



# 2027 AERA ANNUAL MEETING CALL FOR SUBMISSIONS

*Deadline: July 24, 2026*

Toronto, Ontario, Canada  
Wednesday, April 14 – Sunday, April 18, 2027

Transcending Borders and Boundaries in Education Research:  
Toward a Beloved Global Community  
*2027 AERA Presidential Program Theme*

Jerome E. Morris  
President  
[president@aera.net](mailto:president@aera.net)

*“But of course, no idea is perfect and forever valid. Always to be living and apposite and timely, it must be modified and adapted to changing facts.”*  
—W.E.B. Du Bois, *Dusk of Dawn* (1940/2017)

## I. THEME

As education researchers, we find ourselves at a critical inflection point—one marked by a growing public distrust of research, political and governmental constraints on intellectual inquiry, institutional attacks on academic freedom, and fracturing within scholarly communities. Global in scope, these myriad challenges raise urgent questions about the sanctity and future of research and educational institutions. We are charged to honor our capacities, as education researchers, to co-create and facilitate knowledge that investigates fundamental research questions while addressing pressing societal concerns (Ladson-Billings, 2006).

At such moments of rupture, scholarship that foregrounds our interrelationships, shared understanding, and collective responsibility becomes especially needed. A growing body of research conceptualizes learning as occurring within ecosystems shaped by relationships, institutions, cultural histories, and social practices (Lee, 2010; Nasir, 2024). From this perspective, knowledge creation and human flourishing are sustained, not in isolation or through individual achievement and formal institutions. They occur through communal arrangements marked by enduring social ties, shared moral commitments, historical continuity, and cultural affirmation, particularly within communities that have long been marginalized or dispossessed.

The theme of the 2027 AERA Annual Meeting, “*Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community*,” responds to the challenge of the moment while serving as an invitation. The theme invites scholars to learn from one another, communicate across difference, and remain attentive to power and what is happening within and beyond our diverse research spaces. It encourages education researchers to reconceive research not merely as a technical production, but as an ethical, equitable, and relational practice that moves beyond nation-states, scholarly disciplines and traditions, institutions, and epistemologies. We are pleased that Toronto, Canada—an international city whose demographics mirror that of our global education research community—is hosting our 2027 annual meeting.

Transcending entails crossing conventional and established boundaries with responsibility and accountability (Tate, 2012). It also requires engaging critically with institutional and professional incentives, which too often reward the maintenance of established boundaries and conformity over intellectual risk-taking. The call is for sustained reflection on how knowledge is conceptualized, authored, authorized, and valued. The 2027 theme emphasizes AERA’s role as a bridge that connects a diverse scholarly community, regardless of researchers’ locations, preferred scholarly traditions, or the institutions where they work. This theme focuses on

## I. THEME: "TRANSCENDING BORDERS AND BOUNDARIES IN EDUCATION RESEARCH: TOWARD A BELOVED GLOBAL COMMUNITY"

cultivating an ethically grounded and globally interconnected scholarly ecosystem.

Across millennia, rigid ideas about humanity and learning have produced artificial borders and boundaries, which have narrowed ways of knowing, established hierarchical domination, and fragmented communities. Building on the 2026 AERA theme by Maisha Winn, "*Unforgetting Histories and Imagining Futures*," the 2027 theme, "*Transcending Borders and Boundaries in Education Research*," also involves looking to the past to imagine more humane and equitable futures. The expansion of voices and epistemologies in the twentieth and twenty-first centuries that challenged long-standing ideas has reshaped our field; this theme urges us to deepen that transformation for the present and future generations. As education researchers, we have been able to hold empiricism and emancipatory inquiry in creative tension (Du Bois, 1940/2017), and center dialogue, praxis, lived experiences, and collective struggle (Freire, 1970). Moreover, Toni Morrison (1987) implores us through her concept of the "beloved"; rather than seeking consensus or closure, a beloved community must grapple with the difficult work of remembering and repairing.

The 2027 Annual Meeting in Toronto, Canada, welcomes participation from scholars at all career stages and across institutional locations, including community-based researchers, school district personnel, graduate students, community college faculty and staff, research institute fellows, and university scholars. AERA is more than a venue for presenting research findings; we are also a scholarly community—a sanctuary that facilitates and protects intellectual exchange, provides renewal, and promotes collective responsibility.

Amid ongoing global displacement, suppression of speech, and the erasure of intellectual, practical, scientific, and sacred ways of knowing, this theme affirms diversity, relationality, mutuality, and communal bondedness (Morris, 1999, 2009). When we invoke the "global," we do so with the fullness of humanity in mind, not as a hierarchy, but rather as an inherent commitment to ethical interconnection. Research, in this vision, is a co-creation among researchers and communities.

Attentive to histories of coloniality and dispossession, the 2027 theme reverberates with Smith's (2021) reminder that research, far from being value-free, must transcend established boundaries and acknowledge the histories, knowledges, and cultures of people that have been studied. As an association with members across at least 96 countries, AERA, and education scholars, bear responsibility for

addressing how imperial traditions have shaped research agendas, relationships, and methodologies.

Education researchers are called to engage in principled dialogue with one another and to be aware of the scholarly, policy, and practice implications of their research. Grounded in traditions of community-based scholarship and the moral vision of the *Beloved Community* articulated by Howard Thurman and embraced by Martin Luther King Jr., the theme urges transformative inquiry rooted in humanity, open-ended engagement, care, meaning, and ethical responsibility. It embodies the Kiswahili concept of *Ujima*: collective work and responsibility.

With these traditions and moral vision taken together, "*Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community*" provides a more expansive and generative frame for AERA's global membership. It welcomes scholarship on migration, diasporic education, sexuality and gender, disabilities, policy, ethnicity, intersectionality, and beyond. And it insists that such work remain attentive to power, accountability, and collective flourishing. In centering relationality, ethical practice, and imaginative possibility, the theme both reflects and extends a long-standing scholarly tradition committed to using education research to build more connected, humane, and hopeful worlds.

In the spirit of the transcendent scholar Howard Thurman's *Beloved Community* (1971), the 2027 AERA theme affirms that community flourishes not through isolation, but through the widening of its boundaries, through relationships with others beyond ourselves. I invite you to join us in Toronto, Canada, as we—literally, figuratively, and communally—transcend borders and boundaries and renew our commitment to building the *Beloved Global Community*.

### References

- DuBois, W. E. B. (2017). *Dusk of dawn! An essay toward an autobiography of a race concept*. Routledge. (Original work published 1940).
- Freire, P. (1970). *Pedagogy of the Oppressed*. Herder and Herder.
- Ladson-Billings, G. (2006). 2006 AERA Presidential Address. From the achievement gap to the education debt: Understanding achievement in US schools. *Educational Researcher*, 35(7), 3–12.
- Lee, C. D. (2010). 2010 AERA Presidential Address. Soaring above the clouds, delving the ocean's depths: Understanding the ecologies of human learning and the challenge for education science. *Educational Researcher*, 39(9), 643–655.

## II. GENERAL INFORMATION AND POLICIES

Morris, J. E. (2009). Communally-bonded schools and the new localism: Implications for African American schooling and a democratic future. *Teachers College Record*, 111(13), 104–122.

Morris, J. E. (1999). A pillar of strength: An African-American school's communal bonds with families and community since *Brown*. *Urban Education*, 33(5), 584–605.

Morrison, T. (1987). *Beloved*. Alfred A. Knopf.

Nasir, N. S. (2024). 2022 AERA Presidential Address. A vision for the future of learning. *Educational Researcher*, 53(5), 271–284.

Smith, L. T. (2021). *Decolonizing methodologies: Research and indigenous peoples*. Bloomsbury Publishing.

Tate, W. F. (2012). *Research on schools, neighborhoods and communities: Toward civic responsibility*. Bloomsbury Publishing PLC.

Thurman, H. (1971). *The search for common ground: An inquiry into the basis of man's experience of community*. Harper & Row.

Winn, M. T. (2026). 2026 AERA Presidential Theme: Unforgetting histories and imagining futures: Constructing a new vision for education research.

