

# 2024 AERA ANNUAL MEETING CALL FOR SUBMISSIONS

*Deadline July 31, 2023*

Philadelphia, Pennsylvania and Virtual Platform  
Thursday, April 11 – Sunday, April 14, 2024 (Place-based in Philadelphia)  
Thursday, April 25 – Friday, April 26, 2024 (Virtual)

Tyrone Howard, President

Linda Tillman, Rema Reynolds Vassar, Jevon D. Hunter, Presidential Program Co-Chairs

## **I.THEME: "Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action"**

As education researchers, scholars, and practitioners, it is our responsibility to examine the most complex issues and challenges facing the spectrum of educational contexts and to report our findings, discoveries, and insights. We perform this craft in manners that require us not to avoid but to embrace the most vexing problems that individuals and communities face in the pursuit of education. Our work investigates and studies topics that have been unabating, harmful, and disruptive to people's quest to be self-actualized. These aspirations and commitments reflect the highest ideals set forth in the mission of the American Educational Research Association—to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good.

Perhaps no topic has been as chronically obstinate in the pursuit of educational equality as racism and its impact in the United States and beyond. In his transformative work *The Souls of Black Folk*, W. E. B. Du Bois (1903) raised the significance of race when he stated, "The problem of the twentieth century is the problem of the color-line—the relation of the darker to the lighter races . . . in Asia and Africa, in America and the islands of the sea." Du Bois theorized race globally but talked about its local manifestations. His focus on the processes of exploitation, globalization, and oppression in the United States, Africa, Asia, and Latin America formed the basis for his call for decolonization. In his examination of race and racism, Du Bois used a four-pronged framework in his theorization of race and racism. He theorized that (a) race is a category of exclusion and oppression; (b) the color line is global, with far-reaching implications for people of color; (c) a global understanding of the color line connects local forms of racial oppression to a global understanding of racial colonial capitalism; and (d) the color line is the direct product of economic exploitation, war, and white supremacy.

The theme for the 2024 conference asks the education research community to engage in a massive undertaking of attending to the simultaneous act of dismantling racial injustice and constructing educational possibilities across P-20 systems. The call for a global conversation on race, racism, and its redress is long overdue for the world's largest education research organization. This year's theme asks researchers, practitioners, and policy makers to imagine boldly what education spaces free of racial injustice can look like. How do we think about our work, develop theories of action, engage in modes of inquiry, and implement ideas for professional practice when racial injustice no longer exists? This year's theme asks us to look back, but to imagine forward. In our current moment, when the disruption of truth, attacks on race theories, banning of books, and erasure of histories have become commonplace, how can our work take an intersectional approach of eradicating racism, and all other forms of oppression? Many of the current constructs of racial categories, gendered classifications, and social class designations are created by pseudoscientific frameworks that foster denigrating and harmful depictions of various peoples and groups. Research, in many ways, has been complicit in concretizing racial injustice and oppression. Now is the time for research to be a solution in dismantling racial injustice and constructing educational possibilities.

Ruha Benjamin (2022) reminds us that "for those who want to construct a different social reality that is grounded in justice and joy, we can't only critique the world as it is. We have to build the world as it should be to make justice irresistible" (p. 11). How can our work simultaneously disrupt punitive policies, oppressive procedures, and brutal practices and cultivate movements of justice, paradigms of hope, interventions of possibilities, and radical transformation? I ask our community to dream and imagine, not in an illusory manner that is uncritical, ahistorical, and atheoretical, but in a manner that is rooted in justice seeking, that is evidence based, as we seek a different education reality. Robin D. G. Kelley (2002) borrows from the Black radical imagination and calls for the expansion of revolutionary thinking, dreaming, and envisioning, and asks a fundamental question: "What type of society do you want to

## II. GENERAL INFORMATION AND POLICIES

live in?” It is this driving question, among others, that should inform our work. Other interrelated questions might ask:

- Why do race and racism continue to plague educational opportunity?
- What does our science tell us about the role of race and racism in educational opportunity?
- In what ways can our historical understandings of race create new narratives?
- How do so many aspects of education research, policy, and practice omit examinations of race and racism?
- What is required to imagine educational spaces free of racial injustice?

Studying, learning, and dismantling racial injustice cannot be limited to the halls of academia. Our work also needs to be present in other learning communities, such as spaces of communal gathering, homes, schools, green spaces, neighborhoods, and informal places, where the effects of racial injustice are felt every day. How does our work speak to those who are so often rendered silent and deemed invisible and conversely empowered to be heard and seen? Octavia Butler (1993) states: “All that you touch, you change. All that you change, changes you.” I ask us all to be touched and changed by the charge of eliminating racial injustice and other forms of oppression and exclusion. How can we engage in illuminating frameworks, humanizing pedagogies, and liberatory theorizing that changes the conditions for everyday people? The call for this year’s theme is to unapologetically center race, racial injustice, and other forms of oppression in our work, while building spaces of emancipation, justice, and dignity.

This year’s theme also asks us to think deeply about our own lived experiences and how they connect us with the work that we do. The examination of race and racism is not easy, comfortable, or convenient work. Many will choose to disengage because of this very topic, which only underscores our organizations focus on it. Talking, studying, and researching race and racism requires listening, learning, reflecting, empathizing, caring, and acting. Our research, our evidence, and our work as educators must anchor the multiplicity of ways that race intersects across multiple identities to create realities that are all too familiar for some, yet foreign to others.

Racism as a function of inequitable distribution of resources, wealth inequality, and class divides has suppressed educational opportunity for centuries. This is *our* time—*all of us*—and this theme is a Call to Action. As the nation faces unprecedented racial, ethnic, gender, and other demographic changes, we can no longer ignore our new normal. For education research to remain relevant in the third decade of the 21st century, our discomfort must be replaced with responsible action to know, care, and act. The aim of the 2024 theme is for the AERA Annual Meeting to confront the challenge of racism through research-informed action and to imagine, instigate, and be a catalyst of change. We invite the submission of papers and sessions that take up this call to action as the Presidential Program is planned.

## References

- Benjamin, R. (2022). *Viral justice: How we grow the world we want*. Princeton University Press.
- Butler, O. (1993). *Parable of the sower*. Grand Central.
- Du Bois, W. E. B. (1903). *The souls of Black folk*. Dover.
- Kelley, R. D. G. (2002). *Freedom dreams. The Black radical imagination*. Beacon Press.

## II. General Information and Policies

AERA 2024 Annual Meeting Dual Component:  
Thursday, April 11–Sunday, April 14, 2024 (Place-based in Philadelphia) | Thursday, April 25–Friday, April 26, 2024 (Virtual)

- The Call for Submissions for the 2024 AERA Annual Meeting offers important opportunities for those wishing to participate in the most major education research conference worldwide. Once again for 2024, the Annual Meeting is planned as a dual component meeting with a place-based component to take place in Philadelphia, Pennsylvania and a virtual component on an online platform.
- AERA invites two types of submissions: an individual paper and a session submission. An individual paper submission is one paper with one or more authors. A session submission is a fully planned session, involving multiple presentations or participants and a chair.
- All papers or sessions accepted under the Call for Submissions are scheduled in 90-minute sessions, except off-site visit submissions that vary in length.
- Those advancing a paper or session submission in response to this Call will determine in advance whether they wish to present in-person or virtually if their submission is accepted. The decision to present in-person or virtually cannot be changed after the submission system closes.
- The vast majority of the Annual Meeting program consists of papers and sessions selected through this open call and based on a peer-review process guided by program chairs of divisions, special interest groups (SIGs), and committees. Other elements of the program include invited Presidential and AERA-wide invited sessions, Graduate Student Council sessions, and professional development courses.
- Submitters are strongly encouraged to review the elements of presenting well-warranted and transparent work as described in the [Standards for Reporting on Empirical Social Science Research in AERA Publications](#) and the [Standards for Reporting on Humanities-Oriented Research in AERA Publications](#).

### III. SUBMISSION PROCEDURES AND POLICIES

- Submitters or those invited to participate at the AERA Annual Meeting acknowledge that their work complies and is in accord with the *AERA Code of Ethics* and acknowledge that they adhere to the highest standards of professional conduct, including with respect to inclusivity and respect for others as well as nondiscrimination, nonexploitation, and nonharassment also in accord with the *AERA Code of Ethics*, AERA Policy Guidance regarding Inclusive and Welcoming Meeting and Event Environments, and the AERA Disability Access Statement.
- Vaccination Policy - Submitters or those invited to participate acknowledge that, if selected to present, they comply with up-to-date vaccination status and at least one booster (if eligible), except those with a medically documented condition or a personal attestation of religious reasons. AERA Council may alter this policy, but the current policy remains in effect unless otherwise changed.
- Poster sessions will only be held in the place-based component of the Annual Meeting. All submitters whose papers are accepted for presentation in a poster session will display their work on a video monitor at a scheduled time and create their posters through the i-Presentation Gallery.
- New in 2024, e-Lightening Ed-Talks will be a special feature of the AERA program throughout the place-based component of the Annual Meeting. Selected authors with papers accepted for presentations in a poster session will be invited to do so from among authors who indicate an interest in potentially giving brief e-Lightening Ed-Talks. Authors of papers accepted for Ed-Talks will receive guidance on the preparation of such talks.
- Structured poster sessions will only be held in the place-based component of the Annual Meeting. For the first time this year, presenters at these sessions will display their work on video monitors and create their poster presentations through the AERA i-Presentation Gallery.
- Any authors of any paper or commentary paper accepted for the AERA Annual Meeting are encouraged to create an i-Presentation and be part of the AERA i-Presentation Gallery. It is required for place-based poster presentations and structured poster sessions.
- The AERA i-Presentation Gallery is an open access, web-based product offered by AERA that makes research presentations more discoverable and citable and provides a platform for interaction and networking opportunities with researchers worldwide long after the end of an Annual Meeting. All presentations in the i-Presentation Gallery receive digital object identifiers (DOIs). Authors with papers accepted for poster presentations and participants in structured poster

sessions must create their presentations within the Gallery. All authors of papers and commentary papers are encouraged to do so. The Gallery accommodates PowerPoint and other traditional presentation formats.

- Submitters are strongly encouraged to place their paper or commentary paper in the AERA Online Paper Repository. Thousands of accepted papers are placed in the Repository each year. The Repository archives, preserves, and makes accessible accepted papers, provides authentication, and widens their visibility and discoverability. All papers in the Repository receive digital object identifiers (DOIs) that support accurate citation. The Repository becomes an open access product each year after the Annual Meeting.
- All sessions in the virtual component of the Annual Meeting will be delivered through Zoom.
- For questions related to specific division, SIG, or committee areas of interest, contact the respective program chairs listed in the “Call Details” section.
- For general questions, contact the AERA meetings team at [annualmtg@aera.net](mailto:annualmtg@aera.net) or 202-238-3200

### III. Submission Procedures and Policies

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

- 1. Submission is open to AERA members and non-members.** Any AERA member or non-member may advance a submission to any division, SIG, or committee regardless of AERA membership or membership in a specific unit. All submitters need to have a “My AERA” user profile with a username and password to submit. However, AERA membership is not required to create the profile.
- 2. Submissions are accepted online only at [www.aera.net](http://www.aera.net).** Click “Login” at the upper right of the screen. After you log in, click “My AERA” at the top of the page. On the “My AERA” page, scroll down to the 2024 Annual Meeting and click “Online Portal.”
- 3. Submissions must arrive by the deadline.** The submission system opens on May 31, 2023, and closes on July 31, 2023 at 11:59 PM Pacific Time. No late submissions will be accepted.
- 4. Completeness of submissions.** Authors should only submit complete papers. Proposals to write a paper or about work still being planned are not eligible for consideration. They will be removed from consideration. The paper may be a preliminary paper, but it must be a complete paper.
- 5. Originality of submissions.** Only paper and session submissions that have not been previously

published or presented at another professional meeting are eligible.

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

**7. For paper submissions, all paper abstracts and paper uploads must be submitted without author identification.** *All paper submissions are reviewed blind.* References may include citations to the author(s) if applicable as long as they are not cited within the text that would reveal the identity of the authors.

**8. For most session submissions, abstracts and session summary uploads must be submitted without participant identification.** Note, however, that for session submissions, each division, SIG, or committee selects blind or non-blind review. For the non-blind review of session submissions, the system will be set up to show participant identification to reviewers for units that specify that this information should be included for review. For the blind review of sessions, failure to exclude author identification from the session abstract, overall session summary, and the paper/presentation summary will disqualify the submission from consideration. *Unless otherwise stated by a division, SIG, or committee, session submissions should be blinded.*

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

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

**11. Participant registration and attendance requirement.** All presenting authors of accepted

papers and all participants in accepted sessions (presenting authors, chairs, and discussants) are expected to register for and attend the Annual Meeting and be present at the scheduled sessions whether the presentation is part of the place-based or virtual component of the Annual Meeting. The preliminary program will be released by January 23, 2024; presenting authors must register by or before March 12, 2024 (the Early Bird registration deadline) to be retained as presenting authors. Submission is a commitment to do so.

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

**13. Other participation limits.** In addition, an individual may not appear on the program more than four times (e.g., in the role of chair, discussant, or participant). The participation limit does not include participation in invited speaker sessions or any session connected with an AERA official event, committee, or award (such as AERA division/SIG business meetings, invited addresses, orientation for first time attendees and new members, award ceremonies, or professional development courses).

## IV. Advancing a Paper Submission

### Paper Requirements

- A paper submission is an individual paper with one or more co-authors.
- Papers must be in the form of a complete narrative paper, whether still in progress or in final form for presentation. PowerPoint slides, summary tables, abstracts, or proposals to write a paper will not be considered.
- Word limits:
  - 15 words or fewer for paper title.
  - 120 words or fewer for abstract.
  - 2,000 words or fewer for paper upload. Paper must contain no author identification. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count. Submissions will be removed from consideration if the paper exceeds the word limit or includes author identification.



- Paper must address and will be reviewed on the following six elements:
  1. Objectives or purposes
  2. Perspective(s) or theoretical framework
  3. Methods, techniques, or modes of inquiry
  4. Data sources, evidence, objects, or materials
  5. Results and/or substantiated conclusions or warrants for arguments/point of view
  6. Scientific or scholarly significance of the study or work

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

- Specific format or style, such as APA, is not required.
- Submitters can review and make changes to a submission during the open submission period, including uploading a revised paper. Uploading a revised paper automatically replaces the one previously uploaded.
- After the preliminary program has been released in January 2024, authors of accepted papers may upload a revised paper. The deadline to upload a revision is March 14, 2024. The initial narrative paper will constitute the final paper unless an author uploads a revision as the final paper by the deadline.

## Session Formats for Paper Submissions

When you submit an individual paper, you will be asked to select your preferred session format for presentation. To submit, you select “paper” submission. You then select your preferred session format of paper, poster (only available for the place-based meeting), or roundtable. All formats provide a means for grouping related papers into sessions.

- For the place-based component of the Annual Meeting, rooms for paper sessions will be set up theater-style; poster sessions will use video monitors; and roundtable sessions will be set up with multiple tables distanced in each room to allow for interactive discussion.
- For the virtual component of the Annual Meeting, each paper session is located in a separate Zoom room, and each individual roundtable in a roundtable session is also located in a separate Zoom room. (Note there is no poster option for virtual submissions.)

The following session formats are used by program chairs to group accepted papers.

**Paper sessions.** In paper sessions, authors present abbreviated versions of their papers, followed by comments/critique if there is a discussant, and audience discussion. Paper sessions are in 90-minute time slots and have a chair; discussant(s) are optional. Chairs and discussants for paper sessions are identified by unit program chairs. A discussant (or discussants) is included as part of a paper session only if a discussant’s expertise can add to the understanding of the papers. A typical structure for a session with four or five papers allows approximately 5 minutes for the chair’s introduction to the session, 10 minutes per presentation, 20 minutes of critique, and 15 minutes of discussion. Session chairs may adjust the timing based on the number of presentations and discussants (where applicable) scheduled for the session. Individuals must be attentive to the time allocation for presenting their work in paper sessions. In the case of multiple-authored papers, more than one person may present, but multiple presenters must divide among the presenters the total time available to them. They should take steps to ensure that including more than one speaker does not detract from the overall presentation of the work or infringe on the time allotments for other presentations.

**Poster sessions.** Poster sessions are only place-based. They combine display of materials on a video monitor with the opportunity for individualized, informal discussion of the research with attendees during a 90-minute session. Papers accepted for poster presentation will be grouped by the program chair into appropriate poster sessions. Poster presentations need to be created in the AERA i-Presentation Gallery for monitor display at their poster session and for viewing through the Gallery. This interactive technology will permit the presenter to include video, sound, text, narration, and charts.

**Roundtable sessions.** Roundtable sessions allow maximum interaction among presenters and with attendees. Papers accepted for a roundtable session will be grouped by the program chair into tables with three-to-five papers per table, clustered around shared interests. Each roundtable at a roundtable session will have a designated chair, who is knowledgeable about the research area, to facilitate interaction and participation. Because the emphasis is on interaction, there will be no discussants or formal presentation of papers as in a paper session. Each roundtable session will be scheduled for a 90-minute time slot. Because of the emphasis on brief presentations and discussion, no audiovisual equipment or a power source is provided at place-based roundtable sessions. Authors wishing to display brief information may do so from their own tablet or laptop computer (if you plan to do so, be sure the battery is charged). Authors participating in virtual roundtable sessions can use the share screen function in Zoom if they wish to display information.

## Paper Submission Process

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

STEP 1: Go to [www.aera.net](http://www.aera.net). Click “Login” at the upper right of the screen. After you log in, click “My AERA” at the top of the page. On the “My AERA” page, scroll down

to the 2024 Annual Meeting and click “Online Portal.” All submitters need a “My AERA” user profile with a username and password to submit. AERA membership is not required to create a profile.

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

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

STEP 4: Select “Paper” as the submission type for a paper submission; do not select a session type. The choice of Paper is intended for an individual paper with one or more co-authors. You then continue through the submission process when you provide information including about your preferred presentation format: paper, poster (only available place-based), or roundtable session. You may select more than one format for your presentation. If your paper is accepted, you will not be placed in a presentation format you have not selected.

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

- 15 words or fewer for paper title.
- 120 words or fewer for abstracts.
- Presentation Preference: Select place-based or virtual component of the Annual Meeting.
- Provide responses for the following: descriptors, research method, preferred session format, e-lightening ed-talk option for place-based accepted papers in poster sessions, *Code of Ethics* and related policy statements, human subjects research protection, additional information, Online Paper Repository, accessibility, audio-visual equipment, video recording and photography acknowledgment.
- Click “Accept and Continue.”

STEP 6: Select author(s) and indicate presenting or non-presenting. Take care to ensure that authors designated as presenting authors will attend, present, and register. If you cannot find a co-author’s name in the system, you can add it. Co-authors do not need to be AERA members to be added. Click “Accept and Continue.”

STEP 7: Review your submission information and upload your paper. Papers must be in the form of complete narrative papers whether they are still in progress or are the final papers for presentation. Papers must be 2,000

words or fewer and contain no author identification. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count. Click “upload paper” located in the lower right. Affirm that your paper follows the policies for uploaded documents. Click the button at the bottom of the page in the middle to upload your document, choose your document, and then click “Accept and Continue.”

STEP 8: If the paper is submitted successfully, a confirmation screen appears and you will receive a confirmation email within 24 hours. You may log in and edit your submission during the open submission period, including uploading a revised paper. Uploading a revised paper automatically replaces the current one.

## V. Advancing a Session Submission

### Session Requirements

- A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.
- 15 words or fewer for session title.
- 120 words or fewer for session abstract.
- 500 words or fewer for overall session summary, without any author/participant identification, addressing the following session elements:
  1. Objectives of the session
  2. Overview of the presentation
  3. Scholarly or scientific significance
  4. Structure of the session
- 15 words or fewer for paper/presentation title that is different from the overall session title for each presenter/participant in the session.
- 500 words or fewer for paper/presentation summary for each presenter/participant in the session.
  - This is a summary for each presenter/participant, not a paper for each; only one upload that is a consolidated document of the summaries is required.
  - Paper/presentation summaries are required for each presenter/participant in a session, including participants in symposium submissions for formats of panel discussions and town halls.
  - Each paper/presentation summary in the session must address and will be reviewed on the following six elements:

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

See session formats below for minimum and maximum presentations and participants for each session format.

