

AERA 2015

Chicago, IL

Thursday, April 16 -

Monday, April 20



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## AERA Division I - Vice President's Message

Dear colleagues,

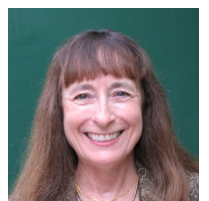
I want to introduce you to the newest AERA journal and invite you to explore its relevance for your own work -- **AERA Open**. <http://www.sagepub.com/journals/Journal202293#tabview=manuscriptSubmission>

"With an emphasis on rapid review and dissemination, *AERA Open* aims to advance knowledge through theoretical and empirical study across arenas of inquiry related to education and learning. *AERA Open* emphasizes publishing scientific and scholarly work that adds to knowledge incrementally and cumulatively. *AERA Open* also serves as a venue for innovation, novel inquiry and ideas, interdisciplinary bridge building, and research that fosters the connection of research to practice and practice to research."

1. Access to the journal is open to readers outside of the usual subscription process. It is published by Sage and accessible online free of charge. As a result, it is fully searchable using standard search engines. The editors provide 10 tips for maximizing readership at [http://www.sagepub.com/authors/journal/10ways.sp?utm\\_source=authors\\_readership&utm\\_medium=nav&utm\\_campaign=10ways](http://www.sagepub.com/authors/journal/10ways.sp?utm_source=authors_readership&utm_medium=nav&utm_campaign=10ways). To those of you who are social media wise, these will be nothing new. What is striking is the use of these tools to make our research more findable and accessible. All submissions are peer reviewed and once accepted, will appear online in approximately 20 days! Since the first issue is predicated on having a sufficient number of accepted submissions, it remains to be seen what the actual submission-to-publication time will be.
2. The journal is open to submissions on all aspects of education from all disciplines and in any context. Given the focus in Division I on education in the professions, this is a welcome invitation since the traditional AERA journals have rarely included research on education in the professions. I suspect this is as much our reluctance to submit our work to these journals since we are generally seeking a different group of readers, practitioners in our professions, as to the more limited scope of what these journals traditionally publish. With *Open Access* articles optimized for Internet search engines, I think we may find a new home for our work. Should themes emerge among submissions, or a group of papers be submitted together, the editors can create special groupings. This speaks to the opportunity that we have to prepare the individual papers from our symposia at the annual meeting for submission as a group.
3. The journal invites authors to publish their data collection instruments and protocols along with their research findings to promote inspection and replication by readers. The call notes the importance of publishing negative findings and replication studies, both of which have largely remained in the "gray" literature, difficult to find except through informal networks of researchers.
4. The journal is intended to reach a broad audience of both researchers and readers. There is an 8000-word limit, making it an optimal place to submit qualitative work. It also encourages shorter 5000 word submissions such as literature reviews and summaries or research reports with supplementary materials or Internet links. Submissions can range from theoretical essays to more applied reports of large scale projects and employ innovative formats such as audio or video files and interactive datasets. Given our focus in Division I on applied research, I think this new format will be uniquely suited to our work.

Of course, open access is only possible if costs of publication can be covered through submission fees from authors. For an unspecified introductory period, there are very low fees for AERA members: \$100 with a reduced fee of \$50 for graduate students. After this period, submission fees rise to \$400/\$100.

- ⇒ In summary, *AERA Open Access* is a stimulus to...
- Renew your membership regularly
  - Review your papers from the past few years of Division I sessions
  - Rewrite your papers and symposia taking advantage of this new format right now.



LuAnn Wilkerson, Division I VP

## 2015 Annual Meeting Division I Program Chair's Message

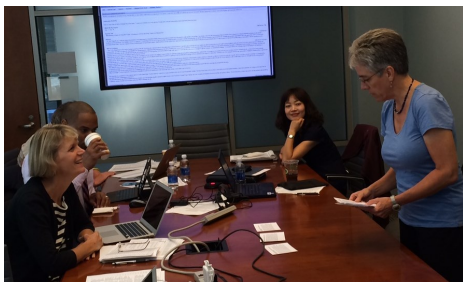
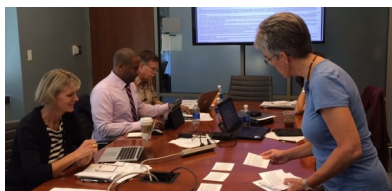
Dear Division I members,

The eight members of the Division I 2015 Program Planning Committee met on September 24<sup>th</sup> at Emory University in Atlanta. Building from the many excellent submissions that were received and the thoughtful reviews of those submissions, we developed a program that should appeal to all Division I members!