## II. General Information and Policies

AERA 2027 Annual Meeting:

Wednesday, April 14–Sunday, April 18, 2027, Toronto, Ontario, Canada

- The Call for Submissions for the 2027 AERA Annual Meeting offers important opportunities for those wishing to participate in the most major education research conference worldwide. The 2027 Annual Meeting is planned as a place-based meeting in Toronto, with an option to submit a virtual paper.
- AERA invites two types of submissions: an individual paper and a session submission. An individual paper submission is one paper with one or more authors. A session submission is a fully planned session, involving multiple presentations and participants and a chair.
- All paper and session submissions will be anonymized for review. (As of 2025 AERA Annual Meeting, divisions, SIGs, and committees may no longer request that session submissions be deanonymized.)
- If papers are submitted and accepted for the Toronto meeting, they may be grouped into paper, poster, or roundtable sessions. All papers submitted and accepted for virtual presentation will be available only through the AERA i-Presentation Gallery.
- 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 Toronto 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 Toronto.
- The decision to present place-based in Toronto or virtually only in the AERA i-Presentation Gallery cannot be changed after the submission system closes.
- All papers or sessions accepted under the Call for Submissions are scheduled in 90-minute sessions, except off-site visit submissions that vary in length and virtual presentations that are always available in the AERA i-Presentation Gallery. The Gallery allows authors and attendees to schedule times to meet by chat, including video chats.
- A special feature of the AERA program is e-Lightning Ed-Talks, which are held during poster sessions throughout the Annual Meeting. Upon acceptance in November 2026, authors of papers accepted for poster sessions will be asked if they wish to be considered to give brief Ed-Talks before an audience in a staged setting. Authors of papers accepted for Ed-Talks will receive guidance on the preparation of such talks.
- The vast majority of the Annual Meeting program consists of papers and sessions selected through this open call and based on an anonymized peer-review process guided by program chairs of divisions, special interest groups (SIGs), and committees. Other elements of the program include invited Presidential and AERA-wide invited sessions, Graduate Student Council sessions, and professional development courses.
- Submitters are strongly encouraged to review the elements of presenting well-warranted and transparent work as described in the [Standards for Reporting on Empirical Social Science Research in AERA Publications](#) and the [Standards for Reporting on Humanities-Oriented Research in AERA Publications](#).
- Submitters or those invited to participate at the AERA Annual Meeting acknowledge that their work complies and is in accord with the *AERA Code of Ethics*. They also acknowledge that they adhere to the highest standards of professional conduct, including with respect to inclusivity and respect for others as well as nondiscrimination, nonexploitation, and nonharassment also in accord with the [AERA Code of Ethics](#), [AERA Policy Guidance on Inclusive and Welcoming Meeting and Event Environments](#), and the [AERA Disability Access Statement](#).
- Generative AI may be used by authors to improve efficiency, productivity, and innovation when used in accordance with AERA's established principles and guidelines. Submitters

### III. SUBMISSION PROCEDURES AND POLICIES

acknowledge that their work complies and is in accord with [AERA's Artificial Intelligence Guidelines](#).

- All submitters whose papers are accepted for presentation in a poster session or a structured poster session will display their work on large, touchscreen video monitors at a scheduled time and must create their presentations within the AERA i-Presentation Gallery. All other authors with accepted papers or commentary papers may create and locate their presentation in the Gallery.
- The AERA i-Presentation Gallery is a dynamic, web-based product for paper presentations that can include audio and video material and allow for author narratives. The Gallery also accommodates PowerPoint and other traditional presentation formats. It is available to registrants throughout the meeting and helps attendees to decide what to attend, network with authors, or view presentations when they may otherwise have a schedule conflict. After the conclusion of the Annual Meeting, the Gallery becomes an open access product making research presentations more discoverable and citable and providing a platform for interaction and networking opportunities with researchers worldwide long into the future. All presentations in the i-Presentation Gallery receive digital object identifiers (DOIs).
- Submitters are strongly encouraged to place their paper or commentary paper in the AERA Online Paper Repository. Thousands of accepted papers are placed in the Repository each year. The Repository archives, preserves, and makes 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 5, 2027 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 2026 should only rarely constitute the complete final paper (in content and completeness); that is, when authors have undertaken no further work on the paper since submission.
- All presenting authors, presenters, and other Annual Meeting participants and attendees must register for the Annual Meeting according to the registration fee schedule, including presenting authors for accepted virtual papers.
- For questions related to specific division, SIG, or committee areas of interest, contact the respective program chairs listed in the "Call Details" section.
- For general questions, contact the AERA meetings team at [annualmtg@aera.net](mailto:annualmtg@aera.net) or 202-238-3200, press 4.

### III. Submission Procedures and Policies

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

- **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 re:Members user profile with a username, password, and valid email address to submit. However, AERA membership is not required to create a profile. re:Members is AERA's association management database system.
- **Submissions are accepted online only at [www.aera.net](http://www.aera.net).** Under Quick Links on the right side of the page, click the 2027 Annual Meeting tile. On the next page, click "2027 AERA Annual Meeting Call for Submissions – Now Open." Log in using your re:Members username and password. If you do not have a re:Members account, click the link on the page to create one, then return and log in. AERA membership is not required to create a profile. After logging in, go to the Submitter Menu and click "Submit Paper or Session Submission to the AERA Annual Meeting."
- **Submissions must arrive by the deadline.** The submission system closes on July 24, 2026, at 11:59 PM Pacific Time. No late submissions will be accepted.
- **Completeness of submissions.** Authors should only submit complete papers. Submissions to write a paper or about work still being planned are not eligible for consideration. They will be removed from consideration. The paper may be a preliminary paper, but it must be a complete paper.
- **Originality of submissions.** Only paper and session submissions that have not been previously published or presented at another professional meeting are eligible.
- **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.
- **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.

## IV. ADVANCING A PAPER SUBMISSION

- **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.
- **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.
- **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.*
- **Participant registration and attendance requirement.** All presenting authors of accepted papers and all participants in accepted sessions (presenting authors, chairs, and discussants) are expected to register for and attend the Annual Meeting and be present at the scheduled session. All presenting authors of accepted virtual papers are also expected to register and be available through the AERA i-Presentation Gallery for any scheduled chat times.
- **Participant registration deadline.** The preliminary program will be released by January 15, 2027; presenting authors must register by or before February 12, 2027 (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.
- **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](#)).
- **Other participation limits.** In addition, an individual may not appear on the program more than four times (e.g., in the role of chair, discussant, or participant). The participation limit does not include participation in invited

speaker sessions, any session connected with an AERA official event, committee, or award (such as AERA division/SIG business meetings, invited addresses, orientation for first time attendees and new members, award ceremonies, or professional development courses).

## IV. Advancing a Paper Submission

### Paper Requirements

- A paper submission is an individual paper with one or more co-authors whether it is submitted for presentation at the place-based meeting in Toronto or for virtual presentation in the AERA i-Presentation Gallery.
- Papers must be in the form of a complete narrative paper and have all of the elements of a final paper, whether still in progress or in final form for presentation. PowerPoint slides, summary tables, abstracts, or submissions 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 upload. Paper must contain no author identification. References, tables, charts, graphs, images, and figures should be added at the end of the document and are not included in the word count. Submissions will be removed from consideration if the paper exceeds the word limit or includes author identification.
- Paper must address and will be reviewed on the following six elements:
  1. Objectives or purposes
  2. Perspective(s) or theoretical framework
  3. Methods, techniques, or modes of inquiry
  4. Data sources, evidence, objects, or materials
  5. Results and/or substantiated conclusions or warrants for arguments/point of view
  6. Scientific or scholarly significance of the study or work

It is understood that theoretical or methodological papers will include information that is the equivalent of Element 4 for those genres of scholarly work.
- Specific format or style, such as APA, is not required
- Submitters can review and make changes to a submission

during the open submission period, including uploading a revised paper. Uploading a revised paper automatically replaces the one previously uploaded.

- After the preliminary program has been released in January 2027, 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 5, 2027.

### Session Formats for Paper Submissions

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

- Note that if you select “virtual paper,” you will not be provided with an option to select a preferred session format as accepted virtual papers will be presented only in the AERA i-Presentation Gallery.
- For the Annual Meeting, rooms for paper sessions will be set up theater-style; poster sessions will use touchscreen video monitors; and roundtable sessions will be set up with multiple tables distanced in each room to allow for interactive discussion.

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

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

**Poster sessions.** Poster sessions combine display of a web-based presentation on a touchscreen video monitor with the opportunity for individualized, informal discussion of the research with attendees during a 90-minute session. Papers accepted for a poster presentation will be grouped by

the program chair into appropriate poster sessions. Poster presentations need to be created in the AERA i-Presentation Gallery for monitor display by presenting author(s) at their poster session and for viewing through the Gallery. This interactive technology will permit the presenter to include video, sound, text, narration, and charts.

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

### Paper Submission Process

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

STEP 1: Go to [www.aera.net](http://www.aera.net). Under Quick Links on the right side of the page, click the 2027 Annual Meeting tile. On the next page, click “2027 AERA Annual Meeting Call for Submissions – Now Open.”