- Session summary upload with no author identification that is a consolidated document of the 500-word-maximum session summary (500 words or fewer) and a paper/presentation summary for each presenter in the session (500 words or fewer). The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the consolidated word count. Submission will be removed from consideration if the upload exceeds the word limit or contains author identification.
- Session submitters need to indicate whether authors of papers or commentary papers wish to have their papers included on the AERA Online Paper Repository. Please check with each author prior to preparing the online session submission so that the information reflects their preference.
- Session submissions need to include chairs and, if applicable, discussants, with appropriate expertise. Chairs and discussants need to have substantive background and expertise appropriate to the session, and the knowledge and skill to guide the session (beyond keeping time).
- Specific format or style such as APA is not required.
- Submitters can review and make changes to a submission during the open submission period, including uploading a revised consolidated session summary. Uploading a revised consolidated session summary automatically replaces the one previously uploaded.
- All presenters (excluding any discussants) in an accepted session format of symposium, structured poster session, working group roundtable, or demonstration/performance are required to upload a paper or commentary paper addressing all of the six elements noted above no later than the deadline

to upload final papers, March 14, 2024. Papers or commentary papers for sessions are not limited in length but may be shorter than final full papers (e.g., 1,000 words). These papers/commentary papers are required for presentations of accepted session submissions only; these are not required for submission.

### Session Formats

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

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

All accepted sessions are in 90-minute time slots, except for off-site visits that may vary in length.

*Demonstrations/performances.* Demonstration/performance submissions are directed to using, showing, or illustrating a particular technique, tool, or method to convey the value of the approach for research or to illustrate or present understandings or findings through such a method. Participants in demonstration/performance sessions are expected to prepare a brief commentary paper addressing what the performance or demonstration is, what it is seeking to convey or illustrate, and what has been learned or could be learned through that tool or method. These papers may include information about or links to information about demonstrations or performances. Submissions for demonstration/performance may have a maximum of six (6) participants. Demonstration/performance submissions are expected to include a chair; discussant(s) are optional. Submissions for the virtual component of the Annual Meeting should address how the demonstration/performance will be held in a virtual Zoom-session format.

*Off-site visits.* (Only available for the place-based component of the Annual Meeting.) Off-site visits offer participants site-specific learning, such as observation of a school in session. This format takes advantage of the unique attributes of the city in which the Annual

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

*Structured poster sessions.* (Only available for the place-based component of the Annual Meeting.) This format provides for overarching consideration of a research topic or issue while permitting significant opportunity for visual and graphic presentation and individualized discussion with presenters. Submissions for structured poster sessions must have a minimum of six (6) and a maximum of 12 posters. There must be a chair who offers an introduction. Discussant(s) are optional. Poster sessions can also include brief oral presentations to the audience gathered as a group. Much of the time is devoted to direct discussion between attendees and poster presenters. We encourage submission of sessions with poster presentations that are conceptually linked in terms of education research issues, problems, settings, methods, analytic questions, or themes. Starting with the 2024 Annual Meeting, presenters at structured poster sessions will display their work on video monitors and create their poster presentations through the AERA i-Presentation Gallery.

*Symposia.* A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may be quite interactive, where 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 hall meetings) can be proposed under this rubric. Accordingly, organizers of symposia may use (and are encouraged to use) a range of presentation modes—including brief opening remarks, ed-talks, or similar short comments—to convey key points and catalyze discussion.

All presenters are expected to prepare a paper or commentary paper. Session submissions for symposia must have a minimum of three (3) participants and are limited to six (6) participants unless the explicit mode of

presentation (e.g., brief openings and discussion, a Q&A format among panelists) is consistent with the spirit of an engaged session for participants and attendees.

*Working group roundtables.* A working group roundtable encourages substantive exchange and interaction among researchers working on a common set of research issues, problems, or themes. Such roundtable submissions are encouraged from organizers working in areas that are cross-cutting where there are shared research problems or issues that would benefit from cooperation and exchange, or where researchers with complementary interests would benefit from new, synergistic discussions. Working group roundtable submissions are not eligible for consideration if all of the participants are at the same institution or already involved in formal or ongoing research collaboration. The working group roundtable submission is designed to bring individual researchers or teams of researchers together for discussion where there is potential for new substantive gains and research communication or cooperation. All presenters are expected to prepare a brief paper or commentary paper that frames the issues or problems they wish to advance or examine. Submissions for working group roundtables must have a minimum of three (3) and a maximum of six (6) participants. A working group roundtable submission includes a chair; there is no discussant, however, for such a roundtable. At the place-based component of the Annual Meeting, the setup for these sessions is a large, open hollow square. Attendees may sit at the table (as space permits) or in chairs surrounding the table. At the virtual component of the meeting, this format anticipates that attendees will be drawn into the discussion by the chair.

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



### Session Submission Process

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

STEP 1: Go to [www.aera.net](http://www.aera.net). Click “Login” at the upper right of the screen. After you log in, click “My AERA” at the top of the page. On the “My AERA” page, scroll down to the 2024 Annual Meeting and click “Online Portal.” All submitters need a “My AERA” user profile with a username and password to submit; AERA membership is not required to create a profile.

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

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

STEP 4: Select the “session type”: demonstration/performance, off-site visit, structured poster, symposium, working group roundtable, or workshop. This submission is for a fully planned session, involving multiple presentations or participants and a chair. (Note that off-site visit and structured poster session are only available for the place-based component of the Annual Meeting.)

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

- 15 words or fewer for session title.
- 120 words or fewer for session abstract.
- 500 words or fewer for session summary.
- Presentation Preference: Select place-based or virtual component of the Annual Meeting.
- Provide responses for the following: estimated attendance, descriptors, research method, *Code of Ethics*, alternative session format, additional information, accessibility, audio-visual equipment, video recording and photography waiver.
- Click “Accept and Continue.”

STEP 6: On the next page, you will add your presenters/participants. You need to click “Add a Paper” to add each presenter/participant to the session. Each presenter/participant in a session submission, including symposiums to be panel discussions or town hall meetings, is required to have an abstract (500 words or fewer) that provides a summary framing the particular aspect of the session topic that will be addressed. When

you click “Adding a Paper,” it is for providing this summary for each presenter/participant; it is not a paper for each. Only one upload that is a consolidated document of the summaries is required. Enter the following information about each and continue adding until all papers/presentations and presenters/participants are added. Do not include any author/participant identification.

- 15 words or fewer for paper title that is different from the session title.
- 500 words or fewer for abstract for each presenter/participant in the session.
- Provide responses for the following: human subjects research protection and Online Paper Repository.
- Click “Accept and Continue.”
- On the next screen select author(s)/presenters/participants and indicate presenting or non-presenting. If you are adding co-author(s) and the names are not in the system, you can add them. Co-authors do not need to be AERA members to be added. Click “Accept and Continue.”

STEP 7: Add a chair and discussant if applicable and then click “Accept and Continue.”

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

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

STEP 10: If the session is submitted successfully, a confirmation screen appears and you will receive a confirmation email within 24 hours. You may log in and edit your submission during the submission open period, including uploading a revised summary abstract. Uploading a revised summary abstract or a consolidated document automatically replaces the current one.

## VI. Common Mistakes and FAQs

### Common Mistakes

- Uploading papers with author identification.
  - All paper uploads for individual paper and session submissions are submitted without author identification.
  - Some divisions and SIGs do session submission review with author identification, but the uploaded session summary document still should not include author identification; the reviewer system is set up to show author identification as applicable.
- Exceeding the word limit (paper and session submissions have different word limits).
- Submitting a proposal to write a paper rather than submitting a complete paper. A complete paper is required, even if it is preliminary.
- Submitting the same submission to more than one division/SIG/committee; submissions may be submitted to only one unit.
- Submitting a previously published or presented paper.
- Uploading the incorrect paper to a particular submission.
- Indicating the wrong category for your submission (paper versus session submission). To submit for a paper, poster, or roundtable session, select individual paper because it is only one paper, and then select your preferred session format; do not select the session types “structured poster” or “working group roundtable” because those are fully planned sessions with multiple presentations and participants.
- Using Internet Explorer—the system is not compatible with that browser; please use Chrome or Firefox.

### FAQs

- **Do I need to be an AERA member to submit to the Annual Meeting?** No, you do not need to be an AERA Member to submit. You need to have or create a user profile with username and password on [www.aera.net](http://www.aera.net). AERA membership is not required to create a user profile, and there is no charge for creating a user profile.
- **What is the deadline for 2024 Annual Meeting submissions?** July 31, 2023, at 11:59 PM Pacific Time.

- **What is the difference between a paper submission and a session submission?**
  - Paper submission: A paper submission is an individual paper with one or more co-authors to be presented in a paper, poster, or roundtable session.
  - Session submission: A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.
- **What is the word count for a paper submission?**
  - 15 words or fewer per title.
  - 120 words or fewer per abstract.
  - 2,000 words or fewer per paper (with no author identification).
  - References, tables, charts, graphs, images, and figures should be added to the end of the paper and do not count toward the word count.
- **What is the word count for a session submission?**
  - 15 words or fewer for session titles.
  - 120 words or fewer for session abstracts.
  - 500 words or fewer overall for session summaries.
  - 500 words or fewer for summaries for each paper/commentary in a session.
  - Session summary upload with no author identification that is a consolidated document containing the session summary (500 words or fewer) and the paper/presentation summary for each presenter in the session (500 words or fewer). The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the consolidated word count.
- **How do I submit a paper for presentation at a poster or roundtable session?** Select “Paper” as the submission type because you are submitting only one paper. When you continue through the submission process you can select your preferred presentation type: paper, poster, or roundtable. Do not select the session types “structured poster” or “working group

roundtable” because those are fully planned sessions with multiple presentations and participants.

- **Should I include author identification?** No. Author identification should not be included for any abstract, paper, or session submission.
- **The Division/SIG/committee I am submitting to has non-blind reviews for session submissions.** Why shouldn't I include author identification? For the units with non-blind reviews where sessions are reviewed with author identification, the system will be set up to show author identification to reviewers. Only Division I allows for unblinded session submissions.
- **Can I submit the same submission to more than one division/SIG/committee?** No. Each submission can be submitted to one unit only.
- **How many times can I be listed as the first author or participant in the program?** Each individual can be listed as the first author twice and may not appear on the program more than four times, e.g., in the role of co-author, chair, and discussant. This limit does not include participation in invited sessions or any session connected with an AERA office, committee, or award.
- **Is there a limit on the number of co-authors on my paper?** No. There is no limit for co-authors listed as long as they all contributed to the paper.
- **What if I forgot to add my co-author or I cannot find them in the system?** Prior to the submission deadline you can log in and edit your submission, including adding co-authors and adding people who are not already in the system. An individual does not need to be an AERA member to be in the system or to be added to the system.
- **Do I need to use a specific format or style, such as APA?** No, you do not need to use a specific style.
- **Why is my submission removed from consideration?** Submissions are removed from consideration if you do not follow AERA policies, for example, if you submit a proposal to write a paper rather than submit a complete paper (it must be complete, even if it is preliminary); include author identification; exceed the word limit (there are different word limits for paper and session submissions); submit the same paper to more than one division/SIG/committee; or submit a paper that has been previously presented or published.
- **Can I change the Division/SIG/committee I am submitting to once I have already submitted?** You can change the unit you submit to if the submission deadline has not passed. The only way to change the unit is to completely delete your original submission and then resubmit to the new unit.
- **If I have submitted my paper to a journal for publication or to another conference for presentation, can I still submit to AERA?** Yes, as long as the paper has not been previously published or presented. If you find out after submitting to AERA that your paper has been accepted for publication or presentation at another conference, you can still present at AERA as long as the publication or presentation date is after your AERA presentation. If it is before, you should withdraw from AERA. Once you log in to your AERA account and land on the MY AERA homepage, you can click the “My Profile” link to edit your profile.
- **Why do I need to provide an explanation if IRB review (or equivalent research ethics review board) has not been obtained or is not applicable for the study?** In accordance with the *AERA Code of Ethics*, AERA seeks to ensure that all papers presented at the Annual Meeting involving human subjects have received appropriate review and adhere to the Association's ethical standards.
- **What if I am awaiting IRB approval for my study or if IRB review is not applicable?** Studies that are awaiting IRB approval should be noted as “pending,” and must be noted with an explanation. As indicated in the call, submissions of proposals to write papers will not be considered. AERA should be notified (at [annualmtg@aera.net](mailto:annualmtg@aera.net)) once final IRB action is taken. “Not applicable” is intended for work that is theoretical, methodological, or involves using only public information. An explanation is important to understand why IRB review was not undertaken, needed, or applicable.
- **What purpose does the AERA Online Repository Serve?** The AERA Online Paper Repository allows scholars to widely disseminate their papers in an open-access environment. All papers are authenticated with date and time. The repository also enhances potential citation to and discoverability of the paper by assigning a digital object identifier (DOI) to the paper. The repository is a vehicle for sharing papers and does not constitute publication. Authors may subsequently provide citations to final publication, further widening access to their scholarship.
- **Why create an i-Presentation and participate in the AERA i-Presentation Gallery?** All authors of papers presented in poster sessions or structured poster sessions need to create an i-Presentation and display it through a video monitor during their session. Authors presenting in paper sessions, roundtable sessions, or symposia will have the option and benefit of creating an i-Presentation to be featured in the Gallery. All i-Presentations are accessible throughout the Annual Meeting and will become part of the open access Gallery. The Gallery expands the visibility of authors' research and allows for authors

to be contacted by those interested in their work and schedule video or text chats. All i-Presentations receive a digital object identifier (DOI) as a unique citation.

### VII. Call Details

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

### A. Divisions

#### Division A: Administration, Organization, and Leadership

*Program co-chairs: Kimberly Kappler Hewitt and Melissa A. Martinez*

The AERA 2024 theme, “Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action” requires all of us, in the words of President Tyrone Howard, to recognize how “research, in many ways, has been complicit in concretizing racial injustice and oppression,” and to “build the world as it should be to make justice irresistible.”

Inspired by this theme, Division A invites submissions that engage in and advance this work. To paraphrase Scheurich (2002, p. 7), let us recognize that the very constructions through which we experience life, our very subjectivity, is deeply intertwined with White supremacy. We must courageously examine and trouble our own racist beliefs and acts in order to disrupt the White supremacy that is replete throughout settings of educational leadership: P–12 settings and institutions of higher education. Further guided by Freire’s notion of radical love, we dare to forge a path forward knowing “love is an act of courage. . . . A commitment to others. . . . [and] to the cause of liberation” (1970, p. 78) and where “dialogue becomes a horizontal relationship of which mutual trust between the dialoguers is the logical consequence” (p. 91). Armed with the abolitionist teachings of Bettina Love (2019), we are called to freedom-dream, where such dreams are “filled with joy, resistance, love, and an unwavering imagining of what is possible when dark folx matter and live to thrive rather than survive” (p. 88).

Division A welcomes submissions that seize this moment to examine and problematize racist beliefs, theory, practice, and scholarship and racism’s intersections with other forms of oppression; to enact radical love; and to freedom-dream. We seek submissions relevant to administration, organization, and leadership that explore questions such as: How is the color-line identified by Du Bois (1903) manifested in P–12 schools and perpetuated by P–12 leaders and those who prepare them? What does educational leadership free of racial injustice look like? What efforts are underway to make this a reality? How does racism interact with other forms of oppression in systems of schooling, and what evidence is there for combatting this co-morbidity of oppressions? What leadership theory, practices, models, and evidence reflect and illustrate Freirean

dialogue and freedom-dreams? What revolutionary thinking advances our understanding of antiracist leadership? Where is it that educational leaders are empowering and centering the experiences of dark folx to be heard and seen?

With these considerations and questions in mind, Division A welcomes submissions representing a diverse array of epistemologies; theoretical and conceptual perspectives; methodologies and approaches; and diverse individuals, organizations, and contexts. We are particularly interested in scholarship that is conceptualized, designed, and conducted in partnership with and in respect of schools, communities, and organizations.

#### References

- Du Bois, W. E. B. (1903). *The souls of Black folk*. Dover.
- Freire, P. (1970). *Pedagogy of the oppressed*. Seabury.
- Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon.
- Scheurich, J. J. (Ed.). (2002). *Anti-racist scholarship: An Advocacy*. State University of New York Press.

#### **Please note the following important guidelines for submission to Division A sections:**

- Please indicate three (3) topic descriptors at the end of your abstract. These will be used to assign reviewers and to group accepted submissions appropriately.
- Submissions should be clearly aligned to both the AERA and division calls for submissions.
- All submissions—including symposia—should be submitted without author identification to allow for blind review. Submissions that are not blinded may not be reviewed.
- AERA requires that all submissions represent completed work, not work in progress.
- Previously published or presented work should not be submitted for review.
- Authors are encouraged to select all preferred or acceptable session types (e.g., paper, poster, roundtable sessions).
- Graduate students are encouraged to submit work for consideration for Division A, including for the Graduate Student Poster Session. *Note: “Poster Session” must be selected as one of the preferred formats/session types if submissions are to be considered for this session.*

#### **Section 1: Leadership**

This section focuses on research that examines leadership in PK–12 education, in terms of forms, conceptions, values, approaches, and practices that leaders enact; the distribution of leadership with, and among, others as shared practice; systems-level leadership; and the impact of leadership on schools and student learning. Submissions for this section span four primary areas:



## VII. CALL DETAILS | A. DIVISIONS | DIVISION A

First, we invite submissions that focus on leadership conceptions, forms, approaches, and practices. More specifically, we invite submissions that consider or investigate different leadership approaches such as change leadership, culturally responsive school leadership, democratic leadership, instructional leadership, transformative leadership, transformational leadership, and applied critical leadership, among others; and how those approaches can reduce racial injustice. We also invite submissions that examine how the field broadly conceptualizes leadership (e.g., as an activity, as an inherent trait, as the creation of particular conditions, etc.) and how such conceptualizations may serve to reify or expand traditional and potentially discriminatory notions of leadership (i.e., gendered, racialized, heteronormative, etc.). We welcome submissions that address issues relating to access and success in the role as related to leader identity and/or approach.

Second, we invite submissions that focus on leadership as a shared or community practice, rather than on the leaders themselves. This includes a focus on distributed and shared leadership, informal leadership as well as leadership in communities of practice within and among schools and districts, and the relationships among principals, teacher leaders, and assistant principals, in addition to marginalized students, families, and community leaders.

Third, we invite submissions that emphasize local, state, and federal systems-level leadership and its impact on student learning and other outcomes for marginalized or minoritized learners. In particular, we invite submissions investigating the nature of effective solution-focused practices, including forms of leadership, models of district-level leadership, school and district relationships, and superintendent–school board relations that support educational justice.

Fourth, we invite submissions that focus on research that examines leadership effectiveness as well as those that critique this conception as currently enacted. In particular, we welcome submissions focusing on research that examines school and district leadership practices that result in sustainable changes for educational justice in Pre-K–12 schools. Submissions can also consider the role of leadership in the teaching and learning process and its impact on student learning and other student outcomes, as well as leadership that enhances socially just beliefs and practices and fosters a deeper understanding of such ideas among teachers and other staff. This includes research on how school and district leaders foster social justice, influence curriculum and instructional effectiveness through teacher supervision and support, and other leadership practices to support learning for all teachers and students, particularly those who have been traditionally underserved.

*Section co-chairs: Kelly Brown, Lamar University, [kbrown76@lamar.edu](mailto:kbrown76@lamar.edu); and Priya Goel La Londe, The University of Hong Kong, [pgll@hku.hk](mailto:pgll@hku.hk)*

### **Section 2: School Organization and Effects**

The focus of this section is research on the organization and effects of schools and school systems. Researchers interested in practices and policies associated with the organizational

operations and effectiveness of schools and districts are strongly encouraged to submit work to this section. Submissions related to organizational operations may investigate routines, practices, and structures for coordinating students' activities within various types of school learning environments (e.g., grade-level structures, classroom assignments, grouping practices, virtual classroom settings, etc.); the organization of schools to support community engagement, partnerships, and inclusion of community stakeholders; the formal and informal organization of teachers' work across classrooms; the work and role of school leaders; school governance; time considerations such as calendaring and scheduling; equitable budgeting; evidence/data use; and human resources allocation. In keeping with this year's theme, studies that examine how schools respond to changes or pressures in their internal and/or external environments, including antidiversity, equity, and inclusion policies and initiatives, are welcome.

