiness, policy development, implementation, and the school and district conditions and contexts as relate to improvement efforts. We also invite papers that focus on governmental and privately supported policy and funding initiatives to foster school and district improvement, address the role of public and private organizations in fostering school change, development and improvement through grants, mandates, community and cross-sector collaborations, and other inducements.

Further, we invite submissions focused on the *Impact of school and district improvement approaches submissions*. Such submissions should report findings that illuminate the ways improvement efforts are associated with improvement in school and district quality and how particular approaches advance the public good and goals of social justice in education. We are especially interested in papers that explore the relationship between improvement approaches and the educational opportunities and outcomes of historically marginalized students and communities. Impact studies might include analyses of improvement theories of action, experiences for individuals or groups of schools and districts, impacts on the

broader democratic goals of schooling, including student equity and access, family and community engagement, and social justice issues such as the relationship between school and district change and public advocacy, community development, and social movements more generally. *Section Chair: Decoteau J. Irby, University of Wisconsin – Milwaukee, irbyd@uwm.edu*

Section 4: School Context and Schools

This section focuses on both public scholarship (blogs, expert witness testimonies, articles available to lay audiences) and academic scholarship (journal articles, books, and book chapters) that explores the reciprocal relationship between schools, districts, their communities and diverse democracies. This includes how contexts (local, regional, or national) and environments shape racial, ethnic, and social-class dynamics in schools, districts, and their communities.

We invite research that investigates the relationship between schools and their community context and the resulting effects on democracy as an enterprise. This includes research that investigates how schools foster parent engagement, school-district-community relationships, and community involvement among “publics” in schools. It also investigates school leaders’ efforts to address diversity among family and community constituencies and how schools make use of their neighborhoods and communities as contexts for teaching, leading, and learning opportunities. We also invite public and academic scholarship that focuses on district-community relationships, including community agency, university and business partnerships with schools and districts, and governmental relationships including city and school relationships with school districts and their impact on students, their schools, and the larger “publics.” *Section Chair: Sheneka Williams, University of Georgia, smwill@uga.edu*

Section 5: Leadership Preparation Development

This section focuses on research that examines innovations in research and practice related to the preparation and development of school and district leaders (including principals, building-level leaders, teacher leaders, central district staff, superintendents, school board members), with special attention given to addressing the interplay of research, politics, and social analysis.

Consistent with AERA’s mission to promote the use

of research to improve education and serve the public good, this section welcomes scholarship that serves to inform public leadership preparation in leadership preparation and development models, which focus on: (1) Research that investigates the conceptualization, description, and evaluation of *models for leadership preparation* (including certification, master, and doctoral programs) and leadership development promoted by schools, districts, higher education, not-for-profits, and other organizations; (2) Research that examines *the roles of standards, assessments, accreditation, funding, as well as policies at the local, state and national level* pertaining to equity, family engagement, and democratic practices. These examinations could include the changing nature of the field of leadership preparation as influenced by foundation and governmental policies, initiatives and emergence of alternative pathways to licensure, preparation and development; (3) Research that examines how leadership preparation and *development influence leadership practices, teaching and learning, schools, and student and school outcomes*. These examinations could include the *impact of leadership preparation that brings to light engaged research and researchers in the US and around the globe*. *Section Chair: Karen Stansberry Beard, The Ohio State University, beard.46@osu.edu*

Division B: Curriculum Studies

Program Co-Chairs: Eve Tuck and Rubén Gaztambide-Fernández

We invite your submissions to craft and contribute to exciting, unsettling, and field-building conversations in Curriculum Studies at the 2016 Annual Meeting. We have reimaged the sections of Division B in order to unleash, decouple, and recombine the themes that have been so important to the field in recent years, hopefully in ways that inspire new thought and action in curriculum studies.

The sections are meant to be in conversation with each other, to be a little overlapping as well as in tension with each other. Your submissions may speak to one or more section options, but each option will yield different considerations and possibilities. In recasting the sections, we were also mindful that the 2016 conference will commemorate AERA’s 100th year.

Following each title of the 2016 sections below, we provide keywords rather than lengthy descriptions that may over-determine the program. We anticipate these

keywords will provoke our collective thinking, map new directions, challenge preconceived notions, and spark bright ideas.

It is our hope that these dynamic sections will bring your work toward Division B. We invite innovative formats, pressing/haunting questions, and disruptions to hegemonies which can typify Curriculum Studies and educational research. We invite those whose works have been foundational to the field to engage newer scholars in pathbreaking dialogs that will rejuvenate our field. We invite those who have never been part of Division B to consider how your work can make a home in these needed conversations.

Paper submissions should not identify the author(s) in any way; however, session submissions (e.g., symposia) must identify the authors. For more information, please contact the appropriate section chairs. *For general questions, you may contact the Program Co-Chairs: Eve Tuck, State University of New York at New Paltz, evetuck@gmail.com; Rubén Gaztambide-Fernández, OISE, University of Toronto, rgaztambide@oise.utoronto.ca*

Section 1: Culture and Commentary (The Reading/Making of Curriculum)

Critical multiliteracies and popular culture, cultural production, cultural studies, social commentary, cultural analysis, stories, social movements, hashtags, postcolonial, anticolonial, queering, transnational, feminisms, not of the father, critical disability studies, media representations, the more than human world, digital everything. *Section Co-Chairs: Michelle Bae-Dimitriadis, Buffalo State College - SUNY, baems@buffalostate.edu; Nirmala Erelles, University of Alabama, nerevell@bamaed.ua.edu*

Section 2: Histories and Futurities (The Moment(s) of Curriculum)

Suppressed histories and emerging futurities in/ of curriculum studies, Posts, hyphens, asterisks, multi-, gender, race, trans*, critical race theory, critical disability theories, Afrofuturisms, confronting antiblackness, (Black/Latin@/Asian/Native/...) feminisms, QT*POC futurities, (nonlinear) temporalities, Indigeneity and memory, historical memory, social suffering, survivance, daydreams, deferred, ephemeral, virtual, unrecorded, subversion, parallel, multiverse, utopic visions, manifestoes, counter-narratives, mythologies, tactics and strategies, unearthing, underground, archaeology, birth, death,

genealogy, projected, heterotopia, habits, rituals, prophets and prophecy, divergent actualization, problem-posing. Questioning the assumptions, limitations, effects, or orthodoxies of any of the above. *Section Co-Chairs: Wade Tillett, University of Wisconsin – Whitewater, tillett@uww.edu; Michael Dumas, University of California Berkeley, michaeldumas@berkeley.edu*

Section 3: Methodologies and Ethics (The Shapes of Curriculum)

New and reclaimed methods, theories of change, theories of knowledge, ontologies, ethics, the shape of/ shaping the field, epistemologies, pragmatism, voice, postvoice, critical and postfoundational, decolonizing, humanizing, refusals, materials, materialities, dematerialization, beyond coding, beyond data, agency, agents, audiences, genres. critical disability studies as transformative methodology. *Section Co-Chairs: Jorge R. Lucero, University of Illinois at Urbana-Champaign, jlucero@illinois.edu; Tim San Pedro, Ohio State University, sanpedro.1@osu.edu*

Section 4: People and Politics (The Who of Curriculum)

Youth, communities, schools, land, educators and researchers, families, participations, co-theorizations, collective epistemologies, difference, mattering, policy, voice, postvoice and representations, ontologies, social justice, competing notions of justice, sovereignty, agency, dispossession, austerity, school closings, school reforms, Common Core, non-humanity, politics beyond ideology, public education, schooling, settler states, globalization, neoliberalism, special education, confrontation and resistance. *Section Co-Chairs: M. Francyne Huckaby, Texas Christian University, f.huckaby@tcu.edu; Min Yu, Missouri State University, MinYu@missouristate.edu*

Section 5: Place and Praxis (The Places of Curriculum)

Border Pedagogy, critical pedagogies of place, critical geographies, curriculum of place(s), place-making, space and communities, significance of space and/or place, border crossing, land, public and private spheres, ecologies, formal and informal educational environments, institutionalization (special education/ alternative schooling/ residential settings), spatiality, spaces of and for social justice, third space, embodied pedagogy, space and representation, racial formation

and education, place-based education, theorizing space and place in education, sites of resistance, landscapes of education, space, place, and power, fronteras, war fronts, politics and curriculum, lived lives, material excesses to theory, materials, materialists, labor, transnationalism. *Section Co-Chairs: Sabrina N. Ross, Georgia Southern University, sross@georgiasouthern.edu; Katrina-Ann R. Kapā'anaokalāokeola (Kapā) Nākoa Oliveira, University of Hawai'i Mānoa, katrinaa@hawaii.edu*

Section 6: Decolonization and the Next Hundred Years (The Desires of Curriculum)

Decolonizing, Indigenous, antiracist, mash-ups mangles and agentic cuts, and new contingent collaborations in curriculum studies. New materialist turn(s), ontological turn(s), trans*colonial imaginaries, #Blacklivesmatter, resisting dispossession, refusing the academy; refusing the state; refusing schooling; refusing knowledge; refusing research, refusing the refuse, otherwise, otherworlds, suspensions of terms. *Section Co-Chairs: Nicholas Ng-A-Fook, University of Ottawa, nngafook@uottawa.ca; Lisa (Leigh) Patel, Boston College, lps@bc.edu*

Division C: Learning and Instruction

Program Chair: Krista Muis

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. Submissions must 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** (not including tables and references) and will be reviewed without author identification, so the submission narrative must not include any author identification. Please note the limit of one table for allowable inclusion. Tables should primarily present numerical information and not additional prose to bolster the main submission. 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**. Paper and session submissions should not identify the author(s) in any way. Paper submissions will be reviewed without author identification. Session submissions will be reviewed with author identification and the review system will show the author identification; your session submission should not identify the author(s) in any way. Please include the actual word count under the title of the submission for both paper and session submissions. Submissions that do not follow the requirements outlined in the submission guidelines (e.g., lack data or exceed the word limit) will result in submissions being removed from consideration. In addition, we encourage papers and sessions that directly address the 2016 theme.

