2025 AERA ANNUAL MEETING CALL FOR SUBMISSIONS

Deadline: July 26, 2024

Denver, Colorado
Wednesday, April 23 – Sunday, April 27, 2025

Janelle Scott, President
Catherine C. DiMartino, Huriya Jabbar, Lorena Llosa, Presidential Program Chairs

I. THEME: "Research, Remedy, and Repair: Toward Just Education Renewal"

"Our Nation, I fear, will be ill-served by the Court's refusal to remedy separate and unequal education, for unless our children begin to learn together, there is little hope that our people will ever learn to live together."—Thurgood Marshall, Dissent, *Milliken v. Bradley*, 1974

"Democracy has to be born anew every generation, and education is its midwife."—John Dewey, *The Middle Works of John Dewey, Volume 9, 1899–1924: Democracy and Education*, 1916

"Ending racial segregation in education is a first step in the repair process and requires not only a policy change, but affirmative action to merge the separate systems. . . . Why? So that the damage is repaired."—Constance Baker Motley, *Equal Justice Under the Law*, 1998

As education researchers, we conduct our work in a variety of settings, including universities, community colleges, schools, school districts, professional preparation programs, museums, libraries, think tanks, advocacy and community organizations, philanthropies, and in legislative or governmental contexts. While these settings differ, we share a common desire that our research will help to improve experiences, outcomes, and equitable opportunities for all. Our engagement with the field binds us together as producers, consumers, sensemakers, and implementers of research. We come together at the AERA annual meeting to share insights from our work toward a goal of improving education for all and to remind ourselves of the critical importance education holds in realizing democratic ideals.

The last five years have seen democratic ideals under attack and have been marked by challenges that place education at the center of complex social problems and proposed solutions and interventions. The 2025 AERA Annual Meeting provides rich opportunity to reflect on the monumental challenges and transformations we have undergone due to the COVID-19 pandemic and ongoing social and environmental crises; to reflect on the history of efforts to repair educational inequality through law, policy, practice, and pedagogy; to consider opportunities for research to inform remedies; and ultimately, be a part of holistic repair for those who have suffered harm, loss, and trauma. Thinking of our research in the service of remedy and repair allows us to learn from our past while using our interdisciplinary knowledge to address the present crisis of our multiracial democracy and the one institution—our public schools—tasked with renewing it.

The concepts of remedy and repair exist in law, medicine, education, and, in various manifestations, across many faith traditions. In medicine, providers seek to diagnose ailments and remedy them with appropriate treatments. Doing so effectively requires comprehensive assessment of illness and considerations of how potential remedies might improve one aspect of well-being while making others worse. When diagnoses are accurate and comprehensive, and when remedies are available, the practice of medicine can improve quality of life and well-being. In law, when plaintiffs prove that their rights have been violated, the courts offer remedies designed to redress the harm. In each case, remedies can be narrow or expansive, depending on how problems are framed.

In education, too often the notion of remedy has been misunderstood to require remedial approaches to teaching and learning, mis-locating deficits in individual learners, schools, and school systems instead of critically examining our institutions, social processes, politics, and policies, and our own research approaches that produce hierarchies of knowledge and epistemological silos. At times, we have allowed our research to be used in the service of narrow or trendy interventions that have ignored community-based and professional insights and cautions, leaving educators and communities skeptical of the claims and directives of researchers. Given historical and ongoing harms, there is a legitimate mistrust of research expertise from those who have been harmed by researchers and educators. For our research to contribute to remedy and repair, our field must address where our research has caused damage, and how we have inadvertently or intentionally neglected the situated knowledge

and wisdom rooted in communities and the traditions of learning and care from which education research might have otherwise learned.

The concept of repair, when joined with remedy, implies the responsibility to right what is wrong. It enhances the possibility of acknowledging the full scope of harms, to understand how educational inequalities are interconnected with social, health, and political injustice, and to imagine multisector and multifaceted approaches to the education of young people, college students, and graduate students and to the professional preparation of teachers, school leaders, mental health providers, medical providers, and lawyers.

Education research has helped with reparative efforts. For example, many education researchers, working with advocates, organizations, policy makers, and educators, have advanced promising work on reparations and on restorative justice pedagogies and practices. Similarly, some local teachers' unions have incorporated school and community well-being elements into their collective bargaining, noting that learning conditions for students are inseparable from working conditions for educators. We can also turn to history for examples of broad-based efforts to respond to educational inequality and harm with multifaceted legislation and interventions. For example, in 2024–2025, we commemorate the 60th anniversary of the Elementary and Secondary Education Act (ESEA) and the Voting Rights Act, the *Lau v. Nichols* decision, the 50th anniversary of the Individuals with Disabilities Education Act, and the 70th anniversary of the *Brown v. Board of Education* and *Brown II* decisions. These policies were attempts to remedy longstanding educational inequalities through policy, law, and practice at critical moments of rupture and civil rights advocacy and backlash in U.S. history; as researchers, we must consider how they advanced educational opportunity and how they constrained it. Our current moment, and how we respond to it as researchers, is just as critical for our shared democratic and multiracial futures.

There is much to remedy and to repair—in education, and in society. The collective research expertise in our field is needed to confront racism and ethnic discrimination, violent extremism, political repression and polarization, climate change, science denial, deepening racial, ethnic, socioeconomic, and linguistic segregation and inequality, and the ongoing loss and trauma related to the COVID-19 pandemic. The 2020 police murder of George Floyd and attacks on Latine/a/x people and Asian Americans, coupled with ongoing anti-immigrant policies, forced too-often delayed conversations about the ongoing role of race, anti-Black racism, ethnic discrimination, and anti-immigrant sentiments, power, and violence—resulting in global outpourings of outrage and demands for structural change. Within months, a coordinated backlash to these actions unfolded, primarily focused on the content of teaching and learning about race in K–12 and higher education. Bans against curriculum, books, and even words have been enacted, as have laws, proposed or passed in 20 states, prohibiting diversity, equity, and inclusion efforts in public colleges and universities.

Protracted local political conflicts over reopening of schools, mask and vaccine mandates, and school board rancor over the teaching of race and rights for 2SLGBTQIA+ students have been central over the last few school years. Students and their families are contending with ongoing health issues, new and existing forms of disability, housing insecurity, food insecurity, climate crises, and income insecurity. Meanwhile, education institutions are facing fiscal cliffs, born of declining enrollments and rising costs, and are struggling with teacher, staff, and school leader shortages, burnout, and insufficient staffing for school psychologists and counselors for the students who remain. And neoliberal logics pushing for the privatization of public education are successfully informing the adoption of voucher programs that are further destabilizing public education.

Amidst this rancor, rollbacks to civil rights, and deepening inequality, we have lost millions of lives to COVID-19 and long-term COVID-related illness. In the United States, over one million people have died from COVID. This loss of life has been disproportional by race and socioeconomic status. In the United States, some 300,000 children have lost one or more parents or caregivers. The loss of life on the global scale is staggering, with over 10 million children having lost one or more caregivers, and while many pundits refer to this time as "post-pandemic," the virus continues to devastate the health and well-being of people around the world. Meanwhile, we have much to learn about the long-term health and cognitive effects of COVID-19 on children, adolescents, and adults. We are all making sense of these challenges, coping with these losses, and imagining their worlds and possibilities. We need holistic, research-informed approaches to remedying and repairing the ongoing losses with which we are all contending. These losses are magnified by climate change, constitutional crises, White supremacist violence, school shootings and other gun violence, environmental crises, and ongoing war and rising fascist political movements around the world.

The 2025 meeting theme calls us to consider how we can work across disciplinary, epistemological, and methodological orientations to forge deeper connections in our field that can speak to the challenges we face in education and in our imperfect multiracial democracy. Well-meaning efforts to democratize knowledge for too long have operated alongside efforts to undermine research in favor of a society in which knowledge and facts are atomized from rigorous theory building and robust study and analysis. A focus on how our research can contribute to remedy and repair provides the bridge to just educational renewal in which we engage with public discourse and with current and ongoing challenges, and partner with local communities and organizations and with educators across the education spectrum—from early childhood education through higher education, and in education systems and settings around the world. This focus considers the role that rigorous and relevant research can play to remedy educational inequality and to repair the harm done to and within public education, democratic institutions, and higher education.

We can contribute to robust remedies and foster holistic repair if we work across our AERA divisions and SIGs to produce relevant and rigorous research that can repair past harm and renew more just and inclusive present and future educational possibilities. We call for proposals for Presidential sessions that are multidisciplinary, cross-cutting panels that consider questions and issues such as:

1. The role of public, private, and alternative education—early childhood, K–12, and higher education—in a democratic, multiracial, and yet unequal society.

2. The role of educational evaluation and assessment in developing policies, practices, and pedagogies that repair harm and renew the promise of education to meet the needs of all students.

3. The design and delivery of holistic education that accounts for and addresses ongoing loss and trauma, community need, and disability, including policies, pedagogies, and practices that support and sustain high-quality and equitable education and healthy communities.

4. The changing nature of the teaching profession, graduate studies in education, and the education doctorate, and how our field might respond to these alterations in ways that expand opportunity and strengthen research capacity.

5. What new civil rights data, educational measures, and methods are needed to answer pressing questions, and what existing federal and state data sources require expansion or revision.

6. How partnerships with youth activists, community organizations, lawyers, policy makers, philanthropies, media, and civil rights organizations can work to advance the production and utilization of research.

7. How research can identify historical harms and intergenerational injustice and imagine remedies that include professional and community-held forms of knowledge and practices.

8. The possibilities, dangers, and pitfalls that advances in artificial intelligence and education technologies bring to education research and practice.

We welcome ideas for presidential sessions. We will consider proposed sessions that align with the conference theme, include researchers from across AERA Divisions and SIGs, are multi-generational, and that focus on the role of research in this critical and challenging period. Please submit only one proposal. Please send one paragraph proposals (no more than 500-750 words) to president@aera.net by July 26, 2024. We will invite fuller submissions from those most promising in light of the theme and the limited number of presidential sessions.

II. General Information and Policies

AERA 2025 Annual Meeting:
Wednesday, April 23–Sunday, April 27, 2025 Denver, Colorado

- The Call for Submissions for the 2025 AERA Annual Meeting offers important opportunities for those wishing to participate in the most major education research conference worldwide. The 2025 Annual Meeting is planned as a place-based meeting in Denver, with an option to submit a virtual paper.

- 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 paper and session submissions will be anonymized for review. (Effective with the 2025 AERA Annual Meeting, divisions, SIGs, and committees may no longer request that session submissions be deanonymized.)

- If papers are submitted and accepted for the Denver meeting, they may be grouped into paper, poster, or roundtable sessions. All papers submitted and accepted for virtual presentation will be available only through the AERA i-Presentation Gallery.

