



2026 AERA ANNUAL MEETING CALL FOR SUBMISSIONS

Deadline: July 25, 2025

Los Angeles, California
Wednesday, April 8 – Sunday, April 12, 2026

Unforgetting Histories and Imagining Futures:
Constructing a New Vision for Education Research

Maisha T. Winn, President

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I. THEME: “Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research”

“It’s because we can imagine different futures that we can struggle against the present state of things.” —Ngũgĩ wa Thiong’o, 2013

“There is no separation between past and present, meaning that an alternative future is also determined by our understanding of our past. Our history is the future.” —Nick Estes, 2019

“When you open up the future as a thing we can all imagine and construct differently, you’re essentially putting a lot of power and agency in the hands of people who are in the traditional system, completely left out of the equation.” —Pupul Bisht, 2024

The 2026 Annual Meeting theme is an invitation to collectively reflect on how to leverage our disciplinary and methodological diversity in service of unforgetting histories. These histories inform our current challenges in education research and shape policies and practices that will enable thriving futures for learners across the lifespan in a range of contexts.

We invite students, educators, practitioners, and researchers to engage in *futureing for education and education research*; that is: “intentional collective planning and future making that seeks to spark innovation, sustainability, and equitable opportunities” (Winn, 2025). Imagining and planning for the future is not solely about looking ahead. An important first step is looking back to look forward, being intentional about examining historical frameworks that can inform future norms we seek to give shape to, and nurture. Historian and AERA past president Vanessa Siddle Walker (2020) makes the case that histories of education can and should inform contemporary education

changemaking and coalition building. In the United States, for example, histories of education analyze models of teaching and leadership and broad social movements, illuminating potential and tested pathways forward as well as numerous lessons and starting points for collective undertakings to develop and pursue widespread future making.

What could happen if education researchers take a “long path” approach by “thinking and feeling beyond our individual life spans . . . to the impact we will have on future generations” of students, educators, and education researchers (Wallach, 2022, p. 10)? What can we learn when we put histories of social movements, grassroots organizing, and innovation in the name of education in conversation with our various disciplines as we seek to find solutions to enduring problems in the field? How can we “unforget the past”—to borrow from writer and social work scholar Patty Krawec—drawing from the histories of our respective disciplines to create and iterate current and future agendas for teaching, learning, and research as frameworks for collective thriving? With what considerations will we construct “consequential” research agendas and practices to cultivate and sustain robust opportunities for all learners (Milner, 2023)? Through which intersections of our research, practice, and partnerships will we prioritize and invest in *futureing for education and education research* in the sites and systems of formal and informal education that we choose to research?

Any discussion about histories and futures should not elude current national and global concerns that can impede our ability to imagine and plan for education futures. Our deeply divided social and political terrain—both nationally and globally—reinvigorates questions about how to support teaching and learning communities with the skills of civic reasoning and discourses (Lee, White, & Dong, 2021). The dismantling of

I. THEME: “UNFORGETTING HISTORIES AND IMAGINING FUTURES: CONSTRUCTING A NEW VISION FOR EDUCATION RESEARCH”

education institutions permeates all our work regardless of disciplinary and methodological expertise. We are imagining the future of education research amidst enduring debates over what to teach, whose histories and identities matter, and ultimately whose stories get told and erased. Harm and wrongdoing across education spaces—both in and out of school—suggest an urgent need for future-oriented restorative and transformative dialogue that can support empirical, conceptual, and applied research.

Education researchers have opportunities to examine these issues and to construct their research as a pathway to solutions and equitable futures for learners in P–12, higher education, and community education settings. Across the globe are teaching and learning communities—past and present—that offer maps, tools, and wisdom for navigating tensions and challenges in education. Some of us study these sites of possibility and most of us live and work in storied spaces and systems where we ourselves navigate myriad perspectives, goals, and approaches. Nondominant communities have long engaged in active re-imagining of their lives and their children’s education, because institutions and institutional dynamics have so often isolated or excluded their ingenuity (Gutiérrez et al., 2017). This call thus invites scholars and practitioners to consider the expertise of Indigenous, BIPOC, and LGBTQ communities in innovating for equitable futures, and maps that already exist, from prior generations who grappled similarly with teaching and learning for future thriving and preparing future generations.

We seek submissions that offer a new vision of education research as an intentional process and practice of futuring, through engagement with historical pasts and current tensions and challenges. How can we address our most pressing education challenges through inter- and trans-disciplinary dialogue? What kinds of dialogue can we inspire when including historical perspectives on topics in proposed symposiums? How can we organize our findings with a keen eye on the past, present, and future? We especially welcome multigenerational roundtables and symposiums in addition to posters and papers that address the following topics from a range of perspectives, each of which invites examinations of the past, present, and future in consequential ways:

- Teaching and learning in an era of polycrisis
- Politicization of education
- Historiographies of education
- Transforming education policy
- Neurodiversity and ability justice
- Climate justice and sustainability

- Restorative and transformative justice
- Equity-oriented scholarship examining intersectionality of race, class, gender identity, and abilities
- Civic education, democratic engagement, and the future of ethnic studies
- Tensions and possibilities of generative AI and other multimodal tools
- New visions of neuroscience and education
- Leveraging big data in pursuit of equitable futures
- Research-practice partnerships and humanizing research methods
- Los Angeles and California as examples of rich local histories of education and equitable and thriving futures

Please join us in Los Angeles for the 2026 Annual Meeting, to imagine and plan for research agendas that bridge our histories, current struggles, and desired outcomes for education. We look forward to learning from and with you in Los Angeles.

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II. GENERAL INFORMATION AND POLICIES

II. General Information and Policies

AERA 2026 Annual Meeting:

Wednesday, April 8–Sunday, April 12, 2026, Los Angeles, California

- The Call for Submissions for the 2026 AERA Annual Meeting offers important opportunities for those wishing to participate in the most prominent education research conference worldwide. The 2026 Annual Meeting is planned as a place-based meeting in Los Angeles, California. In addition, there is also an opportunity to submit a “virtual paper” for presentation in the AERA i-Presentation Gallery ONLY.
- AERA invites two types of submissions: an individual paper submission 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 need to be anonymized for review. (Effective with the 2025 AERA Annual Meeting, divisions, SIGs, and committees may no longer request that session submissions be identifiable.)
- If papers are submitted and accepted for the Los Angeles meeting, they will 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.
- A virtual paper is peer reviewed according to the same criteria as a place-based paper submission. This option is designed **ONLY** for presenting author(s) who will **NOT** be attending the Annual Meeting in Los Angeles 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 Los Angeles.
- The decision to present a place-based paper in Los Angeles or virtually only in the AERA i-Presentation Gallery cannot be changed after the submission deadline when the submission system closes.
- All accepted sessions or papers accepted for paper sessions, poster sessions, or roundtable sessions are scheduled for 90 minutes, except for off-site visit submissions, which may vary in length, and virtual presentations that are only available through the AERA i-Presentation Gallery.
- Once the AERA i-Presentation Gallery opens, it is available to registrants continuously throughout the meeting. The Gallery also allows 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 2025, 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 for Submissions based on an anonymous 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, award and invited lectures, 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 platform 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 platform 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.

III. SUBMISSION PROCEDURES AND POLICIES

Thousands of accepted papers are placed in the Repository each year. The Repository archives, preserves, and makes accepted papers accessible, 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 6, 2026, 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 2025 only rarely constitutes the complete final paper (in content and completeness); that is, when authors needed to undertake no further work on the paper after submission to be complete.
- 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, option 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 2026 Annual Meeting and click "Online Portal."
- 3. Submissions must arrive by the deadline.** The submission system closes on July 25, 2025, at 11:59 PM Pacific Time. No late submissions will be accepted.
- 4. Eligibility of submissions.** Authors must submit a complete paper. Proposals to write a paper, descriptions of work still being planned; outlines, tables, or charts, or power point or similar presentations are not eligible for

consideration as paper submissions. 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 as “Virtual Paper Submitters” 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 16, 2026; presenting authors must register by or before February 13, 2026 (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 authors, whether it is submitted for presentation at the place-based meeting in Los Angeles or as a “virtual paper” for 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:
 - 15 words or fewer for paper title.
 - 120 words or fewer for abstract.
- 2,000 words or fewer for paper to be uploaded. 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 2026, 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 6, 2026.

Session Formats for Paper Submissions

When you submit an individual paper for presentation in Los Angeles, 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/

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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 are 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 2026 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 Los Angeles; do not select a session type. The choice of Paper is intended for an individual paper with one or more authors. You then continue through the submission process where 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:

- 15 words or fewer for paper title.
- 120 words or fewer for abstracts.
- Provide responses for the following: descriptors, research method, preferred session format. Also, provide acknowledgment of the [AERA Code of Ethics](#) and the [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.
- 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 register, attend, and present. Please take time to search author names to avoid 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

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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 to access the submission system 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.
 - This is a summary for each presenter/participant, not a paper for each; only one upload that is a consolidated document of the summaries is required.
 - Paper/presentation summaries are required for each presenter/participant in a session, including participants in symposium submissions for formats of panel discussions and town halls.
 - Each paper/presentation summary in the session must address and will be reviewed on the following six elements:
 1. Objectives or purposes
 2. Perspective(s) or theoretical framework

3. Methods, techniques, or modes of inquiry
4. Data sources, evidence, objects, or materials
5. Results and/or substantiated conclusions or warrants for arguments/point of view
6. Scientific or scholarly significance of the study or work

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

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

- Session summary upload with no author identification that is a consolidated document of the 500-word-maximum session summary (500 words or fewer) and a paper/presentation summary for each presenter in the session (500 words or fewer). The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added 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 6, 2026. 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 identify 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

V. ADVANCING A SESSION SUBMISSION | SESSION SUBMISSION PROCESS

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 2026 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.

- 15 words or fewer for session title.
- 120 words or fewer for session abstract.
- 500 words or fewer for session summary.
- 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. As session submitter, please consult with all session participants before you provide acknowledgment or relevant information on behalf of the group.
- Click “Accept and Continue.”

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

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

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

VI. COMMON MISTAKES AND FAQs | COMMON MISTAKES | FAQs

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 to the submission system 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.
 - 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.
 - 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 with all six elements described in Section V 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 an 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 through MyAERA 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 2026 Annual Meeting submissions?** July 25, 2025, at 11:59 PM Pacific Time.
- **What is the difference between a Place-Based Paper submission and a Virtual Paper submission?**
 - There is no difference in the paper submission process. All paper submissions are guided by the same requirements, have the same elements, and are reviewed by the same criteria.
 - Place-Based Paper submission: A paper submission is an individual paper with one or more author or co-authors to be presented in a paper, poster, or roundtable session in Los Angeles.
 - Virtual Paper submission: A paper submission is an individual paper with one or more presenting author or co-authors who cannot present in Los Angeles and whose presentation is only available virtually through the AERA i-Presentation Gallery.
- **What is a session submission?**
 - Session submission: A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.
- **What is the word count for a paper submission?**
 - 15 words or fewer per title.
 - 120 words or fewer per abstract.