Presentation formats. The potential presentation formats that you may choose for individual paper submissions include 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 opportunity for scholarly interaction about a specific topic. Division C poster sessions have a history of high attendance and active participation by members. Please consider the benefits of 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.aera.net/AboutAERA/MemberConstituents/Divisions/LearningInstructionC/tabid/11123/Default.aspx>.

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: Krista R. Muis, Department of Educational and Counseling Psychology, McGill University, krista.muis@mcgill.ca*

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, submissions 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 affective processes that underlie word recognition, phonological awareness, reading fluency, spelling, vocabulary, reading comprehension, writing, and second language learning. *Section Chairs: Panayiota Kendeou, University of Minnesota, kend0040@umn.edu; Sharon Zumbrunn, Virginia Commonwealth University, skzumbrunn@vcu.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, instructional design, and ideas about the purpose of learning, or the influence of factors such as social identity. *Section Chair: Sarah Levine, Stanford University, srlevine@stanford.edu*

Section 1c: Mathematics. Research on learning and instruction in mathematics. Focuses may include a range of topics including 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: Karl Kosko, Kent State University, kkosko1@kent.edu; Tara Stevens, Texas Tech University, tara.stevens@ttu.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; Meredith Park Rogers, Indiana University, mparkrog@indiana.edu

Section 1e: Engineering and Computer Science. Research on learning and instruction in engineering and computer science. Focuses may include cognitive, motivational, developmental, and sociocultural perspectives as they pertain to individual and collaborative problem solving; the design process; modeling, measurement, and assessment; knowledge change; technical innovation and entrepreneurship; and the integration of engineering and computing with science and mathematics. *Section Chair:* Jonathan Hilpert, Georgia Southern University, jhilpert@georgiasouthern.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 academic achievement with an emphasis on cognitive, metacognitive, motivational, biological and affective processes. Social processes may be examined but the primary emphasis is on individuals' cognitive and motivational processes, as well as interactions between these processes. *Section Chairs:* Bobby Hoffman, University of Central Florida, bobby.hoffman@ucf.edu; David Miele, Boston College, david.miele@bc.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:* Matthew Bernacki, University of Nevada – Las Vegas, matt.bernacki@unlv.edu; Geetha Ramani, University of Maryland, gramani@umd.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:* Dan Dinsmore, University of North Florida, daniel.dinsmore@unf.edu; Kui Xie, The Ohio State University, xie.359@osu.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:* Ton de Jong, University of Twente, a.j.m.dejong@utwente.nl; Jeff Greene, University of North Carolina, jagreene@email.unc.edu

Division D: Measurement and Research Methodology

Program Chair: Zhongmin Cui

Research methodology is broadly applicable to diverse areas of education research and stands at the nexus of issues related to the 2016 AERA conference theme, “Public Scholarship to Educate Diverse Democracies.” Consistent with the mission of AERA, which is to use educational research to improve education and serve the public good, Division D welcomes submissions demonstrating how methodological research is relevant to the challenges facing learners and educators today at the local, national, and international levels. Division D invites submissions 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 education 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. Submissions 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. Consistent with this year's conference theme, topics on diversity are encouraged. We also encourage research using mixed (e.g., qualitative and quantitative) research methods. 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 will result in submissions being removed from consideration.

Individual paper and session (e.g. symposium) 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 submission. **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, email the Program Chair: Zhongmin Cui, ACT, Inc., zhongmin.cui@act.org.

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:* Zhongmin Cui, ACT, Inc., zhongmin.cui@act.org

Maria Elena Oliveri, ETS, moliveri@ets.org.

Section 2: Quantitative Methods and Statistical Theory. *Section Chairs:* Jonathan Templin, University of Kansas, jtemplin@ku.edu; Stephen Stark, University of South Florida, sestark@usf.edu.

Section 3: Qualitative Research Methods. *Section Chairs:* Jill Koyama, University of Arizona, jkoyama@email.arizona.edu; Lesley Bartlett, University of Wisconsin-Madison, lb2035@gmail.com.

Division E: Counseling and Human Development

Division E solicits submissions in the area of counseling and human development consistent with the conference theme, "Public Scholarship to Educate Diverse Democracies." This theme represents an important focus for Division E because, as researchers in counseling and human development, we are dedicated to creating, promoting, and disseminating research that further engages us in developing solutions to challenges facing public education in democratic contexts. 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 social processes and context 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 advancing justice in equal educational and employment opportunities; (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 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: Christine Yeh, University of San Francisco, cjyeh@usfca.edu.*

Section 2: Human Development. *Section Chair: Eric Buhs, University of Nebraska-Lincoln, ebuhs@unl.edu.*

Division F: History and Historiography

Program Chair: Dionne Danns

The Division F Program Committee invites submissions addressing all periods and topics in the history and historiography of education, especially those that address current debates in the field. Since this is the 100th anniversary of AERA, historical scholarship can play a vital role in providing a contextual understanding of educational changes in the last century as well as informing contemporary educational debates. In keeping with the 2016 AERA program theme, “Public Scholarship to Educate Diverse Democracies,” we especially welcome submissions that “show how AERA scholars’ broad range of interests creates knowledge that engages policymakers and publics to meet the challenges of education in increasingly diverse democracies. We encourage submissions that incorporate new strategies, media, and other formats of public scholarship into the 2016 Annual Meeting.”

Division F welcomes historical scholarship that examines the historical linkages between educational research and public policy, focuses on how migration and immigration transformed the American landscape, enriches our understanding of the experiences of underrepresented groups as part of the diverse democracies, and 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 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; thus, they must not include author identification. For questions or comments, please contact: *Program Chair: Dionne Danns, Indiana University, ddanns@indiana.edu.*

Division G: Social Context of Education

Program Co-Chairs: Bic Ngo and Kevin Roxas

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 2016, we encourage submissions for sessions that advance our understanding of public engagement and public scholarship in educational research and praxis.*** 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: Anita Chikkatur, Carleton College, apchikka@carleton.edu; Phitsamay Uy, University of Massachusetts-Lowell, Uy@uml.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: Ann Mason, University of Wisconsin-River Falls, ann.mason@uwrf.edu; Luis Urrieta, University of Texas at Austin, Urrieta@mail.utexas.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: Enid Rosario-Ramos, University of Michigan, erosario@umich.edu; Leah Stauber, University of Arizona, lstauber@email.arizona.edu.*

Section 4: Social Contexts of Educational Policy and Politics

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: Curtis Brewer, University of Texas-San Antonio, Curtis.brewer@utsa.edu; Thu Surong Thi Nguyen, Indiana University of Purdue Indianapolis, nguyen20@iupui.edu.*

Section 5. Social Context of Research on Schools and Communities

This section encompasses critical analyses that focus on transformative inquiries within schools, neighborhoods, and communities. Analyses that are situated within the local and global context of education, that are transdisciplinary, culturally appropriate, collaborative, and that have the greater potential for creating action in K-12 schools and their communities are included in this section. *Section Chairs: Chiara Channela, Fort Lewis College, Cannella_c@fortlewis.edu; Brian Lozenski, Macalester College, blozenski@gmail.com*

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. Submissions 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 2016 AERA Annual Meeting. *For general questions, contact the Division G Co-Program Chairs: Bic Ngo, University of Minnesota, bcngo@umn.edu; Kevin Roxas, Western Washington University, roxask@yahoo.com*

Division H: Research, Evaluation, and Assessment in Schools

Program Chair: Brett Campbell

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

- Identifying educational interventions that improve instructional and student outcomes;
- Evaluating school reform, programs, professional development, and/or policy implementation;
- Developing innovative methods and approaches that improve program evaluation practice, student assessment, and accountability practice;
- Investigating ways to improve classroom assessment processes;
- Investigating the validity of data used for effective decision making and differentiated instruction;

- Investigating school district, educator, or student accountability;
- Evaluating the impact of teacher and principal evaluations on students and teachers;
- Investigating the implementation and impact of new standards, educational policies, and testing mandates on districts, schools, and students; and
- Examining the implementation of college and career readiness strategies, promotion practices, and graduate requirements.