STEP 2: Log in using your re:Members username and password. If you do not have a re:Members account, click the link on the page to create one, then return and log in. AERA membership is not required to create a profile. re:Members is AERA’s association management database system.

STEP 3: After logging in, go to the Submitter Menu and click “Submit Paper or Session Submission to the AERA Annual Meeting.”

STEP 4: 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.

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: Select “Place-Based Paper” as the submission type for an individual paper to be presented in Toronto. Do not select a session submission type. “Place-Based Paper” should be used for single-paper submissions authored by one or more individuals (including co-authored

## V. ADVANCING A SESSION SUBMISSION | SESSION REQUIREMENTS

papers). You will then continue through the submission process when you provide information, including about your preferred presentation format: paper, poster, or roundtable session. You may select more than one format for your presentation. If your paper is accepted, you will not be placed in a presentation format you have not selected.

Select “Virtual Paper” as the submission type for a paper submission to be presented only through the AERA i-Presentation Gallery. In completing Step 5, you will not be asked about preferred presentation format.

STEP 6: On the next page enter the following information about your paper:

- Provide information about the use of artificial intelligence, and, if used, indicate how AI was used in the preparation of this submission.
- 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 7: Select author(s) and indicate presenting or non-presenting. Take care to ensure that authors designated as presenting authors will attend, present, and register. Please take time to search author names to 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 8: Review your submission information and upload your paper. Papers must be in the form of complete narrative papers whether they are still in progress or are the final papers for presentation. Papers must contain 2,000 words or fewer and contain no author identification. References, tables, charts, graphs, images, and figures should be added at the end of the document and are not included in the word count. Click “upload paper” located in the lower right. Affirm that your paper follows the policies for uploaded documents. Click the button at the bottom of the page in the middle to upload your document, choose your document, and then click “Accept and Continue.”

STEP 9: If the paper is submitted successfully, a confirmation screen will appear, and you will receive a confirmation email within 24 hours. You may log in and

edit your submission during the open submission period, including uploading a revised paper. Uploading a revised paper automatically replaces the current one.

## V. Advancing a Session Submission Session Requirements

- A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.
- 15 words or fewer for session title.
- 120 words or fewer for session abstract.
- 500 words or fewer for overall session summary, without any author/participant identification, addressing the following session elements:
  1. Objectives of the session
  2. Overview of the presentation
  3. Scholarly or scientific significance
  4. Structure of the session
- 15 words or fewer for paper/presentation title, which must be different from the overall session title for each presenter/participant in the session.
- 500 words or fewer for paper/presentation summary for each presenter/participant in the session.
  - 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.

## V. ADVANCING A SESSION SUBMISSION | SESSION FORMATS

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 in 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 the six elements noted above no later than the deadline to upload final papers: March 5, 2027. Papers or commentary papers for sessions are not limited in length but may be shorter than final full papers (e.g., 1,000 words). These papers/commentary papers are required for presentations of accepted session submissions only; they are not required for submission.

### Session Formats

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

In general, session submissions include presenters from different institutions or from different research groups or teams.

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

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

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

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

*Structured poster sessions.* This format provides for overarching consideration of a research topic or issue while permitting significant opportunity for visual and graphic presentation and individualized discussion with presenters. Submissions for structured poster sessions must have a minimum of 6 and a maximum of 12 posters. There must be a chair who offers an introduction. Discussant(s) are optional. Poster sessions can also include brief oral presentations to the audience gathered as a group. Much of the time is devoted to direct discussion between attendees and poster presenters. We encourage submission of sessions with poster presentations that are conceptually linked in terms of education research

issues, problems, settings, methods, analytic questions, or themes. All presenters at structured poster sessions will display their work on touchscreen video monitors and must create their poster presentations through the AERA i-Presentation Gallery.

**Symposia.** A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may be quite interactive, where a large portion of the session may be devoted to activities such as discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction. Innovative formats (e.g., town hall meetings) can be proposed under this rubric. Accordingly, organizers of symposia may use (and are encouraged to use) a range of presentation modes—including brief opening remarks, Ed-talks, or similar short comments—to convey key points and catalyze discussion.

All presenters are expected to prepare a paper or commentary paper. Session submissions for symposia must have a minimum of 3 participants and are limited to 6 participants unless the explicit mode of presentation (e.g., brief openings and discussion, a Q&A format among panelists) is consistent with the spirit of an engaged session for participants and attendees.

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

**Workshops.** A workshop provides an opportunity to exchange information or work on a common problem,

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

### Session Submission Process

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

**STEP 1:** Go to [www.aera.net](http://www.aera.net). Under Quick Links on the right side of the page, click the 2027 Annual Meeting tile.

On the next page, click “2027 AERA Annual Meeting Call for Submissions – Now Open.”

**STEP 2:** Log in using your re:Members username and password. If you do not have a re:Members account, click the link on the page to create one, then return and log in. AERA membership is not required to create a profile. re:Members is AERA’s association management database system.

**STEP 3:** After logging in, go to the Submitter Menu and click “Submit Paper or Session Submission to the AERA Annual Meeting.”

**STEP 4:** 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 5:** 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 6:** On the next page enter the following information about your session and do not include any author/participant information.

- Provide information about the use of artificial intelligence, and, if used, indicate how AI was used in the preparation of this submission.
- 15 words or fewer for session title.
- 120 words or fewer for session abstract.

## VI. COMMON MISTAKES AND FAQs | COMMON MISTAKES | FAQs

- 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 7: 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 “Add 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 8: Add a chair and discussant if applicable and then click “Accept and Continue.”

STEP 9: Specify any audiovisual equipment needs. Click “Accept and Continue.”

STEP 10: 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 11: If the session is submitted successfully, a confirmation screen will appear, and you will receive a confirmation email within 24 hours. You may log in and edit your submission during the open submission period, including uploading a revised summary abstract. Uploading a revised summary abstract or a consolidated document automatically replaces the current one.

## VI. Common Mistakes and FAQs

### Common Mistakes

- Uploading papers with author identification.
  - 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.
  - All Annual Meeting session submissions for divisions, SIGs, or committees must be deidentified.
- Exceeding the word limit (paper and session submissions have different word limits).
- Submitting a proposal to write a paper rather than submitting a complete paper. A complete paper is required, even if it is preliminary.
- Submitting the same submission to more than one division/SIG/committee; submissions may be submitted to only one unit.
- Submitting a previously published or presented paper
- Uploading the incorrect paper to a particular submission
- Indicating the wrong category for your submission (paper versus session submission). To submit for a paper, poster, or roundtable session, select individual paper because it is only one paper, and then select your preferred session format; do not select the session types “structured poster” or “working group roundtable” because those submission types are fully planned sessions with multiple presentations

## VI. COMMON MISTAKES AND FAQs | FAQs

and participants.

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

### FAQs

- **Do I need to be an AERA member to submit to the Annual Meeting?** No, you do not need to be an AERA Member to submit. You need to have or create a user profile with username, password, and valid email address on [www.aera.net](http://www.aera.net). AERA membership is not required to create a user profile, and there is no charge for creating a user profile.
- **What is the deadline for 2027 Annual Meeting submissions?** July 24, 2026, 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. 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 co-authors to be presented in a paper, poster, or roundtable session in Toronto.
  - Virtual Paper submission: A paper submission is an individual paper with one or more presenting co-authors who cannot present in Toronto 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.
  - 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 Toronto?** If your circumstances change, you are welcome to attend the Annual Meeting in Toronto. Please note you will need to pay the place-based registration fee, and 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 Toronto.

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

**Can I submit the same submission to more than one division/SIG/committee?** No. Each submission can be submitted to one unit only.

**How many times can I be listed as the first author or participant in the program?** Each individual can be listed as the first author twice and may not appear on the program more than four times (e.g., in the role of co-author, chair, and discussant). This limit does not include participation in invited sessions or any session connected with an AERA office, committee, or award.

**Is there a limit on the number of co-authors on my paper?** No. There is no limit for co-authors listed, as long as they all contributed to the paper.

**What if I forgot to add my co-author or I cannot find them in the system?** Prior to the submission deadline you can log in and edit your submission, including adding co-authors and adding people who are not already in the system. An individual does not need to be an AERA member to be in the system or to be added to the system.

**Do I need to use a specific format or style, such as APA?** No, you do not need to use a specific style.

**Why is my paper submission removed from consideration?** Submissions are removed from consideration if you do not follow AERA policies: for example, if you submit a proposal to write a paper rather than submit a complete paper (it must be complete, even if it is preliminary); include author identification; exceed the word limit (there are different word limits for paper and session submissions); submit the same paper to more than one division/SIG/committee; or submit a paper that has been previously presented or published. The same considerations extrapolate to session submissions.