VI. COMMON MISTAKES AND FAQs | FAQs

- 2,000 words or fewer per paper (with no author identification).
- 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?**

- 15 words or fewer for session titles.
- 120 words or fewer for session abstracts.
- 500 words or fewer overall for session summaries.
- 500 words or fewer for summaries for each paper/commentary in a session.
- Session summary upload with no author identification that is a consolidated document containing the session summary (500 words or fewer) and the paper/presentation summary for each presenter in the session (500 words or fewer). The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added 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 Los Angeles? If your circumstances change, you are welcome to attend the Annual Meeting in Los Angeles. 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 in Los Angeles.

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 to the submission system and edit your submission, including adding co-authors and adding individuals 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 it 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: Kelly Brown (chair) and Bryan A. VanGronigen (co-chair)

The AERA 2026 theme, "Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research," is an invitation to collectively reflect on how to leverage our disciplinary and methodological diversity in service of unforgetting histories. These histories inform our current challenges in education research and shape policies and practices that will enable thriving futures for learners across the lifespan in a range of contexts.

Division A invites students, educators, practitioners, and researchers to engage in *futureing for education, educational leadership, and education research*; that is, "intentional collective planning and future making that seeks to spark innovation, sustainability, and equitable opportunities" (Winn, 2025). Imagining and planning for the future is not solely about looking ahead. An important first step is looking back to look forward, being intentional about examining historical frameworks that can inform future norms we seek to give shape to, and nurture. Historian and AERA past president Vanessa Siddle Walker (2020) makes the case that histories of education can and should inform contemporary education changemaking and coalition building. In the United States, for example, histories of education analyze models of teaching and leadership and broad social movements, illuminating potential and tested pathways forward as well as numerous lessons and starting points for collective undertakings to develop and pursue widespread future making.

What could happen if education researchers take a "long path" approach by "thinking and feeling beyond our individual life spans . . . to the impact we will have on future generations" of students, educators, and education researchers (Wallach, 2022, p. 10)? What can we learn when we put histories of social movements, grassroots organizing, and innovation in the name of education in conversation with our various disciplines as we seek to find solutions to enduring problems in the field? How can we "unforget the past"—to borrow from writer and social work scholar Patty Krawec—drawing from the histories of our respective disciplines to create and iterate current and future agendas for teaching, learning, and research as frameworks for collective thriving? With what considerations will we construct "consequential" research agendas and practices to cultivate and sustain robust opportunities for all learners (Milner, 2023)? Through which intersections of our research, practice, and partnerships will we prioritize and invest in *futureing for education and education research* in the sites and systems of formal and informal education that we choose to research?

VII. CALL DETAILS | A. DIVISIONS | DIVISION A

Any discussion about histories and futures should not elude current national and global concerns that can impede our ability to imagine and plan for education futures. Our deeply divided social and political terrain—both nationally and globally—reinvigorates questions about how to support teaching and learning communities with the skills of civic reasoning and discourses (Lee et al., 2021). The dismantling of educational institutions permeates all our work regardless of disciplinary and methodological expertise. We are imagining the future of education research amidst enduring debates over what to teach, whose histories and identities matter, and ultimately, whose stories get told and erased. Harm and wrongdoing across education spaces—both in and out of school—suggest an urgent need for future-oriented restorative and transformative dialogue that can support empirical, conceptual, and applied research.

Education researchers have opportunities to examine these issues and to construct their research as a pathway to solutions and equitable futures for learners in P–12, higher education, and community education settings. Across the globe are teaching and learning communities—past and present—that offer maps, tools, and wisdom for navigating tensions and challenges in education. Some of us study these sites of possibility, and most of us live and work in storied spaces and systems where we ourselves navigate myriad perspectives, goals, and approaches. Nondominant communities have long engaged in active re-imagining of their lives and their children's education, because institutions and institutional dynamics have so often isolated or excluded their ingenuity (Gutiérrez et al., 2017). This call thus invites scholars and practitioners to consider the expertise of Indigenous, BIPOC, and LGBTQ communities in innovating for equitable futures, and maps that already exist, from prior generations who grappled similarly with teaching and learning for future thriving and preparing future generations.

Division A seeks submissions that offer a new vision of education research focused on educational leadership as an intentional process and practice of futuring, through engagement with historical pasts and current tensions and challenges. How can we address our most pressing education challenges through inter- and trans-disciplinary dialogue? What kinds of dialogue can we inspire when including historical perspectives on topics in proposed symposiums or other sessions? How can we organize our findings with a keen eye on the past, present, and future?

Please join us in Los Angeles for the 2026 Annual Meeting to imagine and plan for research agendas that bridge our histories, current struggles, and desired outcomes for education. We look forward to learning from and with you in Los Angeles.

References

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- Gutiérrez, K. D., Cortes, K., Cortez, A., DiGiacomo, D., Higgs, J., Johnson, P., Lizárraga, J. R., Mendoza, M., Tien, J. & Vakili, S. (2017). *Replacing representation with*

imagination: Finding ingenuity in everyday practices. *Review of Research in Education*, 41(1), 30–60.

- Lee, C. D., White, G. & Dong, D. (2021). *Educating for Civic Reasoning and Discourse*. National Academy of Education.
- Milner, R. (2023). *Interrogating consequential research in pursuit of truth* [Annual Meeting Theme]. American Educational Research Association. <https://www.aera.net/Events-Meetings/Annual-Meeting/2023-Annual-Meeting-Presidential-Program-Theme>
- Morgan, A. (2024). Interview with Pupul Bisht. A brief history of the future. Futurific Studios + Untold.
- Siddle Walker, V. (2020). The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate [Annual Meeting Theme]. American Educational Research Association. <https://www.aera.net/Events-Meetings/Annual-Meeting/2020-Annual-Meeting-Theme>
- Thiong'o, N. W. (2013). A globalelectical imagination. *World Literature Today*, 87(3), 40–42.
- Wallach, A. (2022). *Longpath: Becoming the great ancestors our future needs*. HarperOne.
- Winn, M. T. (2025). *Futuring Black lives: Independent Black institutions and the literary imagination*. Vanderbilt University Press.

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 with both the AERA and related Division A section 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 de-identified 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 through both historical and future-oriented lenses. Featured research will examine leadership 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 by connecting past insights with future possibilities. The four submission areas are as follows:

First, we invite submissions that focus on *leadership conceptions, values, 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.) or challenge the dominance of the Global North’s (i.e., Western, Eurocentric) notions and manifestations of such framings. We also invite 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 research on distributed and shared leadership, informal leadership, as well as leadership in communities of practice within and among schools, districts, and/or other organizations (e.g., state departments of education). This research could explore the relationships among principals/headteachers, teacher leaders, and assistant/deputy/vice principals, in addition to marginalized students, families, and community leaders. Such research should consider how these more collaborative approaches to leadership can help “unforget” community wisdom and expertise in service of more equitable futures.

Third, we invite submissions that emphasize *local, state/province, and federal/national 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. Research that examines how systems-level leadership can draw on historical precedents or imagine new possibilities for education is especially encouraged.

Fourth, we invite submissions that focus on research that *examines and critiques leadership effectiveness*. In particular, we invite 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: Grace Jia Liang, Kansas State University, gliang15@k-state.edu; David S. Woo, University of Utah, david.s.woo@utah.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 or hybrid settings); the organization of schools to support community engagement, partnerships, and inclusion of community members and groups; the formal and informal organization of teachers’ and other educators’ 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 histories of education can inform today’s responses to changes or pressures in the internal and/or external environments of schools and school systems are especially encouraged.

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 educators’ 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 opportunity and outcome in the pursuit of equity and justice; how schools embed equitable and antiracist practice into their organizational structures, routines, and practices; how traditional organizational operations within schools may perpetuate the marginalization

of students; or how schools organizationally create and maintain partnerships with communities and other organizations (e.g., state departments of education).

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 acknowledge the broader meeting theme by leveraging historical knowledge to address the myriad challenges brought by the modern socio-political climate.

Section chair: Bradley Davis, University of Houston, bdavis20@central.uh.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 advance a future for public schools that sparks innovation, sustainability, and equitable opportunities. 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 flourishing among students and educators.

First, we invite 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, unforget historical practices and policies, and imagine and plan for a new future for public schools in a thriving democracy. In particular, we invite examination of improvement efforts that effectively move beyond rhetorical commitments to antiracism and oppression and take on racism, White supremacy, and other forms of bias 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 multi constituent 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 collective thriving in a democracy.

Second, we invite 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 encouraged different constituent groups to unforget histories and advance new futures in schools and/or districts. As a reminder, a particular focus for this year’s annual meeting theme is drawing on histories of education to inform changemaking and coalition building. For example, submissions might examine particular reform histories and how they inform current improve efforts; how constituent groups are engaged in changemaking in ways that attend to past relationships between school-level, district-level, and community-level actors; and the influences of improvement efforts on broader work to advance antiracism, promote equity, champion public schooling and public schools, and encourage collective thriving among schools, families, and communities.

Section chair: Elizabeth Leisy Stosich, Fordham University, estosich@fordham.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, history, sociopolitical contexts, and environments shape racial, ethnic, gendered, 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, multi-racial/ethnic democracy. This includes research that interrogates how schools foster or hinder family engagement, school-district-university-community relationships, and community engagement with a diverse cross-section of students, families, and community members. We also welcome research that considers how educational leaders may craft a vision for intersectional 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, historically responsive, 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 this year’s annual meeting theme, we also encourage submissions that explore how schools, districts, and colleges and universities can/do work to repair relationships with historically disenfranchised students, families, and communities. Further, we seek scholarship that highlights innovations in school-community partnerships with steadfast commitments to dismantling intersectional forms of oppression and collectively imagining more just education futures. How might we envision what these collective efforts might look like? Additionally, how might educational leaders navigate external challenges (e.g., far-right governmental influences, budget cuts to education, attacks on diversity, equity, and inclusion efforts) to achieve such a vision? Finally, how might educational leaders prioritize historical responsiveness and collective healing, alongside communities, towards more liberatory partnerships and just educational futures? Research on these kinds of topics is especially encouraged.

Section chair: Darrius Stanley, University of Minnesota Twin Cities, dstanley@umn.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 invite research that collectively reflects on how to leverage our disciplinary and methodological diversity in the service of unforgetting histories. These histories inform our current challenges in education research which may include 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 enable thriving futures for learners across the lifespan in a range of contexts. Research and practice that engage in futuring for education and education research through 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 intentional examination of historical frameworks that can inform future norms 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) constituent groups in leadership preparation and development (i.e., students, school-district partnerships, clinical and per course faculty) is especially encouraged.

Section chair: Ranjini Mahinda John Bull, Johns Hopkins University, rmjohnbull@jhu.edu

Please send questions related to the Division A call for submissions and review process to the section chairs listed above or to the program chairs: *Kelly Brown, Texas A&M University-Corpus Christi, kelly.brown@tamucc.edu, or Bryan A. VanGronigen, University of Delaware, bvg@udel.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: Jacquie Forbes, Dowan McNair-Lee

Division B invites your submissions for the 2026 Annual Meeting. Division B reflects 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 2026 AERA Annual Meeting theme, “Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research,” calls us to consider how our work engages the past as we collaboratively plan for and create a radical and sustainable future. 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 to future generations—particularly the unforgetting of peoples, places, events, approaches and frameworks despite the heightened politicization of education?
- How can curricula (and the field of curriculum studies) unforget and draw from historical practices, frameworks and coalitions to understand and navigate current polycrises and inequities in education?
- 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 consideration of the demands of the current moment as well as the needs of future generations?

