American Educational Research Association
2013 Annual Meeting Call for Submissions

*Saturday, April 27–Wednesday, May 1, 2013*          *William G. Tierney, President*
*San Francisco, California*          *Kristen A. Renn, Chair, 2013 Program Committee*

## I. Theme: "Education and Poverty: Theory, Research, Policy, and Praxis"

A young man arrived in the United States and moved with his family to one of the poorest sections of Los Angeles. The violence and poverty that surrounded him was a surprise. In his application for a scholarship to Stanford University he wrote, "I thought America was a land of riches and pleasures because of what I had seen in the movies. It proved to be the opposite." At the end of the essay this high school junior returned to his theme of selfhood:

> Poverty has not stopped me. I want to change the world. Not only do I want to see a decrease in violence, but I also want to learn as much as I can so that I can help others. In order for me to succeed, I will not have the benefits of rich kids who go to good schools and have private tutors. I only have one weapon: a desire to learn. I work very hard; I study every night and on the weekend. I am determined to improve the world by showing that there are people who are willing to make a difference and willing to be an example for others. America is not a land of riches for those of us who live in [my neighborhood], but it can be a land of opportunities for everyone: success is up to me.

This young man's story highlights a central theme of the conference: Education has long been seen as a way out of poverty, in the United States and globally. To be sure, some will suggest that education plays no role or that education systems mask inequality and perpetuate cycles of poverty and wealth. Another interpretation is that meritocracy works: Those who work hard will succeed. Others may suggest that the student's essay speaks to the resilience of the individual in spite of inequitable schooling structures. Still others will read his comment as a call for alternative forms of educational opportunity insofar as public schools have failed. Critics will see the failure of schools to move groups out of poverty and will point to his success as singular rather than representative. Some will point out that an elite private university gets portrayed as heroic, whereas such institutions are actually part of the problem; by restricting access to social capital they maintain their position, fortify an increasingly anxious upper middle class, and make this student's experience appear unique rather than typical for the poor. Observers of global education might note that education is used as public policy by governments, democratic

and authoritarian, in efforts to control, reduce, and manage poverty. And of course, some will say that a single story tells us nothing and what is really needed is a large-scale study to determine the underlying problems.

The purpose of this conference is not to require a doctrinaire adherence to one or another viewpoint. Rather, the intent is that we come together as an academic community to discuss, debate, and consider the relationships between education and poverty.

We conceive of poverty broadly. Poverty exists not only through the lack of material goods; an intellectual poverty can also pervade educational organizations and society. In *The Idea of a University,* over 150 years ago, John Henry Newman wrote, "Knowledge is something more than a passive reception of scraps and details." Newman called for intellectuals to be in intense engagement with one another, with students, and with society so that we might better understand the flaws of one another's argument. Through this engagement Newman believed that a better world might be created. To that end, we are particularly interested in designing a conference where individuals do not cordon themselves off from those with whom they disagree; we hope instead to create conditions for difficult dialogues.

Poverty interacts with education through local, national, and international systems of financial markets and the global knowledge economy. The interdependencies embodied in globalization and the deep inequities created and maintained by globalization play a substantial role in the lives of marginalized communities and the educational organizations that serve them. We are eager to engage scholars from around the world in considering how education research can contribute to alleviating poverty and how academics might be complicit in maintaining class structures. We seek to understand better how local efforts to alleviate poverty through education interact, or do not, with international assessment efforts (e.g., PISA, TIMMS, IEA).

Finally, we see other poverties at work in and around education. A moral poverty all too frequently pervades discussion of the public and private benefits of educating undocumented youth, for example. An environment of artistic impoverishment exists in schools that offer few or no opportunities to develop creative talent and aesthetic appreciation. Technology creates a digital divide across students, teachers, and schools; it also has the potential to bridge divides of economic capital through digitally mediated education that connects rural and urban students to rich educational resources outside the classroom walls. The theme signals that we must engage and examine the complexities of poverty, as well as challenge oversimplifications in how we study and address poverty and its consequences.

We seek papers and symposia that offer theoretical analyses as well as research-based arguments about education and poverty. We desire studies about how educational policies and practices might reduce poverty, as well as submissions that investigate why educational policies and practices often fail to address poverty. We seek papers that introduce new methods for analyzing education and poverty. Our own assumption is that as educators we have an obligation to work with one another in a manner that enables not merely analysis, but also transformative change.

San Francisco, as the conference site, could not be more appropriate. The city boasts an inordinate wealth of opportunities to engage with one another on site and beyond the extraordinary conference venue we have chosen. We will also post essays on

AERA's improved website to help stimulate our thinking about possible topics. One of these essays is by the young man we introduced above, who graduated from Stanford with a 3.8 grade point average and a master's degree in engineering.

## II. General Information

The 2013 AERA Annual Meeting will be held from Saturday, April 27, through Wednesday, May 1, in San Francisco, California. The program will consist primarily of presentations selected through this open call for submissions and a peer review process guided by program chairs of divisions, committees, and special interest groups (SIGs). In addition, there will be invited speakers and symposia, panel discussions, professional development courses, and graduate student programs.

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

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

Guidelines for submitting papers and sessions are set forth below. Each submission must be directed to a single committee, division, or SIG. Additional information about the content for submissions to these entities is set forth in the "Call Details" section.

Those advancing submissions are encouraged to first examine the section "General Procedures and Policies" that follows. Submitters acknowledge that their work complies and is in accord with the AERA Code of Ethics, available on the AERA website at http://www.aera.net/Portals/38/docs/About_AERA/CodeOfEthics%281%29.pdf.

## III. General Procedures and Policies

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

(1) ***Originality of submissions.*** For both paper and session submissions, only submissions that have not been previously published or presented at another professional meeting are eligible.

(2) ***Paper submissions.*** Submissions for paper sessions, roundtables, or posters must be in the form of a narrative paper, whether these papers are still in progress or are the final papers for presentation at the 2013 Annual Meeting. PowerPoint slides, summary tables, abstracts, or proposals to write a paper will not be considered.

(3) ***Submissions must arrive by the deadline.*** The submission system opens on June 1, 2012, and closes on July 22, 2012, at 11:59 PM Pacific Time. No late submissions will be accepted.

(4) ***Word limits.*** Program chairs may reject a submission without review if the abstract or paper exceeds the word limits specified in the "Advancing Paper or Session Submissions" section.

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

(6) ***Participation limits.*** To promote broad participation in the Annual Meeting, ***an individual may not appear as first author on more than two submissions. In addition, an individual may not appear on the program more than four times (e.g., in the role of chair, discussant, presenter, or participant).*** The participation limit does not include participation in invited sessions or any session connected with an AERA office, committee, or award (such as AERA division/SIG business meetings, invited addresses, award ceremonies, or professional development courses).

(7) ***Participation limits on session submissions.*** Session submissions for symposia are limited to six (6) participants for 90-minute sessions and seven (7) participants for 120-minute sessions. The number of participants includes presenters and any discussants. These limits are in addition to the chair. The presentation limits are to allow for meaningful presentation, discussion, and audience participation.

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

(9) ***Paper submissions are reviewed without author identification (i.e., blind review).*** Therefore, a paper submission should not contain any references to the paper's authors or other identifying information. Failure to exclude author identification from the paper will disqualify the paper from consideration.

(10) ***Session submissions are reviewed with or without author identification depending on unit-specific guidelines.*** *Some divisions and committees use blind reviews for session submissions; others allow participants to be identified.* If blind review is not specified, all participants must be identified when a session is submitted.

(11) ***Session submissions need to include chairs and, if applicable, discussants, with appropriate expertise.*** Chairs and discussants need to have substantive background and expertise appropriate to the session, and the knowledge and skill to guide the session (beyond keeping time).

(12) ***If your paper is accepted and placed in a session, the following apply:***
- All authors must register for the Annual Meeting.
- ***Authors of accepted papers must upload a final paper to the AERA Online Submission System by April 5, 2013.*** The initial narrative paper submitted will constitute the final paper unless an author uploads a revised paper by the deadline for uploading final papers.
- Author(s) of an accepted paper must present the paper at the Annual Meeting. If an emergency or other similar circumstance prevents the presenting author(s) from attending the Annual Meeting, he or she must immediately notify the program or session chair ***and*** the AERA Central Office to determine the appropriate course of action.
- Authors are encouraged to place a copy of the final paper in the AERA Online Paper Repository on a voluntary basis. Authors will be asked at the time of submission whether they wish to do so.

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

## IV. Advancing Paper or Session Submissions

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

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

**Critical Dates for Submission Process**

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| June 1, 2012, to July 22, 2012, at 11:59 PM (Pacific Time) | All submitters may log in to the Online Submission System during the open submission period to submit a paper or session, or to review and make changes to a submission, including uploading a revised paper for a paper or session submission. Uploading a revised submission automatically replaces the current submission. |
| July 22, 2012, at 11:59 PM (Pacific Time) | Call for submissions closes. ***No late submissions will be accepted.*** |
| November 1, 2012 | Notification of acceptance or rejection will be e-mailed and will also be viewable in the Online Submission System in the Message Center section. |

*How?* All submissions must be advanced electronically at ***http://www.aera.net*** through the AERA Online Submission System. ***Submissions transmitted by fax, mail, or e-mail will NOT be accepted.*** Please go to www.aera.net and follow the instructions on the right side of the page where it says "Welcome". Once you have created or entered your user ID and password, you will be logged in to the website and the page you see should say "My AERA". Scroll down to where it says "AERA Annual Meeting". Click on "2013 AERA Annual Meeting Online Portal". You will now be on your personal page for the Annual Meeting Online Portal and can proceed with your submission. Please do not create a new login as duplicate records may lead to difficulty in accessing your submission and result in scheduling conflicts.

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

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

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

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

*Special requests.* When entering submissions in the Online Submission System, submitters may indicate special scheduling requests, such as desired times and dates, or times when submitters are unavailable. AERA will make every effort to take the special requests into consideration during scheduling. Due to the large number of sessions and

scheduling complexity, however, AERA cannot guarantee that all requests can be honored.

   ***Special note.*** The processes for both paper and session (symposium) submissions involve filling out the online form and then uploading the required paper summary, but the two processes differ in other ways. Please see specific instructions, below, for each type of submission.

## A. Paper Submissions

   ***To advance an individual paper submission (including a paper with multiple authors), follow these instructions for the AERA Online Submission System. Please review the following nine submission steps carefully before you proceed with the submission process:***

(1) After you enter the AERA Online Submission System, the first screen will prompt you to select the unit (division, committee, or SIG) to which your paper is to be submitted.
(2) The system will prompt you to select the type of submission (paper or session). Select "Paper Submission".
(3) The system will prompt you to enter the following information:

- *Title.* The paper title should be entered with proper capitalization in title case: Make Sure That the First Letter of Each Appropriate Word Is Capitalized. ***Spell out all acronyms or abbreviations in parentheses.***
- *Abstract.* Submit an *abstract* of no more than 120 words. Abstracts for accepted submissions will be made publicly available online or in print.
- *Consent for recording of presentation.* You will be asked to provide consent for yourself and on behalf of all other authors on the submission so that the presentation can be audiotaped and/or videotaped if the submission is accepted and the session is selected for recording by AERA.
- *Descriptors.* Provide descriptors for the paper that will be used in the subject index of the Annual Meeting Program. The system will prompt you to choose up to three descriptors from a list.
- *Research method.* Name the research method that best describes the paper (Conceptual/Theoretical, Mixed Method, Qualitative, or Quantitative).
- *Preferred session format.* You must indicate whether you seek to participate in a paper session, a poster session, or a roundtable session. You will be asked to rank your choice of preferred session formats and will only be considered for formats you choose. See descriptions of these session formats in the "Session Formats" section of this call.
- *Special requests.* Please use this space to detail any special requests, such as scheduling considerations.
- *Accessibility.* Please use this space to detail any requirements you may have regarding assistance in making your presentation accessible, as provided for by the Americans with Disabilities Act.
- *Human subjects research protection.* Indicate whether the research being conducted for the paper has been reviewed for the protection of human subjects

and approved by an institutional review board (IRB) or that IRB review is "Not Applicable."