- Virtual papers are a new option for the 2025 Annual Meeting. A virtual paper is the same as a place-based paper submission and is peer reviewed according to the same criteria. This option is designed ONLY for presenting author(s) who will NOT be attending the Annual Meeting in Denver and whose presentation will only be available through the AERA i-Presentation Gallery. Those with accepted virtual papers may also include their complete and final paper in the AERA Online Paper Repository. Virtual papers have the same requirements and status as papers otherwise accepted for paper, poster, or roundtable sessions in Denver.

- The decision to present place-based in Denver or virtually only in the AERA i-Presentation Gallery cannot be changed after the submission system closes.

- 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 and virtual presentations that are always available in the AERA i-Presentation Gallery. The Gallery allows for authors and attendees to schedule times to meet by chat, including video chats.

- A special feature of the AERA program is e-Lightening Ed-Talks, which are held during poster sessions throughout the Annual Meeting. Upon acceptance in November 2024, authors of papers accepted for poster sessions will be asked if they wish to be considered to give brief Ed-Talks before an audience in a staged setting. Authors of papers accepted for Ed-Talks will receive guidance on the preparation of such talks.

- The vast majority of the Annual Meeting program consists of papers and sessions selected through this open call and based on an anonymized 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.

- 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*. They also 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 on Inclusive and Welcoming Meeting and Event Environments*, and the *AERA Disability Access Statement*.

- All submitters whose papers are accepted for presentation in a poster session or a structured poster session will display their work on large, touchscreen video monitors at a scheduled time and must create their presentations within the AERA i-Presentation Gallery. All other authors with accepted papers or commentary papers may create and locate their presentation in the Gallery.

- The AERA i-Presentation Gallery is a dynamic, web-based product for paper presentations that can include audio and video material and allow for author narratives. The Gallery also accommodates PowerPoint and other traditional presentation formats. It is available to registrants throughout the meeting and helps attendees to decide what to attend, network with authors, or view presentations when they may otherwise have a schedule conflict. After the conclusion of the Annual Meeting, the Gallery becomes an open access product making research presentations more discoverable and citable and providing a platform for interaction and networking opportunities with researchers worldwide long into the future. All presentations in the i-Presentation Gallery receive digital object identifiers (DOIs).

- 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 the papers' visibility and discoverability. All papers in the Repository receive digital object identifiers (DOIs) that support accurate citation. Each year, the Online Repository opens after the Annual Meeting as an open access product.

- Authors of accepted papers need to upload a revised paper by the March 21, 2025 deadline. PowerPoint presentation slides, tables, figures, photo displays, talking points, or outlines of presentations may not be uploaded to substitute for the initial narrative paper or constitute a final paper. The initial narrative paper submitted in July 2024 should only rarely constitute the complete final paper (in content and completeness); that is, when authors have undertaken no further work on the paper since submission.

- All presenting authors, presenters, and other Annual Meeting participants and attendees must register for the Annual Meeting according to the registration fee schedule, including presenting authors for accepted virtual papers.

- 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 or 202-238-3200, press 4.

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, password, and valid email address to submit. However, AERA membership is not required to create a profile.

2. **Submissions are accepted online only at www.aera. net.** Click "Login" at the upper right of the screen. After you log in, click "My AERA" at the top of the page. On the "My AERA" page, scroll down to the 2025 Annual Meeting and click "Online Portal."

3. **Submissions must arrive by the deadline.** The submission system closes on July 26, 2024 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 anonymized.* References may include citations to the author(s) if applicable as long as they are not cited within the text or otherwise in a way that would reveal the identity of the authors.

8. **For session submissions, all session abstracts, session summary uploads, and paper/presentation summaries must be submitted without participant identification.** Failure to exclude author identification from the session abstract, overall session summary, or the paper/presentation summary will disqualify the submission from consideration. All session submissions are reviewed anonymized.

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 at 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 "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 session. All presenting authors of accepted virtual papers are also expected to register and be available through the AERA i-Presentation Gallery for any scheduled chat times.

12. **Participant registration deadline.** The preliminary program will be released by January 17, 2025; presenting authors must register by or before February 21, 2025 (the Early Bird registration deadline) to be retained as presenting authors. Submission is a commitment to do so. All other participants in sessions (chairs or discussants,

as applicable) are also expected to register by the Early Bird deadline.

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

14. **Other participation limits.** In addition, an individual may not appear on the program more than four times (e.g., in the role of chair, discussant, or participant). The participation limit does not include participation in invited speaker sessions, 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 whether it is submitted for presentation at the place-based meeting in Denver or for virtual presentation in the AERA i-Presentation Gallery.

- Papers must be in the form of a complete narrative paper and have all of the elements of a final 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. **Submissions that are not complete narrative papers will be removed from consideration.**

- Word limits:

    o   15 words or fewer for paper title.

    o   120 words or fewer for abstract.

    o   2,000 words or fewer for paper upload. Paper must contain no author identification. References, tables, charts, graphs, images, and figures should be added at 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 2025, the system reopens so that authors of accepted papers can upload their revised paper. It is expected that a final, complete paper will be uploaded by the deadline of March 21, 2025.

Session Formats for Paper Submissions

When you submit an individual paper for presentation in Denver, you will be asked to select your preferred session format. To submit, you select "place-based paper" submission. You then select your preferred session format of paper, poster, or roundtable. All formats provide a means for grouping related papers into sessions.

- Note that if you select "virtual paper," you will not be provided with an option to select a preferred session format as accepted virtual papers will be presented only in the AERA i-Presentation Gallery.

- For the Annual Meeting, rooms for paper sessions will be set up theater-style; poster sessions will use touchscreen video monitors; and roundtable sessions will be set up with multiple tables distanced in each room to allow for interactive discussion.

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 combine display of a web-based presentation on a touchscreen video monitor with the opportunity for individualized, informal discussion of the research with attendees during a 90-minute session. Papers accepted for a 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 by presenting author(s) 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 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 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).

Paper Submission Process

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

STEP 1: Go to www.aera.net. Click "Login" at the upper right of the screen. After you log in, click "My AERA" at the top of the page. On the "My AERA" page, scroll down to the 2025 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 a Paper or a Session Submission to the AERA Annual Meeting."

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 to more than one unit (division, SIG, or committee),

all versions of the submission will be removed from consideration.

STEP 4: Select "Place-Based Paper" as the submission type for a paper submission to be presented in Denver; 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, 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.

Select "Virtual Paper" as the submission type for a paper submission to be presented only through the AERA i-Presentation Gallery. In completing Step 4, you will not be asked about preferred presentation format.

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

- o 15 words or fewer for paper title.

- o 120 words or fewer for abstracts.

- o Provide responses for the following: descriptors, research method, preferred session format. Also, provide acknowledgment of the *AERA Code of Ethics* and *AERA Policy Guidance on Inclusive and Welcoming Meeting and Event Environments*, information on human subjects research protection, and awareness of the *AERA Disability Access Statement*. In addition, provide responses on the AERA Online Paper Repository, accessibility needs, audio-visual equipment requests, video recording and photography acknowledgment.

- o 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. Please take time to search author names to avoided creating duplicative records. 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 contain 2,000 words or fewer and contain no author identification. References, tables, charts, graphs, images, and figures should be added at 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 will appear 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, which must be 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.

  - o This is a summary for each presenter/participant, not a paper for each; only one upload that is a consolidated document of the summaries is required.

  - o Paper/presentation summaries are required for each presenter/participant in a session, including participants in symposium submissions for formats of panel discussions and town halls.

  - o Each paper/presentation summary in the session must address and will be reviewed on the following six elements:

    1. Objectives or purposes
    2. Perspective(s) or theoretical framework
    3. Methods, techniques, or modes of inquiry
    4. Data sources, evidence, objects, or materials
    5. Results and/or substantiated conclusions or warrants for arguments/point of view
    6. Scientific or scholarly significance of the study or 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 at 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 21, 2025. 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; they 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, which 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 6 participants. Demonstration/performance submissions are expected to include a chair; discussant(s) are optional.

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

Structured poster sessions. This format provides for overarching consideration of a research topic or issue while permitting significant opportunity for visual and graphic presentation and individualized discussion with presenters. Submissions for structured poster sessions must have a minimum of 6 and a maximum of 12 posters. There must be a chair who offers an introduction. Discussant(s) are optional. Poster sessions can also include brief oral presentations

to the audience gathered as a group. Much of the time is devoted to direct discussion between attendees and poster presenters. We encourage submission of sessions with poster presentations that are conceptually linked in terms of education research issues, problems, settings, methods, analytic questions, or themes. All presenters at structured poster sessions will display their work on touchscreen video monitors and must 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 3 participants and are limited to 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 3 and a maximum of 6 participants. A working group roundtable submission includes a chair; there is no discussant, however, for such a roundtable. 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.

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

Session Submission Process

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

STEP 1: Go to www.aera.net. Click "Login" at the upper right of the screen. After you log in, click "My AERA" at the top of the page. On the "My AERA" page, scroll down to the 2025 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 Paper or Session Submission to the AERA Annual Meeting."

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 session to more than one unit (division, SIG, or committee), all versions of the submission will be removed from consideration.

STEP 4: Select the "session type": demonstration/ performance, off-site visit, structured poster, symposium, working group roundtable, or workshop. This submission is for a fully planned session, involving multiple presentations or participants and a chair.

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

- o   15 words or fewer for session title.

- o   120 words or fewer for session abstract.

- o   500 words or fewer for session summary.

- o   Provide responses for the following: estimated attendance, descriptors, research method. Also,

provide acknowledgment of the *AERA Code of Ethics* and *AERA Policy Guidance on Inclusive and Welcoming Meeting and Event Environments*, information on human subjects research protection, and awareness of the *AERA Disability Access Statement*. In addition, provide responses for the AERA Online Paper Repository, accessibility needs, audio-visual equipment requests, video recording and photography acknowledgment. <u>As session submitter, please consult with all session participants before you provide acknowledgment or relevant information on behalf of the group.</u>

o   Click "Accept and Continue."

STEP 6: On the next page, you will add your presenters/participants. You need to click "Add a Paper" to add each presenter/participant to the session. Each presenter/participant in a session submission, including symposiums to be panel discussions or town hall meetings, is required to have 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.

o   15 words or fewer for paper title, which must be different from the session title.

o   500 words or fewer for abstract for each presenter/participant in the session.

o   Provide responses for the following: human subjects research protection and Online Paper Repository.

o   Click "Accept and Continue."

o   On the next screen select author(s)/presenters/participants and indicate presenting or non-presenting. If you are adding 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 at 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 will appear 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 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.

  o   All paper uploads for individual paper and session submissions must be submitted without author identification.

- Uploading session with identifying information for any of the session participants.

  o   Effective with the 2025 Annual Meeting, session submissions for divisions, SIGs, or committees must be deidentified.