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 curricular (un)forgetfulness
- The expertise embedded in nondominant communities—including LGBTQ, BIPOC, and Indigenous—approaches to curriculum
- The significance of past, present, future and other measures of temporality in relation curricula and persistent curricular concerns
- The approaches, methodologies, and theoretical leanings that inform, affirm, complicate, and/or dismantle curricular futuring
- 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 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: 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: Paul Eaton, Sam Houston State University, pweaton@gmail.com; Raul Garza, University of Texas Rio Grande, raul.garza11@utrgv.edu

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

This section calls for submissions that engage curriculum questions within the context of the past, the present, and future concerns. We encourage 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: Jonathan Tunstall, Bowdoin College, j.tunstall@bowdoin.edu; Erin Bailey, Reading is Fundamental, ebailey@rif.org

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: Alexander (Alex) Pratt, Pennsylvania State University Altoona, abp6064@psu.edu; Hilary Tackie, SUNY-New Paltz, hilary.tackie@gmail.com

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; Stephanie McCall, Columbia University-Teachers College, sdm36@tc.columbia.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/coloniality, Indigeneity, Mestizaje, Africentricity, Eurocentricity, land, landback, Black radical tradition, speculative resistance, freedom dreaming, intersectional antiisms, agentic cuts, contingent collaborations, cosplay, mangles, oneness, emergent strategies.

Section co-chairs: Raúl Olmo Fregoso, University of Nevada, rfgosobailon@unr.edu; Eduardo Muñoz-Munóz, San Jose State University, eduardo.munoz-munoz@sjsu.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: *Jacque Forbes, Dickinson College, forbesj@dickinson.edu; Dowan McNair-Lee, dowan.mcnairlee@udc.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: DeLeon Gray and Emily Rosenzweig

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 2026 meeting, “Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research,” and how your work connects to it. We seek strong evidence-based studies that are rigorously conducted and that are forward-thinking in planning for the future of learning, instruction, and education research, while building upon the rich history of these fields.

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 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.

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. We also encourage authors to think about alternative formats for presenting work that may not fall within traditional structures but that touch on important topics related to learning and instruction. For alternative formats, authors should 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.

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, novel methodologies, and ideas about the purpose of learning, or the influence of factors such as social identity.

Section chair: Tamika McElveen, Miami University (Ohio), mcelvet@MiamiOH.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.

Section chair: Mika Munakata, Montclair State University, munakatam@montclair.edu; Erin Krupa, North Carolina State University, eekrupa@ncsu.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, reform, and using technology to support educational practice in science.

Section co-chairs: Imogen Herrick, University of Kansas, iherrick@ku.edu; Daniel Pimentel, University of Alabama, drpimentel@ua.edu

Section 1e: Engineering and Computer Science

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

Section chair: Jenefer Husman, University of Oregon, jhusman@uoregon.edu; Lisa Benson, Clemson University, lbenson@clemson.edu

Section 2: Cognitive, Social, and Motivational Processes

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

Section 2a: Cognitive and Motivational Processes

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

Section co-chairs: Patrick Beymer, University of Cincinnati, beymerpk@ucmail.uc.edu; Jessica Gladstone, University of Illinois, jglads2@illinois.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

Section co-chairs: Allison Zengilowski, Colgate University, azengilowski@colgate.edu; Brooke Harris-Thomas, University of Michigan-Dearborn

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.

Section co-chairs: Alyssa Emery, Iowa State University, aemery@iastate.edu; Ha Nguyen, University of North Carolina Chapel Hill, ha.nguyen@unc.edu

Section 3b: Technology-Based Environments

Research on the use of, and learning, motivational, and performance improvement outcomes of, technology-based environments, including multimedia, computerized, web-based, and other learning environments that involve technology. We welcome 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: Joey Huang, North Carolina State University, joeyhuang@ncsu.edu; Shiyan Jang, North Carolina State University, sjjang24@ncsu.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: DeLeon Gray, North Carolina State University, dlgray2@ncsu.edu; Emily Rosenzweig, Teachers College Columbia University, eqr2000@tc.columbia.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

Overall Program Co-Chairs: Kakali Bhattacharya and Gongjun Xu

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 and inquiry 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 2026 AERA program theme, “[Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research](#)”, invites us “...to collectively reflect on how to leverage our disciplinary and methodological diversity in service of unforgetting histories. These histories inform our current challenges in education research and shape policies and practices that will enable thriving futures for learners across the lifespan in a range of contexts.” We seek to collaborate across AERA divisions and SIGs to generate relevant, rigorous, and future-shaping methodological scholarship that advances just and inclusive educational possibilities. In alignment with the 2026 Annual Meeting theme, we particularly invite submissions that:

- (1) examine how methodological traditions and innovations—quantitative, qualitative, and mixed—can reckon with historical erasures and inform future research design;
- (2) explore how methods can be used to repair and reimagine in light of past harm, including extractive and exclusionary research practices;
- (3) develop and apply methodological tools or frameworks that support inclusive, responsive, and responsible research across varied educational contexts and interrogate what counts as rigorous and relevant research;
- (4) consider how methodological practices grounded in ancestral knowledge, community-engaged traditions, or interdisciplinary approaches can foster new forms of inquiry; and
- (5) propose novel data structures, measurement strategies, or indicators that attend to the complexities of equity, justice, and thriving across educational settings.

Methodologies that combine quantitative and qualitative approaches, and those that engage participatory, creative, or alternative forms of design and dissemination, are welcomed—particularly when aligned with the work of unforgetting histories and imagining futures in education research.

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

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

describing completed work that entails methodological advances and innovative applications.

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

Section 1: 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 them to support the use of classroom-based and large-scale assessments. Submissions focusing on methodological advances in test theories and developments of novel assessments are also encouraged. In addition, we invite research that introduces novel and future-shaping methodologies aimed at addressing current challenges in educational research and informing policies and practices in measurement and assessment.

Section Co-Chairs: Gongjun Xu, University of Michigan, gongjun@umich.edu, and Hyeri Hong, California State University, Fresno, hyerihong@mail.fresnostate.edu

Section 2: Statistical Theory and Quantitative Methodologies

This section encourages submissions that advance quantitative research, methods, practice, and statistical theory as applied to the broad field of education research. We invite submissions that develop and evaluate new statistical and quantitative research models or tools, demonstrate improvements of new/updated approaches over existing methods, and/or promote novel uses of quantitative methodologies in education research and practice. The section welcomes submissions focused on quantitative methods and methodologies for research that uses novel approaches to address complex educational challenges, drawing on lessons learned from past quantitative approaches to advance inclusive research practices. We are particularly interested in how generative AI may be reshaping the future of quantitative methods and methodologies in education. In keeping with the 2026 Annual Meeting theme, “Unforgetting Histories and Imagining Futures”, we seek work that is methodologically rigorous, theoretically sound, and socially responsive.

Section Co-Chairs: Ann A. O’Connell, Rutgers University, ann.oconnell@gse.rutgers.edu, and Precious Hardy, TeachBridge, phardy@teachbrigdeco.com

Section 3: Qualitative Methodologies

This section focuses on qualitative research that interrogate, extend, and/or advance 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 revisit long standing methodological challenges and, reimagine and reenvision methodological possibilities.

Section Co-Chairs: Kakali Bhattacharya, University of Florida, kbhattacharya@coe.ufl.edu, and Sebnem Cilesiz, University of Louisiana at Lafayette, cilesiz@louisiana.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 in a single study. Mixed methods research combines, merges, or interfaces two or more research methodologies in a single study. We invite submissions that demonstrate novel approaches to mixed methods integration and/or advance mixed methods philosophy, theory, and/or practice. We especially encourage mixed methods submissions that directly relate to this year's theme to examine the past and present and construct a new vision for education research in consequential ways.

Section Co-Chairs: Na Lor, Columbia University, nl2831@tc.columbia.edu and Aileen Reid, University of North Carolina, Greensboro, amreid3@uncg.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: *Kakali Bhattacharya, University of Florida (kbhattacharya@coe.ufl.edu), and Gongjun Xu, University of Michigan (gongjun@umich.edu)*. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

Division E: Counseling and Human Development

Program Co-Chairs: Cebraail Karayigit and David Wakefield

Division E invites submissions aligned with the 2026 AERA Annual Meeting theme, “Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research.” This year’s theme calls us to reflect deeply on the histories that shape our field, and to leverage those insights as we imagine equitable and sustainable futures for counseling and human

development across educational contexts. As researchers and practitioners committed to supporting human growth and development across the lifespan, Division E centers the need to “unforget” the historical frameworks that have shaped inequities in access, opportunity, and mental health support. We are challenged to critically examine how educational systems have harmed or excluded learners and how our work can serve as a vehicle for restoration, innovation, and thriving futures.

We welcome research that explores *futuring* as a methodological, conceptual, and collaborative endeavor, especially research that amplifies the voices, strategies, and ingenuity of communities that have long imagined and built alternative educational possibilities. Submissions should reflect our division’s enduring commitment to equity, wellness, and social transformation, and we encourage innovative and interdisciplinary approaches that speak to historical, current, and future-oriented challenges in the fields of counseling and human development.

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

We prioritize submissions that report findings from completed research and welcome diverse methodological approaches. We encourage work grounded in the fields of counseling, clinical, and/or school counseling, and human development.

Areas of focus include, but are not limited to:

- Histories of counseling and human development in formal and informal education
- Equity-driven counseling practices that engage the legacies and futures of marginalized communities
- Lifespan development, including the influence of historical trauma and resilience
- Restorative and transformative justice efforts grounded in past community-based practices
- Approaches to human development that integrate cultural, intergenerational, and historical perspectives
- Partnerships with schools, families, and community organizations focused on co-creating futures of wellness and possibility
- Restorative and transformative practices that challenge historical harms in schools and communities
- Strategies for expanding access to culturally responsive counseling and mental health supports
- Multigenerational and community-based approaches to healing and thriving
- Training and preparation of helping professionals through antiracist, inclusive, and historically grounded lenses

We strongly encourage roundtable and symposium submissions that present integrated research programs or multidisciplinary conversations about the past, present, and future of human development and counseling. Collaborations with AERA SIGs or other divisions are welcome and encouraged.

Note. All paper and session submissions—including symposia and roundtables—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 E call for submissions and review process can be directed to the section to the program co-chairs below:

Section 1: Counseling

Section Chair: Cebail Karayigit, Texas Christian University, c.karayigit@tcu.edu

Section 2: Human Development

Section chair: David Wakefield, California State University, david.wakefield@csun.edu

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

Division F: Historical Inquiry in Education

Program chair: Camika Royal, camika.royal@morgan.edu

The Division F Program Committee invites submissions addressing all periods and topics related to historical inquiry in education, especially those that look back to look forward, employing historical frameworks and revisiting historiographies.

In keeping with the 2026 AERA program theme, “Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research,” we welcome submissions that use historical analysis to reshape current understandings of the past to help explain the present and freedom dream for our future, to inform changemaking and 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 2026 Annual Meeting, as well as submissions that will draw interest both within Division F and beyond. Projects that address the current challenges in schools, schooling, and school systems are encouraged.