- *Online Paper Repository.* Please check the appropriate box to indicate your willingness to participate in the AERA Online Paper Repository. The repository widens dissemination of your paper and authenticates the presentation of the paper at the Annual Meeting. Participation is voluntary.

(4) Provide the names, institutional affiliations, and e-mail addresses of all coauthors (where applicable). Please search the database for the coauthors' names. A careful search will avoid duplication of names in the system. (Duplicate records may result in scheduling conflicts and other problems.) If the names are not in the system, you can then follow instructions to add them to the Online Submission System.

(5) Specify any audiovisual equipment needs. LCD projectors for computer or laptop hookup will be provided at no charge by AERA for all paper and symposium sessions. No LCD projectors will be provided for poster and roundtable sessions. Other equipment and services (e.g., computer, laptop, overhead projectors, Internet access) may also be requested, with charges for use to be paid by the presenters.

(6) A summary page will appear, giving you the opportunity to review the information you have entered.

(7) The final step in the submission process is uploading a narrative paper. The paper should not contain any references to the author(s) or other identifying information. You will be asked to provide a word count. Word counts should be entered in numerical format without commas. ***The paper should be 2,000 words or fewer*** in length (excluding references, tables, charts, graphs, and figures). You will only be able to upload one consolidated document. References should be included (if applicable) at the end of the paper and are not included in overall word count. You will be asked to affirm that your submission meets the policy regarding originality of submissions. To be considered for review, all six elements described below ***must*** be addressed in the paper even if the results, conclusions, or findings are not complete or final at the time of the submission. The paper needs to address and provide reviewers with an understanding of the results and findings to date. The paper should deal explicitly with the following elements, preferably in this order:

1. Objectives or purposes
2. Perspective(s) or theoretical framework
3. Methods, techniques, or modes of inquiry
4. Data sources, evidence, objects, or materials
5. Results and/or substantiated conclusions or warrants for arguments/point of view
6. Scientific or scholarly significance of the study or work

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

(8) If a paper is submitted successfully, the system will display a confirmation screen. ***If the system does not show a confirmation screen, the submission was not completed successfully.*** Please review the submission instructions carefully before you proceed with the submission process.

(9) If a paper is submitted successfully, the submitter will receive a confirmation e-mail message within 24 hours. A copy of the same message is also placed instantaneously in the submitter's Message Center section of the Online Submission System. All submitters may log in to the Online Submission System during the open submission period to review and make changes to a submission, including uploading a revised paper for a paper submission. Uploading a revised submission automatically replaces the current submission.

## B. Session Submissions

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

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

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

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

(1) After you enter the Online Submission System, the first screen will allow you to select the unit (division, committee, or SIG) to which your session is to be submitted.
(2) The system will prompt you to select the type of submission (session or paper). Select the appropriate session type under Session Submission.
(3) The system will prompt you to enter the following information for the session:

- *Title.* The session title should be entered with proper capitalization: Make Sure That the First Letter of Each Appropriate Word Is Capitalized. ***Spell out all acronyms or abbreviations in parentheses.***
- *Abstract.* Submit an *abstract* of no more than 120 words. Abstracts for accepted sessions will be made publicly available online or in print.
- S*ession summary.* Submit a session summary of no more than 500 words that addresses the following session submission elements:

1. Objectives of the session
2. Overview of the presentation
3. Scholarly or scientific significance
4. Structure of the session

- *Estimated attendance.* Please provide a best estimate of the number of prospective session attendees.
- *Descriptors.* Provide descriptors for the submission that will be used in the subject index of the Annual Meeting Program. The Online Submission System will prompt you to choose up to three descriptors from a list.
- *Consent for recording of presentation.* You will be asked to provide consent for yourself and on behalf of all other authors/presenters on the session submission so that the session can be audiotaped and/or videotaped if the submission is accepted and the session is selected for recording.
- *Length of session.* Sessions are generally scheduled for 90-minute periods. Specific requests may be made for a 120-minute time slot; sessions requiring 120 minutes generally are scheduled for either the first or the last period of the day. The number of 120-minute time slots is limited; these slots are scheduled based on availability.
- *Special requests.* Please use this space to detail any special requests, such as scheduling considerations.
- *Accessibility.* Please use this space to detail any requirements you may have regarding assistance in making your session room accessible, as provided for by the Americans With Disabilities Act.

(4) The system will prompt you to enter the following information for each paper/presentation:

- *Title.* The title of the presentation should be entered with proper capitalization: Make Sure That the First Letter of Each Appropriate Word Is Capitalized. **Spell out all acronyms or abbreviations in parentheses.** If the title of the session is the overarching title for all presentations, enter a presentation title that captures the perspective of the presenter.
- *Paper/presentation summary.* Submit a summary of no more than 500 words that addresses the basic elements of a research or scholarly paper/presentation for each paper or presentation in the proposed session:

1. Objectives or purposes
2. Perspective(s) or theoretical framework
3. Methods, techniques, or modes of inquiry
4. Data sources, evidence, objects, or materials
5. Results and/or substantiated conclusions or warrants for arguments/point of view
6. Scientific or scholarly significance of the study or work

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

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

(5) The system will prompt you add information on "Other Participants" such as chair and discussant(s). For each participant, enter the name, institutional affiliation, and e-mail address. ***Please search the database for each person's name.*** A careful search will avoid duplication of names in the system, which may result in scheduling conflicts and other problems. If the name is not in the system, you can add it to the submission system.

(6) Specify any audiovisual equipment that you will need. LCD projectors for computer hookup will be provided at no charge by AERA for all paper and symposium sessions. No LCD projectors will be provided for poster and roundtable sessions. Other equipment (e.g., overhead projectors, laptop computers) may be requested, with charges for use to be paid by the presenters.

(7) A summary page will appear, giving you the opportunity to review the data that you have entered.

(8) The final step in the submission process is uploading the session summary ***and*** all paper/presentation summaries, with references where applicable, combined in a single document. ***The consolidated document should not extend or expand upon the summaries.*** The single document will facilitate review. As is the case with summaries, unit-specific guidelines determine whether authors should be identified.

(9) If a session is submitted successfully, the system will display a confirmation screen. ***If the system does not show a confirmation screen, the submission was not completed successfully. Under that circumstance, please review the 10 submission steps for session submissions carefully and start the process again.***

(10) If a paper is submitted successfully, the submitter will receive a confirmation e-mail message within 24 hours. A copy of the same message is also placed instantaneously in the submitter's Message Center section of the Online

Submission System. All submitters may log in to the Online Submission System during the open submission period to review and make changes to a submission, including uploading a revised paper for a session submission. Uploading a revised submission automatically replaces the current submission.

## V. Session Formats
## A. Formats for Paper Submissions

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

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

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

*Roundtable Session.* Roundtable sessions allow maximum interaction among presenters and with attendees. Papers accepted for a roundtable session will be grouped by the program chair into tables with three to five researchers per table, clustered around shared interests. Each roundtable at a roundtable session will have a designated chair knowledgeable about the research area, to facilitate interaction and participation. Because the emphasis is on interaction, there will be no discussants. Each roundtable session will be scheduled for a 90-minute time slot. Because of the physical configuration of this type of session, no additional audiovisual equipment, such as a screen or LCD projector, is provided. Authors wishing to display information may do so from their own laptop

computer screens. If you plan to use a laptop, please be sure the battery is charged, as power source will not be provided.

## B. Formats for Session Submissions

*Symposium.* A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may be quite interactive: A large portion of the session may be devoted to activities such as discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction. Innovative formats (e.g., town meetings) can be proposed under this rubric. All presenters are expected to prepare a paper or commentary paper. Session submissions for symposia are limited to six (6) participants for 90-minute sessions and seven (7) participants for 120-minute sessions. The number of participants includes presenters and any discussants. These limits are in addition to the chair.

*Structured Poster Session.* This format provides for overarching consideration of a research topic or issue while permitting significant opportunity for visual and graphic presentation and individualized discussion with presenters. A structured poster session typically features 8 to 10 posters and includes time for an introduction by a chair. Discussant(s) also may be included. 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. Structured poster session submissions are expected to include a chair; discussant(s) are optional. All presenters are expected to prepare a paper or commentary paper.

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

*Demonstration/Performance.* Demonstration/Performance submissions are directed to using, showing, or illustrating a particular technique, tool, or method to convey the value of the approach for research or to illustrate or present understandings or findings through such a method. Participants in demonstration/performance sessions are expected to prepare a brief commentary paper addressing what the performance or demonstration

is, what it is seeking to convey or illustrate, and what has been learned or could be learned through that tool or method. These papers may include information about or links to information about demonstrations or performances. Demonstration/performance submissions are expected to include a chair; discussant(s) are optional.

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

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

## VI. Descriptors

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

## VII. Call Details
## A. Divisions

### Division A: Administration, Organization, and Leadership
#### Program Chair: Alex J. Bowers

Division A encourages submissions that examine educational administration, organization, and the effects of leaders and leadership on educational institutions and districts, within different contexts, and leadership development. As represented by the five division sections below, Division A is particularly interested in submissions that address the conference theme, "Education and Poverty: Theory, Research, Policy, and Praxis," by exploring the roles played by education leaders and organizations in addressing the multiple forms of poverty and its effects on schools and student learning. Division A strongly encourages submissions that examine this theme through a diverse

set of theories, constructs, disciplines, perspectives, or methods, while engaging practitioners, school communities, policy makers, and researchers in translating research into practice. Papers should be submitted for blind review. Session submissions (for symposia and other alternative formats) will be reviewed with author identification, so they must include names and presentation title for each speaker. Please assign three topic descriptors at the end of the paper abstracts and summaries which will be used to assign reviewers and group papers into sessions. Use descriptors that will help differentiate your topic within a section (e.g., for Section 1: Leadership, the topic descriptors might be "democratic leadership," "governance,"). *For general questions, contact the Program Chair: Alex J. Bowers, 210-458-6821, alex.bowers@utsa.edu.*

### Section 1: Leadership
Papers that examine leadership in schools and school systems, including inquiries into the leadership of teaching and learning; advocacy leadership; global and multicultural dimensions of leadership; distributed, transformational, or instructional leadership; leadership effect; leadership in communities of practice; leadership for governance and policy reform; leadership for democracy and social justice; the nature of the principalship and superintendency; leadership in local, national, and international contexts; moral and spiritual dimensions of leadership; and critical interpretive perspectives on leadership. *Section Chair: Melinda Mangin, Rutgers, The State University of New Jersey, melinda.mangin@gse.rutgers.edu*