- 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 submission types are fully planned sessions with multiple presentations and participants.

- Using Internet Explorer—the system is not compatible with that browser; please use Chrome, Edge, Firefox, or Safari.

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, password, and valid email address on 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 2025 Annual Meeting submissions?** July 26, 2024, at 11:59 PM Pacific Time.

- **What is the difference between a Place-Based Paper submission and a Virtual Paper submission?**

    o There is no difference in the paper submission. All paper submissions are guided by the same requirements, have the same elements, and are reviewed by the same criteria.

    o Place-Based 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 in Denver.

    o Virtual Paper submission: A paper submission is an individual paper with one or more presenting co-authors who cannot present in Denver and whose presentation is only available virtually through the AERA i-Presentation Gallery.

- **What is a session submission?**

    o Session submission: A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.

- **What is the word count for a paper submission?**

    o 15 words or fewer per title.

    o 120 words or fewer per abstract.

    o 2,000 words or fewer per paper (with no author identification).

    o References, tables, charts, graphs, images, and figures should be added at the end of the paper and do not count toward the word count.

- **What is the word count for a session submission?**

    o 15 words or fewer for session titles.

    o 120 words or fewer for session abstracts.

    o 500 words or fewer overall for session summaries.

    o 500 words or fewer for summaries for each paper/commentary in a session.

    o Session summary upload with no author identification that is a consolidated document 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 at the end of the document and are not included in the consolidated word count.

- **How do I submit a place-based paper for presentation at a poster or roundtable session?** Select "Place-based 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.

- **If my virtual paper is accepted, can I still attend the Annual Meeting in Denver?** If your circumstances change, you are welcome to attend the Annual Meeting in Denver. You will need to do so paying the place-based registration fee; the presentation of your paper will remain available only through the AERA i-Presentation Gallery.

- **If accepted for a virtual paper, can I switch to place-based presentation?** No, if accepted for a virtual paper you cannot switch to a place-based option.

- **If a paper is accepted for a place-based poster, roundtable, or paper session, can I switch to a virtual presentation?** No, the submission of a place-based paper is a commitment to participate place-based.

- **Should I include author identification?** No. Author identification should not be included for any abstract, paper, or session submission.

- **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 paper 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. The same considerations extrapolate to session submissions.

- **Can I change the division/SIG/committee I am submitting to once I have already submitted?** You can change the unit to which you submit 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.

- **How do I edit a submission once I have already submitted?** If the submission deadline has not passed, log into the system and click "Edit," then proceed to make edits and changes or add additional information. Once you click "Accept and Continue," the revised submission information will be retained and will replace previously submitted information.

- **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.

- **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, submission of proposals to write papers will not be considered. AERA should be notified (at annualmtg@aera.net) once final IRB action is taken. "Not applicable" is intended for work that is theoretical or 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.

- **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 must 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 will be accessible throughout the Annual Meeting to registrants and will become part of the open access Gallery thereafter. 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.

- **What is an e-Lightening Ed-Talk?** An Ed-Talk is a rapid 4-minute talk before an audience in a staged setting that provides poster authors an opportunity to present their work in the form of brief and engaging presentations followed by brief Q&A. The e-Lightening Ed-Talks are held during poster sessions throughout the day, on every day of the meeting in the Exhibit Hall. In November, authors of papers accepted for poster sessions will be asked if they wish to be considered to give an Ed-Talk.

VII. Call Details

A. Divisions
B. Committees
C. Professional Development and Training Program
D. SIGS

The following sets forth the specific calls for divisions, SIGs, committees, and the professional development program. All AERA policies and procedures regarding submission apply to all units. Questions regarding AERA policies may be directed to the AERA meetings team at annualmtg@aera.net or 202-238-3200, press 4.

A. Divisions

Division A: Administration, Organization, and Leadership

Program chairs: Melissa A. Martinez (chair) and Kelly Brown (co-chair)

The AERA 2025 theme, "Research, Remedy, and Repair: Toward Just Education Renewal" is a timely call to action. It recognizes the challenges and opportunities we face in dealing with "the COVID-19 pandemic and ongoing social and environmental crises." President Janelle Scott invites us to come together at AERA and reflect on the traumas and transformations that we have seen and experienced within the last five years, underscoring the need for collective introspection and action within the education community.

Charged with an emphasis on "remedy and repair," as scholars, practitioners, and citizens of the world, we want to highlight our commitment to addressing historical and ongoing educational inequalities through a multifaceted approach encompassing law, policy, practice, and pedagogy. At the same time, President Scott's call also urges us to "address where our research has caused damage, and how we have inadvertently or intentionally neglected the situated knowledge and wisdom rooted in communities and the traditions of learning and care from which education research might have otherwise learned."

In this spirit, Division A invites submissions that respond to this charge. The conventional depiction of educational leadership has long been narrow, primarily focused on traditional roles within schools and districts, such as principals and district leaders. This limited perspective often reinforces hierarchical structures and fails to acknowledge the broader community dynamics essential for fostering just and equitable schools. While school and district leaders are essential, drawing from the insights of scholars like Green (2018), Guajardo et al. (2015), Ishimaru (2019), Rodela and Bertrand (2022), and others, Division A challenges us to reconceptualize educational leadership as a collective endeavor that extends beyond the confines of school walls. If we are to realize just schools that uphold our democratic ideals, leadership should be seen as collective work that is done with and in community. This reframing of educational leadership emphasizes the importance of collaborative efforts grounded in the recognition of individual and communal assets, the harnessing of agency, the enactment of love, fostering well-being, acting in solidarity, and the seeking of justice for all. By centering healing and empowerment, schools can evolve from sites of trauma into nurturing spaces that foster resilience and community cohesion.

In particular, Division A calls attention to the need for schools to harness the agency of students, assets of parents and families, and wisdom of community members. Consequently, we are called to reframe, rethink, and reimagine how schools can pivot from being sites of trauma, or that respond to trauma, "into spaces that work to humanize collective experiences by anchoring healing through actions grounded in resistance, love, collective well-being, hope, and solidarity with and alongside teachers, students, families, and communities" (Castrellón et al., 2021, p. 9).

Division A welcomes submissions that heed this call to think, reflect, and act creatively and collectively with and in the research communities we are a part of to repair and renew for the sake of just and equitable education. We seek submissions relevant to administration, organization, and leadership that explore the following types of questions: How does our research help remedy and repair injustices in education? How do we engage with public discourse and with current and ongoing challenges via our research? How do we partner with local communities and organizations and with educators across the education spectrum in our research? How do we remedy past and ongoing traumas our research has helped facilitate or exacerbate? What innovative research, policy, and pedagogical approaches or frameworks can assist us in reframing schools as holistic spaces of healing for our communities?

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

References

Castrellón, L. E., Fernández, É., Reyna Rivarola, A. R., & López, G. R. (2021). Centering loss and grief: Positioning schools as sites of collective healing in the era of COVID-19. F*rontiers in Education, 6*, p. 636993. Frontiers Media SA.

Green, T. L. (2018). School as community, community as school: Examining principal leadership for urban school reform and community development. *Education and Urban Society, 50*(2), 111–135.

Guajardo, M. A., Guajardo, F., Janson, C., & Militello, M. (2015). *Reframing community partnerships in education: Uniting the power of place and wisdom of people*. Routledge.

Ishimaru, A. M. (2019). *Just schools: Building equitable collaborations with families and communities*. Teachers College Press.

Rodela, K. C., & Bertrand, M. (Eds.). (2022). *Centering youth, family, and community in school leadership: Case studies for educational equity and justice*. Taylor & Francis.

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

- 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 paper and session submissions—including symposia—must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified will be removed from consideration.

- 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 offer submissions 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 P–12 education. Featured research will examine leadership forms, conceptions, values, approaches, and practices; the distribution of leadership with, and among, others as shared practice; systems-level leadership; and the impact of leadership on schools and student learning. Across four submission areas, research will illuminate how humanized notions of leadership, such as restorative leadership and practices (e.g., Gregory et al., 2021; McCluskey et al., 2008) and assets-based and culturally responsive methodologies such as appreciative inquiry (Bushe, 2011; Cooperrider et al., 2008), can support just education renewal. The four submission areas are as follows:

First, we invite submissions that focus on *leadership conceptions, forms, approaches*, and *practices*. More specifically, we invite submissions that examine different leadership approaches, and practices inherent to those 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 myriad forms of injustice and inform aims of "research, remedy, and repair" for "education renewal" (2025 Annual Meeting Presidential Program Theme). We also invite submissions that examine how the field 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 and co-governance that support educational justice.

Fourth, we invite submissions that focus on research that *examines and critiques leadership effectiveness*. In particular, we welcome submissions focusing on research that examines school and district leadership practices that result in sustainable changes for educational justice in PK–12 schools. Submissions can also consider the role of leadership in the teaching and learning process and its impact on learning and teaching 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: Priya Goel, University of Hong Kong, priyagoel@hku.hk; Grace Jia Liang, Kansas State University, gliang15@k-state.edu

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); 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 anti–diversity, 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; how traditional organizational operations within schools may marginalize

students of color, students from lower socioeconomic status, students that are religiously minoritized, or students from other historically marginalized groups; or how schools organizationally create and maintain partnerships with communities.

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—seeking to understand remedy, repair, and renewal specific to how the organization and effectiveness of schools and school systems can be leveraged to promote just educational opportunities, particularly for those who have been historically marginalized.

Section chair: Leslie Ann Locke, Minnesota State University, Mankato, leslie.locke@mnsu.edu

Section 3: School and District Improvement
This section invites research examining school and district improvement efforts along with the influence of such efforts on students, educators (e.g., leaders, teachers, faculty, staff), families, and wider school communities. We invite submissions that contribute broadly to the scholarship of improvement, emphasizing work aimed at better understanding how such improvement efforts can remedy, repair, and/or renew public schools. In particular, we encourage submissions that (a) use a variety of research methodologies and conceptual perspectives; (b) offer new insights into improvement models, approaches, and processes; and/or (c) explore the influence of improvement models, approaches, and processes on a broad range of student, educator, school, district, and community outcomes, such as student and teacher well-being or community engagement in school and district life.

First, we welcome submissions that consider specific improvement models, approaches, and processes or more broadly examine the development and implementation of innovative improvement practices or conditions, especially those that promote antiracism, disrupt oppressive conditions, remedy and repair prior wrongs, and renew the place and value of public schools in a multiracial democracy. In particular, we invite examination of improvement efforts that effectively move beyond rhetorical commitments to antiracism and oppression and take on racism and White supremacy in their overt, covert, and intersectional manifestations. For example, submissions might examine policy development, implementation, and near- and long-term effects; organizational conditions in schools, districts, and communities related to improvement efforts; assessment techniques and/or practices related to the introduction of improvement efforts; critical examinations of prior and/or current improvement efforts developed by internal, external, or multiconstituent actors (e.g., superintendents, legislators, union officials); partnerships specific to school and district improvement efforts; and efforts to induce or incentivize improvement efforts using grants, policy mandates,

and/or community and multisector collaborations. We also invite submissions that focus on governmental and/or privately supported initiatives that induce or incentivize changes in school and district improvement models, approaches, and processes, specifically considering the agendas and roles of public and private partners in shaping school and/or district understandings of change, improvement, and/or transformation and the extent to which such initiatives promote a neoliberal agenda at the expense of the promotion of a multiracial democracy.