We are particularly interested in responding to this year’s call to action that asks us to “put histories of social movements, grassroots organizing, and innovation in the name of education in conversation with our various disciplines as we seek to find solutions to enduring problems in the field.” Such research is critical to the urgent need, given “our deeply divided social and political terrain—both nationally and globally.”

In recognition of this call, Division F challenge scholars and practitioners to interrogate linkages between education research, political moments, and public policy; examine how current policy aims to concretize collective forgetting; enrich our understanding of past power dynamics and historic social movements that serve as prologue for now; 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: *Camika Royal*, camika.royal@morgan.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 and Erica Davila

The 2026 AERA theme is “Understanding Histories and Imagining Futures: Constructing a New Vision for Education Research.” We invite students, educators, practitioners, and researchers to engage in futuring for education and education research; that is: “intentional collective planning and future making that seeks to spark innovation, sustainability, and equitable opportunities” (Winn, 2025). Imagining and planning for the future is not solely about looking ahead. An important first step is looking back to look forward, being intentional about examining historical frameworks that can inform future norms we seek to give shape to, and nurture. Historian and AERA past president Vanessa Siddle Walker (2020) makes the case that histories of education can and should inform contemporary education changemaking and coalition building. In the United States, for example, histories of education analyze models of teaching and leadership and broad social movements, illuminating potential and tested pathways forward as well as numerous lessons and starting points for collective undertakings to develop and pursue widespread future making.

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. We are particularly interested in research that highlight scholarship centered on communities in the greater Los Angeles area.

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

“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 co-chairs: Terrance Lewis, University of Alabama, tjlewis3@ua.edu; Ann Aviles, University of Delaware, amaviles@udel.edu

Section 2: Differences and Intersectionalities

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

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

Section 3: Languages, Literacies, and Representations

“Languages, Literacies, and Representations” centers on the power, intricacies, and effects of languages, literacies, and representations. It documents and examines 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 co-chairs: Kala Burrell Craft, University of Maryland, Eastern Shore, knburrellcraft@umes.edu; Aletha Harven, California State University, Stanislaus, aharven@csustan.edu

Section 4: Policies, Mattering, and Praxis

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

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

Section 5: Inquiry, Transformation, and Communities

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

Section 6: Inquiry in the Social Context of Education

“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.

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

Questions related to the Division G call for submissions and review process can be sent to the section co-chairs listed above or to the program co-chairs: Lasana D. Kazembe, Indiana University Indianapolis, lkazembe@iu.edu; and Erica Davila, Lewis University, ericardavila@gmail.com

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

Division H: Research, Evaluation, and Assessment in Schools

Program co-chairs: Kira J. Carbonneau and Haigen Huang

The 2026 AERA Annual Meeting theme, “Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research,” invites the education research community to critically engage with the historical legacies of educational systems while envisioning and shaping more equitable futures. This theme encourages interdisciplinary and community-rooted scholarship that confronts exclusionary practices, centers historically marginalized voices, and reimagines what educational research, evaluation, and assessment can become. It resonates strongly with Division H’s commitment to practical, impactful research in schools across local, state, and national contexts. We welcome submissions that not only interrogate the inherited assumptions and structures of current paradigms but also offer innovative, collaborative approaches that advance just and humanizing educational possibilities for generations to come.

Submission Content

In the spirit of the 2026 theme, we particularly welcome submissions that

- Acknowledge and interrogate historical practices in research and evaluation that have contributed to inequity or exclusion
- Reimagine the purposes of assessment and accountability to center equity, justice, and learner flourishing
- Engage in “futuring” across generations by proposing innovative models, frameworks, and tools for collaborative school-based research and evaluation
- Incorporate community voices, especially those from Youth, throughout the research and evaluation process
- Examine research-practice partnerships that serve as vehicles for improved leading, teaching, and learning in education
- Explore the ethical use of Artificial Intelligence, emerging technologies and big data in shaping evaluation, assessment, and accountability

We encourage interdisciplinary submissions from students, educators, practitioners and researchers, as well as innovative symposia. As you prepare your submission, reflect on how your work speaks to both the past and the future—how it “unforgets” histories and builds new pathways toward equitable educational futures.

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 2025 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–20 settings; and (b) examine data-driven, collaborative, 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: Chad Green, Loudoun County Public Schools, Chad.Green@lcp.org

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 including youth participatory evaluations; (d) meta-evaluations; or (e) professional development evaluations.

Section chair: Jomo Thomas, jzmtii@gmail.com

Section 3: Assessment in Schools

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

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

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: Jody Thompson, jody_thompson@msn.com

Questions related to the Division H call for submissions and review process can be sent to the section chairs listed above or to the program chair: *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: Yuane "Joy" Jia, Rutgers University and Violet Kulo, University of Maryland

The Division I Program Committee invites submissions of scholarly research that promote and advance equitable opportunities and access to education in the professions and address the future of education and the role of professions education research in creating a new vision for learners across professions. The 2026 AERA Annual Meeting theme is "Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research." This timely and challenging theme calls for researchers across education in the professions to explore how historical frameworks can inform our research and create inclusive, equitable, and sustainable educational opportunities for all learners. As education researchers, it is our responsibility to provide evidence of the efficacy of new educational interventions, frameworks, 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 societal challenges, including the politicization of education, funding cuts, and threats to democracy, require researchers, practitioners, and policymakers to develop new equitable visions for teaching, learning, and research systems.

How do we think about our research and 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 for future-oriented restorative and transformative justice? This year's theme not only asks us to look back but also look forward to re-imagine a future for teaching and learning that will include a thriving and equitable future for practitioners, professionals and all communities through research in education in the professions.

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

Submission Content

In support of the 2026 theme, Division I encourages submissions that deepen understanding of how to create a new vision for research in professional education systems that will be intentional, equitable, and provide support for all learners and communities through empirical, conceptual, and applied research in a divisive political and social environment. Submission topics include:

- Teaching and learning in an era of polycrisis
- Politicization of education
- Transforming education policy
- Restorative and transformative justice
- Equity-oriented scholarship examining intersectionality of race, class, gender and professional identity
- Tensions and possibilities of generative AI and other multimodal tools
- New visions of neuroscience and education

VII. CALL DETAILS | A. DIVISIONS | DIVISION I

- Leveraging big data in pursuit of equitable futures

Division I also encourage 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 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
- Student wellness and support
- Research partnerships and collaboration efforts to integrate and share data in professions education
- 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 invite 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:

Health Professions Education & Teaching and Learning: Toni Ungaretti, Johns Hopkins University, toni@jhu.edu

Assessment: Kuan Xing, University of Iowa, kuan-xing@uiowa.edu

Professional Development: Please contact program co-chairs or VP for more information

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 2026 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 2026 Division I program, please note and adhere to the following requirements:

All papers must represent original work. Division I will only consider paper and session submissions that have not been previously published or presented at another professional meeting.

All submissions must be submitted only to a single AERA division, SIG, or committee. Division I will not accept submissions that have also been submitted to another AERA unit.

All papers must represent completed work, including results and conclusions. Works in progress will not be considered.

All papers must abide by AERA word limits. Division I cannot consider submissions that exceed those limits.

Abstracts must be included with all submissions. Note that abstracts do not count toward the overall word limit requirements. Include the abstract in both the submission form (via an open text box) and within the submission document (the .pdf file including the full submission).

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 6, 2026.

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.

VII. CALL DETAILS | A. DIVISIONS | DIVISION J

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 2026 program co-chairs: *Yuane 'Joy' Jia, Rutgers University, joy.y.jia@rutgers.edu* *Violet Kulo, University of Maryland, vkulo@umaryland.edu*

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

Division J: Postsecondary Education

Program chair: Amalia Daché

Program vice chair: Adrian H. Huerta

In our enseñanza, research, and collective reflections over the past decade, we regard the enduring strengths of American higher education being its scale and system diversity. With more than 4,000 institutions, the United States is home to the most expansive and varied postsecondary system in the world. From this vantage point, not only do we see complexity but also the opportunity for fine-tuning and robustness. Our system grew from a historical foundation marked by social conflict, political struggle, and transformative movements, contributing to who was welcomed, included, or excluded from its spaces. From colonial colleges to today's kaleidoscope of institutional types, the evolution of higher education in the U.S. offers a powerful perspectiva through which to consider the contemporary American landscape of postsecondary education and its uniqueness.

Juntos as scholars situated in the study of postsecondary education, AERA Division J welcomes submissions for the 2026 Annual Meeting, themed "Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research."

This year's theme invites us to take seriously the historical, intellectual, and hemispheric stakes of education research within *nuestra America* (Martí, 1891). As researchers of higher education, we are uniquely positioned to illuminate how educational institutions reflect dynamic intersections of memory, innovation, and evolving forms of *conocimiento*. Division J encourages work that engages diverse epistemologies and methodologies, exploring how higher education might reimagine itself in response to local, national, and transnational pressures and realities.

Rooted in traditions of inquiry across the Americas and deeply thinking about our local community, we welcome submissions that examine how knowledge is constructed, challenged, and transformed in evolving higher education contexts and evolving human conditions. From ancestral wisdom to emergent digital landscapes, higher education is increasingly shaped by actors, ideas, and experiences that defy boundaries and national borders. As Said (1979) taught us, difference is not something to be resolved or erased but rather engaged critically and ethically. Pushing us to bond across and in *diferencia*. We encourage submissions to be empirically or conceptually sound, grounded in both rigor and creativity.

We invite submissions that:

- engage higher education research across the full spectrum of epistemological *diferencia* and thought diversity,
- bridge regional and local perspectives to examine persistent questions of access, opportunity, and imagination,
- propose exploratory and interdisciplinary approaches that innovate how and what we study in postsecondary contexts,
- illuminate dynamic tensions between tradition and transformation, structure and emergence,
- expand our individual and collective understanding of postsecondary education's role in a globalizing world.

Please read the section descriptions below and submit anonymized papers, roundtables, posters, and symposia aligned with Division J's mission and this year's meeting theme.

Section 1: Student Development and Learning in College and Beyond

We encourage research that investigates how students learn, develop, and grow across cultural, local, regional, and intellectual traditions. We encourage submissions that reframe development through the lens of innovation, mobility, and complexity across boundaries. We invite work that considers how students encounter and synthesize varied ways of knowing, navigate institutional structures, and shape their educational paths through creative and adaptive responses to their environments. Submissions may explore development as an evolving process influenced by family, community, history, and the sociopolitical conditions that frame learning in and beyond the classroom.

Reflection questions:

- How do various types of knowledge systems influence how students learn and grow?
- What does it mean to "develop" amid social movements and evolving higher education systems?
- How might we rethink student development as an exploratory and adaptive process?

Section co-chairs: Natalie Youngbull, University of Oklahoma, nyoungbull@ou.edu; Nahoko Kawakyu-O'Connor, University of Rochester, nahoko@warner.rochester.edu

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

We welcome scholarship that rethinks the structures of access and movement within higher education, inclusive of hemispheric, international, and transborder dynamics. We are especially interested in work that traces innovative trajectories and multiple conceptions of transition. For example, from the neighborhood context to the research lab, or from intergenerational knowledge-sharing in community spaces to formal academic recognition. We encourage submissions that challenge traditional timelines and pathways, explore transitions shaped by migration, community displacement, or linguistic shifts, and investigate how institutions adapt to and resist the complex life trajectories of students. Work that offers creative or place-based (e.g., rural or urban contexts) approaches to understanding access and transition is especially encouraged.