The 2016 AERA Annual Meeting theme, “Public Scholarship to Educate Diverse Democracies” is intended to focus our attention on increasing public understanding of education—locally as well as globally. The theme is a call to examine, discuss, and expound our diverse societies, languages, and cultures in education research and praxis with the aim of improving education systems. A related purpose is to highlight the interplay of politics, social analysis and education research. To that end, we encourage submissions that advance education praxis, research, theory, and policy can inform and engage the public. In particular, submissions that align more closely with the interests of education for diverse public audiences are encouraged.

AERA policy is that authors should submit only complete papers. Proposals to write a paper are not eligible for consideration. The paper may be preliminary with an upload of the final paper by March 18, 2016.

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 Brett Campbell, University of Nevada, Las Vegas, bdcampbe@unlv.nevada.edu. Please contact section chairs directly for questions about submitting papers to specific sections.*

Section 1: Applied Research in Schools

This section encourages submissions that (a) are based on research conducted within or between

school districts, state departments, universities, or research organizations; and (b) examine data-driven, research-based methods, interventions, and best practices for school improvement and increased student achievement. Submissions may include but are not limited to in-house institutional research, action research, or studies conducted by external researchers. *Section Chair: Kecia Addison, Montgomery County Public Schools, Rockville MD, k.scott.phd@gmail.com.*

Section 2: Program Evaluation in Schools

Submissions for this section are formal evaluations of school or 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; or (e) professional development evaluations. *Section Chair: Kathy Ann Hernandez, Eastern University, khernand@eastern.edu.*

Section 3: Assessment in Schools

We encourage submissions dealing with the development of effective assessments or assessment systems, the use of assessment results to inform instructional decisions/practice, validations of state, district, or school assessment systems and results (including sensitivity), and studies focused on perceptions of assessment as well as participants involvement in their own assessments. Submissions can include studies related to (a) district, state, and national assessment programs; (b) large-scale assessment development; (c) formative, benchmark, and performance assessments (ranging from informal to formal academic assessments and including those focused on college and career readiness); or (d) feedback from stakeholders on assessment instruments and/or practices. *Section Chair: Debora Ortloff, Finger Lakes Community College, debora.ortloff@gmail.com.*

Section 4: Accountability in Schools

This section seeks submissions examining the characteristics, implementation or impact of state, national, or local accountability systems in the schools. Submissions can include (a) accountability of teachers, principals, school districts, and/or schools; (b) validity of accountability results; (c) accountability criteria (e.g., student achievement, college and career readiness, student dispositions); (d) accountability

models (e.g., growth/value added); or (e) the impact of such systems on students, teachers, schools or districts, including intended and unintended consequences, as appropriate. *Section Chair: Whitney Wall Bortz, Radford University, wwallbortz@radford.edu.*

Division I: Education in the Professions

Program Chairs: Anthony R. Artino, Jr. and Ting Dong

The theme for the 2016 AERA Annual Meeting is “Public Scholarship to Educate Diverse Democracies.”

Division I—Education in the Professions—invites submissions for the Division I program at the 2016 Annual Meeting on this topic as it relates to the education of professionals. We encourage submissions that highlight the creation of new knowledge that engages policymakers and other stakeholders to meet the challenges of professional education in an increasingly diverse society. In addition, we welcome submissions that incorporate compelling new strategies, media, and formats that combine academic rigor with the broader-audience demands of public scholarship.

Division I also welcomes research submissions on other topics including but not limited to: (a) curriculum development, reform, innovation, and evaluation; (b) teaching and instructional methods; (c) integration of instructional technology, including simulation, into professional education; (d) faculty development and mentoring; (e) assessment of student motivation, learning, competence and performance; (f) the nature of professional identity, socialization, and responsibility; (g) expertise development; (h) interprofessional education and interdisciplinary collaboration; (i) social, cultural, political, economic, and organizational efforts that relate professional education to improvement of professional practice; and (j) leadership development. New Division I members are particularly encouraged to submit for the 2016 meeting.

Division I invites two types of submissions: (a) paper submissions, and (b) session submissions. A paper submission involves the presentation of an individual paper that, if accepted, will be grouped by the program committee with other papers on a similar theme into a paper presentation, a roundtable presentation, or a poster. To allow maximum flexibility by the program committee and to increase the likelihood for inclusion in the Division I 2016 Program, please consider selecting more than one presentation format for your

paper submission.

A session submission is for a symposium or other fully planned session (e.g., a structured poster session, working group roundtable, demonstration/performance, or workshop; please see the AERA 2016 Call for Submissions for more details on session submission types and specific requirements). Session submissions for a symposium must include at least 4 coordinated papers or participants.

Please note (and closely follow) the following requirements for Division I submissions:

- All papers, regardless of format, must represent completed work and thus must include results and conclusions. *Works in progress will not be considered.*
- **To enable blind review, all individual papers must be submitted without author identification within the paper itself.**
- Session submissions for a symposium **must include at least 4 paper presenters (above and beyond a discussant)**. Session submissions must indicate that all participants have agreed to be present at the Annual Meeting, should their session be accepted. Session submissions must include a presentation title for each speaker. **Session submissions must be submitted without author identification. Session submissions will be reviewed with author identification and the review system will be set up to show author identification to reviewers.**
- Division I strictly abides by AERA word limits on submissions and cannot consider submissions that exceed those limits. All individual paper submissions should be 2,000 words or less in length (excluding references, tables, charts, graphs, and figures).
- 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 Researcher Quarterly (PERQ)* (www.aera.net/DivisionI/UpdatesNewsletters/tabid/11245/Default.aspx), which is made available to Division I members in advance of the meeting.
- If the research being reported in a submission involves human subjects, then the author must ensure, and indicate on the submission, that the study has been reviewed and approved by an institutional review board (IRB). If an IRB review was not sought or is not required, the authors

should specify “No” or “Not Applicable” and must provide a detailed explanation. **Division I will not consider submissions that fail to address IRB review.**

- All authors of accepted individual paper submissions (including those presented as roundtables or posters), as well as all coordinated symposium presenters are expected to upload a final version of their submission that incorporates reviewer comments by March 18, 2016.

The division strongly encourages submissions that (a) have broad application across professions; (b) intersect with the work of other divisions to foster joint sponsored sessions wherever appropriate; (c) demonstrate an explicit and sound theoretical framework and appropriate research methods/analyses; and (d) are related to the Annual Meeting theme. The program committee also encourages authors to draw connections to the Division I Learning Communities Initiative in their paper and session submissions. Session submissions may be sponsored by one or more of the three Learning Communities: (a) Teaching and Learning Community; (b) Assessment Community; (c) Professional Development Community.

Criteria for assessment of submissions include (a) theoretical and/or 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 theory and/or practice; and (g) clarity and organization of the paper. Submissions summarizing well-conducted inquiry, including theoretical analyses and integrative reviews, that are grounded in any discipline or research tradition are welcome.

Please address any questions to the 2016 Program Chairs: Anthony R. Artino, Jr., anthony.artino@usuhs.edu; Ting Dong, ting.dong.ctr@usuhs.edu.

Division J: Postsecondary Education

Program Chair: Margaret W. Sallee

This year’s conference theme is “Public Scholarship to Educate Diverse Democracies”. With this theme in mind and given that the 2016 Annual Meeting will take place in Washington, DC, Division J invites paper, symposium, roundtable, and poster submissions that consider how theory, research, and policy can

advance democracy and justice in higher education. We are particularly interested in novel presentations, in both content and format, which approach higher education research from innovative perspectives. 2016 also marks AERA's centennial and so we encourage submissions that draw attention to higher education's historical legacy and its future.

We continue to urge international scholars to submit their work to enrich our division with more global perspectives and comparisons, and we call on U.S. researchers to think about their work within a global or international context. Submissions might consider how the issues raised in our work are considered or addressed in other countries and systems as well as what our field might learn from more international or comparative perspectives. Additionally, we encourage attention to this year's Annual Meeting theme and are interested in submissions that consider the implications of AERA's centennial for higher education research in international contexts as well as the ways in which public scholarship can be used to educate diverse democracies across the world.

General questions about the 2016 Annual Meeting and division should be directed to the Program Chair: Margaret Sallee, mwsallee@buffalo.edu. Questions about paper and session submissions, or the individual sections should be directed to the appropriate section co-chairs.