A good share of the Planning Committee meeting time was devoted to discussing ways to increase engagement of audiences during the paper sessions. We decided to try an unconventional approach, on an experimental basis, with two of the paper sessions. In one experimental session, after authors present their papers the discussant will facilitate a discussion amongst the audience members and the presenters about the four papers and the common themes that emerge. In the other experimental session, there will be no discussant at all and the chair will moderate questions, comments, and discussion from the audience about the session themes. We anticipate that 'crowd sourcing' the discussion will increase audience engagement and will encourage attendees to apply themes from the session to their own work.

Although these experimental sessions will be a departure from what attendees have become accustomed to at the AERA Annual Meeting, we firmly believe that the discussion moderators who volunteered for these experimental sessions, in combination with the insight and wisdom of the Division I membership, will make the sessions well worth attending. Current and future program planning committee members will be happy to hear your feedback about these sessions to help decide whether to expand use of this style for future meetings.

Hugh Stoddard,  
2015 Division I Program Chair



Program Planning Committee members take a brief respite from the task of sorting the many excellent proposals into topical paper sessions. From left, Tony Artino, Hy Doyle, Ting Dong, Eugene Anderson, Janet Riddle, Hugh Stoddard, LuAnn Wilkerson, Kathy Edmondson.

## Mentoring Committee Report

**As your new co-chairs for the Division I Mentoring Committee for the 2014-2015 year, Rebecca Blanchard and Christina Cestone are excited to continue the strong mentoring tradition within Division I!**

Rebecca is currently the Director of Medical Education and Research at Baystate Medical Center in Western Massachusetts and an Assistant Professor at Tufts University School of Medicine. She is both a mentor and a mentee, seeking out ways to improve her practice while also actively offering advice and guidance to others. Christina is currently an Assistant Professor in the Department of Preventive Medicine and Community Health and oversees educational activities in the Office of Research Education and Training in the Institute for Translational Sciences at The University of Texas Medical Branch. Christina previously organized an interactive Mentoring session for graduate students in Division I, with Dr. Carol A. Mullen, author of "Making the Most of Mentoring: A Graduate Student Guide". And, in 2014, Rebecca and Christina both mark their 8<sup>th</sup> year with AERA and 5<sup>th</sup> year as Division I members.

Together, we will build on the successful primary Senior-Junior Scholar Feedback Program at the annual meeting. The Senior-Junior program gives emerging scholars the opportunity to have their presentations reviewed by and to receive feedback from a senior faculty member at the annual meeting. The main goals of this exercise are to encourage feedback on effective presentations and to promote collegial relationships between junior and senior scholars within the Division.

In 2015, we will be enhancing this program for both the senior and junior scholars by disseminating a series of mentoring discussion "prompts" for senior faculty and, more importantly, guiding junior scholars to identify goals for their mentoring discussions as well as "tips" for maximizing these collaborative discussions. We are confident that these structural changes will enhance the longitudinal relationships of our mentor-mentee pairs and contribute to a stronger membership within Division I.

We will be sending out a survey in the new year to capture member's interests and goals relative to mentoring, but graduate students, junior faculty and senior faculty interested in participating in this exciting program may also contact either Rebecca at [Rebecca.BlanchardPhD@BaystateHealth.org](mailto:Rebecca.BlanchardPhD@BaystateHealth.org) or Christina at [cmceston@utmb.edu](mailto:cmceston@utmb.edu). In your email, please indicate if you are interested in being a "mentor" or a "mentee," noting that many of us can serve in both roles and a particular area in which you are interested (career pathway, presentation skills, writing, etc.). We look forward to working with all of you in the coming year to harness the potential of all of our Division I senior and junior scholars.