Reflection questions:

- How can we reconceptualize access and transition as multidirectional, cross-border, and context-dependent?
- In what ways do institutions accommodate, reform, or resist evolving student identities, goals, and pathways?

Section co-chairs: Jorge Burmicky, Howard University, jorge.burmicky@howard.edu; Thomas Noel, Morgan State University, thomas.noel@morgan.edu; Ty McNamee, University of Mississippi, tcmcname@olemiss.edu

Section 2b: College and Graduate Student Experiences

This section focuses on the range of student experiences within postsecondary systems. We seek work that captures intellectual, cultural, and experiential diversity in higher education. We invite research that highlights how college and graduate students negotiate multiple identities, navigate systems of power, and engage in meaning-making across different institutional and social contexts. Submissions may examine student agency, well-being, activism, mobility, and community formation, and how these experiences are shaped by institutional type or broader societal forces. We especially welcome work that, while centering student voices and lived realities as rich sources of insight into the evolving nature of higher education, is empirically sound.

Reflection questions:

- How do students from varying cultural and regional contexts navigate and contribute to postsecondary institutions?
- What forms of knowledge, identity, and belonging emerge from border-crossing student experiences?

Section co-chairs: Guillermo Ortega, Texas Tech University, guilorte@ttu.edu; Joaquin Noguera, Loyola Marymount University, joaquin.noguera@lmu.edu

Section 2c: Assessing College Student Success and Impact

We encourage research that seeks to understand how we assess and define success in postsecondary contexts.

Submissions should explore new metrics, flexible frameworks, and alternative indicators that reflect the diverse missions and populations of institutions. We also invite work that examines how definitions of success are shaped by traditional institutional culture, disciplinary norms, and community expectations. Research that highlights student-centered or participatory assessment practices and offers innovative models for measuring impact across various institutional settings is particularly welcome.

Reflection questions:

- What novel tools or frameworks might better reflect student success in our local and regional contexts?
- How can assessment be adapted to diverse institutional and cultural contexts?

Section co-chairs: Erica Amorim, Achieving the Dream, eamorim@achievingthedream.org; Katharine Broton, University of Iowa, katharine-broton@uiowa.edu; Elaine Leigh, RAND, eleigh@rand.org

Section 3: Organization, Management, and Leadership

This section encourages submissions that examine evolving structures of leadership and organization in postsecondary institutions. We are especially interested in local, national, and comparative work, as well as exploratory models that reform traditional hierarchies and offer new and expansive visions for academic leadership. We also welcome research that revisits and analyzes traditional organizational and leadership structures that continue to effectively and efficiently meet the changing needs of institutions. Submissions might explore the relationship between leadership and institutional mission, governance, resource allocation, or strategic planning, and examine how leadership models respond to broader societal demands and internal pressures for transformation.

Reflection questions:

- How do organizational structures evolve to reflect national and global realities and complex educational ecologies?
- What models of leadership are emerging from across cultures and sectors?

Section co-chairs: Lauren Schudde, University of Texas at Austin, schudde@austin.utexas.edu; Jordan Harper, Morgan State University, jordan.harper@morgan.edu

Section 4: Faculty, Curriculum, and Teaching

We welcome work that interrogates faculty roles, teaching strategies, and curricular frameworks across local and geographic contexts. This section encourages submissions that rethink knowledge dissemination and educational practice in ways that are globally informed and locally relevant. We are especially interested in research that explores how faculty members respond to institutional change, resource constraints, and shifting expectations around pedagogy, equity, and academic labor. Submissions may also address how faculty navigate roles as educators, researchers, advisors, and public scholars amid increasingly complex campus and societal demands. Innovative models of teaching, collaborative

curricular design, and adaptations to varied student populations and modalities are highly encouraged.

Reflection questions:

- How are faculty navigating shifts in pedagogy and academic labor across the cultural, national, and digital landscape?
- In what ways can curriculum reflect the past, present, and future of society and higher education institutions?

Section co-chairs: Damani White-Lewis, University of Pennsylvania, dkwlewis@upenn.edu; Bunmi Isaiah Omodan, Walter Sisulu University South Africa, Universitybomodan@wsu.ac.za; Cynthia Villareal, Northern Arizona University, Cynthia.Villarreal@nau.edu

Section 5: Policy, Law, Finance, and Economics

This section invites analysis of the structural and political conditions shaping higher education at the state, federal, and institutional levels. We are particularly interested in models of governance and financing that have proven effective in serving institutional goals and adapting to changing contexts. This includes both innovative approaches that challenge conventional policy paradigms and traditional models that continue to meet the evolving demands of postsecondary education with demonstrated success. We welcome studies that examine the evolving policy landscape, regulatory frameworks, and resource allocation strategies that impact institutional behavior and student outcomes. Submissions may also explore how institutions respond to political and economic pressures, including shifting public expectations, legal mandates, and funding constraints. Research that bridges historical analysis with forward-looking policy innovation is encouraged.

Reflection questions:

- How are national trends in policy and finance impacting higher education systems?
- What innovative frameworks are emerging to support institutional sustainability and social, racial, and gender equity?

Section co-chairs: Jeremy Wright-Kim, University of Michigan, jwrightk@umich.edu; Ishara Casellas-Connors, Texas A&M University, icasellasconnors@tamu.edu

Section 6: Society, Culture, History, and Change

This section aligns directly with the conference theme, as we seek work that engages the historical, societal, and cultural dimensions of higher education, with an emphasis on innovation, change, and movement. Submissions may draw from archival research, community knowledge, anthropology, or interdisciplinary analysis. We especially encourage work that explores how postsecondary institutions are shaped by broader social dynamics, including political conflict, cultural expression, and historical legacies. Contributions that connect local institutional experiences to larger patterns of societal transformation or that use historical insight to envision future directions in higher education are particularly welcome.

Reflection questions:

- What cultural and historical forces shape how we understand higher education across contexts?
- How does higher education respond to and influence societal transformation within and beyond national borders?

Section co-chairs: Stephanie Hernandez Rivera, Elon University, shernandez15@elon.edu; Elizabeth Dunens, University of Minnesota Rochester, edunens@r.umn.edu

References

Martí, J. (2002). *Our America* (E. Allen, Trans.). In E. Allen (Ed.), *Selected writings* (pp. 288–298). Penguin Books. (Original work published 1891)

Said, E. W. (1979). *Orientalism*. Vintage Books.

Division K: Teaching and Teacher Education

Program co-chairs: Nicol R. Howard and Erica D. McCray

We invite submissions to Division K, aligned with the 2026 Annual Meeting theme, **“Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research.”** Specific to our focus on Teaching and Teacher Education, we look forward to your scholarship that encourages **“Honoring Educational Roots, Cultivating Teaching Futures: Reimagining Teacher Education for Collective Liberation.”** By metaphorically connecting to cultivation and growth, we connect the annual meeting theme to concepts central to teaching and teacher education. We acknowledge the importance of understanding and honoring historical foundations (“roots”) while actively nurturing (“cultivating”) new approaches to teaching and teacher education.

The gardening and cultivation metaphor suggests that educational change requires intentional care, patience, and tending to create the conditions for growth—similar to the work of teaching. This metaphor underscores the importance of a nurturing educational environment, ensuring that it is fertile ground for innovative ideas and transformative practices. Just as a gardener must understand the soil and climate to cultivate a thriving garden, we must understand the historical and cultural contexts to foster effective teaching and learning. As Walker (1983) found and urged us to go *In Search of Our Mothers’* [or ancestors’ and elders’] Gardens,

...To discover books
Desks
A place for us
How they knew what we
Must know
Without knowing a page
Of it
Themselves. (p. 242)

In addition to honoring the historical foundations, the theme calls for a critical examination of systemic barriers that have historically marginalized certain groups while imagining a new

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future. By addressing injustices, we unforget history to create a more equitable, just, and inclusive educational landscape. This involves uplifting the contributions of marginalized communities and actively dismantling and reimagining the structures that perpetuate inequities and harm.

The phrase **“Collective Liberation”** underscores Division K’s commitment to equity and justice, suggesting that teacher education must work toward ensuring all community members are free from oppressive systems and practices (Walker & Goings, 2025). To this end, we must be intentional about “unforgetting” marginalized histories to reimagine more just futures. Division K program co-chairs, Dr. Nicol R. Howard and Dr. Erica D. McCray, along with Division K Vice President Dr. Kimberly A. White-Smith, seek paper submissions that engage researchers, practitioners, policy makers, and community members across diverse disciplinary, theoretical, and methodological perspectives in (re)membering (Dillard, 2022) and developing more expansive and inclusive visions of teaching and teacher education.

We encourage submissions that conceptually and empirically examine issues of educational in/equity across multiple levels of practice and policy. Research using innovative methods that prioritize the voices and experiences of those who have been historically excluded from educational research across the globe is encouraged (Holbert et al., 2020). Additionally, we welcome submissions with youth, pre- and in-service teachers, community partners, and intergenerational teams (Boveda & McCray, 2021) to reimagine the possibilities of teaching and teacher education’s future.

The work of teachers and teacher educators is situated within an ever-evolving ecosystem that requires effective leadership and a future orientation. With this in mind, we also welcome submissions that examine leadership roles in nurturing educators’ personal and professional growth and fostering inclusive educational environments (White-Smith, 2012). We also encourage submissions that explore the impact of emerging technologies, such as artificial intelligence, on teaching and learning, and examine if/how these tools can be utilized to support equitable educational opportunities (Howard et al., 2018).

We are especially interested in submissions that examine the influences of teaching and teacher education at the intersections of race, culture, language, class, gender, gender identity, sexuality, dis/ability, and neurodiversity. By engaging in interdisciplinary and transdisciplinary dialogue, we can develop more holistic and inclusive approaches that address the complex needs of learners.

We invite authors to consider how:

- we honor the wisdom and lessons from culturally situated and Indigenous teaching traditions while addressing historical injustices,
- teacher education can cultivate new practices responsive to contemporary challenges,
- reimagining teacher and teacher educator development can

- contribute to liberatory education for all students P–20+,
- the tensions between past, present, and future can nurture growth and sustainability in the field.

In the following, we provide an overview of the submission guidelines and brief descriptions of Division K’s ten sections. Please carefully review each description to determine which section might be appropriate for your submission. Specific questions should be directed via email to the section co-chairs and/or the program co-chairs.