### Section 2: School Organization and Effects
Papers that examine the organization of schools and school systems and its effects on leadership, teacher work, student learning and mediating the effects of poverty, including inquiries into innovative designs and new organizational forms for schools (e.g., school redesign; charters, small schools, private and for-profit; on-line or virtual schools; dual enrollment and other secondary-postsecondary school models) and districts (district reform and instructionally focused); schools and school systems as learning communities; the effects on equity and achievement of structural and organizational features of schools (e.g., tracking, scheduling, student and staff assignment procedures, school and class size, course "gates" and pre-requisites); the impact of legislation and policy (e.g., international education policies, the No Child Left Behind Act, Race to the Top, School Improvement Grants, local and state reforms) on school organization; school culture and climate, with special attention to the role of poverty; and the consequences of public and private organizational models for school and school systems. *Section Chair: Wayne D. Lewis, University of Kentucky, wayne.lewis@uky.edu*

### Section 3: School Improvement
Papers that examine how the change and improvement processes in schools and school systems affect valued outcomes such as teaching and learning, democratic schooling, equity and access, and social justice, including inquiries into how these efforts advance the public good of an educated citizenry and equitable society; organizational and leadership responses to the change and improvement process; the use of assessment data and other sources of information, Common Core Learning Standards and related formative and summative assessments to promote school improvement; workforce and

professional development targeted for school improvement; federal, state and local district approaches to school improvement (e.g., use of incentives, school turnaround, clustering low performing schools and shifting the central office role to support school change) and their impact on challenging schools and low-income students; the relationship of school system change to public advocacy, community development, and social movements; and the ways in which theories of change in public and private organizations can inform school development and improvement. *Section Chair: Karen Jackson, University of Utah, karen.jackson@utah.edu*

**Section 4: School Contexts and Communities**

Papers that explore the context and environments—particularly in relation to poverty— that shape education in a global and democratic society, including inquiries into racial, ethnic, and social class dynamics in schools, neighborhoods, and districts; cultural, political, and economic forces and their influence on schooling (e.g., immigration, economy, housing policies, segregation, globalization); the nature of the effects of parent and community involvement in schools, school-business partnerships, and other multi-sector initiatives; school and district strategies that mediate the effects of poverty on student learning; school-district-community relationships, including spans of governance and oversight, district size and configurations, and means of funding education locally; schools' role in community development and alternative models for social service delivery; social, cultural, and political capital as a contextual element of schooling; neighborhoods, communities, and schools as contexts for teaching and learning opportunities; and school leaders' efforts to address diversity across family and community constituencies. *Section Chair: John A. Oliver, Texas State University, jo28@txstate.edu*

**Section 5: Leadership Development**

Papers that examine how the preparation and ongoing professional development of school leaders (e.g., superintendents, school board members, principals, and building-level leaders, teacher leaders, and others) serve the public interest, including studies that inquire into conceptualization, description, and evaluation of models for leadership preparation (including certification, master's and doctoral programs), particularly to address the conditions and effects of poverty on student learning; describe and evaluate practices for leadership development promoted by higher education, not-for-profits, corporate entities, professional associations, and educational authorities; examine the role of standards, assessment and program accreditation in the development of school and system leadership; district and university partnerships in leadership preparation; and explore how leadership preparation and development influence leadership practices, schools, and school outcomes, particularly in schools serving low income children and youth. *Section Chair: Karen Stansberry Beard, Miami University of Ohio, beardks2@muohio.edu.*

**Division B: Curriculum Studies**

**Program Cochairs: Jennifer Sandlin and Ming Fang He**

Division B invites papers on curriculum studies broadly defined. Curriculum scholarship includes a wide range of inquiries reflecting diverse methodological and

philosophical perspectives on theory and practice, policy and development, and enactment and evaluation. While submissions have traditionally focused on formal educational institutions at all levels and in a variety of settings, we strongly encourage submissions that transgress boundaries, challenge orthodoxies, embed in life contexts, and commit to integrity, justice, and humanity. Given the theme of the 2013 meeting, we particularly welcome submissions that highlight curriculum theory, research, policy and/or praxis that contribute to alleviating economic, intellectual, and moral poverty. Papers should be submitted for blind review. Session submissions will be reviewed with author identification. *For more information, please contact the appropriate Section Chairs, or for general questions contact the Program Cochairs: Jennifer Sandlin, Arizona State University, jennifer.sandlin@asu.edu; Ming Fang He, Georgia Southern University, mingfhe88@gmail.com or mfhe@georgiasouthern.edu.*

### Section l: Critical and Post-Foundationalist Perspectives and Practices

Critical and post-foundationalist perspectives and practices focus on the sociocultural influences on and consequences of education and schooling. Curriculum is perceived as the product of political processes, shaped as much by competing material, economic, cultural, and social interests as by the epistemologies of any subject matters. We invite submissions that feature studies drawn upon a variety of academic traditions and ethical dimensions, including, but not limited to: critical theory, critical race theory, working-class and labor studies, critical ethnography, cultural studies, ethnic studies, feminism, postcolonialism, poststructuralism, indigenous epistemologies, pragmatism, queer theory, the sociology of knowledge, and much more. Of particular interest are inquiries and scholarship focusing on the promotion of social justice, community building, and activism in schools and other sites of learning that contribute to alleviating economic, intellectual, and moral poverty. *Section Cochairs: Sonia Janis, University of Georgia, soniaeljc@comcast.net; Jennifer L. Milam, University of Akron, jlmilam@uakron.edu.*

### Section 2: Globalization, Decolonization, and Transnational Inquiry

Curriculum studies are interdisciplinary, transdisciplinary, and counterdisciplinary. Curriculum studies are international, transnational, and counternational. Researchers and scholars whose work examines diverse paradigms, perspectives, and possibilities reflected in contested theories, practices, and contexts are encouraged to submit in this section. We are interested in research engaged with issues related to citizenship, new social movements, insurgent knowledges, migration, language, culture, identity, power, religion, ethnicity, race, gender, class, sexual difference, and (dis)ability as they interact with sociopolitical, cultural, linguistic, ecological, and economic influences in schools, neighborhoods, communities, tribes, and localities against globalization and colonization. We particularly welcome submissions that highlight curriculum theory, research, policy and/or praxis that contribute to alleviating economic, intellectual and moral poverty in international, transnational, and counternational contexts. *Section Cochairs: Jason Goulah, DePaul University, jgoulah@depaul.edu; Hannah Tavares, University of Hawai'i at Mānoa, hannaht@hawaii.edu.*

**Section 3: Challenging Methodological Boundaries in Curriculum Inquiry**

One of the most poignant strengths of the curriculum field is the diversity of approaches that shape the work that we do. Innovative and creative methodological approaches have the potential to help us see or understand issues, ideas and experiences that are illusive to traditional approaches. In this section, we encourage submissions that seek to uncover the dynamic complexity of educational experience in diverse contexts and circumstances by engaging with alternative methodological approaches, including creative strategies using symbolic representations and imaginative practices. Examples of research conducted by, for, or with practitioners, students, or community members, as well as submissions that experiment with new forms of research methodologies, including emerging digital forms, "arts-based" submissions, or those that revisit "old" methodologies in new and exciting ways across a range of educational contexts through participatory strategies are strongly encouraged. In addition, alternative formats for presentations are especially welcome. Similar to the methodological borders being challenged, the borders of what counts as a presentation can be challenged as well, as it is equally important to consider the various ways we might share our findings with others. Participatory workshops, reader's theatre, gallery walks, small group discussion, interactive performances and other forms of presentations that reflect the logic of the alternative form of inquiry are welcomed. Given the theme of the 2013 meeting, submissions should consider how curriculum theory, research, policy and/or praxis contribute to alleviating economic, intellectual, and moral poverty. *Section Cochairs: Erica R. Davila, Arcadia University, davilae@arcadia.edu; Denise Taliaferro Baszile, Miami University, Ohio, taliafda@muohio.edu.*

**Section 4: Sustainability, Environmental, and Ecological Perspectives**

We live in a geo-politically globalized age in which notions of personal and collective identity are being mass-produced through a hidden curriculum constituted internally and externally through forces of transnational capitalism, militarism and industrialism, hyper-consumerism, white supremacy, patriarchy, racism, anthropocentrism, and other modes of oppression. These forces are directly linked to massive threats to the natural environment as well, including anthropogenic climate change, depletion of energy and other vital resources, and pollution. Many among us participate in a variety of oppositional, alternative, and transformative social movements such as traditional ecological education, place-based education, anti-consumerist social activism, and environmental justice activism as a response to these global threats. We thus invite papers that examine how groups both inside and outside educational institutions work against a complex array of threats to nature, culture, and humanity and how they are producing varieties of pedagogical struggle to reclaim, reinhabit, and revitalize the cultural and environmental commons. We are interested in interdisciplinary and creative perspectives that inform the possibility of achieving radical shifts in how we think about identity, community, and culture in relation to our places in the world and our ethical and political orientations to sustainability and social justice. In addition, we invite submissions that look critically at the discourse surrounding sustainability. For example: How do we talk about the "environment"? What does it mean to be "sustainable, environmental or ecological"? What subjectivities (bodies) and landscapes are implied by these terms? Indeed, what constitutes "nature"? How do we inhabit subject positions

within these environments? How are activities encouraged and discouraged explicitly or implicitly (the hidden curriculum or architectural program or discourse)? How is power transferred through daily acts of living? As users, authors, builders, how do we operate within environments that perpetuate inequality? How, in a singular place, do multiple realities intersect? Do these form ecologies? Which environment? Whose? What happens when we try to separate culture and environment from place? What imperatives are camouflaged in the environment, both built and preserved? What imperatives are camouflaged in environmental discourse? Can environmentalism be practiced successfully without agreement on a singular world, and therefore a master narrative?
*Section Cochairs: Susan Edgerton, Massachusetts College of Liberal Arts, susan.edgerton@mcla.edu; Wade Tillett, University of Wisconsin at Whitewater, tillettw@uww.edu.*

### Section 5: Historical, Philosophical, and Disciplinary Knowledges

This section is grounded in an understanding that "curriculum" and the ways in which knowledge is conceptualized are both rooted in and bounded by history, place, and ideology. From this conceptualization of ways of knowing and being, it is imperative that multiple, often competing, perspectives that challenge and refashion the traditional constructions of power and knowledge be considered. This perspective gives rise to theoretical, practical, and empirical questions about the ways in which we think about and engage the multiplicity of perspectives, possibilities, and concerns that are curriculum studies. For example, how do we push at the boundaries of what we know already and otherwise engage in curriculum work to address notions of social and educational poverty? How do we reinvigorate the role of history and ancestral/generational knowledge in informing the formation of contemporary practices, policies, and knowledge production in schools? How do forces such as globalization, migration, and transnationalism impact the formation of knowledge? How does our conceptualization of what poverty might mean in its many possible constructions impact our understandings of the relationship between education and poverty? How does this conceptualization inform our individual and social commitment to work toward educational possibilities that implicitly or explicitly address poverty and its impact on educational ecologies, and how does it influence the formation of contemporary practices, policies, and knowledge production in schools? How do our philosophical, foundational, and situational understandings of curriculum impact our work with respect to issues of access, equity, quality, and policy? How is the field of curriculum expanded and constricted by new forms of knowledge and practice? This section invites theoretical, conceptual, and/or empirical studies addressing these and other questions, as well as research and scholarship that extend beyond conventional historical, philosophical, and disciplinary studies to contribute to alleviating economic, intellectual, and moral poverty.
*Section Cochairs: Walter Gershon, Kent State University, wgershon@kent.edu; Jamie Lewis, Georgia Gwinnett College, jlewis5@ggc.edu.*

### Section 6: Arts, Youth, and Action

The changing national movement to privatize schooling and create national models for education has increased the need for research to consider localized manifestations of this agenda. In such a movement, local social context and social capital

are substituted for a more efficient standardization of schooling that leaves youth in schools, communities, and organizations as mere casualties of larger global forces that work to deplete their resources and choices. Art and art-based approaches help push back against the poverty of creativity in these combative and economically uncertain times. Actions such as organizing and artistry among youth and communities are essential to understanding the complexity that is education. We encourage submissions that address the conceptual, methodological, policy, and pragmatic challenges and opportunities to center youth, art, and action in curriculum theory, research, policy and/or praxis that contribute to alleviating economic, intellectual, and moral poverty. *Section Cochairs: Vonzell Agosto, University of South Florida, vagosto@usf.edu; Crystal T. Laura, Chicago State University, ctlaura2@gmail.com.*

### Section 7: Digital Technologies, Gaming, and Posthumanism

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

## Division C: Learning and Instruction

### Program Chair: Rayne A. Sperling

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, and computer science; cognitive, social, and motivational influences on learning and instruction; and the nature and effects of designed environments both with and without technology. Submissions to Division C span a wide range of theoretical orientations, research methodologies, and settings. To improve the

quality of research presented in Division C, we encourage authors to consider both the relevance and the credibility of their research. Submissions should report findings drawn from actual data rather than report anticipated results, and should be based on methodology appropriate to addressing identified research questions. In addition to traditional empirical studies, Division C considers alternative forms of inquiry, including literature reviews and meta-analytic studies that systematically draw on the extant literature to inform understandings about learning and instruction or their relationship.