**Rebecca Blanchard, PhD**



**Christina Cestone, PhD**



## Division I Membership Report, Fall 2014

As 2014 comes to an end we are excited about continuing to grow the membership of Division I. Division I is a very special division within AERA that brings together a diverse group of researchers who work across the many different professions. Some are attracted to AERA because of the chance to be a part of Division I, but many are only drawn to Division I after years of involvement within AERA.

### What does Division I offer?

- ⇒ **A chance to find and meet others with similar research and professional interests.**
- ⇒ **A chance to collaborate with colleagues in order to improve and enhance your research.**
- ⇒ **A chance to develop mentoring relationships that are beneficial to both the mentee and mentor.**
- ⇒ **A chance to learn first-hand about the latest research on a variety of topics and discuss these important findings with others.**

Nowhere else will you find such a diverse, intellectually stimulating, and friendly group of scholars. Where else can you find research on assessment in law, engineering and medicine? Who else brings together researchers from dental education, teacher education, nursing to discuss the research on the impact of cultural competency education? This is what makes Division I special and it's the goal of the Membership Committee to make sure everyone in the AERA community knows.

**Our current membership (2014) stands at 569. We have 147 members already who have renewed for 2015. We expect most of the rest will also renew (that includes you)! However, we are about to begin an aggressive campaign to get back more than 100 AERA members who have let their Division I membership lapse. In the months to come I will be reaching out to some of you current members to help in this effort.**

The Division I Twitter feed (<http://www.twitter.com/#!/AERADivisionI>), which began in 2011, now has 170 followers. This feed will be used to update members on preparations for the 2015 Annual Meeting. Division I also has a LinkedIn page: (<http://www.linkedin.com/groups/American-Educational-Research-Association-AERA-3920670>), which allows Division I members to network directly with others who are interested in the same areas of education and research. We hope these venues will continue to allow us to recruit new members and provide additional value to those who are already members. We would like to have every Division I member who is on Twitter to follow Division I. We promise, no celebrity sighting tweets!

We also want to use the 2015 AERA Annual Conference in Chicago to help generate new members from the surrounding institutions. Reaching out to the local education research community is a great way to bring new faces to AERA and Division I. If you have ideas for outreach projects for Chicago 2015, or any other ideas for increasing membership, please contact me directly. If you work at an institution in the Chicago area, please send me an email if you are interested in being a part of our 2015 local recruitment effort. We are always interested in your ideas for membership and outreach or participation on the Membership Committee.

Together we can share the message about the value of Division I membership and help grow our numbers. I look forward to seeing you all in Chicago in April 2015.

Thank you.

Eugene Anderson, [andersonE@adea.org](mailto:andersonE@adea.org)  
Membership Committee Chair



## Professional Development Community (PDC) Report

Initiatives and goals for the coming year included developing a proposal for a paper session for next year's meeting focusing on work-based learning. Originating from the symposium members of our community presented at last year's meeting, the proposed paper session is titled "***Faculty Developers as Insiders and Outsiders: Work-based Learning for Professional Development.***" The session will explore the advantages and disadvantages of using work-based learning to support faculty development in the professions, the role organizational structures play in facilitating and sustaining improvements in practice, the influence of "culture" on the design of and participation in professional development activities, and models for facilitating systems-based practice. Presenters will share recent work that illustrates the advantages and challenges of using work-based learning to promote faculty development in the professions.

Drawing from several qualitative research studies, they will report the benefits of immersing learners in authentic settings for professional development, as well as the challenges and implications for their work, when they must depend upon significant aspects of the learning environment that are beyond their control. We look forward to your participation in this session!

In addition, several Community members have explored the idea of holding a think tank about cross-professional development on the day before the next Annual Meeting begins. Focusing on the current professional status of faculty developers and development activities, the think tank would consider such questions as: What kinds of studies should we engage in? What kinds of research will make an impact on the communities we serve? Are there opportunities for members of our Community to collaborate on research that will move our programs beyond maintenance of certification? What qualifications do people need to do this work? What will the next generation of faculty developers look like? Is there one career pathway, or are there many pathways? If this is something that interests you, and you want to participate in the think tank, please contact Kathy Edmondson (kme2@cornell.edu).