Section 1: College Student Learning and Development

Papers focused on how students learn formally and informally and how they develop across a variety of domains (e.g., cognitive, social, psychological, moral, and identity). Topics on learning may focus on formal classroom-based learning as well as learning through co-curricular experiences. Submissions in this section also include assessment of programs and practices aimed at fostering learning or development. *Section Chairs: Corbin Campbell, campbell2@tc.columbia.edu; Tami Moore, tami.moore@okstate.edu*

Section 2: College Student Access, Success, and Outcomes

Submissions focused on factors that influence student access (e.g., college preparation, tracking, college choice, financial aid), and policies and programs designed to promote access and educational mobility for all students. Also includes topics related to assessment of programs and practices aimed at

fostering student success, achievement, retention, aspirations, career development, and other outcomes. *Section Chairs: Megan Holland, mmhollan@buffalo.edu; Joyce Main, jmain@purdue.edu; Lindsey Malcom-Piqueux, lmalcom@gwu.edu*

Section 3: Organization, Management, and Leadership

Submissions that consider organizational cultures and climates, institutional structures, management practices, and leadership approaches in higher education. This includes work on the impact of institutional, state, and national policies on the behavior of postsecondary institutions. *Section Chairs: Bryan Gopaul, bgopaul@warner.rochester.edu; Julie Owen, jowen4@gmu.edu*

Section 4: Faculty, Curriculum, and Teaching

Submissions that concern the preparation of faculty and administrators through graduate education and professional development, faculty work lives and experiences, and the assessment of policies and programs that serve current or prospective faculty. We also encourage submissions related to all issues of teaching (including, but not limited to, pedagogy, curriculum, advising, technology, assessment) and the ways in which those aspects of teaching shape student outcomes, institutional environments, and the like. *Section Chairs: Melissa McDaniels, mcdani73@msu.edu; Edna Martinez, emartinez@csusb.edu*

Section 5: Policy, Finance, and Economics

Submissions centered on higher education policy issues (such as affirmative action and financial aid policy) and topics related to funding and incentives in higher education. This includes work dealing with policy at the institutional, state, national, and international levels related to postsecondary education. *Section Chairs: Christine Keller, ckeller@apl.org; Andrew Morse, amorse@naspa.org*

Section 6: Society, Culture, and Change

Submissions focused on issues related to higher education's societal and cultural contexts such as poverty, wealth distribution, economic opportunity, political engagement, language issues, and demographic shifts. We also welcome papers that focus on the interaction of higher education and society, such as campus-community partnerships, town-gown

relationships, college and university partnerships with business and industry, and the impact of higher education institutions on their surrounding communities. *Section Chairs: Amy Bergerson, amy.bergerson@utah.edu; Jason Garvey, jcgarvey@bamaed.ua.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 “work in progress,” we encourage submitters to select the poster format for the paper.

Criteria for assessment of papers include (a) practical and theoretical significance; (b) innovation and originality; (c) soundness of research methods/execution and/or scholarship; (d) paper clarity; and (e) membership appeal. This year, we particularly welcome presentations that are novel in content and format.

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 also be submitted without authors identified. Session submissions will be reviewed with author identification and the review system will be set up to show author identification. 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 Annual Meeting.

Division K: Teaching and Teacher Education

Program Co-Chairs: Kimberly A. White-Smith and Roxanne Greitz Miller

The deadline for paper and session submissions is July 22, 2015. This is a reminder that the call for submissions is open from June 1, 2015, until July 22, 2015, at 11:59 PM (Pacific Time). The Division K (Teaching and Teacher Education) Program Committee welcomes your submissions for the 2016 AERA Annual Meeting in Washington, D.C. In AERA’s Centennial year, we look forward to coming together to share and debate knowledge, ideas, and a range of viewpoints related to the 2016 program theme, “Public Scholarship to Educate Diverse Democracies.” Through this theme, we are reminded of the awesome responsibility we have as researchers, teachers, and public intellectuals to generate knowledge and knowing for the public good; shine the light on educational issues and inequities so as to analyze, inform, educate, understand, act, and advocate for change and possibility; and collaborate across cultural, (inter)national, ideological, methodological, disciplinary—and other/Other boundaries, for the purpose of making (and finding) meaning in and through our common humanity.

With this theme, President Oakes challenges all of us in Division K to “engage democratically with ‘publics’ in ways that raise awareness of social problems (in [teaching and teacher] education and beyond) and foster a democratic and public solving of those problems.” In Division K, we seek theoretical/conceptual and research-based submissions “that incorporate compelling new strategies, media, and formats that combine academic rigor with the broader-audience demands of public scholarship” and represent “collaborative research with communities and educators, and other activities that position research to inform civic participation, engagement and organized action.” We are especially interested in work that goes 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 into AERA’s next 100 years. In keeping with the conference theme, we are more keenly aware than ever, that the educational and social inequities of the last century stubbornly persist in this century, such that the need to focus our thinking, research, and energy on educating diverse democracies is a contemporary imperative. “The bewildering array of social challenges” must be the fundamental concerns

that undergird and drive the work of all scholars and practitioners of teaching and teacher education, who are engaged with the diversity and complexity inherent in any local or global context. Important concerns for Division K also include the privatization of schools and the dismantling of public education, “society’s most democratic institution,” the commodification and corporatization of teacher education, the surveillance of teachers and the technicalization of their work, 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 teaching and teacher education that is innovative and socially responsive to different contexts as well as to vulnerable, 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. We also encourage the inclusion of PK–12 educators as researchers and presenters, and expect that symposia will 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—section descriptions may be significantly different than a prior year in which you submitted. All Division K papers must be sent to one of the 10 specific sections (described 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, correlational, or experimental studies, as well as school-based practitioner inquiries 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 analyses 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 and facilitating the discussion; as a discussant you will have an opportunity to actively participate and gain deeper understandings and insights on a given topic, as well as provide helpful and thoughtful feedback to peers. 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 the 10 Division K sections. Division K Vice President A. Lin Goodwin, Program Co-Chairs Kimberly A. White-Smith and Roxanne Greitz Miller, and all the division section co-chairs are looking forward to receiving your papers for the 2016 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 submission.

All paper and session submissions are reviewed without author names or identification. Including names on your abstract, summary, or narrative paper, automatically 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. Please be reminded again that your paper submission should be 2,000 words or fewer in length (excluding references, tables, charts, graphs, and figures). Submissions that exceed this limit will be disqualified.

AERA policy is that authors should only submit complete papers. Proposals to write a paper are not eligible for consideration. The paper may be preliminary with an upload of the final paper by March 18, 2016. 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 as well as acceptable alternative formats (i.e., paper, roundtable, or poster session) will improve your chance of participating in the 2016 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, kwsmith@chapman.edu or Roxanne Greitz Miller, rgmiller@chapman.edu.*

Please read the information below on the Division K sections and advance your submission by July 22, 2015. As noted above, all submissions must be directed to one of the following sections:

Section 1. Teaching and Teacher Education in the Content Areas

This section invites investigations of quality teaching and teacher education in the content areas in PK–16+ school or community settings. This could include examinations of a single content area, or inquiry into the intersections between multiple content areas, in relation to teaching practices, knowledge(s), roles, teacher preparation, and perceptions of students, teachers, and teacher educators. *Section Chairs: Janice Anderson, University of North Carolina, anderjl@email.unc.edu; Cindy Jong, University of Kentucky, cindy.jong@uky.edu*

Section 2. Teacher Leadership Within and Beyond the Classroom (NEW section!) (teachers as leaders, researchers, policy makers, community activists, and decision-makers)

This section invites investigations of teachers who demonstrate leadership, expert knowledge, and advocacy both from within the classroom and/or school settings, as well as beyond individual or local school contexts. This could include examinations into the definition and conceptualization of teacher leadership, the impact of teacher leadership on practice/ curriculum/policy, innovative programs and models that support the identification and development of teacher leaders, case studies of teachers who lead, teacher research, etc. *Section Chairs: Cynthia Carver, Oakland University, carver2@oakland.edu; Melinda Mangin, Rutgers University, melinda.mangin@gse.rutgers.edu*

Section 3. Teachers' and Teacher Educators' Lives: Lived Experiences, Identities, Socialization and Development

This section invites investigations of teachers or teacher educators—who they are, how they come to be, what they believe and how they think, dilemmas

and challenges they face. Submissions might focus on teacher knowledge(s) and understandings about their work and lives; autobiographies and personal or professional histories; thinking and decision-making; beliefs, conceptions and perspectives; ideologies, attitudes and dispositions; etc. Included also could be inquiry into the spiritual, moral, socio-political, affective, emotional dimensions of teaching. *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. Multicultural, Inclusive, and Social Justice Frameworks for Teaching and Teacher Education in PK–16+ Settings