Second, we welcome submissions that focus on the influence of school and district improvement models, approaches, and processes. Such submissions should report findings and/or results that highlight how improvement efforts were, if at all, associated with improved schools and districts, the very conceptualizations of what "improved" meant and who and what influenced those conceptualizations, and how particular improvement efforts fostered remedy, repair, and renewal in schools and/or districts. As a reminder, a particular focus for this year's AERA conference is working together across sectors to promote just educational renewal. For example, submissions might examine particular theories of action for improvement; professional learning experiences for individuals or groups of educators and others working in schools and districts; the relationships between school-level, district-level, and community-level change; and the influences of improvement efforts on broader work to advance antiracism, promote equity, champion public schooling and public schools, and enhance connections and care among schools, families, and communities.

Section chair: Bryan A. VanGronigen, University of Delaware, bvg@udel.edu

Section 4: School Contexts and Communities
This section focuses on scholarship that explores the possibilities and paradoxes of relationships between schools, districts, families, and communities. This includes how power and sociopolitical contexts and environments shape racial, ethnic, and social-class dynamics and organizing in schools, districts, and their communities.

We invite research that investigates the relationships and tensions between schools and their communities as they strive to lead to a fully realized, pluralistic democracy. This includes research that interrogates how schools foster or hinder 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 address institutional practices that have historically served to reproduce structural and ideological oppression. What might a holistic, restorative, and 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 2025 theme, "Research, Remedy, and Repair: Toward Just Education Renewal," 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., policy makers and other stakeholders) to achieve such a vision?

Section chair: Gwendolyn Baxley, University of Buffalo, SUNY, gsbaxley@bufflao.edu

Section 5: Leadership Preparation and Development

This section invites research examining innovations in practice, pedagogy, policy, and research related to preparing and developing educational leaders at the school, district, and state levels, policy and research scholars, and faculty in educational leadership programs. These innovations include efforts to prepare and develop the antiracist school, district, and state leaders who center equity, diversity, inclusion, belonging, and justice in school communities, including educational leadership curricula and programmatic designs to disrupt oppressive conditions and ideologies, remedy and repair wrongs, and renew the place and value of PK–20 in a multiracial democracy.

We welcome research that investigates the (re)conceptualization, description, and evaluation of approaches, models, processes for leadership preparation, which includes certification (e.g., superintendent and principal), masters programs (e.g., executive, online, hybrid, residency, district partnerships cohorts), doctoral programs (e.g., Ed.D. and Ph.D.), 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 and development, assessments, accreditation, funding, politics, and policies at the local, state, and national levels are also of interest.

These examinations and explorations could include the changing nature of leadership preparation as influenced by societal and 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 research methodologies (i.e., qualitative, quantitative, mixed methods); draws on inclusive data sources and dissemination approaches (i.e., blogs, *plática*, video, social media, performance); applies critical and equity-oriented frameworks and literature, social justice pedagogy and research practices; and reflects the perspectives and experiences of diverse and underrepresented (i.e., race, gender, locale) stakeholders in leadership preparation and development (i.e., students, school-district partnerships, clinical and per course faculty) is welcome.

Section chair: Jamon H. Flowers, University of Georgia, Jamon.Flowers@uga.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: *Melissa A. Martinez, Texas State University, mm224@txstate.edu; Kelly Brown, Lamar University, kbrown76@lamar.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: Kevin L. Clay, Jacquie Forbes

Division B invites your submissions for the 2024 Annual Meeting. Division B reflects the multiple perspectives, including critical theories, philosophy, social foundations, and cultural studies, in curriculum studies 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 2025 AERA Annual Meeting theme, "Research, Remedy, and Repair: Toward Just Education Renewal," calls us to consider how we can work across disciplinary, epistemological, and methodological orientations to forge deeper connections in our field that can speak to the challenges we face in education and in our imperfect multiracial democracy. 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 curricula in disrupting harm and trauma and/or repairing harm enacted through curricular structures?
- How can curricula (and the field of curriculum studies) create and sustain inter/disciplinary bridges and prevent methodological silos, to support research for educational justice and social transformation, both locally and globally?
- How do we ensure that we are constantly engaged in the critical analysis of ourselves, our positionalities, and our field in ways that push curriculum studies into deeper conversation with the needs and demands of the present moment?
- What role can curriculum studies play in supporting the democratization of public inquiry into various issues at that intersection of place, power, and politics in our society and its attendant formal and informal educational arrangements?

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

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 these areas of consideration:

- The complexity of working toward repair, redress, and curriculum-based remedies
- The contours of curricula and curriculum-based inquiry in relation and response to cultural tradition/s
- The significance of time and temporality in curricular creations and disruptions
- The approaches, methodologies, and theoretical leanings that inform, affirm, complicate, and/or dismantle curricular content and inquiries
- The significance of site—university, school, community—in relation to curriculum

These areas will guide the Division B 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 work (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 pathbreaking 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. All paper and session submissions—including symposia— must be submitted without author identification to allow for anonymous review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified will be removed from consideration.

Section 1: Cultural Inquiry in Curriculum Studies
This section calls for submissions that complicate conversations shaping the culture of curriculum studies. We encourage submissions that explore 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, media.

Section co-chairs: Bretton Varga, California State University, Chico, bvarga@csuchico.edu; Paul Eaton, Sam Houston State University, pweaton@gmail.com

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 submissions concerning historical and perennial issues such as curriculum policy, textual analysis, and culture wars.

Keywords: memory, remembering, erasing, amending, storytelling, counter-story, dystopia, utopia, temporalities, archaeologies, genealogies, futurisms.

Section co-chairs: Saba Vlach, University of Iowa, saba-vlach@ uiowa.edu; Victoria Gill, Lesley University, vgill@lesley.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; Rachel Gomez, Virginia Commonwealth University, gomezr3@vcu.edu

Section 4: Policies and 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 arising at the institutional levels of classrooms and schools as well as district, state, and national policies. We also invite submissions centering questions related to contemporary political contests over curricula and curriculum policies that affirm marginalized social identities and histories.

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

Section co-chairs: Sherry Deckman, CUNY Lehman and the Graduate Center, sherry.deckman@lehman.cuny.edu; Tristan Gleason, Cal Poly Humboldt, tristan.gleason@humboldt.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; Chrystal S. Johnson, Purdue University, johnsocs@purdue.edu

Section 6: De/Coloniality 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: De/colonization, De/colonialty, Indigeneity, Mestizaje, Africentricity, Eurocentricity, land, landback, Black radical tradition, speculative resistance, freedom dreaming, intersectional anti-isms, agentic cuts, contingent collaborations, cosplay, mangles, oneness, emergent strategies.

Section co-chairs: Blanca Caldas, University of Minnesota, Twin Cities, bcaldasc@umn.edu; Raúl Olmo Fregoso, University of Nevada, rfregosobailon@unr.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: *Kevin L. Clay, Rutgers, New Brunswick, kevin.clay@gse.rutgers.edu; Jacquie Forbes, Dickinson College, forbesj@dickinson.edu.*

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

Division C: Learning and Instruction
Program co-chairs: P. G. Schrader and DeLeon Gray

Division C invites submissions of high-quality research on learning and instruction and the relations between them. Appropriate research topics include (a) learning and instruction in various content areas such as literacy, history, fine arts, mathematics, science, engineering, or computer science; (b) cognitive, social, affective, motivational, biological, and cultural influences on learning and instruction; and (c) the nature and effects of designed environments either with or without technology. Within and across these sections, Division C welcomes submissions that offer guidance and leadership on historic and/or contemporary forms of educational access, opportunity, and equity in learning and instruction that incorporate theoretical perspectives which recognize the strengths of people from disenfranchised communities, or frameworks that focus on the systems and structures that impact the ways they navigate formal and/or informal learning environments. We also encourage submissions from evolving areas of inquiry, such as artificial intelligence, educational data science methods (including the integration of learning analytics and educational data-mining methods), and data

science education/data literacy (focused on instruction and learning about data for K–16 learners), that intersect with learning and instruction.

We invite submissions that address important problems in learning and instruction from multiple perspectives (e.g., theoretical orientations, research methodologies, and settings) and utilize a variety of session formats that are interactive and encourage engagement with the audience. Submissions must report findings drawn from actual 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.

In developing your submissions, we particularly encourage you to think about the theme of the 2025 meeting, "Research, Remedy, and Repair: Toward Just Education Renewal," and how your work connects to it. We seek strong evidence-based studies that are rigorously conducted but are also 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:

- *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. For instance, if your work is transdisciplinary in nature (e.g., Section 1b: Social Studies and Section 1d: Science) you should use the more general descriptor "Science" if you submit your work to Section 1b.

- *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 and participant identification. Per AERA's new policy, all paper and session submissions—including symposium—must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified 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 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 anonymize submissions. 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 deidentified. 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 deidentification 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 mask the work (e.g., "Bandura's (2001) work on social cognitive theory..."). Be sure active website links are replaced with masked placeholders (e.g., PROJECT WEBSITE), the identifying grant numbers are masked (e.g., PROJECT NUMBER), and references in footnotes or tables are also masked. 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. Note. This same guidance extrapolates to session submissions wherein all participants need to be anonymized.

Determining whether a topic is appropriate for Division C. Individual and session submissions to Division C should focus primarily on 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.

Submissions concerning the incorporation of artificial intelligence (AI) into education that involve learning and instruction on how teachers and students can productively use AI will most likely fit in Section 1e. Submissions examining how AI components might be incorporated into the design of technology-based instructional environments should be submitted to Section 3b.

Submissions related to educational data science methods might be submitted to multiple sections, depending on whether they focus primarily on learning and instruction in a domain (Section 1), as they reflect cognitive or motivational processes (Section 2), or as they reflect engagement in learning environments (Section 3). When submitting research in this area, please include "educational data science" as a topic descriptor so that the Division C Program Committee can look across sections to organize this work into meaningful sections.

Submissions from the evolving transdisciplinary field of data science education (data literacy) are also invited. These could be submitted to any section, and the theoretical and practical aims and scope of the paper should be used to determine how the work aligns to topics in learning and instruction described across existing sections of the division. When submitting research in this area, please include "data science education" as a topic descriptor so that the Division C Program Committee can look across sections to organize this work into meaningful sections.