Last year, members of our Professional Development Community collaborated with the members of the Mentoring Committee and the Teaching and Learning Community to develop a guide to the annual meeting for those who are new to AERA and/or Division I. It included program highlights from other Divisions that were relevant to Community members. When the details of the program for the next meeting become available, the Guide will be updated, and it will be sent to Division I members (via the PERQ) in the spring. When you receive it, please share it with any colleagues you think might find it helpful, and encourage them to attend.

Please help recruit new members to Division I by contacting colleagues whose research interests align with our Division (and our Community!). Your professional networking activities provide a wonderful opportunity to grow and diversify our membership!

If you are interested in joining the Professional Development Community, please contact Kathy Edmondson (kme2@cornell.edu).

PERQ

## Teaching and Learning Community (TLC) Report

The TLC has organized an exciting symposium for the 2015 annual meeting in Chicago. The symposium will bring together a diverse panel of professional education researchers from medicine, nursing, and engineering. The panel will discuss ***“Educating Professionals in an Age of Enhanced Communications and Accountability.”*** A portion of the symposium abstract is provided below.

In the early 1990’s an overview of issues facing professions education was collected under the auspices of Division I and published by Jossey Bass as *Educating Professionals: Responding to new expectations for competence and accountability*. What has happened in the ensuing two decades?

Undeniably the emphases on both competence and accountability have grown and in many ways have become ends in themselves, often to the detriment of overarching professional goals of societal service. Even more strikingly, communications technologies have transformed public and private life on a global basis. It is time for another review of these trends, the improvements they offer and their unintended effects on how the professions operate in all areas from recruitment to training/education, credentialing and licensure, daily work, ethics and professionalism, remuneration, longevity and expertise development/deployment.

This symposium is organized to present this challenge to the Division I community and to invite participation in the larger book project. The symposium will offer four illustrations across the three trend areas:

- ⇒ a communications-supported paradigm breaker: the role and future of MOOCs in professional education;
- ⇒ goal substitution in accountability: assessment as a vehicle for improvement or control;
- ⇒ management overreaction in competence-based education: pitfalls in the wholesale adoption of competency-based education by the professions; and
- ⇒ a creative disrupter from communications: shaping faculty teaching in live time with learner response systems.

The session will end with a wrap-up by Dr. Lynn Curry who will engage the audience and presenters in a discussion of the prevalence and centrality of competency, accountability, and communications to the future of education for the professions.

As a reminder, the purpose of the TLC is to offer Division I members the opportunity to connect with others who have similar research interests in the areas of teaching and learning, including theoretical, empirical, and practical applications. Examples of teaching and learning topics include, but are not limited to, instructional methods, motivational influences on learning and performance, competency development, instructional technology, workplace learning, online learning, and team-based learning environments. If you have ideas and are interested in helping us develop future initiatives, please contact Anthony Artino at [anthony.artino@usuhs.edu](mailto:anthony.artino@usuhs.edu).

Joining the TLC is a great opportunity to become fully engaged in AERA and Division I. So please join us today, and start growing your professional network!

## Assessment Community (AC) Report

The Assessment Community (AC) continues to offer Division I members the opportunity to connect with others who have similar research interests in the areas of assessment, including theoretical, empirical, and practical applications. While the goals and objectives of the AC remain a work in progress, we continue to help members develop symposium proposals for the AERA Annual meeting. This upcoming meeting in Chicago in 2015, our members were involved in the session titled: **The Best Predictor of the Future May be the Past, but how Accurate are the Predictions?** There are two additional sessions on the program that may be of interest to members: 1. Large-scale Assessments: Issues in Development and Score Interpretation and Estimating Professional Competence using Diverse Methodologies and 2. Assessment of Learners in Educational Programs for the Professions.

We look forward to the 2015 AERA conference, and hope to get some time to get together to discuss how we want to proceed in 2016.