This section invites investigations of multicultural, inclusive, and social justice frameworks for teaching and teacher education in preservice, professional practice/development, and PK–16+ settings. This could include examinations of vulnerable and underserved populations, and capacity-based approaches to supporting their learning and development; multiple diversities within school and community settings; teaching practices that purposefully address issues of equity and access; preparing teachers to be socially just, critically conscious advocates; etc. *Section Chairs: Beatrice Fennimore, Indiana University of Pennsylvania, bfzennim@iup.edu; Beth Wassell, Rowan University, wassell@rowan.edu*

Section 5. Preservice Teacher Education Coursework: Curriculum and Teaching to Improve Teacher Knowledge, Understanding, and Pedagogical Practices

This section invites investigations of preservice teacher preparation for complex and diverse settings. Submissions could include, but are not limited to: practices intended to enhance teacher knowledge and understanding; different pedagogical practices and perspectives on learning to teach; practices intended to improve the quality of teaching in PK-16+ settings; becoming competent and caring teachers of culturally, linguistically diverse learners in various settings; and assessment practices in teacher preparation and development. *Section Chairs: Ysaaca Axelrod, University of Massachusetts, Boston, ydaxelrod@gmail.com; Jung Kim, Lewis University, KimJu@lewisu.edu; Beth van Es, University of California, Irvine, evanes@uci.edu*

Section 6. Field Experiences: Student Teaching, Supervision, School/Community Collaborations, and Innovative Approaches and Models

This section invites investigations of field experiences, including student teaching, early field experiences, community-based field experiences, and approaches to facilitating candidates' understanding of teaching and learning through inquiry, observation, and practice. Examinations could focus on questions of quality placements or experiences, the relationship between field experiences & course work, quality supervision, selection and support of cooperating teachers, the sequence and substance of student teaching, etc. *Section Chairs: Nancy Dubetz, Lehman College, nancy.dubetz@lehman.cuny.edu; Felicia Mensah, Teachers College, Columbia University, fm2140@tc.columbia.edu*

Section 7: Teacher Recruitment, Induction, Mentoring, and Retention For and From Diverse Communities and Contexts

This section invites investigations of strategies, programs, and collaborations for attracting, supporting, and retaining qualified P–16+ teachers from multiply diverse communities, and for the range and complexity of cultural, linguistic, social, and political contexts that influence and inform teaching, student learning, and learning to teach. *Section Chairs: Pablo Ramirez, Arizona State University, Pablo.C.Ramirez@asu.edu; Margarita Jimenez-Silva, Arizona State University, Margarita.Jimenez-Silva@asu.edu*

Section 8: Teacher Professional Development: Impact on Teacher Practices and Student Learning

Investigations of the impact of teacher and teacher educator learning, professional development and continuing education on teaching practices, self efficacy, teacher thinking and knowledge(s), and student growth and learning. Specific approaches or designs as well as general issues and conceptual concerns are included. *Section Chairs: Jane Neapolitan, Towson University, jneapolitan@towson.edu; Alison Rutter, East Stroudsburg University of Pennsylvania, alisonrutter@gmail.com; Rick Sawyer, Washington State University-Vancouver, rsawyer@vancouver.wsu.edu*

Section 9: Teacher Education Program Design and Innovations

This section invites investigations of creative, innovative, or previously unexplored approaches to teacher education program design. Examples could include new directions in online or hybrid programs, use of social media platforms and digital learning, distance learning, program assessment and documentation, internships, residency approaches, professional development schools or other university-school partnerships, school coalitions and community collaborations. *Section Chairs: Kenneth Anderson, Howard University, kenneth.anderson@howard.edu; Vera Lee, Drexel University, vjw25@drexel.edu*

Section 10: Teaching and Teacher Education Policy and Research

This section invites investigations that target or transcend local, national, or international policy mandates or debates that are affecting teaching and teacher education. Examples could include policies related to the distribution of teacher expertise/labor and other resources across schools and districts, decisions about curriculum, assessment of teacher performance, accreditation, teacher licensure/certification, and continuing education. *Section Chairs: Terry Flenbaugh, Michigan State University, flenbaugh@msu.edu; Clarence La Mont Terry, Occidental College, lterry@oxy.edu*

Division L: Educational Policy and Politics

Program Chair: Lora Cohen-Vogel

The theme for AERA's 2016 Centennial Annual Meeting will focus on the interplay of research, politics, and social analysis. It will be held in the nation's capital just six months prior to the Presidential election, during a campaign season that is likely to highlight disparities in income and opportunity and the growing diversity of the American public. Division L invites paper and session submissions that use rigorous, scholarly inquiry to inform those conversations and others like them around the world. Embracing the full spectrum of research in educational policy and politics, we encourage submissions that can help shape the public's knowledge and the political environment within which policy decisions are made, as well as help improve educational practice both in and outside of schools and institutions of higher education.

To connect with the meeting's theme and promote

recent conceptual and methodological advancements in the field, we have added two sections to the Call. The first, *social policy and education*, recognizes that a research base around educational improvement must acknowledge the lives children and young adults lead outside the schoolhouse walls. We encourage studies of the intersection of education and urban social change; workforce, housing, healthcare, welfare and policing policies; and the politics of poverty and place. Second, to encourage the thoughtful promotion of high-quality research and its relevance for educational practitioners, we have added a section on *policy implementation and going to scale*. Research use for educational improvement depends on understanding not only what works, but *what works, for whom and under what conditions*. As such, studies that explore ways to measure and/or promote implementation within and across organizational units as well as those that consider (or reconsider) the role of researchers in educational improvement are welcome.

Papers from a variety of disciplinary perspectives (e.g., political science, public policy, economics, sociology, anthropology, law/legal studies) that explore policy and political topics in the early childhood, K-12, and postsecondary areas are encouraged. 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, LGBTQIA youth and educators, immigrant populations, students without documentation, students with disabilities, religious minorities, and other subpopulations. Analyses of the design, implementation, and evaluation of policies are welcome in all sections, as are submissions 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 encouraged to seek panelists and discussants who represent multiple disciplinary backgrounds.

Submissions 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 submissions, including sessions/symposia,

will be reviewed anonymously without author identification, using blinded submissions; submissions 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: Lora Cohen-Vogel, University of North Carolina at Chapel Hill, lora.cohen-vogel@unc.edu.

Section 1: Governance, Politics, and Intergovernmental Relations

This section welcomes submissions that analyze micro- and macro-political processes and governance structures in and/or outside of the United States. 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. It might also pertain to strategies used by policy entrepreneurs and other educational stakeholders to infuse ideas and knowledge into the public sphere. Papers focusing on the relationships and tensions among political actors and organizations involved in decision making and implementation, particularly across branches and/or levels of government in the U.S. and other federal systems, are encouraged. Also invited are studies of public opinion and the policymaking processes in education at the international, national, state/provincial, district/school board, and school levels. Empirical analyses of the effectiveness of governance structures and their consequences are welcome, as are studies of recent innovations in governance (e.g., diverse service providers, reform in collective bargaining agreements, intermediary organizations, foundations, family-school partnerships, student voice). *Section Chair: Kathryn A. McDermott, University of Massachusetts Amherst, mcdermott@educ.umass.edu.*

Section 2: Legal and Judicial Issues for Equity and Access

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 equity and access. This includes legal studies of issues such as affirmative action, desegregation, teacher tenure and other staffing concerns, special education, immigration, English Language Learners, school finance, and adequacy and equity litigation within a legal, political, and/or intergovernmental context. Studies that consider the implementation of court decisions among federal, state, and local actors are also encouraged, as are submissions on traditional and innovative approaches to the study of judicial issues, such as critical race theory. We also invite submissions that consider best practices in the teaching of law to educational researchers and practitioners. Studies that focus on the implementation and outcomes of court decisions are welcome across all institutional levels, including postsecondary education. *Section Chair: Dana Thompson Dorsey, University of North Carolina at Chapel Hill, dtdorsey@unc.edu*

Section 3: Curriculum and Instruction

This section welcomes papers addressing the politics and policies of curriculum and instruction 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, 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 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, LGBTQIA students, and other student groups. *Section Chair: Morgan Polikoff, University of Southern California, polikoff@usc.edu.*

Section 4: School Choice and Other Market Reforms

This section encourages papers from the United States and/or other countries that focus on school choice, including charter schools, vouchers, private

schools, tuition tax credits, homeschooling and other means of providing students and parents with alternatives to traditional schooling options. We welcome the study of market reforms in postsecondary settings as well. We encourage analyses of the implementation of school choice, as well as on the effects on student achievement overall and on racial and ethnic groups, language groups, immigrants, students of various sexual orientations and/or gender identities, children with disabilities, and economically disadvantaged children, in particular. We also invite submissions that consider the dynamics of political advocacy in market-based reforms in education, including the role of foundations, grassroots community groups, and other intermediary organizations. *Section Chair: Janelle Scott, University of California at Berkeley, jtscott@berkeley.edu.*