Please choose three topic descriptors for use in assigning reviewers and grouping papers in sessions. Use descriptors that characterize your submission and will help differentiate your topic within a section (e.g., if you are submitting to Section 1c on Mathematics, use of "Mathematics Education" is not specific enough to be a helpful descriptor, although it could be very useful to help distinguish among submissions to one of the other sections). Paper submissions should be *2,000 words or fewer* and will be reviewed without author identification; the submission narrative should not include any author identification. Session submissions (symposia, structured poster sessions, and other alternative formats) should be *no more than 500 words for the session summary* and *no more than 500 words for each paper summary*. Session submissions will be reviewed with author identification; the submission narrative should include author/presenter information. Submissions that do not follow the requirements outlined in the submission guidelines (e.g., that lack data or exceed the word limit) may be rejected without peer review at the discretion of the program or section chair.

*Presentation formats.* The potential presentation formats that you may choose for paper session submissions include individual papers, posters, and roundtables. Submissions will be considered only for the format(s) 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 select only "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/divisions/Default.aspx?menu_id=68&id=68.

*Selecting the proper section.* If your submission focuses on learning or instruction in a specific content area (e.g., literacy, history, fine arts, mathematics, science), then you should submit it to one of the subject-area-specific subsections (i.e., Section 1) rather than to one of the more cross-cutting sections (i.e., Section 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 environment on learning and instruction, then you should submit it 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 for that section. *General questions should be addressed to the Program Chair: Rayne A. Sperling, The Pennsylvania State University, rsd7@psu.edu.*

**Section 1: Learning and Instruction in a Discipline, Domain, or Subject-Matter**
Research on learning and instruction that is situated within a particular discipline, domain, or school content-area (e.g., social studies or science) but conducted across a range of formal or informal settings or environments. Importantly, submissions directed to this section should convey disciplinary, domain-specific, or subject-matter-specific implications. Submissions to Section 1 should be sent to one of five subsections (1a–1e) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

**Section 1a: Literacy**
Research on learning and instruction in reading, writing, and the language arts. Focuses include cognitive and cultural processes that underlie word recognition, phonological awareness, reading fluency, spelling, vocabulary, reading comprehension, writing, and second language learning. *Section Chairs: Ian Wilkinson, The Ohio State University, wilkinson.70@osu.edu; Judy Parr, University of Auckland, jm.parr@auckland.ac.nz.*

**Section 1b: Humanities, Social Sciences, Fine Arts**
Research on learning and instruction in the humanities (e.g., history, literary studies), social sciences (e.g., economics, geography, citizenship/political science), and fine arts (e.g., art, music, dance). Research may involve formal or informal learning contexts, including international settings, and may emphasize content knowledge, disciplinary procedures, ideas about the purpose of learning, or the influence of factors such as social identity. *Section Chairs: John Lee, North Carolina State University, jklee@ncsu.edu; Kelly Parkes, Virginia Tech, kparkes@vt.edu.*

**Section 1c: Mathematics**
Research on learning and instruction in mathematics. Focuses may include a range of psychological, social, or cultural perspectives on problem solving, concept and skill development, strategy growth and change, or the use of technology to support educational practice in mathematics. *Section Chairs: Jon Star, Harvard University, jon_star@gse.harvard.edu; Kristie Jones Newton, Temple University, kkjones@temple.edu.*

**Section 1d: Science**
Research on learning and instruction in science. Focuses may include psychological, social, or cultural perspectives on problem solving, conceptual development and change, inquiry, equity, reform, and using technology to support educational practice in science. *Section Chairs: Ala Samarapungavan, Purdue University, alasam@purdue.edu; Clark Chinn, Rutgers University, clark.chinn@gse.rutgers.edu.*

**Section 1e: Engineering and Computer Science**
Research on learning and instruction in engineering and computer science. Focuses may include cognitive, developmental, and sociocultural perspectives as they pertain to individual and collaborative problem solving, the design process, modeling, technical innovation and entrepreneurship, and the integration of engineering and computing with science and mathematics. *Section Chairs: Mitchell Nathan, University of Wisconsin, Madison, mnathan@wisc.edu; Matthew Berland, University of Texas, San Antonio, matthew@berland.org.*

**Section 2: Cognitive, Social, and Motivational Processes**
Research on cognitive, social, and motivational dimensions of learning and instruction. Example research includes studies of self-regulation, metacognition, memory, skill acquisition, learning from text, reasoning, transfer, situated and embodied cognition, affect/emotions, goals, self-perceptions, and beliefs. Submissions to Section 2 should be sent to one of two subsections (2a or 2b) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

**Section 2a: Cognitive and Motivational Processes**
Research on learning, instruction, and/or motivation with an emphasis on cognitive, metacognitive, and/or motivational processes with an individual or cognitive focus. Social processes may be examined, but the primary emphasis is on individuals' cognitive and motivational processes and/or these processes in interaction. *Section Chairs: Danielle McNamara, Arizona State University, dsmcnamara1@gmail.com; Joe Magliano, Northern Illinois University, magliano@niu.edu.*

**Section 2b: Learning and Motivation in Social and Cultural Contexts**
Research on learning, instruction, and/or motivation within specific social or cultural contexts (e.g., groups, classrooms, informal learning environments). Cognitive processes and/or outcomes may be assessed, but the primary focus is on the social or cultural context. *Section Chairs: Avi Kaplan, Temple University, akaplan@temple.edu; Helen Patrick, Purdue University, hpatrick@purdue.edu.*

### Section 3: Designed Environments

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

### Section 3a: Learning Environments

Research on learning and instruction within designed learning environments. Focuses include the nature and/or effects of interdisciplinary, situated, collaborative, interactive, or informal contexts (e.g., out-of-school environments such as museums and workplaces) on learning and instruction. Research may include learning environments involving technology, but the primary focus of the research should be on the designed environment. *Section Chairs: Melissa Gresalfi, Indiana University, mgresalf@indiana.edu; Joe Polman, University of Missouri, St Louis, polman@umsl.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: Kimberly Lawless, University of Illinois at Chicago, klawless@uic.edu; Scott Brown, University of Connecticut, scott.brown@uconn.edu.*

## Division D: Measurement and Research Methodology
### Program Chair: Alexander Weissman

Research methodology is broadly applicable to diverse areas of educational research, and stands at the nexus of issues related to the 2013 AERA conference theme, "Education and Poverty: Theory, Research, Policy and Praxis." Consistent with the mission of AERA, which is to use educational research to improve education and serve the public good, Division D welcomes papers demonstrating how methodological research is relevant to the challenges facing learners and educators today at the local, national, and international levels. Division D invites papers in the areas of (D1) educational measurement, psychometrics, and assessment; (D2) quantitative methods and statistical theory as applied to educational research; and (D3) qualitative and mixed research methodologies and methods as applied to educational research.

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

Division D prioritizes submissions focusing on methodological issues, advancements, and innovations supported whenever possible by empirical results. For validity and reliability research as well as applied research, papers that focus solely on compiling evidence or implementing a statistical approach without describing

methodological advances or innovative applications are discouraged. A complete list of the references cited in the paper should be included. Use of tables, figures, and equations should be kept to a minimum. Word limits, as discussed in the general call, should be honored. Submissions exceeding these limits may be disqualified from further consideration.

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

For general questions, e-mail the *Program Chair: Alexander Weissman, Law School Admission Council, aweissman@lsac.org.*

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

D1–Educational Measurement, Psychometrics, and Assessment. *Section Chairs: Alexander Weissman, Law School Admission Council, aweissman@lsac.org; Krista D. Mattern, The College Board, kmattern@collegeboard.org.*

D2–Quantitative Methods and Statistical Theory. *Section Chairs: Tasha Beretvas, University of Texas, Austin, tasha.beretvas@mail.utexas.edu; Dena A. Pastor, James Madison University, pastorda@jmu.edu.*

D3–Qualitative Research Methods. *Section Chairs: Rozana Carducci, University of Missouri, Columbia, carduccir@missouri.edu; Bradley Carpenter, University of Louisville, bradley.carpenter@louisville.edu.*

**Division E: Counseling and Human Development**

Division E solicits submissions in the area of counseling and human development consistent with the conference theme, "Education and Poverty: Theory, Research, Policy, and Praxis." For the work of a division that places particular emphasis on examining and promoting positive psychological well-being and development for diverse populations—including individuals in poverty—this theme is highly relevant. 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; (b) counseling in educational, work, and health settings; (c) vocational and career development; (d) diversity issues related to counseling, school psychology, and human development; (e) the education and training of counselors, school psychologists, and other members of the helping professions; and (f ) research on counseling, school psychology, and human development intervention programs. Symposium submissions should present systematic research programs or multiple perspectives on important theoretical, applied, and/or methodological issues. Submissions that represent the mutual interests of Division E and AERA SIGs or that serve to integrate counseling and human development are strongly

encouraged. Both paper and poster session submissions will be reviewed blind and should not include author identification in the submission text. Submissions must adhere to the guidelines presented in the general call for submissions. The division accepts submissions in two sections:

**Section 1: Counseling**
*Section Chair: Bryana French, University of Missouri at Columbia, 573-882-3084, frenchbr@missouri.edu.*

**Section 2: Human Development**
*Section Chair: Sarah Kiefer, University of South Florida, 813-974-0155, kiefer@usf.edu..*

## Division F: History and Historiography
### Program Chair: Amy Wells Dolan

The Division F Program Committee invites submissions addressing all periods and topics in the history and historiography of education, especially those that have bearing on current issues and debates in the field. In keeping with the 2013 AERA program theme, "Education and Poverty: Theory, Research, Policy, and Praxis," we especially welcome submissions that address the history of education in the context of economic, intellectual and moral poverty, as well as those that explore the experiences of students, teachers, and educational leaders in impoverished communities.

Division F welcomes historical scholarship that enriches our understanding of the experiences of diverse individuals and communities or that builds upon innovative theoretical or interpretive frameworks. We seek studies on the history of African American, Asian American, Latina/o, and Native American education, as well as investigations of the education of immigrant groups, adult learners, the working classes, the imprisoned, and the poor. We also seek historical and comparative studies on topics such as colonial education, the origins of schooling, civic education, sexuality and education, rural education, urban education, education and state formation, nonpublic and community-based education, gender and education, and the implications of historical research for contemporary education policy and practice in the United States and abroad. Division F also welcomes innovative formats for research presentation.