References

- Boveda, M., & McCray, E. D. (2021). Writing (for) our lives: Black feminisms, interconnected guidance, and qualitative research in special education. *International Journal of Qualitative Studies in Education*, 34(6), 496–514. <https://doi.org/10.1080/09518398.2020.1771465>
- Dillard, C. B. (2022). *The spirit of our work: Black women teachers (re)member*. Beacon Press.
- Holbert, N., Dando, M., & Correa, I. (2020). Afrofuturism as critical constructionist design: *Building futures for the past and present*. *Learning, Media and Technology*, 45(4), 328–344. DOI: 10.1080/17439884.2020.1754237
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- Walker, A. (1983). *In search of our mothers’ gardens: Womanist prose*. Harcourt Brace Jovanovich.
- Walker, L. J., & Going, R. B. (2025). A place where we all can be free: Afrofuturism, HBCUs, and teacher education. In E. Pringle, S. Samuels, A. Wilkerson, & A. Broughton (Eds.), *Teacher preparation as social activism at Historically Black Colleges and Universities* (pp. 86–98). <https://doi.org/10.4324/9781003494393>
- White-Smith, K. A. (2012). Beyond instructional leadership: The lived experiences of principals in successful urban schools. *Journal of School Leadership*, 22(1), 6–25. <https://doi.org/10.1177/105268461202200102>

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 inquiry types, 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, mixed methods, emerging critical methodologies) approaches. AERA policy requires that all studies must be completed at the time of submission; as such, works-in-progress will not be accepted.

Empirical work must include: (a) a clear and significant description of the problems or objectives addressed; (b) a theoretical or conceptual framework or perspective; (c) connection to the literature; (d) articulated mode of inquiry; (e) selection and use of evidence to support conclusions; (f) a description of the conclusions or interpretations and how they extend understandings; (g) contribution to the field or significance of results or findings; and (h) how the work addresses the call for advancing culturally situated, liberatory, and humanizing practices.

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

Selecting a Section for Submission

All Division K submissions must be submitted to one of ten specific sections, which are described below. Please pay close attention to these descriptions, as they may have changed since your last submission to Division K. Taking the time to review the section descriptions carefully to find the appropriate fit will ensure the best and most appropriate review of your work.

Review Process

Please read all Division K guidelines carefully before submitting a submission for review. Submissions should address both the general call for submissions and the Division K call at the beginning of this section. Relevance to Division K and potential contribution to the program are critical to the acceptance of paper and session submissions. 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 2026 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: Teaching and Teacher Education in the Content Areas

This section invites submissions examining the teaching and learning of specific content areas in both K–12 and higher education settings. Submissions may focus on single or multiple content areas including, but not limited to, multiple literacies, humanities, social sciences, fine arts, mathematics,

science, engineering, computer science, social studies, and other disciplinary or interdisciplinary fields. We welcome submissions that explore culturally situated content-specific pedagogies, instructional strategies, assessment approaches, and curricular innovations that promote equitable learning opportunities. Studies examining issues of representation, access, and equity in content-area teaching for minoritized student populations are especially encouraged. This section also invites work that investigates how content area teaching can be reimagined to include community-based pedagogies to address contemporary societal challenges, support student agency, and foster critical consciousness. Research examining the preparation and ongoing development of content-specific teachers and teacher educators is also welcome.

Section co-chairs: Tianna Dowie-Chin, University of Georgia, tdowiechin@uga.edu; Shalaunda Reeves, University of Tennessee, sreeve10@tennessee.edu; Kenneth Varner, University of Las Vegas, kenneth.varner@unlv.edu

Section 2: Teacher Agency, Activism, and Leadership

This section invites explorations of teacher agency, activism, and leadership that challenge and disrupt inequities in education. We are particularly interested in studies of critical teacher leadership, where teacher leaders address injustice as advocates, agents of change, and/or activists in classrooms, schools, communities, and social movements. Submissions could include examinations of the definition and conceptualization of teacher leadership, teacher agency, and teacher activism; teachers' networks and how they shape practice, curriculum, policy, and social movements; or models that support the identification and development of transformative educators. Studies of teachers who lead and are activists in their settings, as well as studies by teachers in collaborative partnerships with students, families, and communities, are invited. We especially welcome submissions that center the knowledges, learning, and work of Teachers of Color and other historically minoritized teachers, addressing their intersecting social identities and how that shows up in their agency and activism. Research on Indigenous teaching and agency, teacher organizing, resistance to oppressive policies, and collective action for educational justice is also encouraged.

Section co-chairs: Andrea Weinberg, Arizona State University, andrea.weinberg@asu.edu; DaShaunda Patterson, Georgia State University, dspatterson@gsu.edu

Section 3: Teachers' Lives, Identities, and Journeys

This section prioritizes investigations of P–16+ teachers and/or teacher educators, including their beliefs, thinking, successes, and challenges throughout their professional trajectories. 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; as well as 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. 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. Research on teacher well-being, resilience, and sustainability in the profession is also invited.

Section co-chairs: Christian Bracho, California State University Long Beach, christian.bracho@csulb.edu; Molly Siuty, Temple University, molly.siuty@temple.edu

Section 4: Foundations of Teaching and Teacher Education for Sociocultural, Racial, and Intersecting Minoritized Identities

This section seeks scholarly work that explores the philosophical, theoretical, historical, and conceptual foundations of teaching and teacher education with an emphasis on addressing the needs of socioculturally, racially, and intersectionally minoritized communities. We invite a range of approaches where authors use anti-oppression lenses (e.g., Critical Race Theory, dis/ability studies, queer theory, feminist theories, 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. Submissions in this section could include investigations of Indigenous teaching and teacher education, culturally responsive or sustaining pedagogies, linguistic justice, decolonial approaches to teacher education, and other frameworks that center the assets, knowledge systems, and educational sovereignty of minoritized communities. We also welcome research that examines how teaching and teacher education can disrupt deficit perspectives and promote transformative, liberatory pedagogies.

Section co-chairs: Taryn Brown, University of Florida, tarynbrown@coe.ufl.edu; Keisha McIntosh Allen, University of Maryland, allenk@umd.edu

Section 5: Pre-service Teacher Coursework and Clinical Practice

This section invites investigations of pre-service teacher preparation, including coursework, field experiences, supervision, teacher residency programs, community-based experiences, mentoring, and student teaching. Studies oriented toward advancing culturally situated, liberatory, and humanizing practices in field experiences are encouraged. We are particularly interested in critical field experiences that deepen candidates' understanding of equitable teaching and learning for learners from marginalized communities and those from multiply marginalized backgrounds. Specifically, these co-curricular learning experiences should support students on the basis of race, ethnicity, culture, dis/ability, gender/gender identity, and/or sexuality. For submissions engaging community partnerships, involvement of the community in the research process or as research partners is preferred. Explorations of field placement quality, selection and support of cooperating teachers, supervisory practices, and innovative approaches to clinical preparation are also welcome.

Section co-chairs: Tara Barnhart, Chapman University, tbarnhart@chapman.edu; Keirah Comstock, University of Rochester, kcomsto2@u.rochester.edu

Section 6: In-service Teacher Professional Development

This section invites research related to the ongoing professional development of in-service teachers who work in complex and diverse settings. Submissions could include examinations of professional learning models, communities of practice, action research, and other approaches to teacher learning and growth. Research on the impact of professional development on teacher practice, teacher well-being, student outcomes, and educational equity is encouraged. We welcome studies that investigate how professional development can support teachers in implementing culturally situated, liberatory, and humanizing practices; in meeting the needs of diverse learners; and in addressing educational inequities. Submissions can focus on research related to, but not limited to, supporting teachers to enact professional agency; enhancing teacher knowledge and understanding; exploring different pedagogical practices and perspectives on improving teacher practice; and assessment practices in in-service teacher education, with emphasis on how in-service teacher education can disrupt or challenge inequity and injustice. We particularly encourage submissions that center the experiences and perspectives of Teachers of Color, and those from other minoritized groups, and examine how professional development can address the specific challenges they face.

Section co-chairs: Jennifer Collett, Lehman College (CUNY), jennifer.collett@lehman.cuny.edu; Niki Elliott, University of San Diego, nellott@SanDiego.edu

Section 7: Teacher Educator Initial and Ongoing Development

This section focuses on the preparation, learning, and ongoing development of teacher educators from various settings, including but not limited to colleges and universities, K-12 schools, community organizations, and alternative certification programs. We welcome research that examines the knowledge, skills, dispositions, and practices of effective teacher educators, as well as studies of innovative approaches to teacher educator preparation and professional learning. Submissions could investigate teacher educator identity development, pedagogical practices, research-practice connections, and engagement with issues of equity, diversity, and social justice. We especially encourage research that examines how teacher educators can be prepared to support culturally situated, liberatory, and humanizing teacher education practices; how teacher educators develop expertise in their field; and how they navigate institutional and sociopolitical contexts. Studies examining the experiences and perspectives of Teacher Educators of Color and those from other minoritized groups are particularly welcome.

Section co-chairs: Aubry Threlkeld, Threlkeld Consulting, aubry.threlkeld@gmail.com; Kara Mitchell Viesca, University of Nebraska-Lincoln, kara.viesca@unl.edu

Section 8: Teacher Recruitment, Induction, and Mentoring

This section invites research on strategies and programs designed to recruit, induct, and mentor teachers, with particular attention to increasing representation in the teaching workforce that better aligns with the diverse K–12 student populations and supporting teachers through the early years of their careers. Submissions could focus on innovative recruitment approaches, including but not limited to “grow your own” programs, teacher residency, community-centered recruitment and mentoring, alternative certification pathways, transition-to-teaching initiatives, community college partnership pathways, comprehensive induction programs, and mentoring frameworks. We especially welcome empirical studies (e.g., qualitative, quantitative, mixed methods) that examine the effectiveness of these strategies in recruiting, preparing, and retaining teachers, particularly teachers from historically underrepresented groups. Submissions that center studies that consider the time it takes in learning to teach with an emphasis on the classroom practices of future educators who go through these programs are particularly encouraged. We also encourage studies that investigate the short-, medium-, and long-term impact of these programs on teacher retention as well as on the students and communities they serve. Submissions that critically examine the historical, structural, institutional, and sociopolitical factors affecting teacher recruitment, preparation, induction, and retention are particularly welcome. Studies that center on the lived experiences of future teachers and early-career teachers from minoritized backgrounds are also welcome. We invite submitters to further explore how these research efforts can inspire new policies, program design, and pedagogical innovations to achieve educational equity and human liberation.

Section co-chairs: Katrina Liu, University of Nevada Las Vegas, katrina.liu@unlv.edu, LaRon Scott, University of Virginia, yvs3ps@virginia.edu

Section 9: Innovative Design and Models for Teaching and Teacher Education

This section invites investigations of transformative innovations in the design and models of teaching and teacher education. Submissions might explore new conceptual frameworks, technological innovations, organizational structures, collaborative partnerships, or pedagogical approaches that reimagine how teachers are prepared and supported. We welcome research on innovative models such as residencies, apprenticeships, community-based teacher education, virtual or hybrid approaches, competency-based programs, microcredentialing, and other emerging designs. Studies examining how these innovations address longstanding challenges in teacher education, respond to changing educational contexts, and promote equity and justice are especially encouraged. We also invite research that investigates the implementation, outcomes, and sustainability of innovative models, as well as the integration of emerging technologies, and their potential to transform the field of teaching and teacher education. Submissions that engage with design-based research, improvement science, or other methodologies focused on innovation and change are particularly welcome.