**Can I change the division/SIG/committee I am submitting to once I have already submitted?** You can change the unit to which you submit if the submission deadline has not passed. The only way to change the unit is to completely delete your original submission and then resubmit 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](mailto: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 Paper 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-Lightning 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-Lightning 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](mailto:annualmtg@aera.net) or 202-238-3200, press 4.

### A. Divisions

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

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

*Division A Program Co-Chairs: Bryan A. VanGronigen (chair), University of Delaware, bvg@udel.edu; and Ranjini JohnBull (co-chair), East Carolina University, johnbull25@ecu.edu*

The 2027 AERA Annual Meeting theme, “Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community,” invites scholars to look back, cross traditional boundaries, and engage in meaningful dialogue to build a truly loving and inclusive global community. This theme is particularly salient for Division A’s call for submissions, as the division has recently revised its submission sections and associated foci for the first time in over a decade. As a program planning committee, we took a “look back” to evaluate what the division has historically foregrounded, backgrounded, or omitted—and to critically consider who and what may have been advantaged or disadvantaged by those previous structures.

Division A’s revised sections foreground several key concepts. First, we believe that leaders and leadership within administration and organization must be defined broadly to be representative of the diverse individuals working in today’s schools, school districts, after-school programs, and non-profit organizations. Historically, our field has focused heavily on the principalship, often treating “educational leader” as synonymous with “principal.” Today, however, we recognize a vast array of formal and informal leaders—from new paraprofessionals with program design expertise from a prior career to district-level supervisors tasked with coaching school-level administrators. These leaders and the leadership they exercise, whether positional or in function, profoundly influence children, educators, and communities, and their work deserves scholarly visibility. Second, we assert that the educational leaders needed today must lead with the end in mind, which is the active promotion of justice, equity, diversity, inclusion, and belonging. Division A is committed to highlighting scholarship that demonstrates how leaders can be equipped—and have concretely worked—to improve both the conditions and the outcomes for their students, educators, and communities.

Third, as the current political climate illustrates, educational leaders are not immune to the direct and indirect influences of policy and governmental bodies, nor the people and movements that shape them. Today’s leaders are perhaps more public facing than ever before, called to represent and answer for their organizations in an increasingly polarized public square. This politicized nature of leadership warrants increased attention so that Division A can better help leaders contend with, and even thrive within, such contexts.

Fourth, we must remember that educational leaders are, first and foremost, human beings. Those leading today’s schools, school districts, after-school programs, and non-profit organizations deserve to live healthy, fulfilling lives. Yet, the labor required—such as navigating politically charged meetings or ensuring student food security—is often taxing and can lead to burnout or turnover. By foregrounding the emotional, physical, and professional well-being of the workforce, we strengthen the entire educational system and, in turn, better serve our children and educators.

Fifth, the theme of building a global community acknowledges that leadership occurs across a vast spectrum of contexts around the world. Division A recognizes the vital lessons to be learned from these intranational, international, and diverse settings, specifically regarding how leaders successfully serve their unique populations. These global lessons about leader practices feed into our sixth and final key concept: the importance of developing leaders across the entire professional continuum. With rising turnover rates, the need for high-quality leadership is urgent. Consequently, we need to expand our focus beyond traditional graduate-level licensure to include a wider array of entry points into the educational leadership profession—such as aspiring leader programs, in-service professional development experiences, and systems for equitable leader hiring and evaluation. Developing the educational leadership profession is more than a single program; it is a constellation of opportunities that requires our collective attention.

These key concepts reflect Division A’s evolution in spotlighting the people and the nature of the labor defining today’s educational landscape. As a scholarly community, we flourish when we widen our boundaries, invite more voices to the table, and build bridges between different conceptions of why leaders lead and how they should be nurtured and supported in their developmental journeys.

Division A seeks submissions that respond to these key concepts through rigorous scholarly inquiry. How do leaders, in concrete terms, enact equity and promote belonging? How do they navigate political tensions while maintaining a focus on high-quality education? How can leaders refine the organizations and wider systems in which they work to better serve students, educators, and communities? What lessons can be learned from diverse geographic contexts? How do we institutionalize a focus on leader health and well-being? And what does it look like to develop a comprehensive pipeline of high-quality leaders for the modern era? We call upon the Division A scholarly community to help us answer these questions.

Please join us in Toronto for the 2027 AERA Annual Meeting to share scholarship that helps us transcend borders and boundaries as we move toward a more beloved global community.

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

- Please indicate three (3) topic descriptors (i.e., keywords) at the end of your abstract when you enter your abstract into the AllAcademic submission system. These descriptors will be used to assign reviewers and to group accepted submissions appropriately.
- Submissions should overtly describe how they are 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 deidentified will be removed from consideration.

- AERA requires that all submissions represent completed work, not work in progress.
- Previously published or presented work should not be submitted for review.
- Authors are encouraged to select all preferred or acceptable session types (e.g., paper, poster, roundtable).

Graduate students are encouraged to put forward submissions for consideration, 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 for Justice, Equity, Diversity, Inclusion, and Belonging**

The pursuit of justice remains the foundational work of educational leadership. This section focuses on the leadership practices, ideologies, and frameworks required to dismantle systemic barriers and foster environments where students, educators, and communities feel a deep sense of belonging. As the political landscape around justice work shifts, research in this section—as aligned with the 2027 AERA Annual Meeting Theme—serves as a critical site for "unforgetting" marginalized histories and imagining radical, inclusive futures for schools and broader communities

Leadership is never neutral; it either disrupts or reinforces existing social hierarchies. In an era of increased polarization, understanding how leaders navigate anti-diversity, equity, and inclusion (DEI) climates while centering the needs of minoritized populations is essential for the survival of democratic schooling. By focusing on the intersection of identity and power, this section provides scholarly evidence needed to move beyond performative inclusion toward transformative justice.

We invite submissions that explore topics such as, but not limited to:

- Culturally responsive and restorative leadership
- Ethnic studies implementation
- Experiences of minoritized leaders
- Black feminist leadership praxis
- LGBTQ+ advocacy in schools
- Anti-carcer administrative practices
- Learning journeys of White leaders in pursuit of leading for justice
- The role of spiritual or cultural capital in leadership

We also encourage submissions that examine the "belonging"

dimension of this section, focusing, for example, on how leaders cultivate spaces of radical care and psychological safety for students, educators, and communities.

*Section Chair: Jessica G. Rigby, University of Washington, jrigby@uw.edu*

### **Section 2: Policy and Governance Leadership**

The work of K–12 school leaders is fundamentally shaped by policy and politics. Every decision that district, building, and teacher leaders make is enabled, constrained, or complicated by the governance systems, legal frameworks, and political dynamics that surround their schools and districts. Section 2 invites scholarship that takes this reality seriously, not as background but as the substance of leadership itself. This section seeks research that examines how leaders at all levels of the K–12 system understand, navigate, interpret, and shape the policy and political environments in which they practice. This section occupies a distinctive space within Division A. Section 2 focuses on leaders as political actors operating within systems of formal authority and public governance. This section also shares thematic terrain with Division L (Educational Policy and Politics), but our distinct contribution lies in centering leadership, such as how the people who lead schools and districts experience, mediate, resist, and enact the policies that reach them—and how governance relationships shape what leaders can and cannot do.

This focus has grown more urgent. Leaders today confront intensified political polarization in the communities they serve, shifting school board compositions, legislative interventions into curriculum and staffing, and evolving accountability pressures that reshape their roles in real time. The 2027 AERA Annual Meeting Theme speaks directly to this terrain. Governance is organized around borders and boundaries: jurisdictional lines between levels of government, political divides between competing visions for public education, and structural boundaries separating those who design policy from those who enact it. This year's theme is grounded in the beloved community tradition which raises the question: what would it mean for governance structures themselves to embody collective responsibility, democratic participation, and responsiveness to the voices of communities that have been historically excluded from educational decision-making?

Section 2 welcomes empirical, conceptual, theoretical, legal, historical, and policy-analytic submissions that center the perspectives and practices of K–12 leaders. Topics of interest include, but are not limited to:

- School board and superintendent relations, including political dynamics, turnover, and trust
- The impact of state and federal legislation on local leadership autonomy and decision-making
- Leaders' political literacy, political agency, and coalition-building in polarized or restrictive policy environments
- Teacher leadership as a site of policy interpretation and

political engagement

- Legal frameworks shaping educational opportunity, including issues of school discipline, disability classification, and students' rights
- The central office as a site of policy interpretation, translation, and implementation
- Governance structures and democratic participation, including community voice in educational decision-making
- Comparative and international perspectives on educational governance and the relationship between political systems and school leadership
- The politics of accountability, including how leaders navigate competing mandates and performance pressures
- How leaders in historically underserved communities exercise agency within or against policy systems that have perpetuated inequity

Section 2 particularly encourages submissions that examine how policy and governance interact with questions related to equity, community power, and democratic participation. This section is committed to scholarship that illuminates how leaders—broadly defined—work within and across political boundaries to advance more just, responsive, and humane educational systems. Indeed, strong submissions will make clear how the political and governance dimensions of leadership matter for the communities that schools serve.