Our AC welcomes anyone interested in joining our community of practice; please contact Mark Albanese at the following email address if you wish to join our community: [maalbane@wisc.edu](mailto:maalbane@wisc.edu).

## Division I Graduate Student Committee Report

### Division I Fireside Chat

We are happy to report that our fireside chat has been approved by the Graduate Student Council Program Chair, and we are excited to present our panel discussion at next year's conference! Our chat will focus on **careers after completing graduate school** with an emphasis on **how to navigate the cultures of professional fields**. Additionally, our panel will share how our panel of experts have transferred their skill sets to best serve their professional and personal development within their given fields. We will be joined by faculty members from across the country representing all facets of graduate education and professional fields. Our panelists include Matthew Lineberry (University of Illinois – Department of Medical Education), Yoon Soo Park (University of Illinois – Department of Medical Education), Bridget O'Brien (University of California, San Francisco – School of Medicine), and Christopher O'Neal (University of California, Los Angeles – School of Medicine).

### Social and Mentorship Event at AERA 2015

Based on feedback from Division I graduate student representatives at the 2014 annual meeting, Division I will be hosting a social and mentorship event at AERA 2015! Our aim is to provide more networking and mentoring opportunities for graduate students. After speaking with Division I Executive Committee members, we decided to pair our social and mentorship event with the Division I Business Meeting. This would give all participating graduate students a chance to meet and network with Division I Executive Committee members as well as other established Division I members.

Michael Soh, Division I Senior Representative  
UCLA ([mikey.soh@gmail.com](mailto:mikey.soh@gmail.com))

Angela Blood, Division I Senior Representative  
University of Illinois at Chicago ([angela\\_blood@rush.edu](mailto:angela_blood@rush.edu))



## **Awards Committee Report**

### ***Nominations Sought for Outstanding Publication Award Nominations 2015***

Division I (Education in the Professions) of the American Educational Research Association (AERA) is seeking nominations for Outstanding Research Publication Award. The Outstanding Research Publication Award is given to a book, book chapter, or peer-reviewed article that makes a significant contribution to research and theory with implications for practice in the field of education in the professions. This year, we are soliciting outstanding books published in 2014 and articles published in 2014.

Publications considered represent either new research findings, the synthesis of existing work, or the creation or critique of current theory or practice. Research is defined as an active, diligent and systematic process of inquiry in order to discover, interpret or revise facts, events, behaviors, or theories, or to make practical applications with the help of such facts, laws or theories. A range of acceptable research methods encompasses quantitative and qualitative inquiry common in educational activities as well as natural inquiry leading to "thought" pieces of research. The Outstanding Research Publication Award committee will determine whether a particular nomination meets the criteria for review. Work from both members and non-members will be considered. The Awards Committee will consider nominations for publications of non-members and self-nominated work, especially if the work is a substantial contribution that bears directly on the work of Division I members.

**Deadline for nominations is February 6, 2015**

#### Nomination Process:

Nominations must include the following:

- (1) a nomination letter or self-nomination letter;
- (2) disclosure of any conflict of interest with regards to the nominated work;
- (3) contact information for publishers for obtaining evaluation copies of the nominated work; and
- (4) contact information for the nominated author(s).

Books without a formal nomination letter will not be considered for the award.

Division I is dedicated to promoting research and scholarship in education across the professions and internationally. Please refer to the Division I Web site for more information about the Division (<http://aera.net/divisions/?id=74>).

Please contact: Bridget O'Brien (ObrienB@medsch.ucsf.edu) Division I Outstanding Publication Award Subcommittee Chair, Danette McKinley ([Dmckinley@faimer.org](mailto:Dmckinley@faimer.org)) or Eunmi Park ([epark12@jhmi.edu](mailto:epark12@jhmi.edu)), Division I Award Committee co-chairs, with your questions or nominations.



## Committee on Diversity and Equity (CoDE) Update

In October of each year, AERA hosts all of the members of its councils and committees for participation in the Annual Brown Lecture and committee/council meetings. This year was the first time that I participated in the Affirmative Action Council as the representative of Division I. The meeting was to discuss issues relevant across the Divisions of AERA. Hugh Stoddard, the previous chair of CoDE was recognized several times for his work. In particular Hugh's work to develop a handbook on diversity is seen as a model for many of the other divisions represented in AERA. Thank you Hugh.