Section 5: Testing, Accountability and Data Use

This section welcomes papers related to testing, accountability, and data use policy and practices in PreK-16 education at federal, state, and local levels in or outside the United States. Of particular interest are analyses of the development, implementation, and intended and unintended effects of such policies on a range of student outcomes, including social-emotional learning and other non-achievement variables. Also encouraged are papers that explicitly examine how testing, accountability and/or data use policies can influence the distribution of these outcomes, ameliorating or exacerbating gaps for socioeconomically disadvantaged students, racial minority students, English language learners, and other groups. Finally, we encourage papers examining conceptual and methodological issues in measurement, assessment, and data analysis and their implications and consequences for testing, accountability, and data use policies at all levels. *Section Chair: Andrew McEachin, RAND, mceachin@rand.org*

Section 6: Human Capital and School Finance

This section invites papers from the United States and/or other countries that focus on policies and reforms targeting human capital and school finance, where *human capital* means teachers, administrators, and other district and school personnel. These include topics related to preservice training/recruitment; traditional and alternative routes into teaching and administration; personnel hiring, assignment, and retention; teacher and administrator induction /

professional development; teacher and principal evaluations; compensation; working conditions; and career ladder/advancement systems. We welcome studies of human capital reforms on district and school personnel from traditionally underrepresented groups, as well as those that pertain to improving human capital in low-performing schools and districts. We also encourage studies that seek to understand how schools are funded and the effects of school finance policies on schools and the students they serve. Studies of funding in preK and postsecondary settings are welcome as well, including research on voluntary/universal preK programs, community colleges, lottery scholarships and other financial aid policies. *Section Chair: William Kyle Ingle, University of Louisville, william.ingle@louisville.edu.*

Section 7: Social Context and Structural Inequalities

Focusing on cultural and social issues in education, this section invites submissions that address the contextual and organizational factors affecting teaching and learning in the U.S. and around the globe, as well as the linkages between those factors and the processes of schooling across the life cycle. We encourage the submission of studies that examine the ways social institutions and individuals' experiences within them open up, stratify, or otherwise affect educational processes and opportunities. Welcoming a wide range of methodological approaches—including ethnographic, historical, narrative, experimental/quantitative, critical, and interpretive—we invite submissions on structural inequalities in education and the role of institutions, norms, and routines in them. Of particular interest are submissions that advance the theoretical understandings of and the methodological tools that reveal the social and institutional contexts of education and encompass the diverse communities of schooling. *Section Chair: Liliana Garces, Penn State University, lmg340@psu.edu.*

Section 8: Social Policy and Education

This section welcomes papers that address the connections between PreK-16 educational policy and other social policies at the local, state, and federal levels in and/or outside of the United States. The section encourages studies bridging education to economic development, workforce policy, housing, health care, welfare, child care, criminal justice/policing, 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 non-educational outcomes are invited. Studies of promise neighborhoods, policies that address food insecurity, immigration policy, and school-community partnerships are especially welcome, as are studies of prenatal and early childhood policy. Submissions that address issues related to data availability and measurement of the effects of social policy on educational outcomes are also welcome. *Section Chair: Megan Hopkins, University of Illinois at Chicago, meganh@uic.edu.*

Section 9: Policy Implementation and Going to Scale

This section invites submissions that pertain to policy implementation and bringing effective programming and practices to scale in and/or outside the United States. We encourage studies that advance understandings about what works, for whom and under what conditions, as well as those that explore ways to measure and/or promote implementation within and across organizational units. Studies that draw on lessons from implementation and improvement sciences from outside the field of education are welcome. Those that describe the development of, support for, and effects of research-practice partnerships, improvement communities, and cross-institutional networks as they relate to organizational learning in education are of particular interest. We also invite studies that make the design and uses of educational research for improved implementation at scale itself a subject of inquiry. *Section Chair: Stacey Rutledge, Florida State University, sarutledge@fsu.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. The Professional Development and Training Committee considers submission of the AERA professional development proposals and issues a separate Call. See the Professional Development Call.

International Relations Committee

The International Relations Committee (IRC) invites submissions related to the challenge the U.S. and other nations confront in being both democratic

and diverse through public education. Consistent with the 2016 theme, we specifically encourage international comparative research that illustrates how educational scholarship can contribute to public policy and the politics surrounding education in democratic societies. The IRC encourages submissions that address research related to policy and/or practice from a comparative-international perspective involving two or more countries. The IRC welcomes submissions across a range of issues related to education—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.

Paper and session topics may include, but are not limited, to the following: practices and policies leading to high quality schooling; the education of future teachers; the role of society in social mobility; school structures, ability grouping, tracking and other categorizations and policies that influence equitable access and treatment in educational settings; effects of national policies and regulations on student retention, educational advancement, and school-work transitions; understanding the societal and schooling factors that are related to inequalities in opportunities to learn across nations, and issues of equal opportunity related to admission to higher education. The IRC invites submissions focusing on cross-country comparisons (two or more countries) approached from various theoretical, empirical, and methodological perspectives that show promise of deepening understandings of, and ways of exploring issues related to education in increasingly more complex societies around the world. *Chair: William H. Schmidt, Michigan State University, bschmidt@msu.edu*

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

In keeping with the 2016 conference theme, “Public Scholarship to Educate Diverse Democracies,” 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. The Program Committee is particularly interested in submissions that relate to the importance of gender studies in the movement

for social justice as elaborated in the overall Annual Meeting theme. We welcome papers and sessions that show how AERA scholars' broad range of interests creates knowledge that engages policymakers and publics to meet the challenges of education in increasingly diverse democracies. We encourage submissions that incorporate new strategies, media, and other formats of public scholarship into the 2016 Annual Meeting. In addition, the committee is interested in 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. As this is the centennial year of AERA, the committee is particularly interested in research that examines the advancement or lack thereof of gender equity. *Chair: Cleveland Hayes, University of La Verne, chayes@laverne.edu*

Scholars of Color in Education Committee

In keeping with the 2016 theme, "Public Scholarship to Educate Diverse Democracies," the Committee on Scholars of Color in Education (SCE) invites submissions for papers, themed roundtable discussions, a single symposium, or other innovative presentation/discussion formats highlighting the interplay of research, politics, and social analysis. Of interest are submissions that focus on public scholarship as a necessary and reflexive component of education research, especially scholarship which broadly addresses race-ethnicity, equality of educational opportunity, and intersectionality; highlight processes that represent the complex interactions among individuals, groups, and contexts that positively influence learning and development; and highlight 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, language, 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: Dorinda Gallant, The Ohio State University, gallant.32@osu.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. All paper submissions are reviewed without author identification. Session submissions are reviewed with or without author identification. Please refer to the SIG listing below for preference.

Academic Audit Research in Teacher Education,

Jennifer Carinci, Council for the Accreditation of Educator Preparation, 302-383-4724, *Jennifer.Carinci@caepnet.org*

(Session submissions reviewed with author identification)

Action Research, Linnea Rademaker, Northcentral University, 847-829-4558, *lrademaker2@gmail.com*

(Session submissions reviewed with author identification)

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

(Session submissions reviewed without author identification)

Adult Literacy and Adult Education, Margaret Patterson, Research Allies for Lifelong Learning, 703-399-5948, *margaret@researchallies.org*

(Session submissions reviewed without author identification)

Advanced Studies of National Databases, Jerry West, Mathematica Policy Research, Inc., (202) 484-4516, *JWest@Mathematica-MPR.com*

(Session submissions reviewed without author identification)

Advanced Technologies for Learning, Robb Lindgren, University of Illinois at Urbana-Champaign, 217.550.9470, *robblind@illinois.edu*