Submissions related to organizational effectiveness may investigate important issues such as student learning and achievement, asset-based thinking, creating an environment of belonging for students, the factors affecting teachers' performance and retention, the impact of school administrators, and the overall organizational capacity of schools or school systems. Of particular interest is research that examines how organizational operations mediate school effectiveness, equity, and justice; how schools embed equitable and antiracist practice into their organizational structures, routines, and practices; or how traditional organizational operations within schools may marginalize students of color, students of lower socioeconomic status, students who are religiously minoritized, or students from historically marginalized groups.

This section is open to research on all types of schools and school systems. Research employing critical qualitative or quantitative methodologies are of particular interest. This includes traditional, nontraditional, public, private, charter, virtual, and other school organizations involved in PK–12 education. Other submissions relating to school and district organization and effects are also encouraged, particularly those that attend to the broader convention theme by seeking to understand how the organization and effectiveness of schools and school systems can be leveraged to promote socially just educational opportunities for those who have been historically marginalized.

*Section chair: Amy Serafini, Auburn University, [serafini@auburn.edu](mailto:serafini@auburn.edu)*

### **Section 3: School and District Improvement**

This section invites research examining school and district improvement innovations and the impact of improvement approaches on students, families, school communities, and educators (e.g., school leaders, teachers, faculty, and staff, etc.). We invite submissions that contribute broadly to the scholarship of improvement, emphasizing diversity, equity, and inclusion. In particular, we encourage submissions that use a variety of research methodologies; those that offer new insights into improvement models, approaches, and processes; and those that explore the impacts of improvement projects, models, or approaches on a broad range of student, school,

district, and community performance indicators.

First, we welcome submissions that consider specific improvement approaches and processes or more broadly examine the development and implementation of innovative improvement models, practices, or conditions, especially those that promote antiracism or disrupt oppressive conditions. In particular, we invite examination of improvement efforts that effectively move beyond rhetorical commitments to diversity, equity, and inclusion, and take on White supremacy in its overt, covert, and intersectional manifestations. For example, papers might examine policy development and implementation; organizational conditions in schools and districts related to improvement efforts; assessment techniques or practices related to the introduction of improvement initiatives; partnerships between improvement-focused organizations; and efforts to induce or incentivize improvement practices using grants, policy mandates, and/or community and cross sector collaborations. We also invite submissions that focus on governmental and privately supported initiatives that incentivize changes in school and district improvement practices or processes and thereby consider the role and agenda of public and private partners in shaping district and school understandings of district transformation and school change and whether such influences promote a neoliberal agenda.

Second, we invite submissions that focus on the impact of school and district improvement approaches. Such submissions should report results that highlight the ways improvement efforts are associated with improvement in school and district quality and how particular approaches broadly advance goals related to equity and social justice in public education. Again, a particular focus for this year's AERA conference is advancing racial justice. For example, papers might examine particular theories of action or improvement, experiences for individuals or groups of schools and districts, and impacts on the broader antiracist goals of schooling, including student equity and access, family and community engagement, and broader settings such as the relationship between school and district change, community development, and social movements more generally.

*Section chair: Joshua Bornstein, Fairleigh Dickinson University, bornsteinj@fd.edu*

### **Section 4: School Contexts and Communities**

This section focuses on scholarship that explores the reciprocal relationship among schools, districts, families, their communities, and diverse democracies. This includes how contexts (local, regional, or national) and environments shape racial, ethnic, and social-class dynamics in schools, districts, and their communities.

We invite research that investigates the relationship between schools and their community context(s) and the resulting effects leading to a fully realized pluralistic democracy. This includes research that interrogates how schools and postsecondary institutions foster parent engagement, school district-university-community relationships, and community engagement with a diverse cross-section of external stakeholders. We also welcome research that considers how

educational leaders may craft a vision for racial justice within schools, as well as accompanying efforts to correct institutional practices that have historically served to reproduce racial and class inequities. What might a racially just vision for school-community collaboration look like in the context of teaching, leading, and learning opportunities?

We invite scholarship that focuses on district-community relationships, including community agency, university and business partnerships with schools and districts, and governmental relationships including city and school relationships with school districts and their impact on students, their schools, and the larger "public." In keeping with the AERA 2024 theme, "Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action," we also encourage submissions that explore the ways in which schools, districts, and universities can/do work in partnership with stakeholders in the dismantling of racial injustice. How might we envision what these shared efforts might look like? And finally, how might educational leaders navigate external challenges (i.e., from policy makers and other stakeholders) to achieve such a vision?

*Section chair: Shannon Calderone, Washington State University, shannon.calderone@wsu.edu*

### **Section 5: Leadership Preparation and Development**

This section focuses on research that examines innovations in research, pedagogy, practice, and policy related to the preparation and development of school leaders (including leaders at the school building, district, and state levels), policy and research scholars, and faculty in educational leadership. This includes efforts to prepare antiracist school and district leaders who center equity, diversity, inclusion, and belonging in school communities, problematize future faculty in our field using traditional academic socialization norms, and initiatives to integrate and expand upon innovative and equity-focused educational leadership curricula and programmatic designs.

We welcome research that investigates the reconceptualization, description, and evaluation of models for leadership preparation, which includes certification (e.g., superintendent and principal), masters (e.g., executive, online, hybrid, residency, district partnerships cohorts), and doctoral programs (e.g., EdD and PhD) and leadership development promoted by schools, districts, colleges and universities, nonprofits, and other organizations, especially as it relates to developing social justice leaders who are culturally responsive, equity-driven, and inclusive. Research and practice that examine the roles of standards, literature used in preparation, assessments, accreditation, and funding, and policies at the local, state, and national levels, are also of interest.

These examinations and explorations could include the changing nature of the field of leadership preparation as influenced by community needs, foundation and governmental policies, and the emergence of alternative pathways to licensure, preparation, and development. We also invite submissions that examine how leadership preparation and development

influence leadership identity and practices, teaching and learning, schools, and student and school outcomes. These inquiries could include the impact of leadership preparation that highlights engaged research and researchers in the United States and the international community.

Finally, research that examines leadership preparation and development utilizing a wide array of methodologies (i.e., qualitative, quantitative, mixed methods), draws on inclusive data sources and dissemination approaches (e.g., blogs, *plática*, video, social media, performance, etc.), applies critical and equity-oriented frameworks, and literature, social justice pedagogy and research practices, and reflects the perspectives and experiences of diverse and underrepresented stakeholders in leadership preparation and development (e.g., students, school-district partnerships, clinical and per course faculty) is welcome.

*Section chair: Juan Manuel Niño, University of Texas–San Antonio, Juan.Nino@utsa.edu*

Please send questions related to the Division A Call for Submissions and review process to section chairs listed above or to the program chairs: *Kimberly Kappler Hewitt, khewitt5@emich.edu*, or *Melissa A. Martinez, mm224@txstate.edu*. We look forward to receiving your submissions and to working with you as a presenter, discussant, or chair.

### **Division B: Curriculum Studies**

*Program co-chairs: Esther O. Ohito and Kevin Clay*

Division B (Curriculum Studies) invites you to submit for the 2024 Annual Meeting. Division B uses critical perspectives in studies of curriculum and curricula within, across, and beyond sites of formal education. This has included various engagements, contestations, and deliberations concerning the politics as well as the hidden (and not-so-hidden) curriculum of schooling, education, and education research. The 2024 annual theme, “Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action,” is an invitation to critically probe the complex and concomitant acts of dismantling racial injustice and constructing educational possibilities across P–20 systems. Ergo, we (the program chairs and the division vice president) pose these questions in relation to the conference theme:

- What is the role and responsibility of curriculum studies in dismantling racism and/or (re)constructing curriculum structures embedded within inequitable societies?
- How do we ensure that we are actively fostering justice, exploring, encouraging, and implementing curricular innovations that engage the multidimensionalities of the human experience, and strengthening our scholarship in theory and practice?
- How do we uproot the racism underlying curriculum violence, antihistory, antiliteracy, antihuman educational policies that proliferate?
- How do we attune ourselves to the racialized politics of curriculum?
- What questions do we need to ask—anew or

differently—about *dismantling racial injustice and constructing educational possibilities*? What work do we need to do and/or action do we need to take? Which stakeholders and communities do we need to engage (more robustly)? What factors stand to enliven and/or impede our efforts? How can we take responsibility for this critical work and continue to seek joy in our endeavors?

### **Please note the following important guidelines for submission to Division B sections:**

We welcome submissions for what we envision as a program both aligned with the conference theme and attuned to the intersection of the past, present, and future across six areas of consideration:

- The complexity of working toward survivance (survival and resistance).
- The various expressions of democratic practice and spaces.
- The sensorial and relational curriculum involving bodies, flesh, and guts.
- The depths of curriculum experiences: feeling deeply, deep fakes, dis/trust, dis/orientation.
- The issues of surveillance, mobility, and sustainability.
- The lived experiences of displacement, dispossession, death, and decay.

These areas will guide the Division B (Curriculum Studies) planning team in constructing its overall program, one that grapples with the practices, policies, processes, and outcomes of research within micro- and macro-level educational spaces. Below you will find sections (1–6) that serve as guideposts to help you decide which conversation you want your submission to join. Each section includes a title and keywords illustrating their overlapping tensions and resonances. We call for submissions that:

- Reflect a variety of approaches to curriculum studies (i.e., conceptual/theoretical, (auto)ethnographic, textual, visual, performative, digital/virtual, historical, philosophical, activist/advocacy, policy, arts-based, community-based, pedagogical, content-specific inquiries).
- Account for a variety of spaces where curricular discourses reside (i.e., classrooms, libraries, community centers, museums, state and federal policy, historical archives, textbooks, movies, social media).
- Offer path-breaking and rejuvenating research/scholarship and dialogue.
- Come from those who are new to Division B.
- Come from those whose works have been foundational to the field.
- Come from collaborative teams of newer and senior scholars.

Note that the submission system is set up to show author(s) identifying information to reviewers of submissions for a



symposium. Before submitting, remove information that identifies the author(s). Reviewers will not consider submissions that include author(s') identifying information.

### **Section 1: Cultural Inquiry in Curriculum Studies**

This section calls for submissions that complicate conversations shaping the culture of curriculum studies. We encourage authors to submit work that explores issues of culture through theoretical discourse, qualitative inquiry, and curricular practice (inside and outside of schools).

**Keywords:** Multiliteracies, hybridity, popular culture, cultural relevance, cultural imperialism, cultural studies, cultural production, identity, cultural analysis, stories, social movements, postcolonial, anticolonial, queering, abling/disabling, transnational, security, digital, data and media.

**Section co-chairs:** Asilia Franklin-Phipps, SUNY New Paltz, [franklia@newpaltz.edu](mailto:franklia@newpaltz.edu); and Bretton Varga, California State University–Chico, [bvarga@csuchico.edu](mailto:bvarga@csuchico.edu)

### **Section 2: Exploring Past, Present, and Future Curricular Questions**

This section calls for submissions that engage curriculum questions within the context of the past, the present, and future concerns. We encourage authors to submit work concerning historical and perennial issues such as curriculum policy, textual analysis, and culture wars.

**Keywords:** Memory, remembering, erasing, amending, storytelling, counterstory, dystopia, utopia, temporalities, archaeologies, genealogies, and futurisms.

**Section co-chairs:** Jacquie Forbes, Dickinson College, [forbesj@dickinson.edu](mailto:forbesj@dickinson.edu); and Saba Vlach, University of Iowa, [saba-vlach@uiowa.edu](mailto:saba-vlach@uiowa.edu)

### **Section 3: Theories, Methodologies, and Philosophies of Curriculum Studies**

This section calls for submissions that take on approaches and ideas that are shaping curriculum and curriculum studies, including topics concerned with the following: curriculum and social theory, theories of history, methodology, and activist engagement.

**Keywords:** cultural memory, critical theory, collective memory, structure, discursivity, agency.

**Section co-chairs:** Sam Tanner, University of Iowa, [samuel-tanner@uiowa.edu](mailto:samuel-tanner@uiowa.edu); and Rachel Gomez, Virginia Commonwealth University, [gomezr3@vcu.edu](mailto:gomezr3@vcu.edu)

### **Section 4: Policies and the Politics of Curriculum**

This section calls for submissions that critically engage varied policies and politics informing curriculum and curriculum studies. We encourage submissions that speak to curricular issues that engage at the levels of classrooms, schools, districts, states, federal policies, and community-based projects.

**Keywords:** curriculum revision, curriculum policy, community.

**Section co-chairs:** Sherry Deckman, CUNY Lehman, [sherry.deckman@lehman.cuny.edu](mailto:sherry.deckman@lehman.cuny.edu); and Tristan Gleason, Moravian College, [gleasont@moravian.edu](mailto:gleasont@moravian.edu)

### **Section 5: The Places and Praxis of Curriculum**

This section calls for submissions that consider spaces where curriculum and curriculum studies live, and what they accomplish. We encourage submissions that consider these issues of space and place through historical, theoretical, ethnographic, and other modes of inquiry.

**Keywords:** spaces, borders, communities, land, labor, publics, ecologies, environments, fronteras, excess, counter-public spaces, liminal, transnational.

**Section co-chairs:** Bessie Dernikos, Florida Atlantic University, [bdernikos@fau.edu](mailto:bdernikos@fau.edu); and Chrystal S. Johnson, Purdue University, [johnsocs@purdue.edu](mailto:johnsocs@purdue.edu)

### **Section 6: De/Colonization and Transformative Curriculum Studies**

This section calls for submissions that engage realms of possibility in and through curriculum and curriculum studies. We encourage submissions that engage questions about curriculum as a pathway to freedom and transformation.

**Keywords:** decolonization, Indigeneity, Mestizaje, Africentricity, intersectional anti-isms, agentic cuts, contingent collaborations, cosplay, mangles, oneness, emergent strategies, land.

**Section co-chairs:** Durell Callier, Miami University, [calliedm@miamioh.edu](mailto:calliedm@miamioh.edu); and Blanca Caldas, University of Minnesota–Twin Cities, [bcaldasc@umn.edu](mailto:bcaldasc@umn.edu)

Questions related to the Division B Call for Submissions and review process can be sent to the section chairs listed above or to the program chairs: Esther O. Ohito, Rutgers–New Brunswick, [esther.ohito@gse.rutgers.edu](mailto:esther.ohito@gse.rutgers.edu); and Kevin Clay, Rutgers–New Brunswick, [kevin.clay@gse.rutgers.edu](mailto:kevin.clay@gse.rutgers.edu). We look forward to your submissions and to working with you as a presenter, discussant, or chair.

## **Division C: Learning and Instruction**

**Program co-chairs:** Kui Xie and PG Shrader

Division C invites submissions of high-quality research on learning and instruction and the relations between them. Appropriate research topics include learning and instruction in various content areas such as literacy, history, fine arts, mathematics, science, engineering, or computer science; cognitive, social, affective, motivational, biological, and cultural influences on learning and instruction; and the nature and effects of designed environments either with or without technology. Moreover, Division C encourages submissions pertaining to race, culture, or equity in learning and instruction. Submissions to Division C span a wide range of theoretical orientations, research methodologies, and settings. Submissions must report findings drawn from actual



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data rather than report anticipated results and should be based on methodologies appropriate to address the identified research questions. In addition to traditional empirical studies, Division C also considers alternative forms of inquiry, including literature reviews or meta-analytic studies that systematically draw on the extant literature to inform understandings about learning and instruction or their relation. We invite submissions that address important problems in learning and instruction from multiple perspectives and utilize a variety of session formats that are interactive and encourage engagement with the audience. In developing your submissions, we particularly encourage you to think about the theme of the 2024 meeting, “Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action.” We seek strong evidence-based studies that are rigorously conducted but also are relevant, compelling, and speak to our commitment as citizen-scholars to use our research to tackle pressing social problems.

### **Please note the following important guidelines for submission to Division C sections:**

- **Topic descriptors.** Select 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 useful for submitting to a different section).
- **Tables and figures.** Limit tables and figures to only those that are essential for understanding the submission.
- **Word count.** Include the word count under the title of the submission.
- **Author identification.** Paper submissions undergo blind review. To enable blind review, paper submissions (i.e., paper, poster, roundtable) must be submitted without author identification within the paper itself. Session submissions (i.e., symposia, structured poster sessions, and other alternative formats) do not undergo blind review. Include all author information in a session submission.

Submissions that do not follow the requirements outlined in the submission guidelines (e.g., are based on anticipated data or exceed the word limit) will be removed from consideration.

**Presentation formats.** The potential presentation formats that you may choose for individual paper submissions include papers, posters, or roundtables. Submissions will only be considered for the format(s) selected by the submitter, so be sure to indicate all formats that you find acceptable. Note that there are a limited number of paper sessions available, and that posters and roundtables can provide a unique opportunity for scholarly interaction about a specific topic. Division C poster and roundtable sessions have a history of high attendance and active participation by members. Please consider selecting the option to present your work in the poster and/or roundtable formats. *If you only select “paper” as a preferred session format, then your submission will not be considered for a*

*poster or roundtable session, even if your submission is rated highly and space in a poster or roundtable session permits.*

The potential presentation formats for session submissions include symposia, structured poster sessions, and several alternative formats. Submissions for symposia and structured poster sessions should involve presenters who address related topics or a common theme. Symposia should include at least one person who is charged with facilitating helpful critique and synthesis of the presentations. This person could be a discussant and/or a chair who facilitates discussion between presenters and the audience. A discussant is not required for a structured poster session. Alternative formats for sessions are invited, but authors must be explicit about the substantive aspects of the contribution, use of empirical data, and relevance to the membership.

### **How to blind an individual paper session submission.**

Paper session authors are responsible for removing any information from their submissions that might lead a reviewer to discern their identities or affiliations. References in the author line, within the text (citations, footnotes, webpages, etc.), and within the reference list for each author should be blinded. Within the text, mask self-citations of published work for each author and for each citation with any author, regardless of authorship order. Replace author names with “Author” in both in-text citations and reference entries. For example, instead of “In our previous analysis we found that . . . (Woods & Stone, 2004),” write “In our analysis we found that . . . (Authors, 2004).” The only exception to this rule is when blinding would not adequately decrease the likelihood that a reviewer could infer authorship, such as when an author’s work is prominent enough to be recognized regardless of citation information (e.g., “My work on social cognitive theory (Author, 2001)”). In such cases, write in third person to blind the work (e.g., “Bandura’s (2001) work on social cognitive theory...”). Be sure active website links are replaced with blinded placeholders (e.g., PROJECT WEBSITE), the identifying grant numbers are blinded (e.g., PROJECT NUMBER), and that references in footnotes or tables are also blinded. Entries in the reference list for author self-citations should be re-alphabetized under “A” for “Authors” rather than leaving the entries in their original placement in the section. Reference entries for “Author” should show only “Author” and the year. Do not include article titles, DOIs, or other identifying information.

### **Determining whether a topic is appropriate for Division C.**

Individual and session submissions to Division C should focus primarily upon issues in learning and instruction. 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 reserve the right to redirect a submission to another section, division, or SIG if the subject matter is deemed more appropriate elsewhere.

**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), you should submit it to one of the subject-area-specific subsections (i.e., Section 1) rather than to one of the more cross-cutting sections (i.e., Sections 2 and 3). If your submission focuses on cognitive, social, affective, 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, affective, and/or motivational processes within a group (e.g., classroom) or cultural setting, you should submit it to Section 2b. If your submission focuses on designed learning environments with an emphasis on the nature and/or effects of the environment on learning and instruction, then you should submit to Section 3a. If your submission focuses on designed environments with an emphasis on the specific role or use of technology in learning or instruction, then you should submit it to Section 3b.

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

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

#### **Section 1a: Literacy**

Research on learning and instruction in reading, writing, and the language arts. Foci include cultural, cognitive, or affective processes that underlie word recognition, phonological awareness, reading fluency, spelling, vocabulary, reading comprehension, writing, and second language learning. We also invite submissions pertaining to race, culture, and equity in literacy.

*Section co-chairs: P. Zitlali Morales, University of Illinois Chicago, zitlali@uic.edu; and Bianca Nightengale-Lee, Florida Atlantic University, bnightengalelee@fau.edu*

#### **Section 1b: Humanities, Social Sciences, Fine Arts**

Research on learning and instruction in the humanities (e.g., history, literary studies), social sciences (e.g., economics, geography, citizenship/political science). Research may involve formal or informal learning contexts, including international and multicultural settings, and may emphasize content knowledge, disciplinary procedures, instructional design, equity methodologies, and ideas about the purpose of learning, or the influence of factors such as social identity.