Section co-chairs: Kitty Fortner, CSU Dominguez Hills, kfortner@csudh.edu; Raven Jones, Michigan State University, jonesrav@msu.edu; Swati Mehta, Fresno State University, swati@csufresno.edu

Section 10: Research Implications for Teaching and Teacher Education Policy and Practice

This section focuses on the connections between research, policy, and practice in teaching and teacher education. We invite submissions that examine how research informs, or should inform, educational policies and practices at local, state, national, and international levels. Studies investigating the impact of policies on teaching and teacher education, such as certification requirements, accountability measures, program accreditation, and funding mechanisms are welcome. We also encourage research that explores how practitioners and policy makers use, misuse, or ignore educational research, and strategies for strengthening research-policy-practice connections (e.g., applying Indigenous principles of relationality, responsibility, and reciprocity). Submissions that critically analyze the political and ideological dimensions of teaching and teacher education policies and practices, particularly as they relate to equity and justice, are especially welcome. Research on innovative approaches to knowledge mobilization, research-practice partnerships, and policy advocacy in teaching and teacher education is also encouraged.

Section co-chairs: Brian Charest, University of Redlands, brian_charest@redlands.edu; Marcelle Mentor, UMass: Boston, marcelle.mentor@umb.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 co-chairs: Nicol R. Howard, Chapman University, nhoward@chapman.edu; Erica D. McCray, University of Florida, edm@coe.ufl.edu. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

Division L: Educational Policy and Politics

Program Co-Chairs: Richard Blissett and Ann LoBue

Division L calls for submissions that invite scholars of educational policy and politics to advance research that enacts what AERA President Maisha T. Winn (2025) calls “intentional collective planning and future making that seeks to spark innovation, sustainability, and equitable opportunities.” In line with this year’s theme—**Unforgetting Histories and Imagining Futures**—we encourage submissions that revisit and recover underexamined or marginalized policy histories and bridge historical inquiry with policy analysis to deepen our understanding of contemporary educational problems and possibilities.

We especially welcome policy and politics research that critically interrogates longstanding structures, challenges prevailing logics, and explores new conceptual, methodological, or practical approaches to designing, enacting, and sustaining new visions of education. Submissions might include studies that analyze the political dynamics of policy development and implementation; examine the roles of institutions,

intermediaries, and grassroots actors in shaping reform; or investigate how policy tools and governance mechanisms reproduce or resist injustice.

We encourage a wide range of empirical and theoretical contributions that reflect diverse perspectives, geographies, and disciplinary traditions. We seek work that not only examines what policies are and how they function, but also asks who they serve, who they exclude, and how they might be reimagined to create more just and inclusive educational futures. By looking back to look forward, this call invites education policy scholars to contribute to a collective project of transformation—one that values history, confronts complexity, and actively shapes the future of educational research, policymaking, and practice.

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; Ann LoBue, Teachers College, Columbia University, al3328@tc.columbia.edu.*

Section 1: Governance, Politics, and Legal Issues

We invite submissions that critically engage with the governance structures, political dynamics, and legal frameworks shaping educational policy and practice—past, present, and future. In keeping with this year's theme, *Unforgetting Histories and Imagining Futures*, we seek submissions that interrogate how historical and contemporary systems of power, law, and political decision-making have influenced educational equity, access, and justice, particularly for marginalized communities. We welcome research that recovers overlooked or suppressed histories in educational governance and law; examines the roles of local, state, federal, and global actors in policy development and implementation; or imagines transformative legal and political approaches that re-envision education systems. Submissions may explore but are not limited to (a) historical and

contemporary analyses of governance and policymaking, (b) legal decisions and judicial interventions impacting educational equity, (c) political ideologies, movements, and resistance shaping education, (d) intergovernmental relations and their effects on schools and communities, and e) the future of legal frameworks and governance models for liberatory education. We especially encourage work that bridges historical analysis with visionary thinking, offering new paradigms for education research, policy, and practice grounded in justice, memory, and imagination.

Section Chair: Ericka Weathers, University of Pennsylvania, erickasw@upenn.edu

Section 2: Curriculum, Instruction, Assessment, and Data Use

In alignment with the 2026 conference theme, this section invites submissions that interrogate and reimagine the policies, practices, and politics of curriculum, instruction, assessment, and data use across educational contexts. We welcome research that critically examines the historical legacies and contemporary enactments of curriculum, pedagogy, and instructional policy, to include a focus on the use of technology and artificial intelligence within the context of teaching and learning. Submissions may explore, but are not limited to national, state, and local standards; culturally relevant and responsive pedagogies; assessment design and implementation; academic tracking and curricular stratification; the placement and inclusion of students with disabilities; and school-based conditions such as climate, discipline, and student-teacher relationships that shape curricular and instructional practices. We also invite papers focused on the role of testing, accountability systems, and data use in shaping educational opportunity from early childhood through higher education. We are particularly interested in studies that analyze how these policies are developed, implemented, and experienced, and how they influence a wide range of student outcomes—including academic achievement, social-emotional learning, and access to inclusive learning environments. Submissions that explicitly address how these policies reproduce or challenge inequities across lines of race, class, language, ability, gender, and sexuality are especially encouraged.

Section Chair: Wesley L. Edwards, University of North Texas, wesley.edwards@unt.edu

Section 3: School Choice, Market Reforms, and Finance

This section invites papers that examine the histories, politics, and consequences of school choice, market-based reforms, and education finance in both K–12 and postsecondary contexts, in the U.S. and internationally. We welcome studies on charter schools, vouchers, homeschooling, virtual education, and other alternatives to traditional public schooling, as well as analyses of reform efforts in higher education. We encourage research that explores the role of political advocacy, philanthropy, and intermediary organizations in advancing market-based reforms, and that interrogates their impacts on equity, access, and educational outcomes. Submissions may use quantitative, qualitative, or mixed methods to evaluate how these reforms

shape opportunities for historically marginalized students and communities. In alignment with the conference theme, we especially seek scholarship that considers how school choice and finance policies have contributed to or disrupted structural and social inequality, and how they might serve as mechanisms for educational opportunity and justice. We also welcome submissions on education finance systems, taxation, resource allocation, and human capital policy, particularly those that attend to the distributional effects of funding mechanisms and the possibilities for systemic transformation.

Section Chair: Zitsi Mirakhur, University of Kentucky, zitsi.mirakhur@uky.edu

Section 4: Social, Political, and Cultural Contexts

We invite submissions that examine the social, political, and cultural contexts in which education policy is developed, enacted, and experienced. We welcome research that explores how local, national, and global dynamics shape educational institutions, governance structures, and policy implementation across diverse settings. Of particular interest are studies that analyze how historical legacies, community histories, and sociopolitical conditions inform contemporary educational priorities and challenges. We encourage a wide range of methodological and theoretical approaches to understanding the complexities of educational contexts. Topics may include the role of political actors and institutions in shaping reform agendas, the influence of cultural norms and values on policy reception, and the ways schools and systems respond to demographic change, migration, conflict, and shifting governance models. We also welcome research that examines how educators, families, and communities navigate and negotiate policy decisions within specific cultural, geographic, and institutional landscapes. In alignment with the 2026 Annual Meeting theme, this section seeks work that offers new ways of understanding how educational policy and politics operate in context—and how such understandings can inform more responsive, imaginative, and inclusive approaches to research, policy, and practice. We especially encourage submissions that contribute to rethinking the purposes and possibilities of education in light of dynamic learning contexts and evolving social realities.

Section Chair: Wei-Ling Sun, University of Texas at El Paso, wlsun@utep.edu

Section 5: Human Capital, Professional Development, and Leadership

This section invites submissions that examine the policies, practices, and research related to human capital development in education. We welcome work that addresses recruitment, preparation, induction, compensation, evaluation, career advancement, and working conditions for teachers, school and district leaders, and support staff. Of particular interest are studies that explore how systems and policies influence the development and sustainability of a diverse, effective, and committed education workforce. We encourage a variety of methodological approaches and theoretical perspectives that interrogate how human capital strategies intersect with broader organizational dynamics and leadership practices.

Submissions may focus on topics such as professional learning systems, distributed leadership, coaching and mentoring models, leadership pipelines, and innovative staffing strategies. We are also interested in studies that consider the roles of leadership and professional development in shaping school culture, instructional quality, and student learning outcomes. In alignment with the 2026 conference theme, we especially welcome research that reimagines human capital policies and leadership development in ways that are future-oriented, equity-centered, and contextually grounded. We seek contributions that move beyond technical solutions to engage with the evolving social, political, and institutional realities of the education workforce—and that advance new visions for how leadership and professional development can support more inclusive, dynamic, and responsive educational systems.

Section chair: Samantha Chung, Lehman College, City University of New York, samantha.chung@lehman.cuny.edu

Section 6: Social Policy, Inequality, and Student Outcomes

Aligned with the 2026 conference theme, this section invites submissions that investigate the intersections between education and broader domains of social policy, with particular attention to how policy contexts shape student experiences and outcomes. We welcome research that connects education to policies and systems related to housing, healthcare, immigration, economic development, workforce participation, childcare, social welfare, incarceration, and policing. We encourage empirical work—quantitative, qualitative, or mixed-methods—that reveals how education is embedded within wider policy infrastructures and social conditions. Submissions may examine the multi-dimensional effects of public policy on marginalized populations, as well as the role of schooling in responding to, reproducing, or mitigating systemic challenges. Of particular interest are studies that highlights the impact of policy design and implementation on educational attainment, wellbeing, and long-term life outcomes for historically underserved student groups, including those that center community-informed, equity-focused, and cross-sector approaches to educational change. We also seek contributions that not only uncover where social and educational policies have reinforced inequality, but also illuminate promising programs, interventions, and institutional innovations that point toward new, more just futures.

Section chair: Mark Chin, Vanderbilt University, mark.chin@vanderbilt.edu

Section 7: Policy Implementation, Analysis, and Impact

This section invites submissions that critically engage with the implementation, scaling, and impact of education policies across diverse contexts within and beyond the United States. We welcome research that explores how policies are interpreted, adapted, and enacted by various actors—including educators, administrators, families, and communities—and how these processes shape outcomes at multiple levels of the education system. Submissions may examine implementation challenges, enabling conditions, and the dynamic relationships

between policy design and practice. We encourage work that draws on a range of methodological approaches—including critical, qualitative, quantitative, and mixed-methods studies—to interrogate the effectiveness, equity implications, and sustainability of policy implementation efforts. We are especially interested in studies that investigate how implementation efforts promote or hinder justice-centered reforms, and how new models—such as research-practice partnerships, networked improvement communities, and community-based collaborations—are redefining the boundaries and processes of educational change. Aligned with the 2026 conference theme, we seek submissions that envision new directions for policy implementation and analysis—approaches that are grounded in historical understanding, attentive to local context, and oriented toward more just and inclusive futures.

Section chair: Brandi Nicole Hinnant-Crawford, Clemson University, bhinnan@clemson.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; Ann LoBue, Teachers College, Columbia University, al3328@tc.columbia.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 2026 Annual Meeting theme, “Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research.”

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 2026 Annual Meeting theme, the program committee is particularly interested in submissions that explore histories that contribute to “imagining and planning for the future” 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 2026 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: Francesca López, University of Wisconsin, Madison, flopez5@wisc.edu

Committee on Scholars of Color in Education

The 2026 AERA Annual Meeting theme calls for scholarship that furthers understanding of critical histories of education and enables the (re)imagination of education to support learning and thriving across communities and contexts. Thus, the Committee on Scholars of Color in Education (CSCE) invites paper and symposia submissions that elevate critical lessons from the past and/or future-focused imaginaries that can enable the advancement and well-being of students, scholars, practitioners, and communities of color. CSCE is especially interested in research that advances knowledge about systemic barriers to success for individuals 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 integrate interdisciplinary approaches. Submissions that involve collaborations among senior and junior scholars and between scholars and practitioners, policy makers, journalists, artists, and activists are also encouraged.