- (Session submissions reviewed with author identification)
- Applied Research in Immersive Environments for Learning**, Dennis Beck, University of Arkansas at Fayetteville, 479.422.9365, debeck@uark.edu
(Session submissions reviewed with author identification)
- Arts and Inquiry in the Visual and Performing Arts in Education**, Amanda Gulla, Lehman College–CUNY, 212-675-2881, amanda.gulla@lehman.cuny.edu
(Session submissions reviewed with author identification)
- Arts and Learning**, Jen Katz-Buonincontro, Drexel University, 215-847-7009, jkb@drexel.edu
(Session submissions reviewed without author identification)
- Arts-Based Educational Research**, Alexandra Cutcher, Southern Cross University, +61412030205, lexi.cutcher@scu.edu.au
(Session submissions reviewed without author identification)
- Bilingual Education Research**, Susan Hopewell, University of Colorado - Boulder, 720-839-0347, susan.hopewell@colorado.edu
(Session submissions reviewed without author identification)
- Biographical and Documentary Research**, Craig Kridel, University of South Carolina, (803) 777-7257, ckridel@mailbox.sc.edu; Pamela Konkol, Concordia University–Chicago, 708-209-3540, pamela.konkol@cuchicago.edu
(Session submissions reviewed with author identification)
- Brain, Neurosciences, and Education**
Mary Layne Kalbfleisch, George Washington University, 703-608-8856, mkalbfle1@gmail.com
(Session submissions reviewed with author identification)
- Career and Technical Education**
Debra Nakama, University of Hawaii, 808-276-7227, debran@hawaii.edu
(Session submissions reviewed with author identification)
- Caribbean and African Studies in Education**, Michelle Knight, Teachers College, Columbia University, 212-678-4136, mk700@tc.columbia.edu; Anica Bowe, Oakland University, 248-370-3146, bowe@oakland.edu
(Session submissions reviewed without author identification)
- identification)
- Catholic Education**, Ursula Aldana, University of San Francisco, 323-428-5137, ualdana@usfca.edu
(Session submissions reviewed with author identification)
- Chaos and Complexity Theories**, Matthijs Koopmans, Mercy College, 914-674-7485, mkoopmans@mercy.edu
(Session submissions reviewed with author identification)
- Charters and School Choice**, Priscilla Wohlstetter, Teachers College, Columbia University, 212.678.8409, wohlstetter@exchange.tc.columbia.edu
(Session submissions reviewed with author identification)
- Classroom Assessment**, Heidi Andrade, University at Albany – SUNY, (518) 437-4422, handrade@albany.edu
(Session submissions reviewed with author identification)
- Classroom Management**, Sandra Browning, University of Houston - Clear Lake, 281-283-3503, browning@uhcl.edu
(Session submissions reviewed without author identification)
- Classroom Observation**, Kayla Rollins, Texas A&M University, 713-253-2757, kcbrazil@tamu.edu
(Session submissions reviewed with author identification)
- Cognition and Assessment**, Mahnaz Moallem, University of North Carolina - Wilmington, (910) 962-4183, moallem@uncw.edu
(Session submissions reviewed without author identification)
- Computer and Internet Applications in Education**, Shiang-Kwei Wang, New York Institute of Technology, 516-686-7892, skwang@nyit.edu
(Session submissions reviewed without author identification)
- Conflict Resolution and Violence Prevention**, David Johnson, University of Minnesota, (952) 831-7060, dwj@visi.com
(Session submissions reviewed with author identification)
- Confucianism, Taoism, and Education**, Mei Hoyt, University of North Texas, 940-565-2986, Mei.Hoyt@unt.edu
(Session submissions reviewed without author identification)

Constructivist Theory, Research and Practice

(Session submissions reviewed with author identification)

Cooperative Learning: Theory, Research and Practice

Roger Johnson, University of Minnesota, (612) 624-7031, johns009@umn.edu

(Session submissions reviewed with author identification)

Critical Educators for Social Justice

Cleveland Hayes, University of La Verne, (909) 593-3511 Ex. 4694, chayes@laverne.edu

(Session submissions reviewed without author identification)

Critical Examination of Race, Ethnicity, Class and Gender in Education

Norvella Carter, Texas A&M University, 281-788-4388, ncarter@tamu.edu; Malik Henfield, University of Iowa, (319) 335-5942, malik-henfield@uiowa.edu

(Session submissions reviewed without author identification)

Critical Issues in Curriculum and Cultural Studies

Gabriel Huddleston, Texas Christian University, 317-736-9399, g.huddleston@tcu.edu

(Session submissions reviewed without author identification)

Critical Perspectives on Early Childhood Education

Rebecca New, University of North Carolina–Chapel Hill, 919-843-0316, rnew@email.unc.edu; Will Parnell, Portland State University, 503-725-3091, parnellw@pdx.edu; Michelle Perez, New Mexico State University, (504) 432-7500, michelle.s.perez@gmail.com

(Session submissions reviewed without author identification)

Cultural-Historical Research

Carrie Lobman, Rutgers University, 732-932-7496 ext. 8116, carrie.lobman@gse.rutgers.edu; Nancy Ares, University of Rochester, (585) 273-5957, nares@warner.rochester.edu; Natalia Gajdamaschko, Simon Fraser University, (604) 468-7920, nataliag@sfu.ca

(Session submissions reviewed without author identification)

Democratic Citizenship in Education

(Session submissions reviewed with author identification)

Design and Technology

Kui Xie, The Ohio State University, (614)292-4438, xie.359@osu.edu

(Session submissions reviewed with author identification)

Dewey Studies

A.G. Rud, Washington State University, 509/335-5804, ag.rud@wsu.edu

(Session submissions reviewed without author identification)

Disability Studies in Education

Jessica Bacon, Lehman College–CUNY, 440 241 5787, jessica.bacon@lehman.cuny.edu; Danielle Cowley, University of Northern Iowa, 319-273-7210, danielle.cowley@uni.edu

(Session submissions reviewed without author identification)

Districts in Research and Reform

Elizabeth Farley-Ripple, University of Delaware, 302-831-3117, enfr@udel.edu

(Session submissions reviewed with author identification)

Doctoral Education Across the Disciplines

Andrea Tyler, Tennessee State University, (937) 673-4798, dralt@att.net; Pamela Felder, University of Maryland - Eastern Shore, (215) 203-2945, pamela.felder@gmail.com

(Session submissions reviewed with author identification)

Early Education and Child Development

Abigail Jewkes, St. John's University, 718.990.6395, jewkesa@stjohns.edu; X. Christine Wang, University at Buffalo - SUNY, 716-645-4056, wangxc@buffalo.edu

(Session submissions reviewed without author identification)

Education and Philanthropy

Jamie Lewis, Georgia Gwinnett College, 706-682-5656, jlewis5@ggc.edu

(Session submissions reviewed with author identification)

Educational Change

Corrie Stone-Johnson, University at Buffalo - SUNY, (716)645-1092, corriest@buffalo.edu

(Session submissions reviewed with author identification)

Educational Statisticians

Walter Leite, University of Florida, 352-682-6300, walter.leite@coe.ufl.edu

(Session submissions reviewed with author identification)

Elliot Eisner

Christy Moroye, University of Northern Colorado, 970-351-2438, christine.moroye@unco.edu

(Session submissions reviewed with author identification)

Environmental Education

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Faculty Teaching, Evaluation and Development,

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Family, School, Community Partnerships, Guofang

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Fiscal Issues, Policy and Education Finance

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Foucault and Contemporary Theory in Education

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Grassroots Community and Youth Organizing for

Education Reform, Jessica Shiller, Towson

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Hispanic Research Issues, Augustina Reyes,

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Holistic Education, Ida Oberman, Community School

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Inclusion and Accommodation in Educational

Assessment, Laurene Christensen, National Center on Educational Outcomes, (612) 624-5832,

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Indigenous Peoples of the Americas, Cueponcaxochitl

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Indigenous Peoples of the Pacific, Cheryl Stephens,

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Informal Learning Environments Research, Monica

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Instructional Technology, Pasha Antonenko,

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International Studies, Barbara Garii, SUNY - College

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Ivan Illich, Maylan Dunn-Kenney, Northern Illinois

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Language and Social Processes, Sarah Vander

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Large-Scale Assessment

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Law and Education, Regina Umpstead, Central

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Leadership for School Improvement, Hans Klar,

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Leadership for Social Justice, Terri Watson, City

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Learning and Teaching in Educational Leadership

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Learning Environments, Donna Wilson, Center for

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Learning Sciences, Emma Mercier, University of

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Literature

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Lives of Teachers, Sylvia Walker, University of

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(Session submissions reviewed without author identification)

Longitudinal Studies

(Session submissions reviewed with author identification)

Marxian Analysis of Society, Schools and Education

(Session submissions reviewed with author identification)

Measurement and Assessment in Higher Education,

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(Session submissions reviewed with author identification)

Media, Culture and Curriculum, Damiana Gibbons

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Mentorship and Mentoring Practices, Sarah

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Middle-Level Education Research, Shawn Faulkner,

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Mixed Methods Research, Vicki Plano Clark,

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Moral Development and Education, Larry Nucci,

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Motivation in Education, Sarah Kiefer, University of

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Multicultural/Multiethnic Education: Theory,

Research and Practice, Christopher Newman,

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Multilevel Modeling, Qi Chen, University of North

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Multiple Linear Regression: The General Linear

Model, Isadore Newman, Florida International

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Music Education, Jennifer Bugos, University of South

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NAEP Studies, Michele Pollnow, National Assessment

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Narrative and Research, Vera Caine, University

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Online Teaching and Learning, Dorea Bonneau,