*Section co-chairs: Christopher B. Crowley, Wayne State University, cbcrowley@wayne.edu; and Amy Mueller, University of Oklahoma, almueller@ou.edu*

#### **Section 1c: Mathematics**

Research on learning and instruction in mathematics.

Submissions may include a range of topics including psychological, social, or cultural perspectives on problem solving, concept and skill development, strategy growth and change, or the use of technology to support educational practice in mathematics. We also invite submissions pertaining to race and equity in mathematics.

*Section co-chairs: Chandra Orrill, University of Massachusetts Dartmouth, chandra.orrill@umassd.edu; and Tracey Dobie, University of Utah, tracy.dobie@utah.edu*

### **Section 1d: Science**

Research on learning and instruction in science. Foci 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. We also invite submissions pertaining to race and equity in science.

*Section co-chairs: Daniel Morales-Doyle, University of Illinois Chicago, moralesd@uic.edu; and Christine Bae, Virginia Commonwealth University, clbae@vcu.edu*

### **Section 1e: Engineering and Computer Science**

Research on learning and instruction in engineering and computer science. Foci may include cognitive, motivational, developmental, and sociocultural perspectives as they pertain to individual and collaborative problem solving; the design process; modeling, measurement, and assessment; knowledge and motivational processes, as well as interactions between these processes.

*Section co-chairs: Florence Martin, North Carolina State University, fmartin3@ncsu.edu; and Mimi Recker, Utah State University, mimi.recker@usu.edu*

### **Section 2: Cognitive, Social, and Motivational Processes**

Submissions to this section should focus upon research on the cognitive, motivational, affective, social, contextual, and biological processes involved in learning and/or instruction. Example research includes studies of self-regulation, metacognition, memory, skill acquisition, learning from text, reasoning, transfer, situated and embodied cognition, affect/emotions, goals, self-perceptions and beliefs. Submissions to Section 2 should be sent to one of two subsections (2a or 2b) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

#### **Section 2a: Cognitive and Motivational Processes**

Research on learning, instruction, and/or academic achievement with an emphasis on cognitive, metacognitive, motivational, biological, and affective processes. Social processes may be examined, but the primary emphasis is on individuals' cognitive and motivational processes, as well as interactions between these processes.

*Section co-chairs: Stephen Aguilar, University of Southern California, aguilar@rossier.usc.edu; and Carlton Fong, Texas State University, carltonfong@txstate.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), including research using culturally based or social-cultural theories (e.g., culturally relevant pedagogy, critical race theory, etc.). Cognitive processes and/or outcomes may be assessed, but the primary focus is on the social or cultural context.

*Section co-chairs: Allison Master, University of Houston, amaster@uh.edu; and Cristina Zepeda, Vanderbilt University, cristina.zepeda@vanderbilt.edu*

### Section 3: Designed Environments

Submissions to this section should focus upon 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. Foci 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 learning environment.

*Section co-chairs: Vanessa Vongkulluksn, University of Nevada, Las Vegas, vanessa.vongkulluksn@unlv.edu; and Matthew Bernacki, University of North Carolina at Chapel Hill, mlb@unc.edu*

#### Section 3b: Technology-Based Environments

Research on the use of, and learning, motivational, and performance improvement outcomes of, technology-based environments, including multimedia, computerized, web-based, and other learning environments that involve technology. Diverse perspectives on learning, motivation, and performance improvement are welcome, as are studies that (a) examine contextual factors that sometimes moderate the impact of, use of, and access to technology-based learning environments, such as socioeconomic status, disabilities, and other factors associated with underrepresentation; and (b) employ diverse methodologies including but not limited to data mining, learning analytics, trace data, mixed methods, Bayesian approaches, and more traditional qualitative, mixed-method, and quantitative methodologies.

*Section co-chairs: Kun Huang, University of Kentucky, K.Huang@uky.edu; and Pasha Antonenko, University of Florida, p.antonenko@coe.ufl.edu*

Questions related to the Division C Call for Submissions

and review process can be sent to the section chairs listed above or to the program chairs: *Kui Xie, Michigan State University, xiekui@gmail.com; and PG Shrader, University of Nevada Las Vegas, pg.schrader@unlv.edu*. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

### Division D: Measurement and Research Methodologies

*Program co-chairs: Duanli Yan and Jennifer R. Wolgemuth*

The Division D Program Committee invites submissions that address the study, design, development, and evaluation of a wide range of methodologies, as well as different types of data, in education research. We also invite submissions that debate the epistemological, ontological, and ethical questions underlying this wide range of methodologies. Measurement and research methodologies are at the core of research in most social science disciplines, including education. Research aligned with Division D is of the utmost importance in helping to ensure that education research is as scientifically rigorous, theoretically sound, and socially responsive and responsible as possible.

In accordance with the 2024 AERA program theme, “Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action,” we particularly invite submissions that (1) advance antiracist methods, mechanisms, and practices through analyzing data collected from an assessment, a classroom, or an educational system; (2) build and analyze sources of evidence that speak to racial and other injustices and open possibilities for addressing inequities in education; (3) draw from diverse conceptual and theoretical tools, particularly critical and culturally responsive ones, to explain and make sense of data; and (4) promote justice-oriented collaboration among researchers, practitioners, and stakeholders. Methodologies that combine quantitative and qualitative approaches, as well as graphic approaches and alternative modes of research dissemination, are welcomed for submission, particularly in relation to their capacities to facilitate action toward possibilities for dismantling racist practices, policies, and methodologies in education.

#### **Please note the following important guidelines for submission to Division D sections:**

- Division D encourages collaboration and innovation in presentation format and particularly encourages session formats that promote audience engagement, including interactive symposia, structured poster sessions, panel discussions, and paper discussions.
- Sessions may also be co-sponsored with other AERA divisions or SIGs. Submissions should be submitted to one group only, although joint review and sponsorship may be requested by the organizers or arranged by the program chairs.
- Division D prioritizes submissions focusing on methodological issues, advancements, and innovations, supported whenever possible by empirical results and conclusions. Preference will



be given to submissions describing completed work that entails methodological advances and innovative applications.

- Submissions must adhere to the guidelines presented in the general Call for Submissions, including word limits. A complete list of the references cited in the paper should be included. Use of tables, figures, and equations must be reasonable and well explained.
- All submissions must be prepared for blind review, with names and any identification of the author(s) removed. Failure to remove this identifying information will result in disqualification of the submission.
- To avoid document conversion issues, it is strongly recommended that submitters create a PDF version of their submission, view it to be sure that it has been converted correctly (particularly with respect to tables, figures, and equations), and then upload the PDF version to the online submission system.

### **Section 1: Educational Measurement, Psychometrics, and Assessment**

This section encourages submissions of research and applications in a broad range of educational measurement, psychometrics, and assessment areas. We welcome research that develops innovative methods and applies the innovative methods to support the use of classroom and large-scale assessments. We also welcome research that introduces novel approaches to addressing structural racism, educational injustice, and other equity and fairness issues in assessment. Submissions focusing on methodological advances in test theories and developments of novel assessments are likewise welcomed.

*Section co-chairs: Duanli Yan, ETS, [dyan@ets.org](mailto:dyan@ets.org); and Ye Ma, Amazon Web Services, [cherylyema@gmail.com](mailto:cherylyema@gmail.com)*

### **Section 2: Quantitative Methods and Statistical Theory**

This section encourages submissions that engage in advancing techniques in quantitative methods and statistical theory as applied to education research. We encourage submissions that evaluate and improve existing statistical and quantitative methods, develop new statistical and quantitative models, and innovatively apply methods from other fields such as data science, machine learning, and computer science to educational data. Empirical evidenced-based research that emphasizes quantitative methods or statistical theory to support student learning, identifies individualized student needs, addresses equity and fairness, and redresses educational disparities across the globe is encouraged.

*Section co-chairs: Sean Mulvenon, University of Nevada, Las Vegas, [sean.mulvenon@unlv.edu](mailto:sean.mulvenon@unlv.edu); and Bethany Bell, University of Virginia, [bab4jm@virginia.edu](mailto:bab4jm@virginia.edu)*

### **Section 3: Qualitative Research Methods**

This section focuses on qualitative research and is inclusive of a range of qualitative methodological traditions and their associated methods (e.g., interviews, observations, data analysis) including, but not limited to, ethnographic,

phenomenological, post-qualitative, interpretive, critical, arts-based, performative, and participatory methodologies. We invite submissions that interrogate, extend, and/or advance qualitative inquiry. Submissions might evaluate existing qualitative approaches or develop and demonstrate new ones. Submissions might bring new theories and theoretical perspectives to qualitative inquiry that engender novel understandings and enactments of what qualitative research can be and produce. We also welcome submissions that focus on teaching, mentoring, and learning qualitative research. In the spirit of the meeting theme, the Section 3 co-chairs encourage qualitative method(ology)-focused submissions of all kinds that focus on dismantling racial injustice and creating justice-centered methodological possibilities.

*Section co-chairs: Jennifer R. Wolgemuth, University of South Florida, [jrwolgemuth@usf.edu](mailto:jrwolgemuth@usf.edu); and Susan Nordstrom, University of Memphis, [snrdstr@memphis.edu](mailto:snrdstr@memphis.edu)*

### **Section 4: Multi-Method and Mixed Methods**

The section emphasizes the study of multi-method or mixed methods research approaches in educational research. Multiple methods research, also referred to as multi-method research, refers to research that incorporates two or more research methodologies into a single study. Mixed methods research combines, merges, or interfaces two or more research methodologies in a single study. We invite submissions based on empirical studies that use multi-method or mixed methods approaches or methodological discussions of either approach. Submissions that directly relate to this year's theme of addressing racial injustices are especially encouraged.

*Section co-chairs: Peggy Shannon-Baker, Georgia Southern University, [pshannonbaker@georgiasouthern.edu](mailto:pshannonbaker@georgiasouthern.edu); and Divya Varier, George Mason University, [dvarier@gmu.edu](mailto:dvarier@gmu.edu)*

Questions related to the Division D Call for Submissions and review process can be sent to the section chairs listed above or to the overall program co-chairs: *Duanli Yan, ETS, [dyan@ets.org](mailto:dyan@ets.org); and Jennifer R. Wolgemuth, University of South Florida, [jrwolgemuth@usf.edu](mailto:jrwolgemuth@usf.edu)*. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

### **Division E: Counseling and Human Development**

*Program co-chairs: Ashley Blount and Amanda Haber*

Division E solicits submissions in the area of counseling and human development consistent with the 2024 Annual Meeting theme, "Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action." As researchers in counseling and human development, we are committed to creating, promoting, and disseminating research that enhances existing efforts to move systems toward equity and justice to support all learners across the lifespan, from early childhood to K-12 to higher education and adult learning. We are committed to serving the educational communities that we serve, and to collaboratively take evidence-based action to correct educational and social injustices, to use data to counter lies and misinterpretations, and to initiate cross-division and interdisciplinary collaborations with researchers



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and practitioners to strategically address complex social and educational problems. We are dedicated to addressing problems that are multidimensional and multiplex, using innovative approaches to research methods and methodologies, and working collaboratively across multiple disciplines.

### **Please note the following important guidelines for submission to Division E sections:**

We favor submissions that report findings from completed research and welcome the use of diverse methodological approaches. Studies in the disciplines of counseling, clinical, and/or school psychology, school counseling, educational psychology, and human development are strongly encouraged. Areas of focus for submissions include but are not limited to:

- Developmental processes for children, adolescents, and adults, including the role that social processes and context play in lifespan development
- Evidence-based counseling practices in educational, work, and health settings that foster equity, disrupt systemic inequality, and deepen learning
- Vocational and career development, particularly as it pertains to advancing justice in equal educational and employment opportunities
- National and global equity and diversity issues related to counseling, psychology, and human development
- The education and training of educators, counselors, psychologists, and other members of the helping professions that promote antiracist dispositions and practices
- Research on culturally responsive counseling, psychology, and human development intervention programs

Symposium submissions are strongly encouraged and 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. Individual 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.

### **Section 1: Counseling**

*Section chair: Ashley Blount, University of Nebraska Omaha, [ablount@unomaha.edu](mailto:ablount@unomaha.edu)*

### **Section 2: Human Development**

*Section Chair: Amanda Haber, Fairfield University, [haber317@bu.edu](mailto:haber317@bu.edu)*

Questions related to the Division E Call for Submissions and review process can be sent to the section chairs listed above or to the program chairs: *Ashley Blount, University of Nebraska Omaha, [ablount@unomaha.edu](mailto:ablount@unomaha.edu), or Amanda Haber,*

*Fairfield University, [haber317@bu.edu](mailto:haber317@bu.edu). We look forward to your submissions and to working with you as a presenter, discussant, or chair.*

### **Division F: History and Historiography**

*Program chair: Mirelsie Velázquez*

The Division F Program Committee invites submissions addressing all periods and topics in the history and historiography of education, especially those that contextualize current debates in the field of public education. In keeping with the 2024 AERA program theme, “Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action,” we welcome submissions that use historical analysis to reshape current understandings of the past to help explain the present and guide the future, to inform coalition building through community-based organizing, and to engage with public-facing projects that use history to build a more inclusive and justice-centered present.

Division F welcomes innovative formats for research presentation. We also seek submissions that incorporate new strategies, media, and other formats of public scholarship into the 2024 Annual Meeting, as well as submissions that will draw interest both within Division F and beyond. Projects that address the current challenges in schools are particularly encouraged. We are particularly interested in responding to this year’s call to action that asks us to “engage in a massive undertaking of attending to the simultaneous act of dismantling racial injustice and constructing educational possibilities across P–20 systems.” As such, Division F continues to challenge scholars and practitioners to interrogate linkages between education research and public policy, examine how migration and immigration transformed the United States landscape, enrich our understanding of the experiences of underrepresented groups as part of diverse democracies, and use innovative theoretical frameworks that transcend traditional disciplinary boundaries. We seek studies on the history of Black, Asian American, Latina/o/x, Pacific Islander, Native American, and LGBTQ+ education, as well as investigations of the education of contemporary immigrant groups, the working classes, and intersectional analysis. We also look for historical and comparative studies on topics such as colonial education, Indigenous education, civic education, sexuality and gender in education, rural education, urban education, suburban education, religion and education, education and state formation, education and the law, teachers’ work, curriculum and instruction, and community-based education.

Submissions should clearly identify the historical sources on which the study is based and discuss the paper’s larger significance within the historiography of the topic and/or period. All submissions, whether papers or sessions, will undergo blind review; thus, they must not include author identification.

Questions related to the Division F Call for Submissions and review process can be sent to the program chair: *Mirelsie Velázquez, University of Illinois at Urbana-Champaign, [velazqu1@illinois.edu](mailto:velazqu1@illinois.edu). We look forward to your submissions and to working with you as a presenter, discussant, or chair.*

### Division G: Social Context of Education

*Program co-chairs: Adeoye Adeyemo, Lasana D. Kazembe, and Erica Davila*

The 2024 AERA theme “Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action” reflects a timely and necessary call for advancing theoretically and methodologically sound education research that leads to racial justice and educational possibilities. As a division, we address what this means related to P–20 education spaces (within and beyond traditional schooling structures) and access to quality education and an increased acknowledgment of enduring social inequities. To this end, Division G (Social Context of Education) invites the education research community to respond with thoughtful analyses about the consequences of education research for various communities. Do the research outcomes and insights research lead to positive outcomes? Who benefits, and how can our research center historically marginalized communities? What new knowledge(s), policies, and practices emerged from this research? In the broader quest to leverage research to foster equitable education systems for all students, children, and adults, we must remain mindful of the need to disseminate and share this work widely, within and beyond the academy. What this means is that sometimes we should (1) go into unfamiliar places and (2) move to the side so that historically marginalized communities can lead in the telling of their stories. These are some ways to pursue truth in our research. Division G’s leadership invites the AERA community to prepare submissions to address the most pressing issues that have divided our society and, in doing so, help to address these disparities. As citizens and as scholars, our call includes the combination of themes that are long-standing concerns in education, such as literacy, policy, and access, as well as those that are more recent, such as intersectionalities at the level of identities, structures, places, and times. Thank you for reading our call for submissions below, which outlines Division G’s section, abstracts, and section co-chairs.

Empirical work must include (a) a clear and significant description of the problems or objectives addressed; (b) a theoretical or conceptual 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.

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

Please note the following important guidelines for submission to Division G sections:

- Your submission addresses the theme.
- Follow AERA’s submission guidelines about submitting.
- All papers must represent completed work, including

results and conclusions. Works in progress will not be considered.

- All submissions must be submitted only to a single AERA division, SIG or committee. Division G will not accept submissions that have also been submitted to another AERA unit.
- Paper submissions and session submission undergo blind review. To enable blind review, paper submissions must be submitted without author identification within the paper itself.

#### Section 1: (Education and Place, Space, Time)

*Education and Space, Place, Time* encompasses research related to geographical (space and place) settings as well time—the past, present, and futures of teaching and learning in formal and informal venues. spatial units of analysis may be comprised of classroom, school, community, region, nation, and/or global scales. temporal considerations may include historical and contemporary conditions and imagined and potential futures that are currently being conceptualized. the purpose is to build descriptions of and theoretical insights about teaching and learning across time and for present futures.

*Section Co-Chair(s): Brenda Harris, Southern Utah University, [brendaharris1@suu.edu](mailto:brendaharris1@suu.edu) and Benjamin D. Parker, Coastal Carolina University, [bparker4@coastal.edu](mailto:bparker4@coastal.edu)*

#### Section 2: (Differences and Intersectionalities)

Differences and Intersectionalities emphasizes scholarship focused on experiences and implications of race, ethnicity, gender, sexuality, language, nationality, social class, dis/ability, region, religion, spirituality, and additional forms of diversity. this section considers work regarding the intersection of differences across and between education institutions and home/ community, theory and practice, social barriers and constraints, and sources of agency that may contribute to educational opportunity and change.

*Section Co-Chair(s): Berenice Sanchez, Idaho State University, [berenicesanchez@isu.edu](mailto:berenicesanchez@isu.edu), Kathleen King Thorius, Indiana University – IUPUI, [kkingtho@iupui.edu](mailto:kkingtho@iupui.edu), and Kala Burrell-Craft, University Maryland Eastern Shore, [knburrellcraft@umes.edu](mailto:knburrellcraft@umes.edu)*

#### Section 3: (Languages, literacies, and representations)

*Languages, Literacies, and Representations* centers on the power, intricacies, and effects of languages, literacies, and representations. It documents and examines signs and representational systems that are textual, oral, visual, and affective; that engage embodied ways of knowing; and that draw from different literacies (Indigenous, global South, etc.). It addresses bilingualism, multilingualism, and bi-/multi-cultural literacies in formal or informal education (including foreign language, bilingual, and English as a Second Language settings). It examines representations in schools, popular cultures, music, media, and other informal educational sites.

*Section Co-Chairs(s): Karla Zaccor, University of North Carolina – Wilmington, [zaccork@uncw.edu](mailto:zaccork@uncw.edu) and Aletha Harven, California State University – Stanislaus, [aharven@csustan.edu](mailto:aharven@csustan.edu)*

**Section 4: (Policies, mattering, and praxis)**

*Policies, Mattering, and Praxis* highlights inquiry into micro and macro education policies, politics, and praxis. This section encourages analyses of sociocultural contexts of education policy through approaches that highlight processes, histories, lived experiences, and outcomes. How and where policies, politics, and praxis matter; to whom and for what purposes; and how across pasts, presents, and futures are foci of this section. Innovative ontological, epistemological, and methodological approaches are welcome.

*Section Chair(s): Antonio Ellis, American University, aellis@american.edu and Ayana Allen-Handy, Drexel University, ayana.allen@drexel.edu*

**Section 5: (Inquiry, transformation, and communities)**

*Inquiry, Transformation, and Communities* highlights the possibilities, insights, and challenges of education research. Analyses—including race/ethnic, feminist, queer, indigenous studies; decolonial, transnational; quantitative, qualitative, mixed-methods; ethnography; participatory action research; sociocultural; historical; geographical; and new methodologies—that are situated within local and/or global contexts of education; are transdisciplinary, collaborative, culturally appropriate; activist/advocacy oriented; theoretically and methodologically innovative; and that have the potential for fostering transformative outcomes in education and communities are encouraged in this section.