Chair: Laura E. Hernández, Learning Policy Institute

International Relations Committee

The International Relations Committee (IRC) invites submissions that specifically encourage international, interdisciplinary comparative research that can contribute to the 2026 Annual Meeting theme, “Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research.” The IRC is especially interested in submissions that can enhance global understandings of persistent educational problems, particularly issues related to educational inequities for disadvantaged and minoritized people globally. The IRC seeks transformative research and praxis to understand

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how educational inequalities are interconnected with social, health, and political injustice, and to imagine multisector and multifaceted approaches to systemic educational reform and social 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:

- international and national research on public and private education systems; academic, social, cultural, and emotional learning
- global education reform policies, practices, and technologies to enhance the equality of learning opportunities from pre-K through postsecondary education
- 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 methods for the assessment and improvement of educational diversity, equity, inclusion, and justice
- research and practices that tackle the post-pandemic recovery of student learning/well-being and construct a new vision for educational resilience

Chair: Jaekyung Lee, University at Buffalo, SUNY, j1224@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 Professional Development and under the auspices of the Professional Development and Training Committee, course proposals are invited for the 2026 Annual Meeting in Los Angeles. 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, video data collection); or focus on research for the improvement of program design, practice, or implementation.

For the 2026 Annual Meeting, the Professional Development and Training Committee is particularly interested in course proposals that address research methods and data analysis across multiple areas (e.g., quantitative, qualitative, and mixed methods); statistical techniques (e.g., 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 7, 2026) 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 8, 2026) 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, with the recordings made available at the [AERA Virtual Research Learning Center](#). Virtual courses are typically held following the Annual Meeting in May or June.

Committee Chair: Courtney Bell, University of Wisconsin, Madison

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 2026 Annual Meeting, “Unforgetting Histories and Imagining Futures: Constructing a New Vision for Education Research,” 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 implement the course.
- The course topic is important, topical, and aligned with AERA’s purpose, i.e., it will address critical research training needs.

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- 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 course 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 2026 Annual Meeting submission system no later than the deadline (July 25, 2025, 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 2026 Annual Meeting is July 25, 2025, at 11:59 PM Pacific Time. The selection committee will select proposals and notify prospective course instructors by November 30, 2025.

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 2026 AERA Annual Meeting submission system no later than the deadline: July 25, 2025, 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 2026 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 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 (3 pages maximum, single spaced)

The proposal narrative should address the following:

- *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 (e.g., 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*—For virtual courses, describe how this course can engage a virtual audience. Course proposals should contain lessons that are accessible and relevant for 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, 2025.

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.

Access, Detracking, and Tracking, Briana Chang, The College Board, bchang@collegeboard.org; Shannon Holder, Central Connecticut State University, srholder@ccsu.edu

Accreditation, Assessment, and Program Evaluation in Education Preparation, Kimberly Jamison, University of North Carolina - Wilmington, jamisonk@uncw.edu

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

Adolescence and Youth Development, Bronwyn Nichols Lodato, Washington University in St. Louis, bronwyn@wustl.edu

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

Advanced Studies of National Databases, Sean W. Mulvenon, University of Nevada - Las Vegas, sean.mulvenon@unlv.edu

Advanced Technologies for Learning, Nitasha Mathayas, University of Illinois at Urbana-Champaign, mathaya2@illinois.edu

Arts and Inquiry in the Visual and Performing Arts in Education, Daniel X. Harris, RMIT University, daniel.harris@rmit.edu.au

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

Arts-Based Educational Research, Mindy R. Carter, McGill University, mindy.carter@mcgill.ca

Asian Americans and Pacific Islanders in Education and Research, Lei Jiang, University of Kansas, jiang@ku.edu; Khanh Lê, Queens College - CUNY, khanh.85@gmail.com

Bilingual Education Research, Suzanne García, California State University - Monterey Bay, sugarcia@csumb.edu

Biographical and Documentary Research, Botao Wu, University of British Columbia, wubotaoalbert@gmail.com

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

Brain, Neurosciences, and Education, Yu Zhang, Tsinghua University, zhangyu2011@tsinghua.edu.cn

Career & Technical Education and Workplace Learning, Walter G. Ecton, University of Michigan, ecton@umich.edu

Caribbean and African Studies in Education, Alicia Francisca Noreiga, Acadia University, alicia.noreiga@acadiau.ca; Bekisizwe S. Ndimande, University of Texas - San Antonio, bekisizwe.ndimande@utsa.edu

Catholic Education, Antonio Felix, Loyola Marymount University, antonio.felix@lmu.edu

Charters & School Choice, Chrystal S. Johnson, Purdue University, johnsoncs@purdue.edu; Adam Kho, University of Kentucky, adam.kho@uky.edu

Classroom Assessment, Erin E. Riley-Lepo, The College of New Jersey, rileylee@tcnj.edu

Classroom Management, Dorothy E. Hines, University of Kansas, dhinesd@ku.edu

Classroom Observation, Kathleen Lynch, University of Connecticut, khlynch@post.harvard.edu

Cognition and Assessment, Kaiwen Man, University of Alabama, Mankaiwen@hotmail.com

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

Computer and Internet Applications In Education, Kyungbin Kwon, Indiana University, kwonkyu@iu.edu; Jiahui Wang, Kent State University, jwang79@kent.edu

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

Constructivist Theory, Research and Practice, Zitong Wei, China Women's University, beifen365@163.com

Critical Educators for Social Justice, Freyca Calderon-Berumen, Pennsylvania State University - Altoona, fxc85@psu.edu; Dyanis Conrad, Randolph-Macon College, DyanisConrad@rmc.edu

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

Critical Issues in Curriculum and Cultural Studies, Blanca Gabriela Caldas Chumbes, University of Minnesota, blanca.caldas75@gmail.com

Critical Peace Education, Candice C. Carter, International Peace Research Association, dl.drcarter@mac.com

Critical Perspectives in Early Childhood Education, Nathaniel Bryan, University of Texas at Austin, nathaniel.bryan@austin.utexas.edu; Allison Sterling Henward, Pennsylvania State University, ash55@psu.edu

Critical Posthuman and Postfoundational Studies in Education, Saralyn McKinnon-Crowley, Baylor University, saralyn_mckinnon@baylor.edu

Critical Quantitative Methodologies, Darnell Leatherwood, University of Michigan, DarnellLeatherwoodJr@gmail.com; Brandi N. Hinnant Crawford, Clemson University, bhinnan@clemson.edu

Cultural Historical Research, Sharon Chang, Teachers College, Columbia University, sharon.cl.chang@gmail.com; Na Lor, Teachers College, Columbia University, nl2831@tc.columbia.edu

Data-Driven Decision Making in Education, Kevin Fortner, Georgia State University, cfortner2@gsu.edu

Deaf and Hard of Hearing Intersectionalities and Perspectives, Colleen L. Smith, California State University - Northridge, colleen.smith@cgu.edu; Ana Gediel, Federal University of Viçosa, ana.gediel@ufv.br

Decolonial, Postcolonial, and Anti-Colonial Studies in Education, Prem Phyak, Teachers College, Columbia University, pbp2117@tc.columbia.edu

Democratic Citizenship in Education, Erica Hodgkin, Facing History and Ourselves, erica_hodgkin@facinghistory.org

Design and Technology, Sangeetha Carmona, California State University - Fullerton, scarmona@fullerton.edu

Dewey Studies, Jessica Heybach, Western Michigan University, jess.heybach@gmail.com

Disability Studies in Education, Sarah Young, Trinity Washington University, youngsar@trinitydc.edu; Christa S. Bialka, Villanova University, christa.bialka@villanova.edu

Districts in Research and Reform, Abigail Stein, Carnegie Mellon University, abigail.stein32@gmail.com; Amanda Slaten Frasier, East Tennessee State University, frasiera@etsu.edu

Early Education and Child Development, Tomoko Wakabayashi, Oakland University, twakabayashi@oakland.edu; Sara Michael-Luna, University of Central Florida, Sara.MichaelLuna@ucf.edu; Daniel J. Castner, Indiana University, djcastne@iu.edu

Educational Change, Taeyeon Kim, University of Nebraska - Lincoln, marytaeyeonkim@gmail.com

Educational Statisticians, Jian Li, Kent State University, jli42@kent.edu

Elliot Eisner, Botao Wu, University of British Columbia, wubotaoalbert@gmail.com

Environmental Education, Anne Katherine Armstrong, Worcester State University, aarmstrong3@worcester.edu

Experiential Education and Community Engagement: Scholarship and Practice, Jannah Walters Nerren, Stephen F. Austin State University, Jannah.Nerren@sfasu.edu

Faculty Teaching, Evaluation and Development, Martha J. Strickland, Pennsylvania State University - Harrisburg, DrMJStrickland@gmail.com; Jonathan S. Toccoli, University of the Pacific, jtoccoli@pacific.edu

Family, School, Community Partnerships, Jacqueline Lynch, Florida International University, jaclynch@fiu.edu; Veronica Kang, University of Maryland, vkang@umd.edu

Fiscal Issues, Policy and Education Finance, TBD

Graduate and Postdoctoral Education across the Disciplines, Shaoan Zhang, University of Nevada - Las Vegas, shaoan.zhang@unlv.edu; Dana Michelle M Harris, Purchase College - SUNY, danamichelleharris.phd@gmail.com

Grassroots Community and Youth Organizing for Educational Justice, Marlo A. Reeves, Independent Consultant, marlo.reeves@gmail.com

Hip Hop Theories, Praxis & Pedagogies, Qiana Spellman, St. John's University, spellmaq@stjohns.edu

Holistic Education, Michelle Tichy, Alfred University, Drmichtich@gmail.com; Shawn Lee Secatero, University of New Mexico, ssecater@unm.edu

Improvement Science in Education, Megan Duff, Vanderbilt University, megan.duff@vanderbilt.edu; Kemi A. Oyewole, University of Pennsylvania, koyewole@gmail.com

Inclusion and Accessibility in Educational Assessment, Abby Javurek Andres, Marzano Research, abby.andres@marzanoresearch.com; Danielle Guzman-Orth, Measured Methods Consulting, dguzmanorth@gmail.com

Indigenous Peoples of the Americas, Theresa J. Stewart-Ambo, University of California - Los Angeles, tjambo@UCLA.edu

Indigenous Peoples of the Pacific and Beyond, Katrina-Ann R. Kapā'anaokalāokeola Oliveira, University of Hawai'i at Manoa, katrinaa@hawaii.edu; Kamuela M. Kimokeo, Windward Community College, kamuelam@hawaii.edu

Informal Learning Environments Research, Kieren Rende Mendoza, University of Nebraska - Omaha, krende@unomaha.edu; Kristina Stamatis, University of Nebraska - Omaha, kstamatis@unomaha.edu

Innovative School Transformation and Reform, Lam D. Pham, North Carolina State University, lamdspham@ncsu.edu

Instructional Technology, Hengtao Tang, University of South Carolina, htang@mailbox.sc.edu

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