*Section Chair: David Woo, University of Utah, david.s.woo@utah.edu*

### **Section 3: Improving and Innovating Organizations and Systems**

Schools are complex organizations, and educational leadership is fundamentally the work of designing, sustaining, and continuously improving them in service of all students. Section 3 invites scholarship that takes this complexity seriously—not as backdrop but as the core terrain of leadership inquiry itself. This section seeks research that examines how leaders at all levels of the K–12 system build coherent improvement systems, develop professional capacity, and engage in sustained partnerships between research and practice. Yet organizational structures are never neutral—they shape whose knowledge is valued, which communities are served, and what forms of improvement are treated as possible. Scholarship on school design, improvement science, and research-practice partnerships is therefore inherently relational, requiring sustained collaboration across universities and districts, researchers and practitioners, and structural analysis and lived experience.

Section 3 occupies a distinctive space within Division A, focusing on the organizational and structural dimensions of schooling—how systems are built, how coherence is achieved,

and how improvement is sustained over time. This section also shares thematic terrain with Division L (Educational Policy and Politics) and work on equity and democratic participation, but our distinct contribution lies in centering leadership as organizational work: how the people who lead schools and districts design conditions, broker knowledge, and maintain the institutional commitments that support student learning. By attending to the technical, relational, and structural conditions shaping educational organizations, this section advances research that supports institutional learning and the capacity to enact durable change.

Section 3 welcomes submissions advancing understanding of organizational learning and continuous improvement at the school and district levels. Topics of interest include, but are not limited to:

- Ethical integration of AI and digital systems into school organizations
- School and district renewal models and learning organization frameworks
- Team-based, distributed, and instructional leadership models
- Central office roles in supporting instructional coherence and organizational capacity
- Community school design as a lever for equity and integration
- Structural conditions shaping teacher retention, including innovative scheduling and the evolving assistant principalship
- Cross-national and comparative perspectives on school improvement and organizational design

Section 3 encourages scholarship that centers marginalized communities, interrogates structural barriers to equity, or employs comparative and cross-boundary methodologies in service of school improvement that is both scalable and sustainable.

*Section Chair: Craig De Voto, University of Illinois at Chicago, cdevot2@uic.edu*

### **Section 4: Situating Leadership in Diverse Geographic Contexts**

Leadership does not occur in abstraction. It is shaped, constrained, and made possible by the places, communities, histories, policies, and lived conditions in which it is enacted. Section 4 invites submissions that examine educational administration, leadership, and organization through the lens of geography, culture, community context, and place-based complexity. This section seeks scholarship that moves beyond universalized or “one-size-fits-all” leadership models and instead asks how leadership is differently imagined, practiced, resisted, and transformed across diverse local, regional, national, and global contexts.

Aligned with the 2027 AERA Annual Meeting Theme, this section foregrounds leadership research that crosses geographic,

cultural, disciplinary, political, and systemic boundaries. This section aims to illuminate how leaders build more just and humane educational communities amid shifting demographic realities, resource disparities, political conflict, migration, climate disruption, and global polycrises. In this spirit, “beloved community” is not treated as an abstract ideal, but as a place-conscious leadership project rooted in dignity, solidarity, mutual responsibility, and responsiveness to local wisdom.

Section 4 particularly encourages submissions about empirical, theoretical, historical, policy, critical, and/or community-engaged work that examines how leaders respond to place-based inequities while honoring community assets. Topics may include, but are not limited to:

- Rural and remote school leadership in under-resourced communities
- Educational leadership in Appalachia, the Mississippi Delta, tribal lands, island communities, borderlands, and other historically marginalized regions
- Leadership challenges and innovations in the Global South
- Comparative international studies of educational leadership, governance, and school reform
- Leadership approaches that support refugee, immigrant, migrant, and newcomer student populations
- School leadership in Indigenous, tribal, and sovereign nation communities
- Leadership across the urban–rural divide
- Urban–suburban demographic shifts and their implications for school leadership
- Place-based leadership models rooted in community history, culture, language, and local wisdom
- Leadership responses to global polycrises, including migration, climate change, political instability, poverty, conflict, and displacement
- Leadership for multilingual, multicultural, and culturally sustaining school communities
- Leadership in schools serving students affected by housing instability, forced migration, or displacement
- Leadership in postcolonial, decolonial, and culturally sustaining educational contexts
- Comparative studies of leadership responses to equity, access, and opportunity gaps across regions or nations
- Organizational leadership in districts experiencing rapid demographic, economic, or cultural change
- Leadership for belonging, dignity, and “beloved community” across geographic and cultural difference

- Leadership for educational justice in communities affected by poverty, segregation, environmental injustice, or political marginalization

This section is committed to scholarship that helps the field transcend borders by learning with and from diverse communities, rather than imposing leadership frameworks upon them. Indeed, strong submissions will make clear how geographic and cultural context shapes leadership problems, organizational responses, and possibilities for educational justice.

*Section Chair: Lewis F. Thomas III, Monmouth University, lthomas@monmouth.edu*

### **Section 5: Healthy Leaders, People, and Communities**

Educational leadership is deeply human work. Behind every policy decision, organizational structure, and instructional initiative are individuals navigating complex emotional, relational, and ethical demands. Section 5 centers the well-being of educational leaders, educators, and the communities they serve, recognizing that sustainable, equitable school systems depend on the health of the people within them.

Aligned with the 2027 AERA Annual Meeting Theme, this section invites scholarship that transcends traditional boundaries between individual wellness and organizational responsibility. The concept of a *beloved global community* calls us to reimagine leadership not only as a technical or political endeavor, but as a relational and humanizing practice rooted in care, dignity, and collective flourishing. In this framing, leader well-being is not peripheral, it is foundational to the creation of just and thriving educational environments.

The demands placed on today’s educational leaders are intensifying. Leaders are navigating political polarization, staffing shortages, community crises, and increasing accountability pressures, often while managing their own emotional and physical well-being. These conditions contribute to burnout, turnover, and workforce instability. At the same time, the well-being of leaders is inextricably linked to the well-being of teachers, students, and broader school communities. Section 5 seeks to elevate research that examines how leaders and systems can cultivate environments that sustain, rather than deplete, the people within them.

This section moves beyond individualistic notions of self-care to consider the structural, relational, and organizational conditions that enable human sustainability in educational leadership. It recognizes that well-being is shaped by factors such as working conditions, professional expectations, community relationships, and access to support systems.

Section 5 welcomes empirical, conceptual, and practitioner-oriented submissions that explore topics including, but not limited to:

- Leader well-being, burnout, and resilience in K–12 education
- Organizational conditions that support or hinder educator and leader health

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

- Workload, role complexity, and boundary-setting in leadership practice
- Mental health and emotional labor in educational leadership
- Systems of care, wellness policies, and institutional supports for educators
- The relationship between leader well-being and teacher retention, student outcomes, and school climate
- Trauma-informed leadership and crisis response
- Community care models and partnerships that support holistic well-being
- Leadership approaches that center empathy, relational trust, and human connection
- Equity-focused analyses of well-being, including how race, gender, and role influence leader experiences
- Innovative models for sustaining leadership across the career continuum
- Cross-national and comparative perspectives on leader and educator well-being

Section 5 particularly encourages submissions that interrogate the structural roots of burnout and inequity, center marginalized voices, or propose transformative approaches to sustaining the educational workforce. Strong submissions will make clear how attention to well-being contributes not only to individual flourishing, but also to more just, humane, and effective educational systems.

*Section Chair: Laura Schlottman, Montana State University, [laura.schlottman@montana.edu](mailto:laura.schlottman@montana.edu)*

### **Section 6: Leader Preparation, Professional Growth, and Advancement**

Educational leadership is increasingly shaped by complexity, rapid technological change, evolving organizational demands, and growing calls for equitable and responsive leadership. Section 6 invites scholarship that examines how educational leaders are recruited, prepared, mentored, and supported across the full continuum of professional practice, from doctoral preparation (EdD and PhD) and leadership development programs to executive advancement, mentorship, and sustained professional learning.