The Annual Brown lecture was the highlight of the meeting. I recommend that you visit the AERA website and look over the slides or transcript or even watch the video of the AERA's Annual Brown Lecture, "A Long Shadow: The American Pursuit of Political Justice and Educational Equality". The presentation by James D Anderson, Ph.D., from the University of Illinois, Urbana-Champaign drew a standing ovation given his eloquence and relevance of his topic to today's political events. Dr. Anderson provided a historical backdrop detailing the story of the 14th amendment and the link that emerged in subsequent years between voting rights and educational opportunity for minority communities from the Civil War through to the Civil Rights Act.

Our CoDE handbook defines the responsibility of the Committee chair to participate in the annual Division I Program Planning Committee. Having taken part in the planning meeting this fall in Atlanta, I would like to report that the Committee as a whole was respectful, responsive and inclusive of research efforts related to diversity. The result is a broad presence of papers relevant to the work of our Committee at the 2015 meeting. It is important that individuals doing research related to diversity and equity submit their work for the annual program in order to advance our efforts across the professions. Since the theme of the annual meeting this year is Toward Justice, LuAnn has decided to devote her VP address to the work that has been done in the Division in support of this goal.

Respectfully submitted,

Lawrence "Hy" Doyle, CoDE Chair  
[lidoyle@mednet.ucla.edu](mailto:lidoyle@mednet.ucla.edu)

## Hope to see you soon in Chicago!



PERQ is the official newsletter of Division I (Education in the Professions) of the American Educational Research Association. Current division officers and committee chairs are:

**Vice President (2012-2014):**

LuAnn Wilkerson, University of California, Los Angeles

**Vice President Elect:**

Danette McKinley, FAIMER

**Past Vice President:**

Ara Tekian, University of Illinois, Chicago

**Secretary (2013-2014):**

Anthony Artino, Uniformed Services University

**Members-at-Large:**

Rebecca Lipner, American Board of Internal Medicine

Ann McKee, King's College, London

**Chair, 2015 Program Committee:**

Hugh Stoddard, Emory University

**Chair, Committee on Diversity and Equity:**

Lawrence H. Doyle, University of California, Los Angeles

**Co-Chairs, Awards Committee:**

Danette McKinley, FAIMER

Eunmi Park, Johns Hopkins Medicine

**Chair, Membership Committee:**

Eugene Anderson, American Dental Education Association

**Chair, Nominating Committee:**

Dorthea Juul, American Board of Psychiatry and Neurology

**Co-Chairs, Mentoring Committee:**

Rebecca Blanchard, Baystate Medical Center

Christina Cestone, University of Texas

**Community Leaders:**

Teaching and Learning

Open position

Assessment

Mark Albanese, National Conference of Bar Examiners

Professional Development

Kathy Edmondson, Cornell University

**Graduate Student Representatives:**

Angela Blood, University of Illinois, Chicago

Michael Soh, University of California, Los Angeles

**Member Liaison to Graduate Student Committee:**

Dorthea Juul, American Board of Psychiatry and Neurology

**PERQ Editor:**

Marta van Zanten, ECFMG / FAIMER

**Web Liaison:**

Genevieve Gauthier, University of Alberta, Canada

**Professional Education Researcher Quarterly (PERQ)**

is published three–four times a year and is available on the Division I website. Suitable publications for PERQ include official notices to the Division I membership, articles, descriptions of research in progress, reviews of research, book reviews, letters, and announcements of jobs, funding, or events judged to be of interest to researchers in professions education. Publication of such items is dependent on available space. Materials should be submitted to:

**Marta van Zanten, PERQ Editor**

Educational Commission for Foreign Medical Graduates (ECFMG)

Foundation for Advancement of International Medical Education and Research (FAIMER)

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**PERQ is archived on the web at:**

<http://www.aera.net/DivisionI/NewsAnnouncements/tabid/11245/Default.aspx>