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

Submissions to this section should focus on 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: Bianca Nightengale-Lee, bnightengalelee@fau.edu; Bessie Dernikos, Florida Atlantic University, bdernikos@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), and fine arts (e.g., music, sculpture, painting, architecture, performing, film). 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. We also invite submissions pertaining to race, culture, and equity in humanities, social sciences, and/or fine arts.

Section chair: 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 chair: 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: Christine Bae, Virginia Commonwealth University, clbae@vcu.edu; Imogen Herrick, University of Kansas, iherrick@ku.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. We also invite submissions pertaining to race, culture, and equity in engineering and computer science.

Section chair: 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. We also invite submissions pertaining to race, culture, and equity as related to the study of cognitive and motivational processes.

Section co-chairs: Carlton Fong, Texas State University, cjf47@txstate.edu; Chris Rozek, Washington University in St. Louis, crozek@wustl.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). Cognitive processes and/or outcomes may be assessed, but the primary focus is on the social or cultural context. We also invite submissions pertaining to race, culture, and equity as related to learning and motivation in social and cultural contexts.

Section co-chairs: Cristina Zepeda, Vanderbilt University, cristina.zepeda@vanderbilt.edu; Allison Zengilowski, Colgate University, azengilowski@colgate.edu

Section 3: Designed Environments

Submissions to this section should focus on 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. We also invite submissions pertaining to race, culture, and equity in learning environments.

Section co-chairs: Matthew Bernacki, University of North Carolina at Chapel Hill, mlb@unc.edu; Alyssa Emery, Iowa State University, aemery@iastate.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: Pasha Antonenko, University of Florida, p.antonenko@coe.ufl.edu; Natalie King, Georgia State University, natalieking@gsu.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: *P. G. Schrader, University of Nevada Las Vegas, pg.schrader@unlv.edu; DeLeon Gray, North Carolina State University, dlgray2@ncsu.edu.*

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

Division D: Measurement and Research Methodologies

Program co-chairs: Bethany Bell and Divya Varier

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.

The 2025 AERA program theme, "Research, Remedy, and Repair: Toward Just Education Renewal," "calls us to consider how we can work across disciplinary, epistemological, and methodological orientations to forge deeper connections in our field that can speak to the challenges we face in education and in our imperfect multiracial democracy." We seek to collaborate across AERA divisions and SIGs to generate relevant and rigorous methodological scholarship that pursues more just and inclusive educational possibilities. In accordance with the theme, we particularly invite submissions that (a) advance understanding of how research methods can identify, repair, and remedy historical harm and injustice; (b) interrogate the meaning of relevant and rigorous research to foster holistic repair; (c) develop and apply methodological tools/guidance to research that advances a just and inclusive education; (d) address methodological innovations that leverage community-held forms of knowledge and practices; and (e) consider new civil rights data and educational measures that might be needed to respond to pressing questions. Methodologies that combine quantitative and qualitative approaches, as well as commit to participatory, creative, and/or alternative modes of research dissemination, are welcomed for submission, particularly in relation to repairing past harms and renewing just and inclusive research practices.

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

- 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 paper and session submissions—including symposia—must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified will be removed from consideration.
- 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: 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 and rigorous approaches to addressing inclusive and fairness issues in measurement and assessment. Submissions focusing on methodological advances in test theories and developments of novel assessments are likewise welcomed.

Section co-chairs: Ye Ma, Amazon Web Services, cherylyema@gmail.com; Gongjun Xu, University of Michigan, gongjun@umich.edu

Section 2: Statistical Theory and Quantitative Methodologies

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. In the spirit of the meeting theme, the Section 2 co-chairs encourage submissions, both methodological and applied, that introduce novel approaches to advancing social justice in education and creating inclusive-centered quantitative research practices.

Section co-chairs: Bethany A. Bell, University of Virginia, bab4jm@virginia.edu; Ann A. O'Connell, The Ohio State University, oconnell.87@osu.edu

Section 3: Qualitative Methodologies

This section focuses on qualitative research that interrogates, extends, and/or advances qualitative inquiry. The section is inclusive of a range of qualitative methodological traditions including, but not limited to, ethnographic, phenomenological, interpretive, critical, arts-based, performative, decolonizing, feminist, participatory, and post-qualitative methodologies and the methods of data generation and analysis associated with those methodologies. 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 address methodological challenges that arise in our imperfect multiracial democracy and create justice-centered methodological possibilities.

Section co-chairs: Susan Nordstrom, University of Memphis, snnrdstr@memphis.edu; Kakali Bhattacharya, University of Florida, kbhattacharya@coe.ufl.edu

Section 4: Multiple and Mixed Methodologies

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. We especially encourage mixed-methods submissions that directly relate to this year's theme of producing relevant and rigorous research that can repair past harm and renew more just and inclusive present and future educational possibilities.

Section co-chairs: Divya Varier, George Mason University, dvarier@gmu.edu; Na Lor, Columbia University, nl2831@tc.columbia.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: *Bethany Bell, University of Virginia, bab4jm@virginia.edu; Divya Varier, George Mason University, dvarier@gmu.edu*.

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

Division E: Counseling and Human Development

Program co-chairs: Cebrail Karayigit and Amanda Haber

Division E solicits submissions in the area of counseling and human development consistent with the 2025 Annual Meeting theme, "Research, Remedy, and Repair: Toward Just Education Renewal." 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, collaboratively taking evidence-based action to correct educational and social

injustices, using data to counter lies and misinterpretations, and initiating cross-division and interdisciplinary collaborations with researchers 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. Finally, we are committed to conducting research that will help to improve experiences, outcomes, and equitable opportunities for all.

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

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
- Research on restorative justice practices, alternative disciplinary approaches, and efforts to address disparities in school discipline outcomes based on race, ethnicity, and other social factors
- Research on strategies to ensure equitable access to counseling services for all students, including those from marginalized or underserved communities
- Research on collaborative efforts between schools, community organizations, and mental health agencies to promote educational equity, social justice, and holistic student development
- Research on how intersecting identities (e.g., race, gender, sexuality, ability) influence identity development and educational experiences, with a focus on promoting equity and social justice
- 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

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. Submissions must adhere to the guidelines presented in the general Call for Submissions.

Note. All paper and session submissions—including symposia—must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified will be removed from consideration.

Section 1: Counseling
Section chair: Cebrail Karayigit, Texas Christian University, c.karayigit@tcu.edu

Section 2: Human Development
Section chair: Amanda Haber, Fairfield University, ahaber@fairfield.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: *Cebrail Karayigit, Texas Christian University, c.karayigit@tcu.edu; Amanda Haber, Fairfield University, ahaber@fairfield.edu.*

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

Division F: History and Historiography
Program chair: Michael Hevel

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, "Research, Remedy, and Repair: Toward Just Education Renewal," 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 presentations. We also seek submissions that incorporate new strategies, media, and other formats of public scholarship into the 2025 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 encouraged. We are particularly interested in responding to this year's call to action that asks us "to share insights from our work toward a goal of improving education for all and to remind ourselves of the critical importance education holds in realizing democratic ideals." Such research is critical to the urgent need to "confront racism and ethnic discrimination, violent extremism, political repression and polarization, climate change, science denial, deepening racial, ethnic, socioeconomic, and linguistic segregation and inequality, and the ongoing loss and trauma related to the COVID-19 pandemic."

In recognition of this call, Division F continues to challenge scholars and practitioners to interrogate linkages between education research and public policy, examine how migration and immigration transformed the U.S. 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 analyses. 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 and/or scholarly literature of the topic and/or period.

Note. All paper and session submissions—including symposia—must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified will be removed from consideration.

Questions related to the Division F call for submissions and review process can be sent to the program chair: *Michael Hevel, University of Arkansas, hevel@uark.edu.*

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

Division G: Social Context of Education
Program co-chairs: Lasana D. Kazembe, Erica Davila, and Ben Parker

The 2025 AERA theme, "Research, Remedy, and Repair: Toward Just Education Renewal," advances a vision and rationale for research and critical praxis that can bring about restorative and transformative practices within schools, universities, and communities. The theme challenges us to (a) engage a bold, comprehensive assessment of our current practices and assumptions; (b) critically examine our institutions, social processes, politics, and policies; (c) analyze our own intentions and research approaches that produce hierarchies of knowledge and epistemological silos. As stated in AERA President Janelle Scott's official call, "at times, we have allowed our research to be used in the service of narrow or trendy interventions that have ignored community-based and professional insights and cautions, leaving educators and communities skeptical of the claims and directives of researchers." To honestly reflect on our 2025 theme is to challenge ourselves to understand how educational inequities are interwoven with social, health, and political injustice, and to imagine and activate courageous, innovative, multifaceted approaches to the education of young people, college students, and graduate students and to the professional preparation of teachers, school leaders, mental health providers, medical providers, and lawyers.

We are at a unique juncture in history, marked by increasingly uncertain, complex, and lethal trajectories shifting at an unprecedented speed. These cultural, sociological, ecological, and technological trends are impacting how we live, work, and learn. For the 2025 call, members are invited to reimagine education, educational research, and justice-rooted translational practices that can bring about healing and contribute to the grand mission of positive social transformation. Education has the most transformational potential to shape just and sustainable futures. The 2025 call is an invitation to imagine and forge a new social contract for education, grounded on principles of human rights, social justice, human dignity, and collective humanity. It unequivocally affirms education as a public endeavor and a common good.

As a division, we address what this means related to P–20 education spaces (within and beyond traditional schooling structures), access to quality education, and acknowledging and actively working to dismantle enduring social inequities. To this end, Division G (Social Context of Education) invites the education research community to respond with thoughtful analyses and presentations that help move us toward just educational renewal. Do research outcomes and insights lead to just outcomes? Who benefits, and how can our research center historically marginalized communities? What new knowledge, policies, and practices have 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 our work widely, within and beyond the academy. What this means is that sometimes we should (a) go into unfamiliar places; (b) move to the side so that historically marginalized communities can lead in the telling of their stories; (c) embrace multifaceted approaches to education and educational research that foster holistic repair. 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 longstanding 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:

- 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.
- All paper and session submissions—including symposia— must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified will be removed from consideration.