This section recognizes that the future of educational administration depends on cultivating robust and diverse leadership pipelines that prepare leaders not only to navigate complexity, but to lead with ethical purpose, relational accountability, and a commitment to collective flourishing. Section 6 seeks submissions that investigate how preparation programs, professional learning structures, and leadership pathways can transcend traditional boundaries between theory and practice, institutions and communities, and local

and global leadership contexts. In doing so, this section directly aligns with the 2027 AERA Annual Meeting Theme by emphasizing leadership preparation as a communal, ethical, and globally interconnected endeavor rooted in care, collaboration, and shared responsibility

Section 6 welcomes empirical, conceptual, methodological, and practitioner-focused submissions that address topics including, but not limited to:

- Innovations in graduate (e.g., master's, EdD, and PhD) leadership preparation programs
- Principal, superintendent, and executive leadership development
- Mentorship, coaching, and induction models for aspiring and early career leaders
- Diversifying leadership pipelines, including pathways for historically underrepresented leaders
- Career aspirations, mobility, and advancement in educational leadership
- Leaders of color in leadership preparation and the superintendency
- Signature pedagogies in leadership preparation
- Professional learning networks and leader efficacy
- Leadership identity development and transitions, such as from teacher-leader to administrator, assistant principal to principal, or principal to principal supervisor
- Artificial intelligence (AI), digital leadership, and emerging technologies in leader preparation and professional growth

Section 6 particularly encourages scholarship that crosses disciplinary, methodological, and organizational boundaries to imagine more inclusive, sustainable, and transformative pathways into educational leadership. This section invites submissions that challenge conventional assumptions about who leads, how leaders are prepared, and what leadership development must become in service of a more humane, connected, and equitable educational future.

*Section Chair: Cynthia Gallardo, Texas A&M International University, [cynthia.gallardo@tamiu.edu](mailto:cynthia.gallardo@tamiu.edu)*

Questions related to the Division A Call for Submissions and review process can be sent to the Section Chairs listed above or to the Program Co-Chairs: Bryan A. VanGronigen (chair), University of Delaware, [bvg@udel.edu](mailto:bvg@udel.edu); and Ranjini JohnBull (co-chair), East Carolina University, [johnbullr25@ecu.edu](mailto:johnbullr25@ecu.edu). We look forward to your submissions and to working with you as a presenter, discussant, or chair.

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

*Program co-chairs: Dowan McNair-Lee, University of District of Columbia, [dowan.mcnairstee@udc.edu](mailto:dowan.mcnairstee@udc.edu); Saba Khan Vlach,*

*University of Iowa, saba-vlach@uiowa.edu*

Division B invites submissions aligned with the 2027 Annual Meeting theme that call us to reimagine education research as relational, ethical, and globally interconnected work. As we gather in Toronto, Canada, we take seriously the responsibility to engage beyond U.S.-centric frameworks and to honor the local, national, and transnational contexts that shape curriculum and educational life.

Under the leadership of Vice President Roland Sintos Coloma, Division B takes up this call with a deep commitment to broadening who is seen, heard, and engaged in curriculum studies. We understand curriculum not simply as content or structure, but as a living, contested, and world-making practice shaped by histories of colonialism, migration, resistance, and community knowledge. To transcend borders is not to erase difference, but to engage it with care, rigor, and accountability, particularly in a moment marked by global inequities, neoliberal constraints, and the uneven distribution of educational resources across the Global South and beyond.

We invite scholarship that pushes the field to think across and beyond boundaries—disciplinary, cultural, linguistic, geopolitical, and epistemological—while remaining grounded in the communities and ecologies that give curriculum its meaning. We especially welcome work that foregrounds the intellectual and lived contributions of Indigenous, Black and Brown, diasporic, differently abled, and sexual and gender minority communities, as well as other historically marginalized knowledge traditions. Division B is a space for your work. We seek to learn from lived experiences, subaltern knowledge, and community-rooted inquiry, and to support actionable solidarities that extend beyond academic discourse.

We pose the following questions as invitations:

- What is the role and responsibility of curriculum in transcending conventional borders in ways that affirm the dignity, funds of knowledge, and communal bonds of various communities?
- How can curriculum studies move beyond established hierarchies of knowledge by centering relational, communal, joyful, and diasporic ways of knowing?
- How do curricula travel, transform, and take shape across borders, and with what consequences for learners and communities?
- How do we cultivate a beloved global community of curriculum scholars and practitioners that is attentive to power relations and benefits marginalized communities?
- How do we critically examine our own positionalities and the boundaries we reproduce within the field?
- How do we engage with the gravity of intellectual rigor, advocacy, and responsibility while working within a praxis that respects the affective necessity of joy and love to sustain this work?

We welcome a wide range of approaches, including conceptual and theoretical work, historical and philosophical inquiry, (auto)ethnography, arts-based and performative research, community-based and participatory methods, policy analysis, and pedagogical studies. We encourage submissions that engage diverse sites of curriculum, including schools, universities, community spaces, diasporic and transnational contexts, digital environments, media and popular culture, and other cultural institutions.

Division B is intentionally building a program that reflects the breadth and depth of curriculum studies as a transnational field. We strongly encourage submissions from scholars across career stages and geographic locations, including those new to Division B, as well as collaborative work across contexts and ways of knowing.

At this moment, curriculum studies must do more than interpret the world. It must participate in shaping it through solidarities that are enacted, not just named. We invite you to join us in advancing scholarship that not only transcends boundaries, but builds meaningful, accountable, and enduring connections with communities, work that moves beyond rhetoric to demonstrate how curriculum is co-created, sustained, and mobilized in the pursuit of more just and humane educational futures.

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

This section calls for submissions that expand and 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/or outside of schools.

**Keywords:** cultural studies, cultural production, cultural analysis, media, popular culture, cultural artifacts, culturally relevant/responsive/sustaining, digital media and data, cultural imperialism

*Section co-chairs: Raul Garza, University of Texas Rio Grande, raul.garza11@utrgv.edu; Maia Sheppard, University of Iowa, maia-sheppard@uiowa.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:** temporal, archaeology, genealogy, history of the present, (re)membering, storytelling, counter-story, dystopia, utopia, futurisms

*Section co-chairs: Alexander Pratt, University of Memphis, ajpratt1@memphis.edu; Elizabeth Isidro, Western Michigan University, elizabeth.isidro@wmich.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:** critical theory, post-/anti- theories, discourse, affect, structure, agency, identity, qualitative, critical quantitative, hybrid, abolition, empire, settler colonialism

*Section co-chairs: Jonathan Tunstall, Bowdoin College, j.tunstall@bowdoin.edu; Jen Bartee, University of District of Columbia, jennifer.bartee@udc.edu*

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

This section calls for submissions that critically engage varied policies and politics informing curriculum and curriculum studies. We encourage submissions that speak to curricular issues arising at the institutional levels of classrooms and schools as well as district, state, national, and international 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 policy, curriculum standards, curriculum development, curriculum wars, PK–12 schools, higher education, community education

*Section co-chairs: Hilary Tackie, SUNY-New Paltz, hilary.tackie@gmail.com; Angel Jones, University of Washington, AngelJonesPhD@gmail.com*

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

This section calls for submissions that consider spaces where curriculum and curriculum studies are encountered and what that may accomplish. We encourage submissions that consider the containment and leakage of curricular knowledge in spaces through a range of modes of inquiry. We invite submissions about curriculum that might refuse containment and be encountered in spaces-in-between. We welcome considerations of curriculum that might be “out of place” and the affordances and losses.

**Keywords:** spatial, formal or informal spaces, borders, border-crossing, public and counter-public spaces, undercommons, environment, ecojustice, land, labor, liminal, transnational

*Section co-chairs: Erin Bailey, Reading is Fundamental, ebailey@rif.org; Ed Curammeng, California State University, Dominguez Hills, ecurammeng@csudh.edu*

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

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

**Keywords:** de/colonization, intersectionality, Afrocentricity, Indigeneity, mestizaje, Latinidad, Global South, comparative,

sovereignty, liberation, discontinuity

*Section co-chairs: Eduardo Muñoz-Munóz, San Jose State University, eduardo.munoz-munoz@sjsu.edu; Tony Castro, University of Missouri, castroaj@missouri.edu*

### Section 7: Materiality and Subject Matters of Curriculum

This section calls for submissions that examine the material dimensions of curriculum: the tangible and embodied elements that shape teaching and learning across educational contexts. We encourage submissions that investigate: curriculum subjects and subjectivities; transdisciplinary connections between curriculum studies and content areas, standards, textbooks, instructional materials, and pedagogical resources; and the conditions under which teaching and learning occur. We welcome inquiries that explore how materiality mediates educational experiences, and how the physical, digital, and embodied aspects of curriculum shape knowledge production and pedagogical encounters.