*Section Chair(s): Lin Wu, Western Oregon University, wul@mail.wou.edu and Craig Willey, Indiana University – IUPUI, cjwilley@iupui.edu*

Questions related to the Division G Call for Submissions and review process can be sent to the Section Co-Chairs listed above or to the Program Co-Chairs: Adeoye Adeyemo - University of Illinois Urbana – Champaign, adeyemo@illinois.edu; Lasana D. Kazembe - Indiana University – IUPUI, lkazembe@iu.edu and Erica Davila - Lewis University, ericardavila@gmail.com. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

**Division H: Research, Evaluation, and Assessment in Schools**

*Program co-chairs: Rachel E. Durham and W. Christopher Brandt*

The theme for the 2024 AERA conference, “Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action,” urges the education research community to prioritize methods of identifying and dismantling systems and practices that reproduce racial disparities and reinforce inequitable opportunities, and to investigate ways of constructing transformative P–20 educational systems and spaces. The 2024 theme speaks directly to Division H’s focus on research, evaluation, and assessment in schools across local, state, and national contexts, as well as to the collaborative, practical, and interdisciplinary nature of our work. We encourage submissions that address this year’s call through critical analyses of current

paradigms and through novel, collaborative research with communities around the globe as they “confront the challenge of racism through research-informed action.”

**Submission Content**

Division H encourages poster, roundtable, symposium, and paper session submissions that honor this theme through research, evaluation, assessment, and accountability across P–12 programs globally to inform decision-making and establish advances in methodology. Such studies can include:

- Developing, investigating, or evaluating school-based interventions designed to increase equity and access, redress systemic racism or other inequities, and promote social justice
- Developing innovative methods and approaches that improve program evaluation practice, student assessment, and accountability practice
- Identifying educational interventions that improve instructional and student outcomes
- Evaluating:
  - o school reform, programs, professional development, and/or policy implementation
  - o the impact of teacher and principal evaluations on students, teachers, and educational systems
  - o promotion practices, and graduation requirements
- Investigating:
  - o ways to improve classroom assessment processes
  - o the validity of data used for effective decision making and differentiated instruction
  - o educational system, educator, student, or partner accountability
  - o the implementation and impact of new standards, educational policies, and testing mandates on systems, schools, and students
  - o the implementation of college and career readiness strategies
- Highlighting uses of researcher-practitioner partnerships

**Please note the following important guidelines for submission to Division H sections:**

AERA has asked that only completed work that has not been previously published or presented at another professional meeting be submitted. Do not submit proposed or incomplete research. Work that was accepted for the AERA 2023 Annual Meeting is considered to have already been presented (we encourage accepted presenters to upload their paper to the repository, where it will be assigned a DOI). Although you may submit continuations or derivations of that work, resubmissions of last year’s submissions will not be considered. All submissions—for paper sessions, roundtables, posters, and symposia—must exclude author identification so that the review can be blind. Submissions that are not blinded or do not follow AERA’s additional submission criteria will not be reviewed.

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., significance to policy or practice and



whether conducted within or between school districts, state departments, or research organizations; (b) theoretical or conceptual framework; (c) study, research, or evaluation design; (d) data collection and analysis procedures; (e) quality of writing/organization; (f) overall contribution to the research field; and (g) overall fit with the conference theme.

Paper submissions may be considered for presentation within a roundtable, poster, or paper session. Decisions are made about presentation format based on several considerations including, but not limited to, the number of session allocations available to the division and section, thematic fit with the other papers in a given session, and the preferences indicated by the authors in the submission system. Authors are encouraged to select any and all presentation formats they are willing to accept to increase opportunities for the proposed paper to be placed appropriately in the program. Also note that session submissions may follow any one of the session formats described in Section V of this call. To support appropriate review of your session submission, please clearly indicate the proposed session format within the session summary document that you upload to the submission system.

### **Section 1: Applied Research in Schools**

This section encourages submissions that (a) are based on research conducted within or between schools, school districts, states, countries, or other P–12 settings; and (b) examine data-driven, research-based methods, interventions, and best practices for school improvement and student outcomes. Submissions may include, but are not limited to, in-house institutional research, action research, or studies conducted by researchers external to school and educational agencies.

*Section chair: Kira J. Carbonneau, Washington State University–Pullman, [kira.carbonneau@wsu.edu](mailto:kira.carbonneau@wsu.edu)*

### **Section 2: Program Evaluation in Schools**

Submissions for this section may feature evaluations of Pre-K-to-12 programs. Submissions may include (a) formative or implementation evaluations of programs, policies, or initiatives; (b) summative or outcome evaluations of programs or initiatives; (c) innovative approaches to, or methods for, the practice of program evaluations; (d) meta-evaluations; or (e) professional development evaluations.

*Section chair: Haigan Huang, Round Rock ISD, [haighenhuang@gmail.com](mailto:haighenhuang@gmail.com)*

### **Section 3: Assessment in Schools**

This section encourages submissions dealing with the development of effective assessments or assessment systems; the use of assessment results to inform instructional decisions/practice; validations of national, state, district, or school assessment systems and results (including sensitivity); and studies focused on perceptions of assessment as well as participants' involvement in their own assessments. Submissions may include studies related to (a) district, state, and national assessment programs; (b) large-scale assessment development; (c) formative, benchmark, and performance assessments (ranging from informal to formal

academic assessments, including those focused on college and career readiness); or (d) feedback from stakeholders on assessment instruments and/or practices.

*Section chair: Mikyung Kim Wolf, Educational Testing Service (ETS), [mkwolf@ets.org](mailto:mkwolf@ets.org)*

### **Section 4: Accountability in Schools**

This section seeks submissions examining the characteristics or implementation of national, state, or local accountability systems, or their impact on educational systems or stakeholders. Submissions may examine (a) accountability of teachers, principals, educational agencies, and/or schools; (b) measuring the validity and reliability of accountability results; (c) accountability criteria (e.g., student test scores, college and career readiness, student dispositions); (d) effectiveness or appropriateness of accountability models (e.g., growth models, value added models); or (e) the impact of such systems on students, teachers, schools, or districts, including intended and unintended consequences on systems, curricula, or stakeholders, as appropriate.

*Section chair: Nandini Bhowmick, Duquesne University, [nandinibhowmick2017@gmail.com](mailto:nandinibhowmick2017@gmail.com)*

Questions related to the Division H Call for Submissions and review process can be sent to the section chairs listed above or to the program chairs: *Rachel E. Durham, Notre Dame of Maryland University, [rdurham@ndm.edu](mailto:rdurham@ndm.edu); and W. Christopher Brandt, Center for Assessment, [chrisbrandt633@gmail.com](mailto:chrisbrandt633@gmail.com)*. Please contact section chairs directly for questions about submitting papers to specific sections. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

### **Division I: Education in the Professions**

*Program co-chairs: Celia O'Brien and Linette Ross*

The Division I Program Committee invites submissions of scholarly research that promote and advance equity and access to education in the professions and address dismantling structural and systemic racism in the practices, training, and beliefs that help to sustain racial barriers and inequities. The 2024 AERA Annual Meeting theme is “Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action.” This timely and challenging theme calls for researchers across education in the professions to act. As future-oriented scholars it is our responsibility to add to the education knowledge base, dismantle racial injustices, and contribute to more equitable and inclusive professional educational systems. While each profession has its own system of access, process, and outcomes, in Division I our research has the potential to span multiple professions, including engineering, law, health, business, and others. We must do more with the evidence we have to responsibly inform the educational preparation of future professionals and to raise public consciousness about beliefs, behaviors, structures, and systems that harm people and sustain racial inequities. This year's theme asks researchers, practitioners, and policy makers to imagine what education spaces free of racial injustice can look like. How do



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we think about our work, develop theories of action, engage in modes of inquiry, and implement ideas for professional practice when racial injustice no longer exists? This year's theme asks us to look back, but also to imagine boldly forward towards paradigms of hope, interventions of possibilities, and radical transformation.

### Submission Content

In support of the 2024 theme, Division I encourages submissions that deepen understanding of how to cultivate equitable professional education systems in terms of access, process, and outcomes. Division I also encourages submissions on other topics important to professions education, including but not limited to:

- Curriculum development, reform, and evaluation in professions education
- Teaching and instructional methods in professions education
- Competency-based education frameworks in professions education
- Interprofessional collaboration instruction and assessment
- Team-based education, practice, and assessment
- Technology in instruction and assessment in professions education
- Assessment of (and for) learning and performance
- Program evaluation in professions education
- Program accreditation and certification and professional regulation/policy
- Professional identity and professional socialization
- Structural and cultural factors (i.e., ideological bias) that influence professions education at individual, group, and/or organizational levels
- Faculty development, mentoring, and leadership development

**Note:** While there is overlap between Division I (Education in the Professions) and Division K (Teaching and Teacher Education), submissions to Division I should speak to issues across professions (e.g., law, pharmacy, veterinary, engineering, medicine, nursing).

Division I supports a variety of methodological approaches and encourages submissions that focus on quantitative, qualitative, or mixed study approaches. Both cross-sectional and longitudinal studies are welcomed. Submissions should carefully and thoughtfully integrate sound theoretical perspectives/frameworks and demonstrate rigorous research methods/analyses. Knowledge syntheses and reviews are also welcomed. Division I invites submissions that help to advance our understanding of the uniqueness of professions education, with practical implications across a range of professions.

Division I strongly encourages submissions that intersect with the work of other divisions to foster joint sponsored sessions wherever appropriate. Division I also encourages authors to draw connections to the Division I Research Communities (listed below). If you are interested in learning more about one of these communities, please contact the Division I community

leaders who chair them:

- Teaching and Learning: *Toni Ungaretti, Johns Hopkins University, [toni@jhu.edu](mailto:toni@jhu.edu)*
- Assessment: *Yoon Soo Park, University of Illinois, Chicago [ysp2@uic.edu](mailto:ysp2@uic.edu)*
- Professional Development: *Anne McKee, Kings College London, [anne.mckee@kcl.ac.uk](mailto:anne.mckee@kcl.ac.uk)*
- Diversity, Equity, and Inclusion: *Danette McKinley, National Conference of Bar Examiners, [danettemckinleypd@gmail.com](mailto:danettemckinleypd@gmail.com)*

### Submission Types

Division I invites two types of submissions: (a) paper submissions and (b) session submissions.

- A *paper submission* includes an individual paper with one or more co-authors, to be presented in a paper, poster, or roundtable session format. To allow for maximum flexibility by the Program Committee and to increase the likelihood of inclusion in the 2024 Division I Program, please consider selecting more than one presentation format when submitting an individual paper.
- A *session submission* includes a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.

### Submission Requirements

When submitting your work for possible inclusion in the 2024 Division I program, please note, and adhere to, the following requirements:

- All papers must represent original work. Division I will only consider paper and session submissions that have not been previously published or presented at another professional meeting.
- All submissions must be submitted only to a single AERA division, SIG, or committee. Division I will not accept submissions that have also been submitted to another AERA unit.
- All papers must represent completed work, including results and conclusions. Works in progress will not be considered.
- All papers must abide by AERA word limits. Division I cannot consider submissions that exceed those limits.
- Abstracts must be included with all submissions. Note that abstracts do not count toward the overall word limit requirements. Include the abstract in both the submission form (via an open text box) and within the submission document (the PDF file including the full submission). Abstracts of accepted submissions will be published in the *Professions Education Researcher Quarterly (PERQ)* (<http://www.aera.net/Division-I/News-Announcements>), which is made available to Division

I members in advance of the Annual Meeting.

- If the research being reported involves human subjects, then the author must ensure, and indicate that, the study has been reviewed and approved by an institutional review board (IRB). If an IRB review was not sought or was not required, the authors should specify this and provide a detailed explanation. Division I will not consider submissions that fail to address IRB review.
- All authors of accepted individual paper submissions (including those presented as roundtables or posters), as well as all session presenters, are expected to upload a final version of their submission that incorporates reviewer comments to the AERA website by late March 2024.
- Paper submissions undergo blind review. To enable blind review, paper submissions must be submitted without author identification within the paper itself.
- Session submissions do not undergo blind review. Include all author information in a session submission. Session submissions submitted to Division I will be reviewed with author information, regardless of whether author information is included in the submission document (PDF file). The program co-chairs will link author information to the session submission document and send them to reviewers.
- Session submissions must include at least 4 paper presenters (above and beyond a discussant) and must indicate that all participants have agreed to be present at the Annual Meeting, should their session be accepted. Session submissions must also include a presentation title for each speaker.

### Submission Evaluation

Criteria for evaluating submissions include (a) theoretical and/or practical significance; (b) originality; (c) soundness of scholarship and research design; (d) proper study execution; (e) relevance and appropriateness of findings and conclusions; (f) implications for theory and/or practice; and (g) clarity and organization of the paper. Submissions summarizing well-conducted inquiry, including theoretical analyses and integrative reviews that are grounded in any discipline or research tradition, are welcome.

Please send any questions related to the Division I Call for Submissions and review process to the 2024 program co-chairs: *Celia O'Brien, Northwestern University, [celia@northwestern.edu](mailto:celia@northwestern.edu); and Linette Ross, NBME, [lross@nbme.org](mailto:lross@nbme.org).*

We look forward to your submissions and to working with you as a presenter, discussant, or chair.

### Division J: Postsecondary Education

*Program chair: Michelle M. Espino*

*Program vice chair: Keon M. McGuire*

As a group of scholars situated in the study of postsecondary education, AERA Division J seeks contributions to the

annual meeting theme—“Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action”—by considering program submissions that move our scholarship toward (a) amplifying the voices and perspectives of students, administrators, faculty, leaders, and community members who are seeking racial equity and justice in higher education; (b) interrogating unjust and racist policies and practices within local, regional, national, tribal, organizational, territorial, and global higher education contexts; and (c) envisioning bold action that dismantles racial injustice, uplifts liberation and sovereignty for the Global Majority, upholds antiracist policies and practices, and honors those who have stewarded the land since time immemorial upon which institutions of higher education are built. We invite submissions that align with and extend this theme, and provide evidence in pursuit of answering questions such as:

- How does the academic organization, built upon racist, sexist, settler colonial, and cisheteronormative policies and practices, become a liberatory postsecondary educational space?
- What inter/transdisciplinary methodological approaches and theoretical guides are needed to dismantle racial injustice in the study of postsecondary education? To uplift antiracism and liberation for the Global Majority in the study of postsecondary education?
- Whose voices and perspectives are silenced/abused/erased/ignored in higher education scholarship, including the experiences of communities outside the U.S. context?
- What critical interrogations can we offer of racial injustice and intersecting forms of oppression and domination as we enact racial justice and dignity in higher education spaces?
- How can we use our research to resist and refuse political agendas that are banning discussions of racism, misogyny, cisheterosexism, settler colonialism, and other “divisive” topics from the (co)curriculum on college campuses?
- How can our research build capacity for liberation and sovereignty in and outside of higher education contexts? And outside the United States?

This call to action and powerful theme encourages us to take the necessary steps through the work in which we engage and the narratives we craft about postsecondary education to interrogate and transform racial injustice throughout the world. It also challenges us to interrogate scholarly practices that do little to change the realities of those who study at, work in, and engage with institutions of higher education. Division J believes in the power of postsecondary education to transform societies globally. Yet we also know that some of the work that we and our colleagues promote only perpetuates the status quo, contributing to the reproduction of racial inequity and systemic oppression. Through this year’s program, Division J envisions a space for critique and uplift of the systems, structures, and possibility models that we navigate and dream about.

**Please read closely the section descriptions below as you work to submit papers, roundtables, posters, and symposia that align with the goals of Division J and this year's meeting theme.**

### **Section 1: Student Development and Learning in College and Beyond**

Students enter and move through college amid ongoing oppressive and violent systems that shape their learning and development, as well as the study of it. We invite submissions for this section that engage this reality, contributing to the study of student development theory in postsecondary education by asking critical questions and centering student experiences. Specifically, submissions should ask questions about how college students develop across a variety of domains (e.g., cognitive, social, psychological, moral, and identity) and investigate the constructs associated with development (e.g., meaning making, dissonance, the role of power and oppression) in and/or beyond the classroom. Submissions should seek to understand the developmental considerations and contexts associated with student learning.

We offer the following reflection questions to consider in submitting to this section:

- How do we employ inter/transdisciplinary methodological and theoretical assertions that seek to understand student development and learning, particularly related to anti-Blackness, decolonization, indigenization, queer and trans theories, disability theories, social class theories, etc.?
- How do postsecondary education actors (e.g., staff, faculty, administrators, etc.) disrupt or reinforce racial injustice and other forms of structural inequalities in the development and learning for college students?
- What tensions and possibilities exist that foundationally reconsider what development is, for whom it has been leveraged, and to what ends?
- How can college student development and learning be a critical site of inquiry for “thinking, dreaming, and envisioning” beyond the everyday realities of sociohistorical and sociopolitical inequalities in postsecondary education?

*Section co-chairs: Michael A. Goodman, The University of Texas at Austin, [michael.goodman@austin.utexas.edu](mailto:michael.goodman@austin.utexas.edu) and Roberto C. Orozco, University of Minnesota, [orozc100@umn.edu](mailto:orozc100@umn.edu)*

### **Section 2a: College Student Access, Trajectories, and Transitions**

The purpose of college access, trajectories, and transitions scholarship is to promote numerous pathways into postsecondary education. We welcome submissions that examine long-standing educational inequities, such as structural racism, by (re)imagining pathways into and through higher education. Redefining college access in time, place, and space for Black, Indigenous, racially and ethnically minoritized, and historically (under)served populations is critical for disrupting discourses and structural barriers that perpetuate inequities in postsecondary opportunity. We seek

submissions that address, expand, or enhance foundational theories, current conceptual understandings, and innovative strategies that promote college access, student transitions, and overall college and career trajectories. We encourage author(s) to (re)imagine “how” and “who” gain opportunity to prepare for higher education through programs, practices, and policies at multiple levels (e.g., school, district, state, nation, global) toward both micro and macro change. Work centering the experiences of racially and ethnically minoritized student populations and other underserved/ studied student groups (e.g., undocumented, veterans, LGBTQ and trans\*, college athlete, community college and community college transfer, disabled, and international students, to name a few) and intersections are especially welcome. We offer the following reflection questions to assist those interested in submitting to this section:

- How can we better identify and account for the structural barriers and duality of opportunities/ costs for various student populations, particularly for students who have been underserved and/or who are minoritized and marginalized in higher education?
- What are the knowledges, abilities, and skills needed to (re)imagine access, trajectories, and transitions into and through institutions of higher education both globally and locally, particularly for students who have been underserved and/or who are minoritized and marginalized in higher education?
- How do we disrupt and challenge inequities in access while addressing racial injustice and other forms of systemic oppression in postsecondary education research?

*Section co-chairs: Ty McNamee, University of Mississippi, [tcmcname@olemiss.edu](mailto:tcmcname@olemiss.edu) and Cinthya Salazar, Texas A&M University, [csalazar@tamu.edu](mailto:csalazar@tamu.edu)*

### **Section 2b: College and Graduate Student Experiences**

Truth, as it relates to the experiences of college and graduate students, is often defined and constructed by dominant forces in society (e.g., white supremacy; settler colonialism; sexism and patriarchal norms; heterosexism, monosexism, and homophobia; genderism, cissexism, and transphobia; nativism and xenophobia; ableism). We welcome submissions to this section that utilize critical methodological and theoretical frameworks to examine issues related to college and graduate student experiences, including (but not limited to): reimagining what college and graduate student experiences can be; redefining and adding complexity to traditional notions of the postsecondary student experience; critical interrogation of antiquated theories of college and graduate student experiences; disparities within academic majors; understanding how contemporary student experiences are impacted by history, space, technology and the physical environment (e.g., environmental injustice); and the relationship between macro/meso-level policies, practices, and pedagogies and college student experiences. Work centering the experiences of racially and ethnically minoritized student populations and other underserved/ studied student groups (e.g., undocumented, veterans, LGBTQ and trans\*,



college athletes, community college and community college transfer students, disabled students, international students, to name a few) and intersections are especially welcome.