Section 1: Education and Place, Space, Time

Section co-chairs: Brenda Harris, University of Washington, harris_b76@yahoo.com; Ann Aviles, University of Delaware, amaviles@udel.edu

"Education and Place, Space, Time" encompasses research related to geographical (space and place) settings as well as 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 2: Differences and Intersectionalities

Section co-chairs: Berenice Sánchez, Idaho State University, berenicesanchez@isu.edu; Kathleen King Thorius, Indiana University Indianapolis, kkingtho@iupui.edu

"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 3: Languages, Literacies, and Representations

Section co-chairs: Kala Burrell Craft, University of Maryland, Eastern Shore, knburrellcraft@umes.edu; Aletha Harven, California State University, Stanislaus, aharven@csustan.edu

"Languages, Literacies, and Representations" centers on the power, intricacies, and effects of languages, literacies, and representations. It documents and examines sign 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 4: Policies, Mattering, and Praxis

Section co-chairs: Antonio Ellis, American University, aellis@ american.edu; Ayana Allen-Handy, Drexel University, ama433@drexel.edu

"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 5: Inquiry, Transformation, and Communities

Section co-chairs: Craig Willey, Indiana University Indianapolis, cjwilley@iupui.edu; Lin Wu, Western Oregon University, wul@mail.wou.edu

"Inquiry, Transformation, and Communities" highlights the possibilities, insights, and challenges of education research within contexts of community development and building. Analyses—including race/ethnic, feminist, queer, Indigenous studies; decolonial, transnational; quantitative, qualitative, mixed-methods; ethnography; participatory action research; sociocultural; historical; arts-based, geographical; and new methodologies—situated within local and/or global contexts of education that are transdisciplinary, collaborative, culturally informed; activist/advocacy oriented; theoretically and methodologically innovative; and that have the potential for fostering transformative outcomes in education and community building are encouraged in this section. This section welcomes empirical and theoretical analyses that exemplify and foreground the powerful outcomes of transformative community-building.

Section 6: Inquiry in the Social Context of Education

Section co-chairs: Jon Wargo, University of Michigan, wargojon@umich.edu; Julio Ángel Alicea, Rutgers University, Camden, ja1485@camden.rutgers.edu

"Inquiry in the Social Context of Education" highlights the possibilities of education research in the social context of education PK–20. Submitters to the section should provide an analysis that includes race/ethnic, feminist, queer, Indigenous studies; decolonial, transnational; quantitative, qualitative, mixed-methods; ethnography; participatory action research; sociocultural; historical; arts-based, 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. The section is specifically looking at the various research methods and methodologies in education research. The focus is more on research processes. This section also welcomes theoretical papers, including discussions of ontology, epistemology, methodology, or ethics from a broad range of perspectives.

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: *Lasana D. Kazembe, Indiana University Indianapolis, lkazembe@iu.edu; Erica Davila, Lewis University, ericardavila@gmail.com; Ben Parker, Coastal Carolina University, bparker4@coastal.edu*.

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

Division H: Research, Evaluation, and Assessment in Schools

Program co-chairs: W. Christopher Brandt and Kira Carbonneau

The theme for the 2025 AERA conference, "Research, Remedy, and Repair: Toward Just Education Renewal," urges the education research community to work across disciplinary, epistemological, and methodological orientations. The theme calls for research that addresses and repairs past harm to democratic ideals; it shines a light specifically on challenges and inequities that emerged in the last five years. Through rigorous and relevant research and meaningful discourse, we can renew and repair bridges that lead to more just and inclusive educational possibilities. The 2025 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 work to "remedy educational inequality and to repair the harm done to and within public education, democratic institutions, and higher education."

Submission Content

Division H encourages paper and 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:
  - school reform, programs, professional development, and/or policy implementation
  - the impact of teacher and principal evaluations on students, teachers, and educational systems
  - promotion practices and graduation requirements
- Investigating:
  - ways to improve classroom assessment processes
  - the validity of data used for effective decision making and differentiated instruction
  - educational system, educator, student, or partner accountability
  - the implementation and impact of new standards, educational policies, and testing mandates on systems, schools, and students
  - 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:

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 paper and session submissions—including symposia—must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified or do not follow AERA's additional submission criteria will be removed from consideration.

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: Haigan Huang, Round Rock ISD, haigenhuang@gmail.com

Section 2: Program Evaluation in Schools

Submissions for this section may feature evaluations of PreK-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: Jennifer Whitson, Alexandria City Public Schools, jennifer.whitson@acps.k12.va.us

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

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: Monique Saastamoinen, University of North Carolina Greensboro, msaasta1@binghamton.edu

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: *W. Christopher Brandt, Center for Assessment, cbrandt@nciea.org; Kira Carbonneau, Washington State University Pullman Campus, kira.carbonneau@wsu.edu*. Please contact section chairs directly for questions about submitting papers to specific sections.

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

Division I: Education in the Professions
Program co-chairs: Sarah McBrien and Danette McKinley

The Division I Program Committee invites submissions of scholarly research that promote and advance equity and access to education in the professions and address the role of professions education research in the repair and remedy of educational inequities. The 2025 AERA Annual Meeting theme is "Research, Remedy, and Repair: Toward Just Education Renewal." This timely and challenging theme calls for researchers across education in the professions to explore how our research can create inclusive educational opportunities for all. As educational researchers, it is our responsibility to provide evidence of the efficacy of educational interventions, policies, and decisions to create the equitable outcomes expected of educational opportunities in a democratic society.

Systems of access, process, and outcomes that cross the settings in which Division I conducts research span multiple professions, including engineering, law, health, business, and others. Recent challenges faced by our society including racial and ethnic violence, access to services due to the COVID-19 pandemic, and various threats to the very nature of our democracy, compels researchers, practitioners, and policy makers to consider how we can create spaces that truly remedy and repair past harms caused. How do we think about our work, develop theories of action, engage in modes of inquiry, and implement ideas for professional practice with the goal of addressing the ills we identify? This year's theme asks us to look back, but also to identify those solutions that will take past trauma into account and find ways to address and heal the professionals we educate and their clients.

Please note the following important guidelines for submission to Division I:

Submission Content

In support of the 2025 theme, Division I encourages submissions that deepen understanding of how to create safe spaces for professional education systems in a divisive political and social environment. 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 focus on issues in legal education, health professions education, veterinary medicine, engineering education, business education, and others.

Division I supports a variety of methodological approaches and encourages submissions that utilize 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*
Assessment: *Yoon Soo Park, University of Illinois, Chicago, ysp2@uic.edu; Kuan Xing, University of Iowa, kuan-xing@uiowa.edu*
Professional Development: *Anne McKee, Kings College London, anne.mckee@kcl.ac.uk*

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 2025 Division I Program, please select more than one presentation format when submitting an individual paper.

A session submission includes a fully planned session that involves multiple presentations or participants and a chairperson. 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 2025 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 world 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).

If the research being reported involves human subjects, 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 session presenters and authors of accepted individual paper submissions (including those presented as roundtables or posters) are expected to upload a final version of their submission that incorporates reviewer comments to the AERA website by March 21, 2025.

All paper and session submissions—including symposia—must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified will be removed from consideration.

Session submissions must include at least three presenters (above and beyond a chair) and must indicate that all participants have agreed to be present at the Annual Meeting should their session be accepted.

Session submissions must include a title for each presentation.

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 2025 program co-chairs: *Sarah McBrien, University of Nebraska Medical Center, sarah.mcbrien@unmc.edu; Danette McKinley, National Conference of Bar Examiners, dmckinley@ncbex.org.*

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

Division J: Postsecondary Education
Program chair: Keon M. McGuire, North Carolina State University, keon.mcguire@ncsu.edu
Program vice chair: Amalia Daché, University of Pennsylvania, adache@upenn.edu

As scholars situated in the study of postsecondary education, AERA Division J seeks contributions to the "Research, Remedy, and Repair: Toward Just Education Renewal" annual meeting theme by considering program submissions that move our scholarship toward a) amplifying the voices and perspectives of students, administrators, faculty, and community members who are seeking renewal and repair in higher education; b) interrogating policies and practices that cause harm within local, regional, national, tribal, organizational, territorial, and global higher education contexts; and c) envisioning bold futures that expand reparative possibilities and uplifts sovereignty and self-determination for the Global Majority. We invite submissions that align with and extend this theme, and provide evidence in pursuit of answering questions such as:

- What inter/transdisciplinary methodological approaches and theoretical guides are needed to envision bold futures that expand reparative possibilities and uplift sovereignty and self-determination for the Global Majority?
- Whose voices and perspectives are silenced/abused/erased/ignored in higher education scholarship, including the experiences of communities outside the U.S. context?
- 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 sovereignty and self-determination in and outside of higher education contexts? In and outside the United States?
- What types of relations—with peoples, lands, and waterways—and conditions are necessary for just educational renewal?

Note. All paper and session submissions—including symposia—must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified will be removed from consideration.

This year's theme and call to action encourages us to not only consider how education has historically and contemporarily caused harm, but also how we can actualize restoration and repair. We invite you to expand what we consider sufficient and possible when imagining a future of education renewal. 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. All paper and session submissions to Division J must be anonymized.

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 them. 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) disrupt or reinforce racial, ethnic, religious, gender, and other forms of injustice and structural inequalities in 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: Meseret Hailu, Arizona State University, Meseret.Hailu@asu.edu; Wilson Okello, Pennsylvania State University, wko5030@psu.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 longstanding educational inequities, such as structural racism, by (re)imagining pathways into and through higher education. Redefining college access in time, place, and space for 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 "who" gains opportunities 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, and "how" such opportunities are gained. Work centering the experiences of minoritized student populations and other underserved/studied student groups (e.g., undocumented, veterans, LGBQ 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, ethnic, religious, gender, and other forms of injustice and systemic oppression in postsecondary education research?

Section co-chairs: Roshaunda Breeden, North Carolina State University, roshaunda.mclean@gmail.com; Antonio Duran, Arizona State University , aaduran1@asu.edu; Jenay Willis, Texas Christian University, jenay.willis@tcu.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 minoritized student populations and other underserved/studied student groups (e.g., undocumented, veterans, LGBQ 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: Jonathan Berhanu, Hobart and William Smith Colleges, berhanu@hws.edu; Jose Del Real Viramontes, University of California, Riverside, jdelreal@ucr.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, ethnic, religious, gender, and other forms of 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: Ruth Lopez, University of Arizona, ruthlopez@arizona.edu; Tania Mitchell, University of Minnesota, tmitchel@umn.edu; Michael Steven Williams, University of Missouri, williamsmichae1@missouri.edu

Section 3: Organization, Management, and Leadership

Scholars and practitioners are called to challenge racial, ethnic,

religious, gender, and other forms of 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 various forms of 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 have been complicit in concretizing social, political, and health injustice and oppression. In your submissions, feel free to unapologetically center various 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 those 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; Theresa Hernendez, Northern Arizona University, theresa.e.hernandez@gmail.com

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, pretenured, 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, nonclassroom), 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: Kirsten Edwards, Florida International University, kiedward@fiu.edu; Candace Hall, Southern Illinois University at Edwardsville, canhall@siue.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. We particularly encourage submissions that engage with contemporary and consequential policy discourses. And 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 policymaking 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; George Spencer, New York University, gcs8@nyu.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, we challenge those who submit to Section 6 to consider the following questions:

- How can higher education actors positively influence just renewal 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 notions of repair, restoration, and renewal? How can we better address social, health, and political injustice, and through multisector and multifaceted approaches?
- How might policies, practices, and even (co)curricula improve unjust and harmful conditions and ultimately address disparate educational outcomes?