**Keywords:** subject matter knowledge, material culture, teaching conditions, learning environments, curriculum assemblages, sensory experiences, digital technologies, experiential education

*Section co-chairs: Stephanie McCall, Teachers College, Columbia University, sdm36@tc.columbia.edu; Durell Callier, callier@udel.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: *Dowan McNair-Lee, downan.mcnairee@udc.edu; Saba Khan Vlach, saba-vlach@uiowa.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. We welcome submissions related to (a) learning and instruction in various content areas such as literacy, the humanities, social sciences, mathematics, science, computer and data science, or engineering; (b) research on the cognitive, social, affective, motivational, biological, and cultural influences on learning and instruction; and/or (c) the nature and effects of various environments and contexts—either with or without technology—on learning.

Within and across all the sections, Division C particularly encourages submissions that:

- Address important problems in learning and instruction from multiple perspectives (e.g., theoretical orientations, research methodologies, and settings)
- Offer guidance and leadership on historic and/or contemporary forms of educational access, opportunity, and equity in learning and instruction

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

- Incorporate theoretical perspectives that 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
- Focus on evolving areas of inquiry, such as artificial intelligence, data science education, learning analytics, and information literacy, that intersect with learning and instruction
- Include a variety of session formats that are interactive and encourage engagement with the audience
- Employ diverse methodologies for analyzing learning processes, including learning analytics, trace data, multimodal analytics, data mining, social network analysis, Bayesian approaches, and traditional qualitative, mixed-method, and quantitative methodologies. We also welcome alternative forms of inquiry to traditional empirical studies such as literature reviews or meta-analyses.
- Involve formal or informal learning contexts, including international and multicultural settings.

In developing your submissions, we particularly encourage you to think about the theme of the 2027 meeting, “Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community,” and how your work connects to it. We seek strong research products that look toward integrative approaches and challenges traditional boundaries or silos in learning and instruction. We encourage submissions that thoughtfully integrate or cross disciplines, methods, and epistemologies to build new insights.

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

**Status of project.** Submissions must report findings from studies that are already conducted rather than report anticipated results, and findings should be based on methodologies appropriate to address the identified research questions.

**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 2 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 1: Social Studies and Section 3: Science] you could use the general descriptor “Science” if you submit your work to Section 1).

**Author and participant identification.** Per AERA’s 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.

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.**

**Guidance on the use and citation of AI.** Please see the overall AERA call for submissions and read the included policy around the use of AI in the submission process. Failure to align with this policy will result in the submission being rejected.

**Presentation formats.** Please see earlier in the overall call “Advancing a Paper Submission” and “Advancing a Session Submission” for details about the different presentation formats.

**Paper Submissions.** The 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.

**Session Submissions.** 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. The formats that you may choose for session submissions include symposia, structured poster sessions, and multiple other 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 novel formats for presenting work that may not fall within traditional structures (e.g., flash talks, workshops). For alternative formats, authors should be explicit about the substantive aspects of the contribution, use of empirical data, and relevance to the membership.

### **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 primarily focused on teacher education, teacher effectiveness, curriculum design, and research methodology, should be submitted to other AERA divisions or SIGs. Section chairs may redirect a submission to another section, division, or SIG if the subject matter is deemed more appropriate elsewhere.

**Selecting the proper section.** The 2027 Division C section structure is new. Please read the section descriptions below **carefully** to consider which one is best for your submission. If you feel your work applied to Division C in the past, then it still does.

Some tips for selecting a section are:

- If your submission primarily focuses on making recommendations about learning or instruction in a specific content area, you should submit to one of the subject-area-focused sections (i.e., Sections 1–5).
- If your submission primarily focuses on making recommendations around learning processes (e.g., cognitive, affective, motivational) or contexts (e.g., classrooms, social contexts, technology-rich environments), with findings that are relevant across content areas, then you should submit to Sections 6–11.
- Submissions examining learning technology, such as generative artificial intelligence (AI), are relevant to all the sections—not only the ones that include technology in the titles. The best-fitting section depends on the primary contribution of your study. If your submission primarily examines how students engage with technological tools when learning (including AI), submit to Section 8. If your submission primarily examines how students learn in technology-rich environments or how to design

technological environments, submit to Section 11. If your submission is primarily about teaching students to use AI appropriately, submit to Section 5. Your submission also might fit within any of the other sections, depending on what its primary focus point is (e.g., community-engaged research around AI use would fit well in Section 10; how AI use affects learning motivation could fit in section 6).

- Choose topic descriptors carefully so that submissions can be re-assigned to other sections as needed.
- You can e-mail the section chairs to ask whether your topic is an appropriate fit for their section (see contact information below).

The Division C Program team will carefully review all submissions and may reassign submissions to a better-fitting section if deemed appropriate by the relevant section chairs.

Descriptions of The Division C Sections

## **Sections 1–5: Learning and Instruction in the Content Areas**

### **Section 1: Literacy, Arts, Humanities, Social Sciences**

Research on learning and instruction in reading (e.g., word recognition, fluency, vocabulary, comprehension), writing (e.g., spelling, writing processes), humanities (e.g., history, literary studies), and social sciences (e.g., economics, geography, citizenship/political science). Foci include cultural, cognitive, or affective processes that underlie these content areas.

*Section co-chairs: Courtney Hattan, University of North Carolina at Chapel Hill, [chattan@unc.edu](mailto:chattan@unc.edu); Jackie Reylea, North Carolina State University, [jreylea@ncsu.edu](mailto:jreylea@ncsu.edu)*

### **Section 2: 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 co-chairs: Zareen Aga, James Madison University, [agazg@jmu.edu](mailto:agazg@jmu.edu); Jonee Wilson, University of Virginia, [vma8ze@virginia.edu](mailto:vma8ze@virginia.edu)*

### **Section 3: 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: Daniel Pimentel, University of Alabama, [drpimentel@ua.edu](mailto:drpimentel@ua.edu), Suzanne Patzelt, Touro University, [spatzelt@touro.edu](mailto:spatzelt@touro.edu)*

### Section 4: Data Science Education

Research on learning and instruction in data science education. Submissions may include a range of topics related to how learners understand, analyze, interpret, model, visualize, and communicate with and about data across formal and informal learning contexts and within a range of topics. Foci may include psychological, social, cultural, computational, or subject matter perspectives on data practices; the development of data literacy, statistical reasoning, and computational thinking among students and teachers; the use of technology, simulation, visualization, or AI tools to support data rich inquiry; and issues of equity, ethics, privacy, bias, and responsible data use. Submissions may also examine teacher learning and development, assessment, and classroom implementation related to data science education across grade levels and subject areas.

*Section co-chairs: Shiyang Jiang, North Carolina State University, [sjiang24@ncsu.edu](mailto:sjiang24@ncsu.edu); Kate Miller, Concord Consortium, [kmiller@concord.org](mailto:kmiller@concord.org)*

### Section 5: Engineering, Computer Science, and Digital Literacy

Research and theory on learning and instruction in engineering, computer science, digital communication, and human-computer interaction. Foci may include cognitive, motivational, developmental, critical, sociotechnical, and sociocultural perspectives as they pertain to individual, collective, and collaborative human-machine problem solving; design processes and experiments; modeling, measurement, and assessment in these fields; knowledge and motivational processes in these fields, as well as interactions between processes. Studies focused on teaching students about AI, or the responsible use of AI, should go in this section.

*Section chair: Michael Lachney, Michigan State University, [lachneym@msu.edu](mailto:lachneym@msu.edu)*

### Sections 6–11: Learning and Instruction: Processes and Contexts

#### Section 6: Cognitive and Motivational Processes

Research on learning, instruction, and/or academic performance-based outcomes, 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](mailto:beymerpk@ucmail.uc.edu); Jessica Gladstone, University of Illinois, [jglads2@illinois.edu](mailto:jglads2@illinois.edu)*

#### Section 7: 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: Brooke Harris-Thomas, University of Michigan-Dearborn, [brookeht@umich.edu](mailto:brookeht@umich.edu); Alana Kennedy, Northern Arizona University, [Alana.Kennedy@nau.edu](mailto:Alana.Kennedy@nau.edu)*

### Section 8: Technology-Mediated Learning and Instruction

Research that examines how technology enhances, supports, influences, and transforms teaching and learning. We welcome studies exploring how tools such as generative AI, adaptive learning systems, simulations, AR/VR, and data-informed technologies, etc., function as cognitive, social, and pedagogical supports in educational practice. Submissions should address technology as a mediator of learning processes, instructional improvement, assessment, equity, and ethical practice, as well as the design, implementation, and influence of technology-enhanced interventions. This section seeks to advance scholarship on how technology can be used as a tool to shape learning experiences, instructional decision-making, and educational outcomes.