*Section co-chairs: Kari Dockendorff, Colorado State University, kari.dockendorff@colostate.edu, José Del Real Viramontes, University of California, Riverside, jose.delrealviramontes@ucr.edu, and Orkideh Mohajeri, West Chester University, omohajeri@wcupa.edu*

### **Section 2c: Assessing College Student Success and Impact**

Submissions for this section focus on topics related to assessment research, program evaluation, and/or student outcomes (both undergraduate and graduate). Aligned with this year's annual meeting theme and Division J's call above, we encourage submissions that address racial injustice and imagine possibilities using assessment. Thus, we are interested in submissions that use assessment to inform institutional policy and practice through equity- and justice-centered processes. Scholarship should enhance understanding of how environmental contexts influence individual outcomes (e.g., collegiate achievement, transfer, postsecondary completion, and workforce entry), with an emphasis on how these conditions reproduce or mitigate structural inequality and other forms of systemic oppression. We invite submissions that explore assessment in numerous ways, including a) as research, b) to inform policy construction and implementation, c) to advance praxis, and d) as an intentional practice that can foster equity and positive outcomes for all students. We also welcome diverse disciplinary and methodological approaches (e.g., student-centered assessment, qualitative and mixed methods, participatory action research, and critical methodologies) across diverse contexts. Finally, submissions for this session should address the ways assessment of student outcomes and college impact research can shape more critically inclusive and humanizing educational learning environments.

*Section co-chairs: Ashley Clayton, Louisiana State University, aclayton@lsu.edu, Ruth M. López, University of Houston, RMLopez3@uh.edu, and Tania D. Mitchell, University of Minnesota, tmitchel@umn.edu*

### **Section 3: Organization, Management, and Leadership**

Scholars and practitioners are called to challenge racial injustice and systemic oppression through organization, management, and leadership structures within P-20 systems. Moreover, as predominantly white institutions increasingly transition into more diverse spaces, such as Hispanic-Serving Institutions, organizational leaders must challenge longstanding inequitable policies, practices, and procedures to intentionally serve minoritized and marginalized communities. We seek submissions that imagine boldly what education spaces free of racial injustice can look like, with a special emphasis on the structures and people that inform decision making, policy making, and priority setting. Additionally, we seek submissions that engage with the processes and possibilities of dismantling systems of oppression that function as barriers to building more just education spaces. We invite submissions that demonstrate how educational organization, management,

and leadership has been complicit in concretizing racial injustice and oppression. In your submissions, feel free to unapologetically center race, racial injustice, and other forms of oppression by utilizing critical methodological and theoretical frameworks, such as critical discourse analysis, critical race theory/ methods, Black feminist theory, queer organizational theory, and methods and frameworks that make explicit decolonization commitments. We also invite critical qualitative and quantitative methodological approaches that interrogate structures at individual and organizational levels as well as interdisciplinary approaches to understanding these phenomena. Additional topics of interest include the following: interdisciplinary applications of organizational theory to postsecondary education; institutional responses of senior administrators to injustices; the role of rhetoric and symbolic leadership; critically interrogating leadership and governance purposes; organizational identity, culture, and change as related to competing priorities and institutional designations; how organization, management, and leadership research is oriented toward informing leadership practices and policy making that influence building spaces of emancipation, justice, and dignity.

*Section co-chairs: Felecia Commodore, Old Dominion University, fcommodo@odu.edu; and Raquel M. Rall, University of California, Riverside, raquel.rall@ucr.edu*

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

We invite submissions that prompt education researchers to engage in nuanced and contextualized examinations of educational issues in pursuit of racial justice and equity. Submissions are welcome that reflect and advance the meeting theme through research about the contributions and experiences of faculty and instructors, as well as recruitment, hiring and evaluation practices for faculty and instructors, college teaching, retention, evaluation, instructional support and development, faculty status (i.e., tenured, pre-tenured, contingent, fixed term, etc.), promotion, and other areas of their professional responsibilities. We also welcome submissions that focus on pedagogical and curricular innovation that more effectively and equitably support the learning experiences of diverse students in various learning contexts (i.e., virtual, hybrid, non-classroom, etc.), such as: a) faculty experimenting with the curriculum or new advising strategies; b) research on the implementation of new technological methods; and c) the reevaluation of learning assessment approaches.

Given the current pandemic and continual dehumanization and disposability of BIPOC communities, faculty and instructors have responded in numerous ways to support and promote students' learning. BIPOC faculty and instructors have been especially stretched having to navigate continual dehumanization while also supporting students. As such, we also invite explorations of self-care, community-care, and work-life balance, which are critical aspects of faculty sustainability and development. Topics of interest for this section can also include assisting educators with healthy and balanced strategies to respond to higher education's economic, social, and cultural inequities and injustices. Submissions that use theories and methodologies that centralize dismantling,



reconstructing, and redesigning power systems—including structures and cultures that impact faculty, curriculum, and learning—are encouraged. We are prioritizing submissions that critically examine intersectional violence and educational injustice for BIPOC communities to move us toward reimagining institutions with equitable policies, practices, opportunities, and learning communities for learners and educators alike to achieve the meeting theme.

*Section co-chairs: Elsa Camargo, University of Texas at Arlington, [elsa.camargo@uta.edu](mailto:elsa.camargo@uta.edu) and Leonard Taylor, Auburn University, [ldt0016@auburn.edu](mailto:ldt0016@auburn.edu)*

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

We welcome submissions for this section that advance our understanding of how policy and law influence the functions, behaviors, and outcomes of postsecondary education. This includes research areas related to higher education finance and economics, as well as other salient political/policy-relevant issues. In alignment with the 2024 annual theme, we particularly encourage submissions that engage with contemporary and consequential policy discourses (e.g., censoring of books and curricula, student loan forgiveness, judicial consequences, racialized policy making). We also seek submissions that draw on critical approaches from methodological and theoretical to policy analysis with implications for disrupting educational inequities and injustices. Other topics may include but are not limited to: a) college affordability and financial aid policies, b) governmental roles in higher education accountability, c) policy rhetoric versus practice, and d) policy formation, adoption, implementation, and evaluation. Submissions that consider higher education policy making and its ramifications for social and racial justice from institutional, local, state, national, tribal, and global perspectives are relevant to this section.

*Section co-chairs: Mike Hoa Nguyen, New York University, [mike.nguyen@nyu.edu](mailto:mike.nguyen@nyu.edu) and Vanessa Peña, Latino Policy Forum, [vpena2@wisc.edu](mailto:vpena2@wisc.edu)*

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

Submissions for this section address issues related to higher education's societal, economic, political, and cultural contexts including systems, structures, beliefs, ideologies, and traditions that sustain inequity and influence disparities in measuring and analyzing economic opportunity, wealth distribution, political engagement, language issues, and overall livelihoods. This section also welcomes submissions focused on changes in these contexts such as demographic shifts, sociopolitical movements, and environmental and human crises and responses from postsecondary education.

To honor this year's theme of unapologetically centering race, racial injustice, and other forms of oppression, we challenge those who submit to Section 6 to consider the following questions:

- How can higher education actors positively influence racial justice on a societal and global scale in relation to the (re)construction of systems, structures, beliefs, ideologies, and traditions that influence

educational outcomes?

- How can methodological evolutions better incorporate race and ethnicity beyond variable or demographic inclusion to address the sociohistorical, political, and economic impacts of racism, anti-Blackness, settler colonialism, and white supremacy?
- How might policies, practices, and even (co)curricula improve racialized contexts and conditions that ultimately address disparate educational outcomes?

As noted by Critical Race Scholars, nothing is ahistorical or decontextualized; thus, we welcome historical analyses of postsecondary education/contexts used to provide informed recommendations or solutions to current issues of racial injustice as well. Moreover, we welcome submissions focused on the interaction of higher education and society, such as campus-community partnerships, town-gown relationships, public scholarship, and college and university partnerships with business and industry at the local, national, and global levels to interrogate how the status quo is maintained to perpetuate racial injustice and other forms of oppression that limit educational opportunity for minoritized populations.

*Section co-chairs: Katherine S. Cho, Loyola University, Chicago, [kcho3@luc.edu](mailto:kcho3@luc.edu) and Tiffany Steele, University of Rochester, [tsteele@warner.rochester.edu](mailto:tsteele@warner.rochester.edu)*

Questions related to the Division J Call for Submissions and review process can be sent to the section co-chairs listed above or to the *program chair*: Michelle M. Espino, University of Maryland, College Park at [mespino@umd.edu](mailto:mespino@umd.edu). We look forward to your submissions and to working with you as a presenter, discussant, chair, and/or attendee.

### **Division K: Teaching and Teacher Education**

*Program co-chairs: Mildred Boveda and Tia C. Madkins*

We invite your submissions related to the 2024 theme: "Dismantling Racial Justice and Constructing Educational Possibilities: A Call to Action." The theme calls on us "to engage in a massive undertaking of attending to the simultaneous act of dismantling racial injustice and constructing educational possibilities across P-20 systems." Submissions that follow and extend this theme, with an emphasis on teacher and teacher education scholarship, are welcome.

As politicians across the globe enact laws that silence, stifle, and punish Birth-20 educators and university faculty for teaching about systemic oppression, what are the implications for the research of teaching and teacher education in pursuit of educational equity? On one hand, educators' ability to engage in global conversations about race and racism is becoming increasingly obstructed. On the other hand, U.S.-based research and researchers are overrepresented in education scholarship, as the most highly cited publications in our field overwhelmingly come from institutions, journals, and researchers situated within the United States. What is the responsibility of Division K to locate the *absent, underrepresented, misinterpreted, under-nuanced, and decontextualized knowledges* about teaching and teacher education, especially when considering

their relevance to those within and outside of our educational research communities?

We seek submissions that engage researchers, practitioners, policy makers, and community members across diverse theoretical, disciplinary, and methodological perspectives in developing more expansive and inclusive visions of teaching and teacher education. *We especially encourage submissions addressing research issues about educational equity across multiple levels of practice and established policies.* In taking up the 2024 annual meeting theme, we are inspired to go beyond reactive research about existing educational problems and direct our attention toward co-constructed agenda setting. This would mean that as a scholarly community, we move away from simply reiterating problems and posing hegemonic solutions toward prioritizing responsible considerations for the identified challenges in our field. As such, our research related to teaching and teacher education will matter to the communities we seek to serve, especially to communities who are minoritized based on their racialized, ethnic, gendered, classed, ability, and other social identities.

The Division K Programming Committee seeks to highlight scholarship that better represents the knowledge and questions that arise as we learn alongside and with teachers, learners, and community members to disrupt traditional notions of who is worthy of being the researcher or the researched. Many of our colleagues across the globe face resistance and backlash while risking their personal safety and job security to seek justice as part of their research, teaching, and service. The 2024 annual meeting call reminds us that “now is the time for research to be a solution in dismantling racial injustice and constructing educational possibilities.” Engaging in research that attends to the epistemological, ideological, and material consequences of enacting responsive and responsible transformations and dismantling racism in teaching and teacher education would mean grappling with these and other pressing issues:

- How does prioritizing the research of race and racism matter for teaching and teacher education?
- What does it mean to value and assure the preparation of equity-focused, social-justice, or asset-based educators for future generations?
- How can we decenter whiteness in teacher education and teacher education research? How can this work lead to radical transformations in teacher education?
- Who is responsible for engaging the work of educating and sustaining the next generation of teacher educators and teacher education scholars who are committed to disrupting multiple forms of systemic oppression in and outside of our institutions? What does this work look like over time?
- How do we dismantle hierarchical relationships to disrupt deficit-based perspectives of who is qualified to evaluate teacher quality and teacher education programming?
- What does it mean to realize teacher education's commitment to the common good?

- How do we ethically integrate ideas, methods, and approaches emerging from marginalized communities without whitewashing or erasing their contributions?

We encourage submissions that introduce new knowledges and new ways of creating knowledge that consider the epistemological, methodological, and ethical issues of engaging in inquiry. We seek to increase the presence of educators and activists from across the globe in our sessions and encourage submissions with youth, pre- and in-service teachers, and/or other stakeholders within and across settings to reimagine the problems and possibilities of teaching and teacher education. *To support you in deciding which section to submit to, next we provide an overview of the submission guidelines and brief descriptions of Division K's ten sections. Please read them carefully before you select where you submit your work; further questions should be directed via email to the section co-chairs or Programming Committee co-chairs.*

**Please note the following important guidelines for submission to Division K sections:**

### *Paper Submissions: Type of Inquiry*

Division K accepts paper and session submissions featuring a variety of types of inquiry, including but not limited to philosophical, historical, ecological, ethnographic, descriptive, correlational, and experimental studies, as well as school-based practitioner inquiries within these approaches. We welcome diverse disciplinary (e.g., interdisciplinary, transdisciplinary) and methodological (e.g., quantitative, qualitative, and mixed methods; emerging critical methodologies) approaches. AERA policy requires that all studies must be completed at the time of submission; as such, work in progress will not be accepted.

Empirical work must include (a) a clear and significant description of the problems or objectives addressed; (b) a theoretical or conceptual 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; (g) contribution to the field or significance of results or findings; and (h) how the work addresses the call for advancing culturally responsive/relevant, antiracist and/or humanizing practices.

Theoretical/conceptual analyses must include (a) a clear statement of the issue that the analysis will address; (b) the theoretical/conceptual framework or perspective; (c) connection to the literature, with reference to other relevant work; (d) a theoretical analysis of the concepts being discussed; (e) the contribution to the field, or significance of the work; and (f) how the work addresses the call for advancing culturally responsive/relevant, antiracist and/or humanizing practices.

### *Selecting a Section for Submission*

All Division K submissions must be submitted to one of ten specific sections, which are described below. *Please pay close attention to these descriptions, as they may have changed since your last submission to Division K.* Taking the time to review

the section descriptions carefully to find the appropriate fit will ensure the best and most appropriate review of your work.

### *Review Process*

Please read all Division K guidelines carefully before submitting a submission for review. Submissions should address both the general call for submissions and the Division K call at the beginning of this section. Relevance to Division K and potential contribution to the program are critical to the acceptance of paper and session submissions. If authors' names and institutions are not identified, your submission will be reviewed. *Please ensure that you have anonymized your submission completely, as submissions that have not been anonymized will automatically be rejected without review. Paper submissions must be 2,000 words or fewer in length (excluding references, tables, charts, graphs, and figures).*

We encourage you to be open to a variety of types of formats for presentation (e.g., paper session, roundtable, poster session, workshop, site visit). *Stating your preference as well as acceptable alternative formats will improve your chances of participating in the 2024 Annual Meeting.* Finally, please note that Division K encourages interactive and experimental sessions or individual paper submissions to provide a variety of perspectives and presentation formats.

### **Section 1: Intersectional Approaches to Teaching and Teacher Education**

This section seeks scholarly work that explores the intersections of constructs such as disability, race, class, gender, language, legal status, and sexual orientation and the role of structural power and multiple, intersecting oppression (e.g., ableism, anti-Blackness, anti-Indigeneity, classism, linguistic racism, racist nativism, sexism, misogynoir, trans\* oppression, gender binarism) within teaching and teacher education. We invite a range of approaches to teacher education research where authors use anti-oppression lenses (e.g., Critical Race Theory, intersectionality as conceptualized by Black feminist scholars) and attend to history, laws, policies, practices, and the sociopolitical conditions that regulate in/equities and in/justices for learners, families, and communities. Within this broader context, we also encourage submissions that attend to the assets that multiply marginalized communities have and the transformative possibilities of teaching and teacher education.

*Section co-chairs: Brittany Aronson, Penn State University, baa5633@psu.edu; and Raven Jones, Michigan State University, jonesrav@msu.edu*

### **Section 2: Emancipatory Movements and Transformative Interruptions in Teaching and Teacher Education**

Investigations of teacher agency, teacher leadership, and teacher activism, and/or their relationships that interrupt injustices in education should be submitted to this section. We are particularly interested in studies of critical teacher leadership (i.e., teacher leaders addressing injustice as advocates, agents of change, and/or activists in classrooms, schools, communities, and social movements). Submissions could also include examinations

of the definition and conceptualization of teacher leadership, agency, and activism; teachers' networks, and how they shape practice, curriculum, policy, innovative programs; or models that support the identification and development of transformative educators. Case studies of teachers who lead and teachers who are activists, as well as studies of teachers' collaborative partnerships with students, families, and communities, are invited. We especially welcome submissions that center the knowledges, learning, and work of Teachers of Color—collectively or of specific racialized or ethnic communities—and/or attend to teachers' intersecting social identities.

*Section co-chairs: Alexis Patterson Williams, University of California, Davis, adpatterson@ucdavis.edu; and Maggie Beneke, University of Washington, beneke@uw.edu*

### **Section 3: Indigenous Teaching and Teacher Education**

We invite scholarship that embodies relational accountability to Indigenous Peoples and communities in relation to Indigenous curricular content and teacher education. Indigenous Peoples have enduring and brilliant education systems grounded in Indigenous languages, cultural teachings, and Lands which can provide critical models of equitable education. Indigenous teaching and teacher education engage not only a refusal and critique of settler colonial structures, but also revitalize and sustain Indigenous knowledges, relationships, languages, value systems, and lifeways through Indigenous epistemologies, ontologies, axiologies, and methodologies. This section advances the global context of Indigenous human and legal rights through the United Nations Declaration on the Rights of Indigenous Peoples, treaties, and the sovereignty and self-determination movements of Indigenous Peoples.

Submissions must demonstrate an attention to the ethics of research in Indigenous contexts, including power dynamics, data sovereignty, and principles of relationality, responsibility, and reciprocity. Submissions might take up mobilizing an Indigenous teaching or teacher education that enacts agency and collective solidarity around sovereignty, self-determination, and nation-building; critical Indigenous teachers; critical Indigenous pedagogies; the value systems that undergird Indigenous educational movements; anticolonial literacy; Indigenous futurities; survivance and resistance; teaching as resurgence; community-based pedagogies; and/or decolonial praxis, among others.

*Section co-chairs: Jennifer Brant, University of Toronto, jennifer.brant@utoronto.ca; and Meredith McCoy, Carleton College, mlmccoy@carleton.edu*

### **Section 4: Transformative Justice in Teaching and Teacher Education**

Submissions to this section should examine how educators work to promote racial and transformative justice within teacher education, including but not limited to university-based contexts, residency programs, community-based programs, or place-based teaching and teacher learning. Work centering on how teacher educators work with and for communities of color to promote transformative justice across settings, especially



the work of Teachers and Teacher Educators of Color, are especially encouraged. Studies might focus on the possibilities of responding to violence, harm, and abuse within the context of early childhood education, STE(A)M education, special education, bilingual education, or other learning contexts for communities that have been traditionally marginalized or silenced in teacher education. Explorations of the complexities and situatedness of engaging in anti-oppressive practices to actively prevent violence and support healing, accountability, resilience, and safety for all to transform teaching and teacher education are highly encouraged. Studies might also highlight the historical knowledges, reflective practices, and actions of educators and teacher educators as they pursue transformative justice within their specific teacher education setting and attend to the sociopolitical conditions of those settings. For submissions about teacher activism and leadership in transforming teacher education, please submit to Section 2 (Emancipatory Movements and Transformative Interruptions in Teaching and Teacher Education).

*Section co-chairs: Rosa Jimenez, University of San Francisco, [rmjimenez@usfca.edu](mailto:rmjimenez@usfca.edu); and Jennifer Collett, Lehman College-CUNY, [jennifer.collett@lehman.cuny.edu](mailto:jennifer.collett@lehman.cuny.edu)*

### **Section 5: Teacher and Teacher Educator Learning**

We invite theoretically and conceptually grounded inquiry examining processes, preparation for, evidence, and outcomes of teachers' professional learning within and across settings. Among other things, studies might focus on and offer evidence of thinking and knowledge(s), self-efficacy, teaching practice, professional development and growth for preservice or inservice teachers, and perhaps the relationship of teacher outcomes with student learning. Historical, interdisciplinary, and critical perspectives on approaches to and assumptions about teacher learning are encouraged, as well as submissions geared toward advancing culturally responsive or relevant, antiracist, anti-oppressive, or humanizing practice. We especially welcome submissions that center the knowledges and learning of Teachers of Color collectively or of specific racialized or ethnic communities, inclusive of teachers' intersecting social identities. For submissions about the preparation and professional development of teachers focused on specific content areas, please submit to Section 9 (Initial Teacher and Teacher Educator Preparation) or Section 10 (Inservice Teacher Education and Teacher Educator Development).