Submitters need to identify the historical and/or historiographical sources on which the study is based and should discuss its 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 will undergo a blind review and should not include author identification. *For questions or comments, please contact Amy Wells Dolan, University of Mississippi, 662-915-5710, aewells@olemiss.edu.*

## Division G: Social Context of Education
### Program Chair: Richard Ruiz

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 2013, we encourage submissions for sessions on the relationship between education research and poverty.*** 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.

### Section 1: Local Contexts of Teaching and Learning

This section encompasses scholarship about local contexts and settings of teaching and learning in both formal and informal venues. It invites papers with a diversity of topical interests that bring into view the local contexts and situated organizations of action and meaning. Units of analysis may be particular lessons, assessment practices, tasks, identities, structures, classroom interactions, the language of social interaction in educational settings, encounters of teaching and learning, and so on. *Section Chairs: Kevin Roxas, University of Wyoming, roxask@yahoo.com; Laura Roy, Pennsylvania State University, lroy@psu.edu.*

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

This section encompasses studies that focus on race, ethnicity, gender, language, social class, sexual orientation, immigration status, age, and other forms of demographic diversity. We are especially interested in submissions on the intersections of demographic diversity within and across curricula. The section also includes studies on students' trajectories across social and cultural contexts, adaptation from home to school, ethnic

identification and cultural variation, and social barriers and constraints, as well as sources of agency that may contribute to achievement and educational opportunity. *Section Chairs: Kathleen King Thorius, Indiana University, Indianapolis, kkingtho@iupui.edu; Federico Waitoller, University of Illinois, Chicago, fwaitoll@uic.edu.*

### Section 3: Social Context of Multiple Languages and Literacies

This section encompasses studies that focus specifically on bilingualism, bidialecticalism, multilingualism, biliteracies, and multiliteracies in either formal or informal education (including foreign language, bilingual, and English-as-a-second-language classrooms) and social settings. *Section Chairs: Janelle Johnson, University of Arizona, janellemjohnson@hotmail.com; Howard Smith, University of Texas, San Antonio, Howard.Smith@utsa.edu.*

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

This section encompasses papers that examine the role of education in the larger society and the political contexts of education. The section encourages analyses of the social and cultural contexts of educational policy, teacher education, and pedagogy through critical, liberatory, sociocultural, feminist, and/or multicultural lenses. Some of the issues studied might include social change, stratification and inclusion, and pedagogical critique, as well as political and policy analyses. *Section Chairs: Peggy Placier, University of Missouri, placierp@missouri.edu; Sarah Diem, University of Missouri, diems@missouri.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: Kevin Carroll, University of Puerto Rico, kevin.carroll@upr.edu; Mary Carol Combs, University of Arizona, combs@email.arizona.edu.*

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

We encourage you to create cross-cutting interdisciplinary working groups to engage these issues and present your work. All submissions will be reviewed without author identification. Please submit them without author names on the abstracts or summaries. Proposals that bear the names of the authors and/or participants will not be considered for review and, consequently, will not be considered for the Division G

program of the 2013 AERA Annual Meeting. *For general questions, contact the Division G Program Chair: Richard Ruiz, University of Arizona, ruizr@email.arizona.edu.*


**Division H: Research, Evaluation, and Assessment in Schools**
    **Program Chair: Antionette Stroter**
    Division H encourages poster, roundtable, symposium, and paper session submissions that focus on research, evaluation, assessment, and accountability across schools in the United States and abroad. The submissions can include:

- Investigating accurate, reliable, and timely data appropriate for effective decision making and differentiated instruction in schools
- Examining data-driven, research-based methods and best practices for school improvement and overall increased student achievement
- Investigating holding schools, districts, educators, and students accountable for student achievement–related results
- Evaluating implementation of school reforms, programs, professional development, and/or policies
- Evaluating the effectiveness of various pre-K–12 educational programs, initiatives, professional development activities, and classroom and interim assessments
- Identifying innovation methods and approaches that have potential to improve the practice of program evaluation
- Examining the implementation and impact of standards, promotion, graduation requirements, and high-stakes assessment on students, teachers, and school systems
- Increasing the efficiency and effectiveness of research evaluation methods, data collection, and assessment
- Investigating how to improve classroom assessment of students by teachers, and how best to meaningfully involve students in their own assessment
- Evaluating the school and district-wide impact of teacher and principal evaluation programs on students and teachers across schools
- Investigating the implementation and impact of the Common Core Standards educational policies, and testing mandates on districts, schools, and students,

    AERA's 2013 conference theme is "Education and Poverty: Theory, Research, Policy, and Praxis." The theme is intended to encourage submissions that promote discussion on educational policies, theories, and practices related to poverty to improve education and serve the public good. Division H is an ideal AERA division for the theme on education and poverty for two reasons. First, Division H is the entity in AERA most closely aligned with school districts. Half the members of Division H work in school districts. Their mission is to directly and immediately apply the results of educational research to improve the educational experience of all students. Second, the issues of poverty and equity have high priority among Division H members in the effort to ensure that all students receive the education they deserve. Education is one of the strongest keys for unlocking the stronghold of poverty in schools and in society at large. To ensure that

educational knowledge is used to improve education and poverty in schools and serve the public good, Division H encourages submissions that are consistent with the theme as set out at the beginning of this 2013 AERA call for submissions. Submissions consistent with the theme will be given priority.

We would like to encourage submissions by graduate students. In our ongoing effort to support those just entering the field, Division H offers $50 in travel support for up to 40 graduate students who are members of Division H and present a paper at the annual conference.

This year 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, contact Program Chair Antionette Stroter, Liberty University, adstroter@liberty.edu.* Please contact section chairs directly for questions about submitting papers to specific sections.

### Section 1: Applied Research in the Schools

We encourage submissions that (a) are based on collaborations between school districts, state departments, universities, or research organizations; and (b) help identify educational interventions that improve student learning. Submissions may include in-house institutional research, action research, or studies conducted by external researchers. *Section Chair: Nyambura Susan Maina, Montgomery County Public Schools, 301-517-5828, snmaina@comcast.net.*

### Section 2: Program Evaluation in School Settings

Formal evaluations of school or district programs and meta-evaluations are appropriate for this section. 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; and (d) professional development evaluations. Evaluations should incorporate the Program Evaluation Standards and school–university collaboration as appropriate. *Section Chair: Brett D. Campbell, Clark County School District, 702-855-7783, bdcampbell@interact.ccsd.net.*

### Section 3: Assessment in the Schools

Of special interest are submissions dealing with the development of effective local district assessments and assessment programs, the use of assessment results to inform instructional decisions/practice, and the impact of involving students in their own assessment. Submissions can include (a) district, state, and national assessment programs; and (b) large-scale or classroom assessment. *Section Chair: Evelyn Belton-Kocher, St. Paul Public Schools, 651-767-8383, evelyn.belton-kocher@spps.org.*

**Section 4: Accountability in the Schools**

This section seeks submissions concerned with the development and/or implementation of local, state, or national accountability systems in the schools. Submissions should address the impact of such systems on student learning, including both intended and unintended consequences. *Section Chair: Zollie Stevenson, Jr., Howard University, 202- 806-7354, zollie.stevenson@howard.edu.*

**Division I: Education in the Professions**

**Program Chair: André De Champlain**

Division I invites submissions for paper sessions, symposia, roundtables, and posters on the topic of education in the professions (e.g., engineering, architecture, accounting, health professions, law, psychology, teaching). Areas include, but are not limited to (a) curriculum development, reform, innovation, and evaluation; (b) instructional methodology; (c) integration of instructional technology, including simulation, into training; (d) student and faculty development; (e) assessment of performance; (f) the nature of professional identity, socialization, responsibility, and expertise; (g) interprofessional education and collaboration; (h) social, cultural, political, economic, and organizational efforts that relate professional education and research to improvement of practice; and (i) workplace learning.

Paper, roundtable, and symposium session submissions must represent completed work and include results and conclusions. Work in progress will not be considered. To enable blind review, all individual paper submissions must be provided without author identification. Session submissions (i.e., coordinated symposia and roundtable sessions) must indicate that all participants have agreed to be present at the Annual Meeting, should their session be accepted. In addition, session submissions must include names and a presentation title for each speaker. Division I strictly abides by the AERA word limit on submissions and cannot consider submissions that exceed that limit. Please indicate whether the research being conducted for the paper has been reviewed for the protection of human subjects and approved by an institutional review board (IRB) or that IRB review is "Not Applicable." Also, authors of accepted individual paper submissions and coordinated symposia and roundtable sessions are expected to upload a final version of their submission, addressing and incorporating reviewer comments, prior to the 2013 meeting and when instructed to do so. Uploading the original submission as the final version is not acceptable.

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

The division strongly encourages submissions that (a) have application across professions, (b) intersect with the work of other divisions to foster joint sponsored sessions wherever appropriate, and (c) are related to the Annual Meeting theme. Innovative formats designed to increase collegial interaction and discourse are also encouraged, such as structured poster sessions, interactive symposia, and working group

roundtables. The program committee also welcomes suggestions for invited sessions, especially from the three AERA-I communities: (a) Teaching and Learning, (b) Assessment, and (c) Professional Development. Please direct your suggestions for speakers or topics to the program chair. New Division I members are especially encouraged to submit for the 2013 meeting. In addition to other required materials, a 100–120-word abstract must be included with all submissions. Abstracts of accepted submissions will be published in the *Professions Education Research Quarterly,* which is distributed to Division I members in advance of the meeting. *Address questions to the Program Chair: André De Champlain, Medical Council of Canada, adechamplain@mcc.ca.*

**Division J: Postsecondary Education**
  **Program Chair: Paul D. Umbach**
   This year's conference theme is "Education and Poverty: Theory, Research, Policy, and Praxis". With this theme in mind, Division J invites submissions for papers, symposia, paper discussions, and posters concerning postsecondary and adult education at institutions of all types. We encourage submissions that explore the relationship between postsecondary education and poverty, broadly defined. The division seeks papers covering a broad range of scholarship, including empirical, theoretical, and policy directed. *General questions about papers should be directed to the Program Chair: Paul D. Umbach, North Carolina State University, paul_umbach@ncsu.edu.* Questions about papers or the individual sections should be directed to the appropriate section cochairs.