We welcome historical analyses of postsecondary education/contexts used to provide informed recommendations or solutions to current issues of social, health, and political injustice. 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, ethnic, religious, gender, and other forms of injustice and oppression that limit educational opportunity for minoritized populations.

Section co-chairs: Charles Davis, University of Michigan, hfdavis@umich.edu; J. T. Snipes, Southern Illinois University at Edwardsville, jsnipes@siue.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: *Keon M. McGuire, North Carolina State University, keon.mcguire@ncsu.edu*.

We look forward to receiving 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, Tia C. Madkins, and Raven L. Jones

We invite your submissions related to the 2025 theme: "Research, Remedy, and Repair: Toward Just Education Renewal." The theme calls on us to consider "the role that rigorous and relevant research can play to remedy educational inequality and to repair the harm done to and within public education, democratic institutions, and higher education." Submissions that follow and extend this theme, with an emphasis on teacher and teacher education scholarship, are welcome.

As politicians across the globe continue to enact laws that silence, stifle, and punish Birth-20 educators and university faculty for teaching about systemic oppression and the harm enacted on marginalized populations, what are the implications for the research of teaching and teacher education working toward just education renewal? 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 2025 Annual Meeting theme, we are inspired to go beyond reactive research about existing educational problems and direct our attention toward coconstructed 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 and need for repair in our field. In doing so, 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.

In response, 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 2025 Annual Meeting call reminds us that "we can contribute to robust remedies and foster holistic repair if we work across our AERA divisions and SIGs to produce relevant and rigorous research that can repair past harm and renew more just and inclusive present and future 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 historical and contemporary harms 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 repair the marginalization of racialized people and 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 harmful, 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, preservice 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 decide where to send your submission; 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 more just and inclusive teaching practices (e.g., culturally responsive/relevant, antiracist and/or humanizing approaches to teaching and teacher education).

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 more just and inclusive teaching practices (e.g., culturally responsive/relevant, antiracist and/or humanizing approaches to teaching and teacher education).

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 be*st 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. *Paper submissions must be 2,000 words or fewer in length (excluding references, tables, charts, graphs, and figures).*

All paper and session submissions—including symposia—must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified will be removed from consideration.

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 2025 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: Tasha Austin, University of Buffalo, tasha.n.austin@gmail.com; Ganiva Reyes, Miami University, Oxford, Ohio, reyesg@MiamiOH.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: Andrea Weinberg, Arizona State University, andrea.weinberg@asu.edu; Ricardo Martinez, Penn State University, rfm5798@psu.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 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; anti-colonial literacy; Indigenous futurities; survivance and resistance; teaching as resurgence; community-based pedagogies; and/or decolonial praxis, among others.

Section co-chair: Jennifer Brant, University of Toronto, jennifer.brant@utoronto.ca

Section 4: Transformative Justice in Teaching and Teacher Education

Submissions for 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 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, is 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 settings 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: BernNadette Best-Green, San Joaquin Delta College, BBest-Green@deltacollege.edu; Jordan Bell, Erikson Institute, jordanbell500@gmail.com

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 in-service 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: Alexis Patterson Williams, University of California, Davis, adpatterson@ucdavis.edu; Maggie Beneke, University of Washington, beneke@uw.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: Marcelle Mentor, Teachers College, Columbia University, mm3128@tc.columbia.edu; Gail Buffalo, City College of New York (CUNY), gbuffalo@ccny.cuny.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 Islanders 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, Threlkeld Educational Consulting, aubry.threlkeld@gmail.com; Lilly Padía, Erikson Institute, 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; Jessica Martell, New York City Public Schools, 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 teachers 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. Submissions 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: Brittany Aronson, Penn State University, baa5633@psu.edu; Keirah Comstock, University of Rochester, kcomsto2@u.rochester.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. Submissions 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: Crystal Chen Lee, North Carolina State University, cchen32@ncsu.edu; Ayesha Rabadi-Raol, Sonoma State University, rabadiraol@sonoma.edu; Jennifer Collett, Lehman College (CUNY), jennifer.collett@lehman.cuny.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; Tia C. Madkins, University of Texas at Austin, tmadkins@austin.utexas.edu; Raven L. Jones, Michigan State University, jonesrav@msu.edu.*

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

Division L: Educational Policy and Politics
Program co-chairs: Richard Blissett and Sarah Winchell Lenhoff

The theme of the 2025 AERA Annual Meeting is "Research, Remedy, and Repair: Toward Just Education Renewal." As AERA President Janelle Scott shared in her conference theme call, "The 2025 meeting theme calls us to consider how we can work across disciplinary, epistemological, and methodological orientations to forge deeper connections in our field that can speak to the challenges we face in education and in our imperfect multiracial democracy. . . . This focus considers the role that rigorous and relevant research can play to remedy educational inequality and to repair the harm done to and within public education, democratic institutions, and higher education." Therefore, we call for submissions to Division L that explore, evaluate, and critique education policies aimed at advancing educational opportunity, equity, and justice and reducing educational inequality. We also call for submissions that examine the social and institutional politics surrounding education in U.S. and international contexts, particularly as they relate to racial justice and efforts to remedy educational harm following the COVID-19 pandemic.

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

- 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 paper and session submissions—including symposia—must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified will be removed from consideration.
- 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 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 chair, discussants, and co-panelists.
- General questions about the Division L program may be directed to the co-chairs: *Richard Blissett, University of Maryland, Baltimore County, rblissett@ umbc.edu; Sarah Winchell Lenhoff, Wayne State University, sarah.lenhoff@wayne.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. Studies focused on the following are encouraged: policy actors across the ideological spectrum who aim to infuse ideas and knowledge into the public sphere, relationships and tensions among political actors and organizations involved in decision making and implementation, the ways in which race and racial injustice intersect with the needs of students, and the role of power, White supremacy, and other systems of oppression on educational politics and governance. 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. Consistent with the theme of the conference, of particular interest is research that critiques distinct governance and political structures with an eye toward remedying, repairing, and renewing public schools in a multiracial democracy.

Section Chairs: Rachel White, University of Tennessee–Knoxville, rswhite@Utk.edu; Ericka Weathers, University of Pennsylvania, erickasw@upenn.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 and student/faculty civil disobedience, 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 feminist theories. 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 intersecting 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 section embraces a wide-ranging conceptualization of curriculum and instruction. Topics may include, but are not limited to, studies of national, state, and local standards, curricula, and pedagogies; assessment practices; rules governing the placement of children with disabilities; curricular stratification and tracking; and policies that focus on changing instructional practice. In addition, this section is interested in papers that examine policies and politics

that shape school-based conditions under which curriculum and instruction are enacted, such as those related to school climate and disciplinary approaches. Papers that analyze the macro- and micro-level forces that shape the design or implementation of curriculum and/or instruction policies and the school conditions that surround them 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 K–12 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 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. We encourage quantitative and qualitative analyses of the implementation of school choice, as well as papers that assess the effect of school choice and market reforms on a variety of outcomes for students, their families, and school systems. In light of the 2025 Annual Meeting's emphasis on remedy and repair, we hope to see papers interrogate the ways in which school choice and market reforms have supported or hindered progress for students from marginalized communities.

Section chairs: Eupha Jeanne Daramola, University of California–Santa Barbara, daramola@usc.edu; Zitsi Mirakhur, University of Kentucky, zitsi.mirakhur@uky.edu

Section 5: Testing, Accountability, and Data Use

This section welcomes papers related to the policies/practices of testing, accountability, and data use from early childhood through higher education at federal, state, and local levels in or outside the United States. Of interest are analyses of the development, implementation, and effects of such policies on 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 across different student racial, ethnic, socioeconomic, linguistic, and other groups. Finally, we encourage papers that critically examine and interpret the implications of testing, accountability, and data use policies with the intention of remedying educational inequality and renewing efforts towards more just and inclusive educational policies.

Section chair: Wesley Edwards, University of North Texas, Wesley.Edwards@unt.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 the role of human capital and school finance policies in advancing education justice and educational repair following international crises.

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

Section 7: Social Context and Structural Inequalities

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 welcome a wide range of methodological approaches and theoretical perspectives. In keeping with the 2025 Annual Meeting's theme, 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. Of particular interest are submissions that reveal the social, political, racial, and institutional contexts of schooling and education and consider how we might remedy and repair structural inequities to foster a more just education system.

Section chairs: Alisha Butler, Wesleyan University, abutler@ wesleyan.edu; Daniella Hall Sutherland, University of Vermont, Daniella.sutherland@uvm.edu

Section 8: Social Policy and Education

This section encourages submissions that use empirical methods and bridge education to economic development, workforce policy, housing, healthcare, immigration, welfare, childcare, incarceration, policing, and other policy areas. More importantly, in light of the 2025 Annual Meeting's emphasis on remedy and repair, this section encourages submissions that focus not only on revealing where policy has had deleterious effects on marginalized communities, but also on identifying programs and interventions—in education or elsewhere—that challenge educational inequalities and lead to holistic reparative efforts in schools and society more broadly.

Section chairs: Tasminda Dhaliwal, Michigan State University, tdhaliwa@msu.edu; Mark Chin, Vanderbilt University, mark. chin@vanderbilt.edu

Section 9: Policy Implementation and Going to Scale

This section invites submissions that pertain to policy implementation and bringing effective programming and practices to scale in educational contexts inside and/or outside the United States. We encourage submissions that explore ways to measure and/or promote justice and equity-focused policies within and across schools and school systems. Studies that draw on critical methodologies are welcome, and we encourage submissions that examine whether and how policy implementation and scale-up policies do or do not encourage more just educational systems. Also invited are submissions that identify, describe, and analyze new approaches to policy implementation, including partnerships with families and the community, research-practice partnerships/alliances, and networked improvement communities. We also invite submissions that examine how implementation is informed or shaped by research in ways that address educational inequality. Finally, we invite submissions that shed light on the conditions that enable (or prevent) effective policy implementation and scale.

Section chairs: Samantha Viano, George Mason University, sviano@gmu.edu; 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: *Richard Blissett, University of Maryland, Baltimore County, rblissett@umbc.edu; Sarah Winchell Lenhoff, Wayne State University, sarah.lenhoff@wayne.edu.*

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

B. Committees

Note. All paper and session submissions to committees—including symposia—must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified will be removed from consideration.