*Section co-chairs: Andrea Weinberg, Arizona State University, [andrea.weinberg@asu.edu](mailto:andrea.weinberg@asu.edu); and Ricardo Martinez, Penn State University, [rjm5798@psu.edu](mailto:rjm5798@psu.edu)*

### **Section 6: Transformations in Teacher Education Policies, Research, and Practices**

Investigations of transformative innovations in the practices of teaching, teacher education, teacher educator preparation, and/or analyses of teaching and teacher education policies. Submissions related to transformative teaching practices might explore new pedagogies and teaching practices and new approaches to organizing teachers' work in classrooms, schools, and beyond. Policy analyses might address the distribution of teacher expertise and labor, teacher evaluation,

and teacher compensation, as well as conceptions of teacher quality and their consequences for teaching practice for the democratic purposes of teaching. Studies of transformative innovation in teacher education might explore new and creative approaches to designing teacher education coursework, learning experiences, and programs. They could also include investigations of approaches to and strategies for teacher educator preparation, innovative teacher educator pedagogies, and/or formal and informal contexts for professional learning and mentoring for teacher educators. Policy analyses might address teacher education curriculum, evaluation, program accreditation and effectiveness, as well as teacher licensure/certification. Explorations might target or transcend local, national, or international policy mandates or debates that affect teaching and teacher education. Submissions that critically take up issues of educational in/equity along the lines of race and ethnicity, language, culture, socioeconomic class, gender, sexuality, ability, citizenship, and other identity markers are particularly encouraged.

*Section co-chairs: Crystal Chen Lee, North Carolina State University, [cchen32@ncsu.edu](mailto:cchen32@ncsu.edu); and Ayesha Rabadi-Raol, Sonoma State University, [rabadiraol@sonoma.edu](mailto:rabadiraol@sonoma.edu)*

### **Section 7: Clinical Practice and Community Engagement**

This section invites investigations of field experiences, including early field experiences, supervision, teacher residency programs, community-based experiences, mentoring, and student teaching. Studies oriented toward advancing culturally responsive, relevant and/or sustaining, antiracist, and anti-oppressive teaching through field experiences are encouraged. This includes investigations of content area-focused teaching, teacher education, and professional development in pre-K-16+ school or community settings. We are particularly interested in critical field experiences that facilitate (through mentoring, guided inquiry, observation, and practice) candidates' understanding of teaching and learning for equity for Black, Indigenous, Latinx, Asian/Asian American, Pacific Islander and other Communities of Color, as well as disability, emerging multilingual, and gendered identities. For submissions involving community partnerships, involvement of the community in the research process or as research partners is preferred.

Explorations might take up issues and possibilities for equity in field experiences along the lines of race, ethnicity, language, culture, socioeconomic class, gender, sexuality, ability, citizenship, and other identity markers in new and innovative ways. These examinations could focus on questions of quality, process, and diversity of school/community collaborations, placements and field experiences, supervision and mentoring, selection and support of cooperating and mentor teachers, or the sequence and substance of student teaching.

*Section co-chairs: Aubry Threlkeld, Endicott College, [athrelke@endicott.edu](mailto:athrelke@endicott.edu); and Lilly Padia, Erikson Institute, [lpadia@erikson.edu](mailto:lpadia@erikson.edu)*

### **Section 8: Teachers' Lives, Identities, and Journeys**

This section prioritizes investigations of P-16+ teachers



and/or teacher educators, including their beliefs, thinking, and successes and challenges. Submissions could focus on teacher or teacher educator knowledge(s) and their understandings of their work and lives; autobiographies, autoethnographies, *testimonios*, and personal or professional histories; thinking and decision-making; beliefs, conceptions, and perspectives; ideologies, attitudes, and dispositions. Inquiries into the spiritual, moral, sociopolitical, affective, and emotional dimensions of teaching and teacher education are also included in this section. Submissions that critically take up issues of educational equity along the lines of race and ethnicity, language, culture, socioeconomic class, gender, sexuality, ability, citizenship, and other identity markers are particularly encouraged (i.e., engage critical perspectives and attend to issues of justice and power). We welcome submissions that center the socialization and development of teachers' identities, especially as related to teachers' intersecting social identities or content area-specific identities (e.g., developing science, special education, or bilingual teachers' identities).

*Section co-chairs: P. Zitali Morales, University at Illinois, Chicago, [zitali@uic.edu](mailto:zitali@uic.edu); and Jessica Martell, New York City Public Schools, [jm4153@tc.columbia.edu](mailto:jm4153@tc.columbia.edu)*

### **Section 9: Initial Teacher and Teacher Educator Preparation**

This section invites investigations of teacher preparation for working in complex and diverse settings, which consider how sociocultural, sociopolitical, and socioeconomic contexts can influence teacher readiness. This could include examinations of initial teacher and teacher educator preparation in a single content area, or inquiry into the intersections between multiple content areas, in relation to preservice teachers' and/or teacher educators' instructional practices, knowledges, roles, preparation, professional development, and beliefs/perceptions. Content areas include conventionally understood subject matter areas, arts and music, bilingual education, special education, STE(A)M, and ethnic studies. Proposals can focus on research related to, but not limited to, preparing teachers and teacher educators to enact professional agency; enhancing teacher knowledge and understanding; different pedagogical practices and perspectives on learning to teach; becoming competent and caring teachers of and advocates for minoritized learners across settings; antiracist, anti-oppressive, or culturally relevant and responsive pedagogies; how sociopolitical and sociocultural contexts influence teachers' ideological stance and praxis; racial literacy and literacies endeavors within a broad range of content areas; and assessment practices in preservice teacher education and professional development.

*Section co-chairs: Ayanna F. Brown, Erikson Institute, [abrown@erikson.edu](mailto:abrown@erikson.edu); Jordan Bell, CUNY Graduate Center, [jordanbell500@gmail.com](mailto:jordanbell500@gmail.com); and BernNadette Best-Green, San Joaquin Delta College, [BBest-Green@deltacollege.edu](mailto:BBest-Green@deltacollege.edu)*

### **Section 10: Inservice Teacher Education and Teacher Educator Development**

This section invites research related to in-service teachers and teacher educators who work in complex and diverse settings.

This could include examinations of a single content area, or inquiry into the intersections between multiple content areas, in relation to in-service teachers' and/or teacher educators' instructional practices, knowledge(s), roles, professional development and beliefs/perceptions. Content areas include conventionally understood subject matter areas such as the arts and music, bilingual education, special education, STE(A)M, and ethnic studies. Proposals can focus on research related to, but not limited to, supporting teachers and teacher educators to enact professional agency; enhancing teacher knowledge and understanding; different pedagogical practices and perspectives on improving teacher practice; becoming competent and caring teachers of and advocates for minoritized learners across various settings; antiracist, anti-oppressive, or culturally relevant and responsive pedagogies; teachers as co-researchers; and assessment practices in in-service teacher education and professional development, with emphasis on how in-service teacher education and professional development can disrupt or challenge inequity and injustice.

*Section co-chairs: Marcelle Mentor, Teachers College, Columbia University, [mm3128@tc.columbia.edu](mailto:mm3128@tc.columbia.edu); and Alison Dover, California State University, Fullerton, [adover@fullerton.edu](mailto:adover@fullerton.edu)*

Questions related to the Division K Call for Submissions and review process can be sent to the section chairs listed above or to the program chairs: Mildred Boveda, Penn State University, [mboveda@psu.edu](mailto:mboveda@psu.edu); and Tia C. Madkins, The University of Texas at Austin, [tmadkins@austin.utexas.edu](mailto:tmadkins@austin.utexas.edu). We look forward to your submissions and to working with you as a presenter, discussant, or chair.

### **Division L: Educational Policy and Politics**

*Program co-chairs: Sarah Woulfin and Carolyn Sattin-Bajaj*

The theme of the 2024 AERA Annual Meeting is "Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action." This theme has particular relevance to Division L as educational policy makers and practitioners examine how race and racism across the globe affect the development and implementation of policies and practices that can change students' and parents' daily lives. In presenting this theme and describing its salience to the study and practices of education today, AERA President Tyrone Howard asks us "to look back, but to imagine forward." He further adds, "In our current moment, when the disruption of truth, attacks on race theories, banning of books, and erasure of histories have become commonplace, how can our work take an intersectional approach of eradicating racism, and all other forms of oppression?"

Education policy research should focus on the disruption of racial injustices globally. If we choose not to do so, then we become complicit in leaving our education policy and politics community in peril. As AERA President Tyrone Howard says, quoting Ruha Benjamin's (2022) work, "we can't only critique the world as it is. We have to build the world as it should be to make justice irresistible" (p. 11). Thus, the onus is on us as a research community to question and construct the type of world in which we would like our students and families to live and thrive.

**Please note the following important guidelines for submission to Division L sections:**

The Division L Program Committee, chaired by Sarah Woulfin and Carolyn Sattin-Bajaj, invites submissions that advance our understanding of the role of race and racial injustice in disrupting punitive policies, eradicating oppressive procedures, eliminating brutal practices, and cultivating movements of justice and hope. We are particularly interested in submissions that critically analyze education policy research over the years and offer timely methods of reexamining such work, paying close attention to race and racism. We are eager for submissions in which scholars identify and forward multiple modes for communicating research findings that have major implications for racial injustice. Further, we look forward to receiving submissions that identify and engage dialogically with practitioners and communities to disrupt multiple forms of discrimination, including racism, ableism, sexism, homophobia, and xenophobia.

We welcome submissions engaging with these issues of interrogating race and racial injustice in education law, school governance, curriculum and instruction, school choice and school modalities, accountability and data use, teacher and leader workforce/labor market, education funding, social policy, community engagement and advocacy, and systemic reform. We welcome submissions demonstrating rigorous and original scholarship across the wide range of empirical approaches and theoretical perspectives. Proposals spanning education and other disciplines (e.g., political science, sociology, public policy, economics, ethnic studies, anthropology, law, history, and philosophy) that address formal and informal education and that explore policy and politics in early childhood, K–12, and postsecondary education are encouraged. Analyses of the design, implementation, and evaluation of education policies are welcome in all sections, as are submissions examining race and racial injustice in educational policy and politics internationally, including comparative and cross-national analyses and studies from countries outside the United States. We especially encourage submissions that center issues of equity, inequality, justice, and abolition, including the policy and political causes and consequences of inequality that continue to disadvantage minoritized communities (e.g., Black, Indigenous, and People of Color, including overdue attention to Asian communities; English learners; LGBTQIA communities; immigrant and refugee communities; people with disabilities). In addition, we welcome submissions that explore the intersection of education with other areas of public policy and politics. For example, we are interested in submissions that examine environmental policy and justice in schooling in the face of climate change. Submissions will be evaluated by at least three reviewers and ranked according to research objectives, theoretical framework, methods and data, results and conclusions, quality of writing, and scholarly significance. All submissions, including symposia, will be reviewed anonymously without author identification; submissions failing to adhere to the blind-submission policy will not be reviewed. Submitters are strongly encouraged to

review AERA guidelines prior to submission and to indicate their preference of session type (symposium, individual paper, roundtable, and paper). Due to the high number of submissions, we encourage submitters to be open to all session formats. Please also volunteer to serve on the review panel for Division L, especially if you plan to make submissions. The Division L Program Committee reserves the right to reject or decline to review papers violating these guidelines. Accepted papers must be provided in advance to discussants and co-panelists.

General questions about the Division L program may be directed to the co-chairs: *Sarah Woulfin*, [sarah.woulfin@austin.utexas.edu](mailto:sarah.woulfin@austin.utexas.edu) and/or *Carolyn Sattin-Bajaj*, [carolynsattin-bajaj@ucsb.edu](mailto:carolynsattin-bajaj@ucsb.edu).

### **Section 1: Governance, Politics, and Intergovernmental Relations**

This section welcomes submissions that analyze political actions, governance structures, and relationships between distinct levels of government in and/or outside of the United States, as well as the relationships among these issues. Studies may examine, for example, formal political structures, political alliances, interest groups, media, policy elites, networks, and affinity-based groups and coalitions. Examinations of strategies used by policy actors across the ideological spectrum who aim to infuse ideas and knowledge into the public sphere are also welcome. Papers focusing on the relationships and tensions among political actors and organizations involved in decision making and implementation—particularly across branches and/or levels of government in the United States and other federal systems—are encouraged, including examinations of the ways in which race and racial injustice intersect with the needs of students across the globe. Relatedly, research that examines the role of power, White supremacy, and other systems of oppression on educational politics and governance are encouraged. Also invited are studies of public opinion and the policy-making processes in education at the international, national, state/provincial, district/school board, and school levels. Empirical analyses of the effectiveness of governance structures and their consequences are welcome, as are studies of recent innovations in governance (e.g., diverse service providers, regional coalitions, reform in collective bargaining agreements, intermediary organizations, foundations, family-school partnerships, student voice). Consistent with the theme of the conference, of particular interest is research that critiques distinct modalities in order to connect analyses that use varied lenses to shed light on issues of politics and governance that are in pursuit of truth.

*Section chairs: Richard Blissett, Center for Democracy and Civic Life, University of Maryland, Baltimore County, [rsblissett56@gmail.com](mailto:rsblissett56@gmail.com); and Rachel White, University of Tennessee–Knoxville, [rswhite@Utk.edu](mailto:rswhite@Utk.edu)*

### **Section 2: Legal and Judicial Issues for Equity and Access**

This section invites analyses of legal and judicial issues in the United States and/or other countries, how they shape educational policy and practice, and their consequences in

eliminating or supporting racism and racial injustice globally. This includes, but is not limited to, a reexamination of legal studies of issues such as affirmative action, desegregation, discipline disproportionality, student privacy, First Amendment rights, special education, immigration, English learners, school finance, and adequacy and equity litigation within a legal, political, and/or intergovernmental context. Studies that consider the racial politics concerning court decisions among federal, state, and local actors are also encouraged, as are submissions on traditional and innovative approaches to the study of judicial issues, such as critical race theory and replacement theory. Studies that focus on the implementation and outcomes of court decisions across all institutional levels, including postsecondary education, are welcome. Moreover, we welcome submissions that examine the outcomes of court decisions on marginalized communities.

*Section chair: Dwuana Bradley, University of Southern California, dwuanabr@usc.edu*

### **Section 3: Curriculum and Instruction**

This section welcomes papers addressing the politics and policies of curriculum and instruction in and/or outside of the United States and their implications for equity, antiracist teaching, and other outcomes of interest. This work includes, but is not limited to, studies of national, state, and local standards and curricula; rules governing the language of instruction or the placement of children with disabilities; curricular stratification and tracking; and policies whose focus is changing instructional practice. Papers that analyze the macro- and micro-level forces that shape the design or implementation of curriculum and/or instruction policies through a balanced curriculum are also invited. We welcome papers that evaluate both the intended and unintended consequences of these policies for students of color, children from low-income backgrounds, English learners, immigrants, LGBTQIA students, and other minoritized student groups.

*Section chair: Laura Hernandez, Learning Policy Institute, lehernandez@berkeley.edu*

### **Section 4: School Choice and Market Reforms**

This section encourages papers from across the globe that focus on school choice, including charter schools, open enrollment, vouchers, private schools, tuition tax credits, homeschooling, virtual schooling, and other means of providing students and parents with alternatives to traditional schooling options. We welcome the study of market reforms in postsecondary settings as well. We encourage analyses of the implementation of school choice, as well as on the effects on student achievement overall and on racial and ethnic groups, language groups, immigrants, students of various sexual orientations and/or gender identities, children with disabilities, and economically disadvantaged children, in particular. We also invite submissions that consider the dynamics of political advocacy in market-based reforms in education, including the role of foundations, grassroots community groups, and other intermediary organizations.

*Section chairs: Chantal Hailey, University of Texas at Austin, chantal.a.hailey@utexas.edu; and Eupha Jeanne Daramola, University of California–Santa Barbara, daramola@usc.edu*

### **Section 5: Testing, Accountability, and Data Use**

This section welcomes papers related to testing, accountability, and data use policy and practices in P–20 education at federal, state, and local levels in or outside the United States. Of particular interest are analyses of the development, implementation, and effects of such policies on a range of student outcomes, including social-emotional learning and other non-achievement variables. Also encouraged are papers that explicitly examine how testing, accountability, and/or data use policies can influence the distribution of these outcomes, ameliorating or exacerbating gaps for socioeconomically disadvantaged students, racial minority students, English learners, and other groups. Finally, we encourage papers that critically examine and interpret the implications of testing and accountability policies that potentially promote racial injustice in schools and classrooms.

*Section chair: Jacob Kirksey, Texas Tech University, jacob.kirksey@ttu.edu*

### **Section 6: Human Capital and School Finance**

This section invites empirical papers on policies and reforms focused on human capital and school finance. We seek to showcase human capital work on a broad range of topics such as recruitment, training, development, compensation, evaluation, career ladders, and working conditions for educators, administrators, and staff. We also welcome studies that seek to understand how education is financed and how resources are allocated at the individual, institutional, and system levels, as well as the effects of school finance reforms, taxation, scholarship programs, and related policy instruments. We are particularly interested in papers that examine how school finance policy has the ability further racist practices in school communities.

*Section chair: David Knight, University of Washington, dsknight@uw.edu*

### **Section 7: Social Context and Structural Inequalities**

Focusing on cultural and social issues in education, this section invites submissions that address the institutional, organizational, and contextual factors affecting education and schooling, as well as structural inequities in education in the United States and in international contexts. We encourage the submission of studies that examine the ways social institutions and individuals' experiences within them open up, stratify, or otherwise affect educational processes and opportunities. We welcome a wide range of qualitative and quantitative methodological approaches. Of particular interest are submissions that reveal the social, political, racial, and institutional contexts of schooling and education as demonstrated through cross-boundary collaboration and interdisciplinary approaches to inquiry.

*Section chairs: Alisha Butler, Wesleyan University, abutler@wesleyan.edu; and Daniella Hall, Clemson University, dhall5@clemson.edu*



### Section 8: Social Policy and Education

\*\*\*In light of the 2024 Annual Meeting's emphasis on race and racial injustice in education, this section welcomes papers that use empirical methods to ask and answer important questions concerning race and racism in P-20 educational policy and other social policies at all levels, domestically and internationally. The section encourages submissions bridging education to economic development, workforce policy, housing, healthcare, immigration, welfare, childcare, incarceration, policing, and other policy areas. More importantly, this section encourages submissions that interrogate the underpinnings of racism in these topics. Submissions that address issues related to data availability and measurement of the effects of social policy on racism are also welcome, as are interdisciplinary and collaborative studies.

*Section chairs: Sarah Lenhoff, Wayne State University, sarah.lenhoff@wayne.edu; and Tasmina Dhaliwal, Michigan State University, tdhaliwa@msu.edu*

### Section 9: Policy Implementation and Going to Scale

This section invites submissions that pertain to policy implementation and bringing effective programming and practices to scale inside and/or outside the United States. We encourage studies that advance understandings about what works, for whom, and under what conditions, as well as those that explore ways to measure and/or promote improvement within and across schools and school systems. Studies that draw on critical methodologies are welcome and encouraged, as are studies that identify, describe, and analyze new approaches to educational improvement that bring together multiple communities to engage in evidence-informed, collaborative decision-making school or district partnerships with families and community members, research-practice partnerships, improvement communities, and cross-institutional networks. We also invite studies on the design and uses of education research in policy implementation.

*Section chairs: Samantha Viano, George Mason University, sviano@gmu.edu; and Jerome Graham, Michigan State University, jgraham@msu.edu*

Questions related to the Division L Call for Submissions and review process can be sent to the section chairs listed above or to the program chairs: Sarah Woulfin, University of Texas at Austin, sarah.woulfin@austin.utexas.edu; Carolyn Sattin-Bajaj, University of California–Santa Barbara, carolynsattin-bajaj.ucsb.edu. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

## B. Committees

### Committee on Scholars and Advocates for Gender Equity in Education

The Committee on Scholars and Advocates for Gender Equity in Education (SAGE) invites submissions for symposia, individual papers, and innovative formats that explore the 2024 Annual Meeting theme, "Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action." Submissions should

focus on issues of gender, gender equity, and sexuality in primary, secondary, postsecondary, and other educational settings in the United States and internationally. Given the 2024 Annual Meeting Theme, the program committee is particularly interested in submissions that explore areas of concern through an intersectional lens that acknowledges the contours of racial and gender justice. The Committee welcomes proposals that are solution based and that grapple with the (im)possibilities of systems, practices, policies and barriers that shape educational research and action. In keeping with the 2024 Annual Meeting theme objectives, the program committee encourages equity-focused research that reflects the broad spectrum of methodological approaches and theoretical perspectives; but (for symposium submissions in particular) we prefer an emphasis on sessions that encourage a mix of methods and theories that may not be in conversation as often as we would like—for example, a symposium that includes an experimental design as well as rich ethnographic work, each tackling a pressing gender-equity issue from a different methodological approach but each also offering something unique and pushing researchers of all approaches to think more deeply about evidence and implications.