  **Section 1: College Student Learning and Development**
   Papers focusing on how students learn formally and informally and/or how they develop in a variety of domains (e.g., cognitive, social, psychological, and identity domains). Also included are topics related to assessment of programs and services for student retention and other outcomes. *Section Chairs: Uma Jayakumar, University of San Francisco, jayakumar@usfca.edu; Alyssa Rockenbach, North Carolina State University, alyssa_rockenbach@ncsu.edu.*

  **Section 2: College Student Access, Success, and Outcomes**
   Papers focusing on student access (e.g., college choice, financial aid) and policies and programs designed to promote access and educational mobility. *Section Chairs: Tricia Seifert, University of Toronto, tricia.seifert@utoronto.edu; Ryan Wells, University of Massachusetts, Amherst, rswells@educ.umass.edu.*

  **Section 3: Organization, Management, and Leadership**
   Papers dealing with organizational structures and management practices in higher education and the impact of institutional, state, and national policies on the behavior of postsecondary institutions. *Section Chairs: Jason Lane, Rockefeller Institute of Government, jlane@albany.edu; Jaime Lester, George Mason University, jlester2@gmu.edu.*

**Section 4: Faculty, Curriculum, and Teaching**

Papers dealing with the professoriate and/or alternative academic careers, the preparation of faculty and administrators through graduate education and professional development, or the assessment of policies and programs that serve faculty or prospective faculty. Also, papers focused on postsecondary teaching and learning methodologies. *Section Chairs: Tom Nelson Laird, Indiana University, tflaird@indiana.edu; Richard Reddick, University of Texas, Austin, richard.reddick@austin.utexas.edu.*

**Section 5: Policy, Finance, and Economics**

Papers centered on issues of funding and/or incentives, focusing on students, faculty, or institutions. Also, papers dealing with policy at the institutional, state, national, or international level related to postsecondary education. *Section Chairs: Rong Chen, Seton Hall University, rong.chen@shu.edu; John Cheslock, Penn State University, jjc36@psu.edu.*

**Section 6: Society, Culture, and Change**

Papers centered on issues related to higher education's societal and cultural contexts, including gender, race, socioeconomic status, sexual orientation, disability, and organizational change in postsecondary education. *Section Chairs: Darnell Cole, University of Southern California, darnellc@usc.edu; Cecilia Rios-Aguilar, Claremont Graduate University, cecilia.rios-aguilar@cgu.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 discuss and debate the relationship between postsecondary education and poverty.

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

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

The Division J Program Committee invites suggestions for topics and speakers for invited sessions, dialogues/debates, and conversations. *Please send suggestions prior to July 31 to the Program Chair, Paul D. Umbach, North Carolina State University, paul_umbach@ncsu.edu.*

All papers must be submitted electronically to the AERA online paper submission system at http://www.aera.net. Papers for individual presentations must be submitted without author identification to allow for blind review. Individual papers involve a single presentation or paper, including papers with multiple authors. Symposium, session, or multiple-presentation submissions must include identification of authors. In making decisions on individual submissions, the program committee will emphasize the highest

quality in papers, building coherent sessions, and developing an overall program for Division J related to the major theme of the conference.

**Division K: Teaching and Teacher Education**
**Program Chair: Joyce E. King**

The deadline for paper and session submissions is July 22, 2012. This is a reminder that the call for submissions is open from June 1, 2012, until July 22, 2012, at 11:59 PM (Pacific Time). The Division K (Teaching and Teacher Education) Program Committee welcomes your submissions for the 2013 AERA Annual Meeting in San Francisco, California. We look forward to coming together to share knowledge and a range of viewpoints related to this year's program theme, "Education and Poverty: Theory, Research, Policy, and Praxis." In this theme President William G. Tierney calls our attention to a broad understanding of poverty—locally, nationally and globally—not only as "the lack of material goods" but as "intellectual and moral poverty" that can "pervade educational organizations and society." The conference seeks theoretical as well as research-based submissions regarding policies and practices that address poverty and education, that investigate why poverty persists as well as the generation of knowledge for "transformative change" to "create a better world."

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, and critically persistent issues in teacher education to advance education practice and policy in teacher education for the public good. For example, we strongly encourage submissions that address clinical field experiences in different contexts with underserved populations, including urban, rural, low-income, and high minority concentrations. We anticipate representations from empirical research, documentary accounts, and conceptual analyses situated in cultural, linguistic, social, and political contexts that influence teaching, student learning, and learning to teach.

Papers that examine issues of diversity in research populations—such as race, ethnicity, language, locations (urban, rural), school characteristics, age, gender, and disability—and inclusion of PK–12 educators as researchers and presenters are also encouraged. In addition to these criteria, symposia are expected to include multiple perspectives within and across topics, as evidenced by the diversity of participants, institutions, or professional roles.

**1. Section submission**

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

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

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

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

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

### 2. Chair or discussant roles

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

Please note that in the selection of sections chairs we made a commitment to include scholars from a variety of institution types, with diverse perspectives and approaches in their scholarship, and with a wide range of experience in research and practice. We have an outstanding group representing Division K's 10 sections. Division K Vice President Etta R. Hollins, Program Chair Joyce E. King, and the division's section chairs are looking forward to receiving your papers for the 2013 program. We also anticipate that if you choose Division K as a place to submit your paper that you will likewise volunteer to serve as a reviewer and will encourage others to do the same.

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

*All paper and session submissions are reviewed without author names or identification. Having names on your abstract, summary, or narrative paper puts the submission in jeopardy of not being reviewed or selected for the program.* College- or university-based organizers are encouraged to include PK–12 educators, K–12 students, and college students in a symposium. Division K encourages interactive and experimental symposia or individual submissions to provide a variety of perspectives and presentation formats.

AERA has asked that *only completed work* be submitted. *Do not submit proposed or incomplete research.* Specific criteria that will be used to evaluate specific

types of submissions are stated above. In addition, submissions should address (a) highly salient and long-standing and (b) critically persistent issues in teacher education to advance education practice and policy in teacher education for the public good. Relevance to Division K and potential contribution to the program are critical to the acceptance of sessions for presentation.

*We encourage you to read the AERA call carefully and choose wisely among session types for your presentation.* Stating your first preference and alternative formats (i.e., paper, roundtable, or poster session) will improve your chance of participating in the 2013 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 Joyce King, Georgia State University, drjoyceking@yahoo.com.*

Please read the information below on the Division K sections and advance your submission by July 22, 2012. *As noted above, all submissions must be directed to one of the following sections:*

**Section 1.** Investigations of quality teaching of PK–12 students in science, technology, engineering, and mathematics (STEM). Investigations of quality teaching in PK–12 school settings, including practices, knowledge, and roles and perceptions of students and teachers. Includes research focused on teaching multimodal practices, technology, math, and science (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Lisa Loutzenheiser, University of British Columbia, Canada, loutzl@mail.ubc.ca; Julie A. Luft, University of Georgia, jaluft@uga.edu.*

**Section 2.** Investigations of quality teaching of PK–12 students in the humanities (English/language arts, social studies, history, visual and performing arts, physical education), and other content areas. Research focused on different approaches to teaching and learning, innovative practices and programs, and learning in different school settings and under different conditions (documentary analysis, conceptual analysis, and empirical research). *Section Chair: Lara Willox, University of West Georgia, lwillox@westga.edu.*

**Section 3.** Focus on the lives of teachers, including teachers' knowledge, thinking, dispositions, perspectives, ideology, reflective practice, research by teachers, and the moral dimensions of teaching (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Daniella Cook, University of South Carolina, daniellacook@gmail.com; Amy Johnson Lachuk, University of South Carolina, johnsoa6@mailbox.sc.edu; Carol Rinke, Gettysburg College, crinke@gettysburg.edu.*

**Section 4.** Focus on multicultural education/social justice frameworks being used in preservice teacher education, professional development, and PK–12 classrooms, including research on teaching English language learners and teaching Exceptional Education students (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: SJ Miller, Indiana University of Pennsylvania, sjmiller@iup.edu; Gertrude Tinker-Sachs, Georgia State University, gtinkersachs@gsu.edu.*

**Section 5.** Investigations of preservice teacher education coursework, including the following: practices intended to improve teacher knowledge, understanding, and application of specific subject matter/content; pedagogical practices and perspectives; different perspectives on learning; teaching students with different characteristics and under different conditions; innovative practices intended to improve quality teaching in PK–12 schools; and assessment practices in teacher preparation and development (documentary analysis, conceptual analysis, critical approaches, and empirical research). *Section Chairs: Angela Calabrese Barton, Michigan State University, acb@msu.edu; Judith Green, University of California, Santa Barbara, judith.green@gmail.com;Cheryl E. Matias, University of Colorado, Denver, cherylmatiasphd@gmail.com.*

**Section 6.** Investigations of field experiences, including student teaching, early field experiences, community-based field experiences, and innovative approaches to facilitating candidates' understanding of teaching and learning through inquiry, observation, and practice (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Cleveland Hayes, LaVerne University, chayes@laverne.edu; Jenny Tuten, Hunter College, jtuten@hunter.cuny.edu.*

**Section 7.** Investigations of teacher induction, mentoring, and retention in different contexts and under various conditions, including situations with traditionally underserved students in low-performing urban and rural school settings (documentary analysis, conceptual analysis, and empirical research). *Section Chair: Ruben Garza, Texas State University, San Marcos, rgarza3@austin.rr.com.*

**Section 8.** Investigations of teacher professional development and the impact of professional development on teacher practices and student learning; including specific approaches as well as general issues and designs (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Barbara L. Bales, University of Wisconsin, Madison, bbales@uwm.edu; Babette Benken, California State University, Long Beach, bbenken@csulb.edu; Jeong Hee Kim, Kansas State University, jhkim@ksu.edu.*

**Section 9.** Investigations of teacher education program design and innovations, including online programs, teacher recruitment, internships, residency approaches, university-school partnerships and collaboration, and professional development schools (documentary analysis, conceptual analysis, and empirical research). *Section Chairs: Kira Baker-Doyle, Pennsylvania State University, Berks Campus, kjb33@psu.edu; Dawn Berlin, California State University, Dominguez Hills, dberlin@csudh.edu.*

**Section 10.** Investigations of teaching and teacher education policy (teacher certification, alternative routes to licensure, institutional accreditation) and research (conceptualization, design, implementation) (documentary analysis, conceptual analysis, and empirical research). *Section Chair: Joshua Barnett, Arizona State University, jhbarnett@asu.edu.*

**Division L: Educational Policy and Politics**
**Program Chair: Peter Youngs, Michigan State University**
The Division L call for submissions for the 2013 AERA Annual Meeting focuses on relationships between education and different forms of poverty, including moral, intellectual, artistic, technological, and economic impoverishment. This fits in well with scholarship currently undertaken by members of our division. This year Division L invites papers that examine research on the role of poverty in political processes and governing structures; and how current policies in areas such as curriculum, accountability, teacher quality, and market-based reforms impact various types of impoverishment. In addition, the division welcomes submissions for legal, intergovernmental, and fiscal studies as well as research on relationships between educational policy and social policy related to economic development, housing, health care, child care, and/or welfare.

Papers are welcome from a variety of perspectives, including any disciplinary background (political science, economics, sociology, anthropology, history, etc.); qualitative and quantitative methods; and any educational level (early childhood, elementary, secondary, or postsecondary). We strongly encourage submissions that examine how policy addresses issues related to equity and diversity, including the education and life opportunities of racial and ethnic minorities, English Language Learners, GLBT youth, immigrant populations, students with disabilities, religious minorities, and other subpopulations. Division L strongly encourages empirical papers that employ mixed methodologies, are products of interdisciplinary collaboration, and have innovative and rigorous research designs. Analyses of the design, implementation, and evaluation of policies are welcome in all sections. Symposium organizers are strongly encouraged to seek panelists and discussants who represent multiple disciplinary backgrounds.

Division L invites papers dealing with educational policy and politics at the international level, including comparative/cross-national analyses and case studies from countries outside the United States. We particularly encourage empirical papers that focus on the implications and effects of globalization and information technology on educational policy, cross-national policy lending and borrowing, economic development, human capital development, and/or school-to-work transitions.

Proposals that employ interactive formats as well as traditional paper/symposium sessions are welcome. All papers, including symposia, will be reviewed anonymously without author identification, using blinded submissions or summaries.

Proposals will be reviewed by at least two 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.

The Division L Program Committee reserves the right to decline to review or accept papers that violate AERA guidelines. This includes adherence to submission guidelines regarding length, content, and timely uploading to the All Academic system.