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- Organizational Theory**, Bob Johnson, The University of Alabama, (205) 348-6417, bjohnson@bamaed.ua.edu; Sharon Kruse, Washington State University - Vancouver, 330-328-3968, sharon.kruse@vancouver.wsu.edu
(Session submissions reviewed with author identification)
- Out-of-School Time**, Valerie Futch, University of Virginia, 347-225-4634, vaf5a@eservices.virginia.edu
(Session submissions reviewed with author identification)
- Paulo Freire, Critical Pedagogy, and Emancipation**, Hermán García, New Mexico State University, 505-646-1229, hgarcia@nmsu.edu; Luis Huerta, New Mexico State University, (575) 805-8641, luis_huerta@hotmail.com
(Session submissions reviewed without author identification)
- Peace Education**, Ilham Nasser, George Mason University, (703) 993-9416, inasser@gmu.edu
(Session submissions reviewed without author identification)
- Philosophical Studies in Education**, Terri Wilson, University of Colorado Boulder, terri.wilson@colorado.edu
(Session submissions reviewed with author identification)
- Politics of Education**, Andrew Saultz, Miami University - Oxford, 517-614-3685, saultzam@miamioh.edu
(Session submissions reviewed without author identification)
- Portfolios and Reflection in Teaching and Teacher Education**, Denise McDonald, University of Houston - Clear Lake, (281) 283-3544, mcdonald@uhcl.edu; Katrina Liu, University of Wisconsin - Whitewater, 608-886-8960, liuy@uww.edu
(Session submissions reviewed with author identification)
- Postcolonial Studies and Education**, Aparna MishraTarc, York University, (519) 569-7232, amishratarc@edu.yorku.ca
(Session submissions reviewed with author identification)
- Problem-Based Education**
Brian Belland, Utah State University, (435) 797-2535, brian.belland@usu.edu
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- Professional Development School Research**, Janna Dresden, University of Georgia, 706-546-8891, jdresden@uga.edu
(Session submissions reviewed without author identification)
- Professional Licensure and Certification**, Jonathan Rubright, American Institute of Certified Public Accountants, 484-529-4466, jdrubright@gmail.com
(Session submissions reviewed with author identification)
- Professors of Educational Research**, Arturo Olivarez, The University of Texas - El Paso, (915) 747-5579, aolivarez3@utep.edu
(Session submissions reviewed without author identification)
- Qualitative Research**, Jessica Lester, Indiana University, 701-471-4078, jnlester@indiana.edu; D. Archer, Western Michigan University, 269-387-3896, eric.archer@wmich.edu
(Session submissions reviewed without author identification)
- Queer Studies**, Isabel Nunez, Concordia University - Chicago, 312-421-7819, isabel.nunez@cuchicago.edu
(Session submissions reviewed without author identification)
- Rasch Measurement**, Sarah Hennings, American Dental Association, (630) 681-8212, sarahennings@comcast.net
(Session submissions reviewed without author identification)
- Religion and Education**, Kimberly White, Carroll University, (608) 347-6503, whitek@carrollu.edu
(Session submissions reviewed with author identification)
- Research Focus on Black Education**, Sonja Lanehart, The University of Texas - San Antonio, 210-458-6610, sonja.lanehart@utsa.edu
(Session submissions reviewed with author identification)
- Research Focus on Education and Sport**, Molly Ott, Arizona State University, 305-546-9844, Molly.Ott@asu.edu
(Session submissions reviewed with author identification)
- Research in Mathematics Education**, Janine Remillard, University of Pennsylvania, (215) 898-7377, janiner@gse.upenn.edu

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Research in Reading and Literacy, Francine Falk-Ross, Pace University, 914-773-3652, ffalkross@pace.edu

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Research on Evaluation, Kathleen Norris, Plymouth State University, 603-764-9235, knorris@mail.plymouth.edu

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Research on Giftedness, Creativity, and Talent, David Dai, University at Albany - SUNY, (518) 442-5068, ydai@albany.edu

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Research on Learning and Instruction in Physical Education, Laura Azzarito, Columbia University, (212) 678-8601, la2477@tc.columbia.edu

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Research on Teacher Induction

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Research on the Education of Asian and Pacific Americans

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Research on the Education of Deaf Persons, Hannah Dostal, University of Connecticut, 865-292-4219, hannah.dostal@uconn.edu; Kimberly Wolbers, University of Tennessee, 865-964-7845, kwolbers@utk.edu

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Research on the Superintendency, Linda Lemasters, The George Washington University, 757-218-1557, lindal@gwu.edu

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Research on Women and Education, Tonya Perry, The University of Alabama - Birmingham, 205-934-7896, tperry@uab.edu; Dana Christman, New Mexico State University, (575) 646-7330, danachri@nmsu.edu

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Research Use

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Rural Education, Karen Eppley, The Pennsylvania State University, 814-353-0437, keh118@psu.edu; Caitlin Howley, ICF International, 304.342.4627, Caitlin.Howley@icfi.com

(Session submissions reviewed without author identification)

School Community, Climate, and Culture

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School Effectiveness and School Improvement, Lucrecia Santibañez, Claremont Graduate University, Lucrecia_Santibanez@cgu.edu

(Session submissions reviewed without author identification)

School Turnaround and Reform

(Session submissions reviewed with author identification)

School/University Collaborative Research, Jack Leonard, University of Massachusetts – Boston, 617-287-4026, jack.leonard@umb.edu

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Science Teaching and Learning, Tara O'Neill, University of Hawaii - Manoa, 808-956-0415, toneill@hawaii.edu; Sumi Hagiwara, Montclair State University, hagiwaras@mail.montclair.edu; Enrique Lopez, University of Colorado - Boulder, 559-917-7832, enrique.lopez@colorado.edu

Second Language Research, Peter De Costa, Michigan State University, (831) 920-8378, peteridecosta@gmail.com

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Self-Study of Teacher Education Practices, Alex Cuenca, Saint Louis University, acuenca@slu.edu; Alicia Crowe, Kent State University - Kent, 330-672-0634, acrowe@kent.edu

(Session submissions reviewed without author identification)

Semiotics in Education: Signs, Meanings and Multimodality

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Service-Learning and Experiential Education

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(Session submissions reviewed with author identification)
- Social and Emotional Learning**, Shannon Wanless, University of Pittsburgh, 541-829-1426, shannonwanless@gmail.com
(Session submissions reviewed without author identification)
- Social Studies Research**, Lynn Brice, University of Minnesota - Duluth, lbrice@d.umn.edu
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- Sociology of Education**, Elizabeth Stearns, University of North Carolina - Charlotte, 704-687-7834, elizabeth.stearns@uncc.edu
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- Special Education Research**
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- Spirituality and Education**, Cathy Leogrande, Le Moyne College, (315) 567-6817, leogracc@lemoyne.edu
- Stress and Coping in Education**, Annahita Ball, University at Buffalo - SUNY, 225-578-6117, annahita@buffalo.edu
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- Structural Equation Modeling**, Brian French, Washington State University, (509) 335-8584, frenchb@wsu.edu; William Finch, Ball State University, 765-285-3668, whfinch@bsu.edu
(Session submissions reviewed with author identification)
- Studying and Self-Regulated Learning**, Peggy Chen, Hunter College - CUNY, ppchen@hunter.cuny.edu
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- Supervision and Instructional Leadership**, Jennifer Jacobs, University of South Florida, 813-974-7522, jjacobs8@usf.edu; Diane Yendol-Hoppey, University of South Florida, 813-357-9228, dyhoppey@usf.edu
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- Survey Research in Education**, Eric Camburn, University of Wisconsin, (608) 263-3697, ecamburn@education.wisc.edu
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- Systematic Review and Meta-Analysis**, Paul Connolly, Queen's University - Belfast, +44 (0)28 9097 5929, paul.connolly@qub.ac.uk
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- Systems Thinking in Education**, Anthony Chow, University of North Carolina - Greensboro, 336.334.3411, aschow@uncg.edu; Miriam Ezzani, University of North Texas, 940-565-2935, Miriam.Ezzani@unt.edu
(Session submissions reviewed without author identification)
- Talent Development of Students Placed at Risk**
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- Teacher as Researcher**, Nathaniel Weber, Russian Hill School, 415-676-9309, nuweber@yahoo.com
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- Teacher's Work/Teachers Unions**, Heidi Pitzer, St. Lawrence University, 814.490.5950, hpitzer@stlawu.edu
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- Teaching Educational Psychology**, Martha Strickland, The Pennsylvania State University - Harrisburg, (717) 948-6525, mjs51@psu.edu
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- Teaching History**, Abby Reisman, University of Pennsylvania, 917-714-6853, areisman@gse.upenn.edu
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- Technology as an Agent of Change in Teaching and Learning**, Amy Hutchison, Iowa State University, 864-506-5728, amyhutch@iastate.edu
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- Technology, Instruction, Cognition and Learning**, Elena Novak, Western Kentucky University, 850-570-4044, elannovak@gmail.com
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- Test Validity Research and Evaluation**, Chad Gotch, Washington State University, (509) 335-7214, cgotch@wsu.edu
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Tracking and Detracking, Emily Hodge, The Pennsylvania State University, 804-370-5890, emily.hodge@psu.edu
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Urban Learning, Teaching and Research, Kelly McNeal, William Paterson University, 973-865-1492, kelmccneal@hotmail.com; Sharon Ulanoff, California State University - Los Angeles, 310-613-3244, sulanof@calstatela.edu
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