*Chair: Lori Patton Davis, The Ohio State University, pattondavis.1@osu.edu*

### Committee on Scholars of Color in Education

The 2024 AERA Annual Meeting theme calls for dismantling racial injustice and constructing educational possibilities. As such, the Committee on Scholars of Color in Education (CSCE) invites paper and symposia submissions that broadly examine the factors influencing people of color in education. CSCE is especially interested in research that advances knowledge about how to address racial and other systemic barriers to success for people of color and that illuminates racial injustices that disproportionately affect scholars of color who are committed to advancing transformative scholarship, policies, and practices in education. CSCE is also interested in research that examines (a) the relationship between current sociopolitical contexts and the proliferation of inequities in education policy and practice across the education pipeline; (b) the relationship between systems (e.g., knowledge, assessment, accountability, institutional systems) and social inequities; (c) the relationship between communities of color and the transformation of educational institutions; and (d) effective strategies and educational possibilities for professional researchers, policy makers, and practitioners advocating for communities of color. We encourage submissions from diverse disciplinary, theoretical, methodological, and policy perspectives and welcome submissions that take interdisciplinary approaches. Finally, submissions that involve collaborations among senior and junior scholars and between scholars and practitioners, policy makers, journalists, artists, and activists are encouraged.

*Chair: Quaylan Allen, Chapman University*

### International Relations Committee

The International Relations Committee (IRC) invites submissions that specifically encourage international, interdisciplinary



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comparative research that can contribute to improving access to quality education across settings and contexts; expanding our understanding of teachers, faculty, educational leaders, and other educational professions; supporting meaningful, critical, and joyful learning; elevating attention to biased and exclusionary educational policies and practices; and encouraging collaboration among researchers, teachers, community members, and policy makers. The IRC is especially interested in submissions that can enhance our understanding of how educational systems are building the capacities as well as meeting the needs of minoritized, Indigenous, and/or immigrant student populations and reducing existing educational inequities.

The IRC welcomes submissions across a range of issues related to extending education research on investigations that capture how educational opportunities and challenges are studied, analyzed, or assessed worldwide. The IRC embraces a wide spectrum of interdisciplinary designs that focus on learning, supports for social and emotional well-being, school transitions into the labor force, instruction and curricular content, education reform, and policy at various levels of the educational system. Proposals are welcomed across education in formal and informal settings from early childhood education through higher and adult education.

Paper and session topics may include, but are not limited to, the following:

- Effects of international and national research on public and private education systems; academic, social, and emotional learning; and school-to-work transitions
- Societal and schooling factors related to inequalities in opportunities to learn across nations at all levels of the education system
- Promising international education reforms (including online and virtual formats) advancing learning and instruction from pre-K through postsecondary education, including technical certificate programs
- Education research initiatives designed to enhance global activities in civic participation, environmental science, sustainability, and research practices and ethics
- Collaborative international opportunities dedicated to enhancing the training, quality, and recognition of education scholars as well as practitioners

The IRC invites submissions focusing on global trends, regional analysis, and cross-country comparisons approached from various theoretical, empirical, and methodological perspectives that show promise of deepening understandings of, and ways of exploring issues related to, education in an increasingly complex and interconnected world. Session submissions should engage in discussions of more than a single a country.

*Chair: A. Lin Goodwin, Boston College, [alg25@tc.columbia.edu](mailto:alg25@tc.columbia.edu)*

### **Professional Development and Training Committee**

The AERA Professional Development and Training Committee seeks course proposals for the 2024 AERA Annual Meeting. The Committee aims to offer a program of courses at the

meeting that will be of significant skill-building value to education researchers. Professional development courses may provide training in specific research methods and skills, cover significant research issues in related disciplines (e.g., psychology, sociology); emphasize specialized areas (e.g., research on schooling processes); address professional development and capacity-building issues (e.g., publication skills/strategies, research integrity); examine recent methodological developments in education research (e.g., use of artificial intelligence [AI], video data collection); and focus on research for the improvement of program design, practice, or implementation.

For the 2024 Annual Meeting, the Professional Development and Training Committee is particularly interested in course proposals that address research methods and data analysis across multiple areas (i.e., quantitative, qualitative, and mixed methods); statistical techniques (i.e., meta-analysis, propensity score matching, statistical modeling); use of large-scale data sets and other “big data”; data sharing and replication; survey and research design; writing for publication; and ways of communicating and presenting research to scholarly and public audiences.

Courses may be designed for various levels (e.g., basic, intermediate, advanced). Course participants may include advanced graduate students and early career scholars as well as more senior researchers or practitioners interested in becoming stronger users and consumers of research. The Committee encourages proposals that both originate from and are directed to diverse groups such as women and underrepresented minorities.

Proposals are sought for three course formats:

- *Extended courses* are 1–2 days in length and typically precede the Annual Meeting. Courses that start before the meeting (typically on Wednesday, April 10, 2024) conclude on the first day of the meeting. In some instances, courses may start the morning of the first day of the meeting (Thursday, April 11, 2024) and conclude at the end of the day.
- *Mini-courses* are short courses, 4 hours in length, and are scheduled to take place during the Annual Meeting.
- *Virtual courses* are presented in a live 4-hour webinar format with dynamic interactions between faculty and participants. The virtual courses are recorded live with the recordings made available at the [AERA Virtual Research Learning Center](#). Virtual courses may be held during or following the Annual Meeting.

*Chair: Noelle W. Arnold, The Ohio State University*

### **Selection Criteria**

A goal of the selection committee is to develop a balanced and comprehensive curriculum that crosses the spectrum of research knowledge and capacity building in areas such as translating theory to research, quantitative and qualitative research methods, and statistical analysis techniques, as

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well as being directed to important areas of professional skill. Proposals that represent diverse perspectives or are relevant to the theme of the 2024 Annual Meeting, “Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action,” are particularly welcome.

Proposals for courses that represent commercial endeavors (such as the sale of services or products) will not be considered.

The course selection criteria include the following:

- The instructional staff is skilled and competent to plan and carry out the course.
- The course topic is important, topical, and aligned with AERA’s purpose, i.e., it will address critical research training needs.
- The proposal states the skills and/or knowledge that participants are expected to have to participate effectively.
- Learning objectives are provided, are clearly stated, and drive the organization of the course.
- The planned activities are coherent with each other and support the achievement of the learning objectives.
- The learning objectives can be reasonably accomplished within the proposed time frame.
- The planned activities are appropriate for the intended participants.
- The proposal demonstrates the incorporation of effective pedagogical practices aligned with the learning objectives. Hands-on examples, opportunities to practice new skills, and active participant involvement are encouraged.
- Prior courses by the instructor(s), if applicable, have been successfully planned, executed, and received.
- The workshop title, abstract, proposal, and learning objectives are aligned with one another.

### General Information

The instructor(s) information and course proposal must be entered using the AERA 2024 Annual Meeting AllAcademic submission system no later than the deadline (**July 31**, at 11:59 PM Pacific Time). For course proposal instructions and information on the submission system, please visit <http://www.aera.net>.

Questions may be directed to George L. Wimberly, Director of Professional Development, [profdevel@aera.net](mailto:profdevel@aera.net) or 202-238-3200. The deadline for submitting proposals for the 2024 Annual Meeting is July 31, at 11:59 PM Pacific Time. The selection committee will select proposals and notify prospective course instructors by November 30, 2023.

### Course Proposal Instructions

#### 2024 AERA Professional Development and Training

Please read the Professional Development and Training Course Call for Proposals and these instructions carefully before starting the submission process. The instructor(s) and course proposal must be entered using the 2024 AERA Annual

Meeting AllAcademic submission system no later than the deadline: July 31, at 11:59 PM Pacific Time. Late proposals will not be accepted.

### Instructor Information

Using the AllAcademic system, select or enter *all* course instructors. The individual submitting the proposal must be listed both as the “Session Organizer” *and* as an “Instructor.”

### Course Proposal

The AERA 2024 Professional Development and Training Course Proposal consists of four components: (1) course title and description; (2) course faculty list; (3) the proposal narrative; and (4) the course supporting materials. The course proposal must be submitted as one PDF document. The Committee is under no obligation to view hyperlinks.

#### 1. Course Title and Description (250-word limit)

Provide the course title and description. This information will be used on the AERA Annual Meeting Registration website, in promotional materials, and in the Annual Meeting Program. Developing a clear course description is very important, as it is the only information the participant will see prior to registering for the course. Provide a concise description (250 words or fewer) that addresses the following:

- Course content
- Format (e.g., lecture, hands-on exercises, group work)
- Course objectives
- Target audience (e.g., graduate students, early career scholars, advanced researchers)
- Prerequisite skills or knowledge
- Potential assignments
- Required material and software (e.g., data sets)

#### 2. Course Faculty

List of instructor(s), with institutional affiliation(s) and e-mail address(es)

#### 3. Proposal Narrative

The proposal narrative should address the following (maximum 3 pages, single spaced):

- *Prerequisites*—Skills or knowledge needed for course participation.
- *Target course participants*—Indicate what level of knowledge (e.g., basic, intermediate, advanced) the target audience (e.g., graduate students, emerging researchers, continuing researchers) must have to participate fully in the course. All courses must accommodate up to 50 in-person participants; AERA will contact you if it is necessary to expand your course.
- *Rationale*—Provide a rationale for the course. Why is this course important to education research and those who work in the field?
- *Learning objectives*—List and clearly define the learning objectives and purpose(s) of the course. Courses using internet-based software or materials should include a plan for participant engagement in the event that technical interruptions or difficulties

occur. This may include preparation of handouts, pre-download requirements, and guidelines for registrants.

- *Course content*—Describe the topics and issues that the course examines. This should include a description of the course structure (i.e., lecture, small-group interactions, hands-on demonstrations), overview of the course, discussion of the course focus, and an overview of the planned activities.
- *Virtual participants*—Describe how this course can engage a virtual audience. Course proposals should contain lessons that are accessible and relevant for both in-person and virtual participants.

#### **4. Course Supporting Materials in Appendix** (no page limit)

Provide copies of the following:

- Pre-course readings (citations), tasks, or assignments
- Course agenda or lesson plan
- Examples of course lectures/presentation (e.g., PowerPoint slides, handouts)
- Detailed examples of activities and/or exercises
- One-page relevant CV for each instructor
- Hyperlinks to previously video-recorded or online courses (optional)
- Other supporting materials

As you develop your course proposal, keep in mind that there may be limits to accessing the internet, social media, electronic databases, video, and other technological applications as part of your course. You are encouraged to provide for course participants any data or other multimedia content prior to the course. Remember, the four components of the course proposal must be submitted as one PDF document. Accepted courses will be announced by November 30, 2023.

If you have questions, please contact [profdevel@aera.net](mailto:profdevel@aera.net).

### **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.

**Accreditation, Assessment, and Program Evaluation in Education Preparation**, Beth W. Kubitskey, University of Michigan–Flint, [kubitske@umich.edu](mailto:kubitske@umich.edu)

**Action Research**, Grace H. C. Huang, Cleveland State University, [g.h.huang@csuohio.edu](mailto:g.h.huang@csuohio.edu)

**Adolescence and Youth Development**, Andrea Frazier, Columbus State University, [frazier\\_andrea@columbusstate.edu](mailto:frazier_andrea@columbusstate.edu)

**Adult Literacy and Adult Education**, Elizabeth Tighe, Georgia State University, [etighe@gsu.edu](mailto:etighe@gsu.edu)

**Advanced Studies of National Databases**, Anica G. Bowe, Rutgers University–Newark, [anica.bowe@rutgers.edu](mailto:anica.bowe@rutgers.edu)

**Advanced Technologies for Learning**, Nikki Lobczowski, McGill University, [nikkilob12@gmail.com](mailto:nikkilob12@gmail.com)

**Arts and Inquiry in the Visual and Performing Arts in Education**, Aaron T. Bodle, James Madison University, [bodleat@jmu.edu](mailto:bodleat@jmu.edu); Amanda N. Gulla, Lehman College–CUNY, [amanda.gulla@lehman.cuny.edu](mailto:amanda.gulla@lehman.cuny.edu); Mary Beth Cancienne, James Madison University, [cancieme@jmu.edu](mailto:cancieme@jmu.edu)

**Arts and Learning**, Matt Omasta, Miami University (OH), [matt@mattomasta.com](mailto:matt@mattomasta.com)

**Arts-Based Educational Research**, Courtney C. Mauldin, Syracuse University, [ccmauldi@syr.edu](mailto:ccmauldi@syr.edu)

**Bilingual Education Research**, Zhongfeng Tian, University of Texas at San Antonio, [zhongfeng.tian@utsa.edu](mailto:zhongfeng.tian@utsa.edu)

**Biographical and Documentary Research**, Pamela J. Konkol, Concordia University–Chicago, [Pamela.konkol@cuchicago.edu](mailto:Pamela.konkol@cuchicago.edu)

**Bourdieu in Educational Research**, Charles L. Lowery, Virginia Tech, [loweryc@vt.edu](mailto:loweryc@vt.edu)

**Brain, Neurosciences, and Education**, Robert W. Wiley, University of North Carolina–Greensboro, [rwiley@uncg.edu](mailto:rwiley@uncg.edu)

**Career and Technical Education**, Walter G. Ecton, Florida State University, [wecton@fsu.edu](mailto:wecton@fsu.edu)

**Caribbean and African Studies in Education**, Darlene V. Russell, William Paterson University, [russelld@wpunj.edu](mailto:russelld@wpunj.edu); O. Matthew Odebiyi, Arizona State University, [oluseyi.odebiyi@asu.edu](mailto:oluseyi.odebiyi@asu.edu)

**Catholic Education**, Julie W. Dallavis, University of Notre Dame, [jwernick@nd.edu](mailto:jwernick@nd.edu)

**Charters and School Choice**, David T. Marshall, Auburn University, [dtm0023@auburn.edu](mailto:dtm0023@auburn.edu); Chrystal S. Johnson, Purdue University, [johnsoncs@purdue.edu](mailto:johnsoncs@purdue.edu)

**Classroom Assessment**, Carla M. Evans, Center for Assessment, [cevens@nceia.org](mailto:cevens@nceia.org)

**Classroom Management**, Renee L. Garraway, Notre Dame of Maryland University, [reneeagarraway@gmail.com](mailto:reneeagarraway@gmail.com)

**Classroom Observation**, Bryant Jensen, Brigham Young University, [bryant\\_jensen@byu.edu](mailto:bryant_jensen@byu.edu)

**Cognition and Assessment**, Benjamin R. Shear, University of Colorado–Boulder, [benjamin.shear@colorado.edu](mailto:benjamin.shear@colorado.edu)

**Complexity Theories in Education**, Heather P. Williams, Boise State University, [hwilliams@boisestate.edu](mailto:hwilliams@boisestate.edu)

**Computer and Internet Applications in Education**, Yan Chen, University of Nevada–Las Vegas, [yan.chen@unlv.edu](mailto:yan.chen@unlv.edu)

**Confucianism, Taoism, Buddhism and Education**, Liz Jackson, The Education University of Hong Kong, [lizjackson@eduhk.hk](mailto:lizjackson@eduhk.hk)



**Constructivist Theory, Research and Practice,** Karyn A Allee, Mercer University, [allee\\_ka@mercer.edu](mailto:allee_ka@mercer.edu)

**Cooperative Learning: Theory, Research and Practice,** Joanne O'Keeffe, Queen's University-Belfast, [j.okeeffe@qub.ac.uk](mailto:j.okeeffe@qub.ac.uk)

**Critical Educators for Social Justice,** Ashley L. Smith-Purviance, The Ohio State University, [smith-purviance.1@osu.edu](mailto:smith-purviance.1@osu.edu); Bianca J. Nightengale-Lee, Florida Atlantic University, [bnightlee@me.com](mailto:bnightlee@me.com)

**Critical Examination of Race, Ethnicity, Class and Gender in Education,** Janice A. Byrd, Pennsylvania State University, [byrdjanice91@gmail.com](mailto:byrdjanice91@gmail.com)

**Critical Issues in Curriculum and Cultural Studies,** Brittany A. Aronson, Pennsylvania State University, [baa5633@psu.edu](mailto:baa5633@psu.edu)

**Critical Peace Education,** Sandra Candel, University of Nevada-Las Vegas, [slcandel@gmail.com](mailto:slcandel@gmail.com)

**Critical Perspectives in Early Childhood Education,** Brian L. Wright, University of Memphis, [BLWRGHT1@memphis.edu](mailto:BLWRGHT1@memphis.edu); Oona Fontanella-Nothom, California State University-Los Angeles, [ofontan@calstatela.edu](mailto:ofontan@calstatela.edu)

**Cultural Historical Research,** Megan E. Lynch, University of North Florida, [m.lynch@unf.edu](mailto:m.lynch@unf.edu); Jaakko Hilppö, University of Helsinki, [jaakko.hilppo@helsinki.fi](mailto:jaakko.hilppo@helsinki.fi)

**Data-Driven Decision Making in Education,** Jennifer L. Kobrin, University of Kansas, [jennifer.kobrin@ku.edu](mailto:jennifer.kobrin@ku.edu)

**Deaf and Hard of Hearing Intersectionalities and Perspectives,** Gabrielle Jones, University of California-San Diego, [gajones@ucsd.edu](mailto:gajones@ucsd.edu); Colleen L. Smith, National University, [colleen.smith@cgu.edu](mailto:colleen.smith@cgu.edu)

**Decolonial, Postcolonial, and Anti-Colonial Studies in Education,** Ana Carolina Diaz Beltran, University of Texas-Rio Grande Valley, [anacarolina.diazbeltran@utrgv.edu](mailto:anacarolina.diazbeltran@utrgv.edu)

**Democratic Citizenship in Education,** Erica Hodgins, University of California-Riverside, [erica.hodgins@ucr.edu](mailto:erica.hodgins@ucr.edu)

**Design and Technology,** Patricia A. Young, University of Maryland-Baltimore County, [pyoung@umbc.edu](mailto:pyoung@umbc.edu)

**Dewey Studies,** Jiwon Kim, Monmouth University, [jkim@monmouth.edu](mailto:jkim@monmouth.edu)

**Disability Studies in Education,** Katherine Newhouse, New York University, [ksn205@nyu.edu](mailto:ksn205@nyu.edu); Casey Woodfield, Rowan University, [woodfield@rowan.edu](mailto:woodfield@rowan.edu)

**Districts in Research and Reform,** Susan C. Bush-Mecenas, RAND Corporation, [sbushme@rand.org](mailto:sbushme@rand.org); Joshua Childs, University of Texas at Austin, [jcchildspitt@gmail.com](mailto:jcchildspitt@gmail.com)

**Early Education and Child Development,** Sophia Han, University of South Florida, [han1@usf.edu](mailto:han1@usf.edu); Julia T. Atilas, East

Tennessee State University, [juliaatiles@gmail.com](mailto:juliaatiles@gmail.com); Tomoko Wakabayashi, Oakland University, [twakabayashi@oakland.edu](mailto:twakabayashi@oakland.edu)

**Educational Change,** Olga Fellus, Brock University, [ofellus@brocku.ca](mailto:ofellus@brocku.ca)

**Educational Statisticians,** Tracy Sweet, University of Maryland, [tsweet@umd.edu](mailto:tsweet@umd.edu)

**Elliot Eisner,** Taryn Robertson, National University, [trobertson2@nu.edu](mailto:trobertson2@nu.edu)

**Environmental Education,** Alexandra Schindel, University at Buffalo-SUNY, [schindel@buffalo.edu](mailto:schindel@buffalo.edu)

**Experiential Education and Community Engagement: Scholarship and Practice,** Lucy Arnold, Office of School and Community Partnerships, [lperkins@uncc.edu](mailto:lperkins@uncc.edu)

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