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: Peter Youngs, Michigan State University, pyoungs@msu.edu.*

**Section 1: Politics and Governance**
This section welcomes submissions that analyze micro- and macro-political processes and governing structures in and/or outside of the United States; international submissions are strongly encouraged. Research on "who governs" may include interest groups, values, media, policy elites, and alliances based on socioeconomic status, race/ethnicity, culture, and/or gender. Papers focusing on the tensions between political actors and organizations involved in decision making and implementation are encouraged. Empirical analyses of the effectiveness of governance structures and their consequences for impoverished groups are particularly welcome, as are case studies of recent innovations in governance (e.g., diverse service providers, reform in collective bargaining agreements, and mayoral control). *Section Chair: Lisa Garcia Bedolla, University of California, Berkeley, lgarciab@berkeley.edu.*

**Section 2: Legal, Judicial, and Intergovernmental Issues**
This section invites analyses of legal and judicial decisions in the United States and/or other countries, how they shape educational policy and practice, and their consequences for underserved groups; of particular interest are international submissions. This includes legal studies of issues such as school finance, affirmative action, special education and desegregation, and adequacy and equity litigation within a legal, political, and/or intergovernmental context. Studies that focus on the relationships between levels of government in the implementation of policies and court decisions are also welcome. We strongly encourage analyses that consider the implications of legal and judicial decisions for educational equity and diversity. *Section Chair: Genevieve Siegel-Hawley, Virginia Commonwealth University, gsiegelhawle@vcu.edu.*

**Section 3: Curriculum, Testing, and Instructional Practice**
This section welcomes papers addressing the politics and policies of curriculum, testing, and instructional practice in and/or outside of the United States and their implications for equity and diversity; international submissions are strongly encouraged. This includes studies of national, state, and local curricula and/or assessments, rules governing the language of instruction or the placement of children with disabilities, as well as policies whose main focus is changing instructional practice. In particular, we strongly encourage studies of the impact of curricular, instructional, and/or assessment policies on different types of poverty. Papers that analyze the macro- and micro-level forces that shape the design or implementation of curriculum, testing, and/or instruction policies are also invited. We especially welcome papers that evaluate both the intended and unintended consequences of these policies for students of color, children from low-income backgrounds, English learners, immigrants, and other nondominant groups. *Section Chair: Tina Trujillo, University of California, Berkeley, trujillo@berkeley.edu.*

**Section 4: Market-Based Reforms and Fiscal Issues**

This section encourages papers from the United States and/or other countries that focus on market-based reforms such as charter schools and parental choice–based programs, and on economic, fiscal, and resource management issues; of particular interest are international submissions. We welcome analyses of the formation and implementation of specific market-based programs, overall effects on student achievement, and effects on various racial and ethnic groups, language groups, immigrants, children with disabilities, and impoverished children. We also encourage submissions that consider the dynamics of political advocacy in market-based reforms and fiscal issues, including the role of foundations, grassroots community groups, and other intermediary organizations. This section also invites papers that address general issues pertaining to choice and finance, such as instructional practices, governance, school and district racial and socioeconomic composition, the education of linguistic minority and special education students, and resource allocation. We also welcome analyses of resource levels and allocation patterns, their relationships with education outcomes, and their association with education policy. The use of a range of theoretical, disciplinary, and methodological approaches to examining and evaluating education policies and programs is encouraged. *Section Chair: Janelle Scott, University of California, Berkeley, jtscott@berkeley.edu.*

**Section 5: Accountability Policy**

This section welcomes papers related to the policy and politics of standards-based accountability at federal, state, and local levels in and/or outside of the United States; international submissions are strongly encouraged. Analyses of the effects of such policies on student outcomes and the distribution of these outcomes for various groups are encouraged. We would especially welcome papers that explicitly examine the ways that accountability policies (a) exacerbate or ameliorate achievement gaps for socioeconomically disadvantaged students, racial minority students, and/or English language learners; and/or (b) lead to changes in the educational experiences of students with cognitive disabilities. *Section Chair: Julian Vasquez Heilig, University of Texas, Austin, jvh@austin.utexas.edu.*

**Section 6: Teacher Policy and Politics**

This section invites papers from the United States and/or other countries that focus on formation, implementation, and evaluation of policies that concern teachers; international submissions are of particular interest. This includes policy issues related to preservice training and in-service professional development programs; traditional and alternative certification and routes into teaching; hiring, compensation, and retention; evaluation systems; and working conditions. We welcome studies of policies regarding the recruitment and retention of (a) teachers from traditionally underrepresented groups and (b) teachers for low-performing schools. Encouraged are analyses of attempts to improve teacher quality through various policy instruments, and/or issues related to the measurement of teacher quality. We also welcome papers that address the training, evaluation, hiring, and retention of school administrators. *Section Chair: Jason Grissom, Vanderbilt University, jason.grissom@vanderbilt.edu.*

**Section 7: International Policy and Politics**

This section welcomes papers that address the relationship between educational policy and other social policies at the local, state, and federal levels in and/or outside of the United States; international submissions are strongly encouraged. This includes, but is not limited to, policy related to economic development, housing, health care, welfare, and child care. Empirical analyses of the effects of social policy on educational programs, opportunities, and outcomes are invited, as are papers examining the effects of educational policies on broader social outcomes. We strongly encourage papers that consider the effects of educational and social policies on impoverished groups and the implications of such policies for equity and diversity. Analyses of issues related to the measurement of the effects of social policy on educational outcomes are also welcome. *Section Chair: Robert Bifulco, Syracuse University, rbifulco@maxwell.syr.edu.*

## B. Committees

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

**International Relations Committee**

The International Relations Committee (IRC) invites submissions related to the conference theme, "Education and Poverty: Theory, Research, Policy, and Praxis." The IRC encourages submissions that address linkages between education theory, research, policy, and/or practice from a comparative, international, or global perspective. The IRC welcomes submissions across a range of issues related to education and poverty—including the meanings and implications of these concepts and how they are studied, observed, or measured worldwide. The IRC scope of interest embraces the spectrum of formal and informal settings from early childhood education through higher education, adult education, and the workplace.

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

**Professional Development and Training Committee**

See the separate call on the AERA website.

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

In keeping with the 2013 conference theme, "Education and Poverty: Theory, Research, Policy, and Praxis," the Committee on Scholars and Advocates for Gender Equity in Education (SAGE) invites submissions for symposia, individual papers, and innovative formats concerned with research for the public good. The focus of submissions should be on issues of gender, gender equity, and sexuality in pre-K–12, postsecondary, and other educational settings. We welcome policy, advocacy, and equity research drawing on a range of theoretical perspectives, including but not limited to feminism, critical race theory, all branches of ethnic studies, postcolonialism, and queer theory. We encourage submissions for papers and sessions that explore the myriad changes around gender and sexuality now facing educators globally, that address the intersection of different subject positions around race and class as well as gender, that consider the ways different technologies and forms of power shape individual and collective understandings of gender and sexuality, and that frame research on gender and sexuality in the context of the goal of social justice. *Chair: Judy A. Alston, Ashland University, jalston@ashland.edu.*

**Committee on Scholars of Color in Education**

In keeping with the 2013 theme, "Education and Poverty: Theory, Research, Policy, and Praxis," the Committee on Scholars of Color in Education (CSCE) invites submissions for papers, themed roundtable discussions, a single symposium, or other innovative presentation/discussion formats highlighting processes that represent the complex interactions among individuals, groups, and contexts that positively influence learning and development and highlighting specific implications for ways that knowledge of these processes can promote educational and personal achievement and attainment among people of color. Of special interest is research addressing historical and contemporary concerns of ethnicity, race, and culture in education, including how they intersect with other social identity categories (e.g., gender, social class, sexual orientation, religion) and ecological settings (e.g., schools, families, communities, as well as national or international contexts). We encourage submissions from a diversity of disciplinary, theoretical, methodological, and policy perspectives and welcome submissions that take interdisciplinary approaches. Finally, submissions that involve collaborations among senior and junior scholars are highly desirable. *Chair: Ruben Donato, University of Colorado, ruben.donato@colorado.edu.*

## C. Special Interest Groups

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

**Academic Audit Research in Teacher Education**, Anne Jones, University of California, Riverside, 951-827-5488, anne.jones@ucr.edu

**Action Research**, Lonnie Rowell, University of San Diego, 619-260-4212, lrowell@sandiego.edu

**Adolescence and Youth Development**, Cathy Leogrande, Le Moyne College, 315-253-4863, leogracc@lemoyne.edu

**Adult Literacy and Adult Education**, Joshua Hawley, The Ohio State University, 614-247-6226, jhawley@ehe.osu.edu

**Advanced Studies of National Databases**, Susan Carol Losh, Florida State University, 850-524-7982, slosh@fsu.edu

**Advanced Technologies for Learning**, Joshua Danish, Indiana University, 310-430-5548, JDanish@indiana.edu

**Applied Research in Virtual Environments for Learning**, Amy Cheney, Reich College of Education, 704-661-0610, awcheney@gmail.com

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

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

**Arts-Based Educational Research**, Nadine Kalin, University of North Texas, 940-382-7120, Nadine.Kalin@unt.edu

**Associates for Research on Private Education**

**Bilingual Education Research**, Mileidis Gort, University of Miami, 305-284-5536, mgort@miami.edu

**Biographical and Documentary Research**, Christina Madda, Northeastern Illinois University, 773-442-5457, c-madda@neiu.edu

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

**Career and Technical Education**, Janet Burns, Georgia State University, 404-413-8417, jburns@gsu.edu; Mary Jo Self, Oklahoma State University, 405-744-9191, maryjo.self@okstate.edu

**Caribbean and African Studies in Education**, Bekisizwe Ndimande, University of Illinois at Urbana-Champaign, 217-244-5556, ndimande@illinois.edu; Deborah Conrad, SUNY, 315-267-2505, conraddj@potsdam.edu

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

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

**Charter School Research and Evaluation**, Zorka Karanxha, University of South Florida, 813-974-6040, karanxha@usf.edu

**Classroom Assessment**, Sarah Bonner, Hunter College - CUNY, 212-772-5049, SBonner@hunter.cuny.edu; Thomas Guskey, University of Kentucky, 859-257-5748, guskey@uky.edu

**Classroom Management**, Jan Van Tartwijk, Utrecht University, 00-31 622500510, j.vantartwijk@uu.nl

**Classroom Observation**

**Cognition and Assessment**, Kristen Huff, Regents Research Fund, 917-407-3516, khuff@mail.nysed.gov

**Communication of Research**, Jorge Delgado, University of Pittsburgh, 412-551-2777, jed41@pitt.edu

**Computer and Internet Application in Education**, Amy Pittenger, University of Minnesota, 612-625-7629, alp@umn.edu

**Conflict Resolution Violence Prevention**, David Johnson, University of Minnesota, 612-624-7031, johns010@umn.edu

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

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

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

**Critical Educators for Social Justice**, Rita Kohli, Santa Clara University, 917-806-8901, rkohli@scu.edu

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

**Critical Issues in Curriculum and Cultural Studies**

**Critical Perspectives on Early Childhood Education**, Kyunghwa Lee, University of Georgia, 706-542-4278, kyunghwa@uga.edu; Mariana Souto-Manning, Teachers College, Columbia University, 212-678-3970, ms3983@columbia.edu