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 2025 Annual Meeting theme, "Research, Remedy, and Repair: Toward Just Education Renewal." Submissions should focus on intersectional issues of gender, gender identity, and gender equity in primary, secondary, postsecondary, and other educational settings in the United States and internationally. Given the 2025 Annual Meeting theme, the program committee is particularly interested in submissions that explore areas of concern regarding research, remedy, and repair toward gender equity. The committee welcomes submissions that explore salient research questions and offer solution-oriented implications and recommendations. We welcome submissions that critically grapple with the systems, practices, policies, and barriers that shape educational research and action. In keeping with the 2025 Annual Meeting theme objectives, the program committee encourages equity-focused research reflecting a broad spectrum of methodological approaches and theoretical perspectives. We prefer an emphasis on sessions

that encourage a mix of perspectives, methods, and theories which illuminate insights to help us think critically, promote innovation, and remind us of the significant role gender equity plays in upholding and enacting democratic ideals. We hope to highlight sessions that tackle pressing gender-equity issues from diverse methodological approaches, while also offering something unique that pushes researchers across the educational landscape to think more deeply about remedy and repair.

Chair: Lori Patton Davis, The Ohio State University, pattondavis.1@os

Committee on Scholars of Color in Education

The 2025 AERA Annual Meeting theme calls for a focus on how research can contribute to the remedy and repair of educational inequalities. Thus the Committee on Scholars of Color in Education (CSCE) invites paper and symposia submissions that broadly examine efforts to remedy and repair educational inequalities influencing people of color in education. CSCE is especially interested in research that advances knowledge about how to repair systemic barriers to success for people of color and that illuminates issues 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 remedies 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 comparative research that can contribute to the 2025 Annual Meeting theme, "Research, Remedy, and Repair: Toward Just Education Renewal." The IRC is especially interested in submissions that can enhance global understandings of how educators are engaging in research that remedies and repairs persistent educational problems, particularly issues related to educational inequities for Indigenous and minoritized people globally. The IRC seeks transformative research and praxis to understand how educational inequalities are interconnected with social, health, and political injustice, and to imagine multisector and multifaceted approaches to systemic educational reform and change. The IRC welcomes submissions across a wide spectrum of interdisciplinary research perspectives, designs, and methods, at various levels of educational systems, in formal and informal settings, from early childhood education through higher and adult education.

Paper and session topics may address, but are not limited to, the following focal areas:

- Restorative and reparative international and national research on public and private education systems; academic, social, cultural, and emotional learning
- International solidarity movement that centers education as a sustainable tool for reparational justice
- Research and practices that address the UN "Second International Decade for People of African Descent: Addressing Systemic Racism, Reparatory Justice and Sustainable Development"
- Promising international education reforms and high-impact practices/technologies from pre-K through postsecondary education, including after-school or out-of-school programs
- Education research initiatives designed to enhance global activities in civic participation, environmental sustainability, social justice, and ethics
- Collaborative international opportunities dedicated to enhancing the preparation, quality, and recognition of education scholars as well as practitioners
- Innovative research ideas, practices, and data collection and analysis methods for the assessment and improvement of educational diversity, equity, inclusion, and justice

Chair: Jaekyung Lee, University at Buffalo, SUNY, jl224@buffalo.edu

C. Professional Development and Training Program

The AERA Professional Development and Training Program is an important component of the AERA Annual Meeting each year. Led by the AERA Director of Progressional Development and under the auspices of the Professional Development and Training Committee, course proposals are invited for the 2025 Annual Meeting. The aim is 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 pertinent to research (e.g., publication skills/strategies, research integrity); examine recent methodological developments in education research (e.g., use of artificial intelligence [AI], video data collection); or focus on research for the improvement of program design, practice, or implementation.

For the 2025 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; or 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 Tuesday, April 22, 2025) conclude on the first day of the meeting. In some instances, courses may start the morning of the first day of the meeting (Wednesday, April 23, 2025) 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 are made available at the AERA Virtual Research Learning Center. Virtual courses may be held following the Annual Meeting.

Committee Chair: Noelle W. Arnold, The Ohio State University
Program Director: George L. Wimberly, American Educational Research Association

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 well as being directed to important areas of professional skill. Proposals that represent diverse perspectives or are relevant to the theme of the 2025 Annual Meeting, "Research, Remedy, and Repair: Toward Just Education Renewal," 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 2025 Annual Meeting submission system no later than the deadline (July 26, 2024, 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 or 202-238-3200. The deadline for submitting proposals for the 2025 Annual Meeting is July 26, 2024, at 11:59 PM Pacific Time. The selection committee will select proposals and notify prospective course instructors by November 30, 2024.

Course Proposal Guidelines
Please read the above "Professional Development and Training Committee" call for course proposals and the following instructions carefully before starting the submission process. The instructor(s) and course proposal must be entered using the 2025 AERA Annual Meeting submission system no later than the deadline: July 26, 2024, at 11:59 PM Pacific Time. Late proposals will not be accepted.

Instructor Information
Using the submission 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 2025 Professional Development and Training Course Proposal consists of four components: (a) course title and description; (b) course faculty list; (c) the proposal narrative; and (d) 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 email 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 course participants with 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, 2024.

If you have questions, please contact profdevel@aera.net.

D. 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.

As with submissions to divisions, submissions to SIGs adhere to all of the policies and guidelines as set forth in the general Call for Submissions.

Note. All paper and session submissions—including symposia—must be submitted without author identification to allow for anonymized review. In the case of session submissions, all participants must be deidentified. Submissions that are not deidentified will be removed from consideration.

Accreditation, Assessment, and Program Evaluation in Education Preparation, *Beth W. Kubitskey, University of Michigan–Flint, kubitske@umich.edu; Kimberly Jamison, The George Washington University, kjamison@gwu.edu*

Action Research, *Jeasik Cho, Texas Tech University, jeasik.cho@ttu.edu*

Adolescence and Youth Development, *Marie-Anne Suizzo, University of Texas at Austin, msuizzo@austin.utexas.edu*

Adult Literacy and Adult Education, *Amy Pickard, Indiana University, pickard@iu.edu*

Advanced Studies of National Databases, *Anica G. Bowe, Rutgers University–Newark, anica.bowe@rutgers.edu*

Advanced Technologies for Learning, *Ying Xu, University of Michigan, yxying@umich.edu*

Arts and Inquiry in the Visual and Performing Arts in Education, *Aaron T. Bodle, James Madison University, bodleat@jmu.edu*

Arts and Learning, *Sarah T. Travis, University of Illinois at Urbana-Champaign, stravis2@illinois.edu*

Arts-Based Educational Research, *Courtney C. Mauldin, Syracuse University, ccmauldi@syr.edu*

Bilingual Education Research, *Cristian R. Aquino-Sterling, Texas Tech University, c.aquino-sterling@ttu.edu*

Biographical and Documentary Research, *Taylor Woodall-Greene, Oklahoma State University, taylor.woodall-greene@okstate.edu*

Bourdieu in Educational Research, *Charles L. Lowery, Virginia Tech, loweryc@vt.edu*

Brain, Neurosciences, and Education–*TBD*

Career and Technical Education, *Xue Xing, University of Nevada–Las Vegas, xue.xing@unlv.edu*

Caribbean and African Studies in Education, *Laurette Maria Stacy Bristol, University of the West Indies–Cave Hill, laurettebristol@gmail.com; Alicia Francisca Noreiga, Acadia University, alicia.noreiga@acadiau.ca*

Catholic Education, *Julie W. Dallavis, University of Notre Dame, jwernick@nd.edu*

Charters and School Choice, *Chrystal S. Johnson, Purdue University, johnsoncs@purdue.edu*

Classroom Assessment, *Dustin Van Orman, Western Washington University, vanormd2@wwu.edu*

Classroom Management, *Dana Lewis Haraway, James Madison University, harawadk@jmu.edu*

Classroom Observation, *Bryant Jensen, Brigham Young University, bryant_jensen@byu.edu*

Cognition and Assessment, *Yanan Feng, McKinsey & Company, fengyanan1108@hotmail.com*

Complexity Theories in Education, *Heleen Pennings, University Medical Center Utrecht, h.j.m.pennings@umcutrecht.nl*

Computer and Internet Applications in Education, *Yan Chen, University of Nevada–Las Vegas, yan.chen@unlv.edu; Kyungbin Kwon, Indiana University, kwonkyu@indiana.edu*

Confucianism, Taoism, Buddhism and Education, *Liz Jackson, University of Hong Kong, lizj@hku.hk*

Constructivist Theory, Research and Practice, *Annemarie B. Kaczmarczyk, Mercer University, kaczmarczyk_ab@mercer.edu*

Cooperative Learning: Theory, Research and Practice, *Joanne O'Keeffe, Queen's University–Belfast, j.okeeffe@qub.ac.uk*

Critical Educators for Social Justice, *Bianca J. Nightengale-Lee, Florida Atlantic University, bnightlee@me.com; Freyca Calderon-Berumen, Pennsylvania State University–Altoona, fxc85@psu.edu*

Critical Examination of Race, Ethnicity, Class and Gender in Education, *Rossina Liu, University of Maryland, rzliu@umd.edu*

Critical Issues in Curriculum and Cultural Studies, *Brittany A. Aronson, Pennsylvania State University, baa5633@psu.edu*

Critical Peace Education, *Raul Olmo Fregoso Bailon, University of Nevada–Reno, olmo.freire@gmail.com*

Critical Perspectives in Early Childhood Education, *Oona Fontanella-Nothom, California State University–Los Angeles, ofontan@calstatela.edu; Nathaniel Bryan, University of Texas at Austin, nathaniel.bryan@austin.utexas.edu*

Critical Posthuman and Postfoundational Studies in Education, *Kathryn J. Strom, California State University–East Bay, kathryn.strom2@csueastbay.edu*

Critical Quantitative Methodologies, *Dan Fitzpatrick, University of Michigan, fitzpa88@gmail.com*

Cultural Historical Research, *Jaakko Hilppö, University of Helsinki, jaakko.hilppo@helsinki.fi; Sharon Chang, Teachers College, Columbia University, scc2168@tc.columbia.edu*

Data-Driven Decision Making in Education, *Jennifer L. Kobrin, University of Kansas, jennifer.kobrin@ku.edu*

Deaf and Hard of Hearing Intersectionalities and Perspectives, *Colleen L. Smith, California State University Northridge, colleen.smith@cgu.edu; Gabrielle Jones, University of California–San Diego, gajones@ucsd.edu*

Decolonial, Postcolonial, and Anti-Colonial Studies in Education, *Jairo I. Fúnez-Flores, Texas Tech University, jairo.funez@ttu.edu*

Democratic Citizenship in Education, *Erica Hodgin, Facing History and Ourselves, erica_hodgin@facinghistory.org*

Design and Technology, *Yvonne Earnshaw, Kennesaw State University, yearnsha@kennesaw.edu*

Dewey Studies, *Jiwon Kim, Monmouth University, jkim@monmouth.edu*

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