**Cultural-Historical Research**, Carrie Lobman, Rutgers University, 732-932-7496 ext 8116, carrie.lobman@gse.rutgers.edu; Elina Lampert-Shepel, Walden University, 212-615-3367, ellampert@gmail.com; Emily Duvall, University of Idaho, 814-404-6175, emily@uidaho.edu

**Democratic Citizenship in Education**, Caroline Pryor, Southern Illinois University, Edwardsville, 618-650-3439, capryor@siue.edu; James Mitchell, California State University, East Bay, 510-693-3506, mitchellcsueb@aol.com

**Design and Technology**, Ana-Paula Correia, Iowa State University, 515-294-9376, acorreia@iastate.edu

**Dewey Studies**, Craig Cunningham, National Louis University, 312-261-3605, craig.cunningham@nl.edu

**Disability Studies in Education**, Srikala Naraian, Teachers College, Columbia University, 212-678-8355, naraian@tc.edu; Zachary McCall, University of Missouri, Kansas City, 816-235-2456, mccallz@umkc.edu

**Districts in Research and Reform**, Kyo Yamashiro, Los Angeles Education Research Institute, 310-963-2409, kyo@laeri.org; Laurence Boggess, The Pennsylvania State University, 814-404-1482, lbb150@psu.edu

**Doctoral Education Across the Disciplines**, Mark Connolly, University of Wisconsin, Madison, 608-263-4233, mrconnolly@wisc.edu

**Early Education and Child Development**, Debra Ackerman, Educational Testing Service (ETS), 609-734-1505, dackerman@ets.org; Mary Bowne, South Dakota State University, 605-688-5989, mary.bowne@sdstate.edu

**Education and Philanthropy**

**Education and Student Development in Cities**, Suniti Sharma, Saint Joseph's University, 956-233-7055, ssharma@sju.edu

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

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

**Educational Statisticians**, D. Betsy McCoach, University of Connecticut, 860-486-0183, betsy.mccoach@uconn.edu

**Environmental Education**, Richard Kahn, Antioch University Los Angeles, 310-498-8684, rvkahn@gmail.com

**Faculty Teaching, Evaluation, and Development**, Stephen Benton, The IDEA Center, Inc., 785-320-2400, steve@theideacenter.org

**Family, School, Community Partnerships**, Joan Walker, Pace University, 914-773-3803, jwalker@pace.edu; Margaret Ferrara, University of Nevada, Reno, 775-682-7530, ferrara@unr.edu

**Fiscal Issues, Policy and Education Finance**, Tammy Kolbe, University of Connecticut, 850-644-8175, tkolbe@optimalsolutionsgroup.com

**Foucault and Education**, John Ambrosio, Ball State University, 765-273-7081, jambrosio@bsu.edu

**Grassroots Community and Youth Organizing for Education Reform**, Vajra Watson, University of California, Davis, 530-370-2889, vmwatson@ucdavis.edu

**Hispanic Research Issues**, Elsa Billings, San Diego State University, billings@mail.sdsu.edu

**Holistic Education**, Bruce Novak, Indiana University of Pennsylvania, 773-480-2146, bruce.novak@iup.edu; Michael Dyson, Monash University, 61 3 99026362, michael.dyson@monash.edu

**Inclusion and Accommodation in Educational Assessment**, Joni Lakin, Auburn University, 319-621-6906, joni.lakin@gmail.com

**Indigenous Peoples of the Americas**, Eve Tuck, SUNY, College at New Paltz, 917-640-2570, tuckje@aol.com

**Indigenous Peoples of the Pacific**, Eomailani Kukahiko, University of Hawaii, Manoa, 808-956-8918, eomai@hawaii.edu; Kimo Cashman, University of Hawaii, Manoa, 808-386-7751, kcashman@hawaii.edu

**Informal Learning Environment Research**, Lynn Tran, University of California, Berkeley, ophiuroids@gmail.com; Molly Phipps, Science Musuem of Minnesota, 651-221-4570, mphipps@smm.org

**Instructional Technology**, Brian Belland, Utah State University, 435-797-2535, brian.belland@usu.edu; Michael Grant, The University of Memphis, 901-678-4918, mgrant2@memphis.edu

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**Invitational Learning**, Kathleen Berg, University of Hawaii, 808-956-4952, kberg@hawaii.edu

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**Language and Social Processes**, W. Douglas Baker, Eastern Michigan University, 734-476-0397, douglas.baker@emich.edu

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**Law and Education**, Jeffrey Sun, University of North Dakota, 701-777-3452, jcs81@columbia.edu

**Leadership for School Improvement**, Shelby Cosner, University of Illinois at Chicago, 312-265-0319, sacosner@uic.edu

**Leadership for Social Justice**, Katherine Mansfield, Virginia Commonwealth University, 210-722-3428, kicmansfield@gmail.com

**Learning and Teaching in Educational Leadership**, Liz Hollingworth, University of Iowa, 319-335-5306, liz-hollingworth@uiowa.edu; Matthew Militello, North Carolina State University, 919-518-4008, matt_militello@ncsu.edu

**Learning Environments**, David Zandvliet, Simon Fraser University, 778-782-5680, dbz@sfu.ca

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**Literature**, Carmen Martinez-Roldan, Teachers College, Columbia University, 212-256-0030, cmm2259@tc.columbia.edu

**Lives of Teachers**, Jessica Lester, Washington State University, 701-471-4078, jessica.lester@tricity.wsu.edu

**Longitudinal Studies**, Anne Hafner, California State University, Los Angeles, 323-343-4330, annehafner@verizon.net

**Marxian Analysis of Society, Schools and Education**

**Measurement Services**, Randall Penfield, University of Miami, 305-284-8340, penfield@miami.edu

**Media, Culture and Curriculum**, Deborah Fields, University of Pennsylvania, 310-619-4894, stareyes@gmail.com; Rick Voithofer, The Ohio State University, 614-247-7945, voithofer.2@osu.edu

**Mentorship and Mentoring Practices**, Susan Myers, Texas Tech University, 806-742-1997 ext 249, susan.myers@ttu.edu

**Middle-Level Education Research**, Chris Cook, Northern Kentucky University, 859-572-1911, cookc2@nku.edu

**Mixed Methods Research**, Thomas Christ, University of Bridgeport, 808-352-3296, tchrist@bridgeport.edu

**Moral Development and Education**, Daniel Fasko, Bowling Green State University, 419-372-9184, dfasko@bgsu.edu; Deborah Schussler, Villanova University, 610-519-4653, deborah.schussler@villanova.edu

**Motivation in Education**, Jessica Summers, The University of Arizona, 520-626-4669, jsummers@email.arizona.edu

**Multicultural/Multiethnic Education: Theory, Research and Practice**, J. Luke Wood, San Diego State University, 480-274-4992, jlukewood@yahoo.com

**Multilevel Modeling**, Oiman Kwok, Texas A&M University, College Station, 979-458-1407, omkwok@neo.tamu.edu

**Multiple Intelligences: Theory and Practice**, C. Branton Shearer, Multiple Intelligences Research and Consulting, 330-677-8534, sbranton@kent.edu

**Multiple Linear Regression: The General Linear Model**, Robert Pearson, University of Northern Colorado, 970-351-1644, robert.pearson@unco.edu; Susan Tracz, California State University, Fresno, 559-278-0347, susant@csufresno.edu

**Music Education**, Joshua Russell, University of Hartford, 860-768-4127, jorussell@hartford.edu

**NAEP Studies**, Michelle Blair, National Assessment Governing Board, 202-357-0396, michelle.blair@ed.gov; Young Yee Kim, American Institutes for Research, 202-403-6559, ykim@air.org

**Narrative and Research**, Dixie Keyes, Arkansas State University, 870-680-8065, dkeyes@astate.edu; Ramona Cutri, Brigham Young University, 801-422-4982, Ramona_Cutri@byu.edu

**Online Teaching and Learning**, Karen Swan, University of Illinois at Springfield, 217-206-7424, kswan4@uis.edu

**Organizational Theory**, John Weathers, University of Colorado, Colorado Springs, 484-557-7641, jweather@uccs.edu

**Out-of-School Time**, Jeffrey Jones, Western Michigan University, 269-387-3517, jeff.jones@wmich.edu

**Paulo Freire, Critical Pedagogy, and Emancipation**, Ana Lucia Cruz, Saint Louis Community College, 314-984-7802, acruz@stlcc.edu; Rochelle Brock, Indiana University, Northwest, 219-980-6887, brock2@iun.edu; Suzanne SooHoo, Chapman University, 714-532-6024, soohoo@chapman.edu; Thomas Wilson, Chapman University, 949-497-4359, twilson1@cox.net

**Peace Education**, Candice Carter, University of North Florida, 904-620-1881, ccarter@unf.edu

**Philosophical Studies in Education**, Amy Shuffelton, University of Wisconsin, Whitewater, 262-472-5431, shuffela@uww.edu

**Politics of Education**, Tamara Young, North Carolina State University, 919-515-1744, tamara_young@ncsu.edu

**Portfolios and Reflection in Teaching and Teacher Education**, Mary Zamon, George Mason University, 703-993-8616, mzamon@gmu.edu

**Postcolonial Studies and Education**, James Nolan, The Pennsylvania State University, 814-865-2243, jimnolan@psu.edu; Joseph Zanoni, University of Illinois at Chicago, 312-996-2613, joseph.p.zanoni@gmail.com; Vanessa de Oliveira Andreotti, University of Oulu, 358-855-31011, vanessa.andreotti@oulu.fi

**Problem-Based Education**, Sofie Loyens, Erasmus University, +31 104088620, loyens@fsw.eur.nl

**Professional Development School Research**

**Professional Licensure and Certification**, Jason Rinaldo, American Board of Family Medicine/Texas Tech University, 859-269-5626 ext 1232, jasonrinaldo@gmail.com

**Professors of Educational Research**, Amanda Maddocks, Concordia University, 708-209-3159, amanda.maddocks@cuchicago.edu

**Qualitative Research**, Carolyn Stevenson, Kaplan University, 312-655-1918, on2970@aol.com; Kate McCoy, SUNY, College at New Paltz, 845-257-2629, mccoyk@newpaltz.edu

**Queer Studies**, Jen Gilbert, York University, 416-736-2100, ext 22787, jgilbert@edu.yorku.ca; Sandra Schmidt, Teachers College, Columbia University, 212-678-3174, ss4146@tc.columbia.edu

**Rasch Measurement**, Daeryong Seo, Pearson Assessment & Information, 210-339-5473, daeryong.seo@pearson.com; Kelly Bradley, University of Kentucky, 859-257-4923, kdbrad2@uky.edu

**Religion and Education**, Charles Russo, University of Dayton, 937-229-3722, crusso1@udayton.edu; David Robinson, George Fox University, 503-880-1647, dwrobins@georgefox.edu

**Research, Education, Information and School Libraries**, Judy Donovan, University at Buffalo, SUNY, 269-208-9776, jkdonov@gmail.com

**Research Focus on Black Education**, Kimberley Freeman, Howard University, 202-806-6510, kefreeman@howard.edu; Stephen Hancock, University of North Carolina, Charlotte, 704-687-8710, sdhancoc@uncc.edu; Victoria Showunmi, Institute of Education, London, 0207 911 5443, v.showunmi@ioe.ac.uk

**Research Focus on Education and Sport**, Jennifer Hoffman, University of Washington, 206-616-6309, jennilee@uw.edu

**Research in Mathematics Education**, Eric Knuth, University of Wisconsin, 608-263-3209, knuth@education.wisc.edu

**Research in Reading and Literacy**, Wayne Slater, University of Maryland, 301-405-3128, wslater@umd.edu

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