*Section co-chairs: Joey Huang, North Carolina State University, [joeyhuang@ncsu.edu](mailto:joeyhuang@ncsu.edu); Daryl Tate, University of Arkansas at Little Rock, [datate@ualr.edu](mailto:datate@ualr.edu)*

### Section 9: Teaching Practices, Instructional Discourse, and Classrooms

Research focused on teaching processes and instructional discourse. The primary focus of the research should be practices, discourses, and decision-making in teaching contexts. This section seeks to advance conceptual, methodological, and applied insights about the instructional moves that facilitate learning.

*Section co-chairs: Alyson Lavigne, [alyson.lavigne@usu.edu](mailto:alyson.lavigne@usu.edu); Rebecca Louick, Eastern Michigan University, [rlouick@emich.edu](mailto:rlouick@emich.edu)*

### Section 10: Community Engaged Approaches to Learning and Instruction

Research on the utilization of community-engaged approaches to learning and instruction. We welcome studies that demonstrate how community engaged research, the approach of "working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people" (CDC, 1997), has influenced learning, motivation, and/or academic achievement. Community engaged approaches can include but are not limited to Research Practice Partnerships (RPP), Community-Based Participatory Research (CBPR), Youth Participatory Action Research (YPAR), and Design-Based Implementation Research (DBIR). We also welcome submissions that are focused on (a) methods and processes necessary to conduct community-engaged research and (b) how partnerships and coalitions are developed and sustained to benefit/influence communities, systems, programs, and practices, and policies.

*Section co-chairs: Tamika McElveen, Miami University,*

*mcelvet@miamioh.edu; David Naff, Virginia Commonwealth University, naffdb@vcu.edu*

### Section 11: Digital Learning Environments

Research on learning processes, motivational, and performance outcomes **within** technology-based environments, with particular emphasis on web-based, eLearning, and distance learning contexts. We welcome studies that (a) discuss the design of digital learning environments and/or (b) examine contextual factors that moderate learner engagement, access, and outcomes within these environments, such as socioeconomic status, disabilities, rural areas, and other factors associated with underrepresentation. This section focuses on the environment as a key feature of analysis.

*Section co-chairs: Ha Nguyen, University of North Carolina Chapel Hill, ha.nguyen@unc.edu; Daniela (Ela) Castellanos-Reyes, North Carolina State University, dcastel2@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: *Emily Rosenzweig, Teachers College Columbia University, eqr2000@tc.columbia.edu and DeLeon Gray, North Carolina State University, dlgray2@ncsu.edu.*

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

### Division D: Measurement and Research Methodologies

*Overall Program Co-Chairs: Precious Hardy, Harris-Stowe State University, hardyp@hssu.edu; Aileen Reid, University of North Carolina, Greensboro, AMREID3@uncg.edu*

The Division D Program Committee invites submissions that address the study, design, development, and evaluation of a wide range of methodologies and data types in educational 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 2027 AERA program theme, [“Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community,”](#) invites us “to reconceive research not merely as a technical production, but as an ethical, equitable, and relational practice that moves beyond nation-states, scholarly disciplines and traditions, institutions, and epistemologies.” It also calls for us to “learn from one another, communicate across differences, and remain attentive to power and what is happening within and beyond our diverse research spaces.” Thus, we seek to collaborate across AERA divisions and SIGs to generate methodological scholarship that remains attentive to colonial histories and seeks to “transcend established boundaries.” In alignment with the 2027 Annual Meeting theme, we particularly invite submissions that: (1) examine how methodological approaches can cross

conventional and established boundaries with responsibility and accountability, particularly in the design, implementation, and interpretation of education research; (2) explore how research can move across boundaries—national, disciplinary, institutional, and epistemological—to support more globally interconnected and relational forms of inquiry; (3) investigate how methodological practices shape how knowledge is conceptualized, authored, authorized, and valued within education research; (4) consider how methodological work can engage diverse research communities and contexts, attending to power, difference, and what is happening within and beyond varied research spaces; and (5) develop approaches that support ethical, equitable, and relational research practices that contribute to a more connected and globally responsive scholarly ecosystem.

Methodologies that combine quantitative and qualitative approaches, and those that engage participatory, creative, or alternative forms of design and dissemination, are welcome—particularly when aligned with efforts to transcend borders and boundaries 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 deidentified 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 welcomes submissions that promote and embody work connecting disciplines, contexts, and perspectives within educational measurement, psychometrics, and assessment. We welcome research that not only advances innovative methods but also critically engages with historical foundations to reimagine more humane and equitable futures for assessment practices. Submissions may include the development and application of methodologies that support both classroom-based and large-scale assessments across diverse settings and populations. We also encourage work that pushes the boundaries of traditional test theories, introduces novel forms of assessment, and addresses persistent challenges in education research. In doing so, this section seeks contributions that inform policy and practice while fostering more inclusive, just, and forward-looking approaches to measurement and assessment.

*Section Co-Chairs: Hyeri Hong, California State University, Fresno, [hyerihong@mail.fresnostate.edu](mailto:hyerihong@mail.fresnostate.edu); Yuxi Qiu, Florida International University, [yqiu@fiu.edu](mailto:yqiu@fiu.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 work that leverages quantitative methods to address complex educational questions across diverse contexts and systems. In keeping with the 2027 Annual Meeting theme, “Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community,” we seek work that is methodologically rigorous, theoretically grounded, and attentive to how statistical and quantitative approaches extend beyond conventional methodological, disciplinary, and contextual boundaries. We are particularly interested in work that advances generalizable methods, engages complex or large-scale data, or applies quantitative approaches across varied populations, settings, or systems.

*Section Co-Chairs: Precious Hardy, Harris-Stowe State University, [hardyp@hssu.edu](mailto:hardyp@hssu.edu); Dea Mulolli, HumRRO, [dmulolli@humrro.org](mailto:dmulolli@humrro.org)*

### Section 3: Qualitative Methodologies

This section focuses on qualitative research that interrogates, extends, and/or advances qualitative inquiry. The section is inclusive of a range of qualitative methodological traditions, including, but not limited to, ethnographic, phenomenological, interpretive, critical, arts-based, performative, decolonizing, feminist, participatory, indigenous, 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 that reenvision theoretical

or paradigmatic differences, cultivate new bonds, promote solidarity, and reconfigure power relations are encouraged. We also welcome submissions that focus on teaching, mentoring, and learning qualitative research. In keeping with the 2027 meeting theme, the Section 3 co-chairs invite submissions that span the range of qualitative methods and methodologies that foreground connection, relationality, and ethics in their enactments.

*Section Co-Chairs: Sebnem Cilesiz, University of Louisiana at Lafayette, [cilesiz@louisiana.edu](mailto:cilesiz@louisiana.edu); Jessica Van Cleave, Gardner-Webb University, [jvancleave@gardner-webb.edu](mailto:jvancleave@gardner-webb.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 transcend borders and boundaries in educational research, toward a beloved global community.

*Section Co-Chairs: Aileen Reid, University of North Carolina, Greensboro, [amreid3@uncg.edu](mailto:amreid3@uncg.edu); Sarah Ferguson, Rowan University, [fergusons@rowan.edu](mailto:fergusons@rowan.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: Precious Hardy, Harris-Stowe State University, [hardyp@hssu.edu](mailto:hardyp@hssu.edu); Aileen Reid, University of North Carolina, Greensboro, [AMREID3@uncg.edu](mailto:AMREID3@uncg.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: Javier F. Casado Pérez, The Pennsylvania State University, [jfc207@psu.edu](mailto:jfc207@psu.edu); Sammy L. Steen, George Mason University, [ssteen@gmu.edu](mailto:ssteen@gmu.edu); Marlen Quintero Pérez, California State University, Northridge, [marlen.quinteroperez@csun.edu](mailto:marlen.quinteroperez@csun.edu); W. David Wakefield, California State University, [david.wakefield@csun.edu](mailto:david.wakefield@csun.edu)*

Division E invites submissions aligned with the 2027 AERA Annual Meeting theme, “[Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community](#).”

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

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

and how our work can serve as a vehicle for restoration, innovation, and thriving futures.

We particularly welcome research that explores globalization, transnationalization, and epistemic justice as methodological, conceptual, and collaborative endeavors, especially as they pertain to research that amplifies the voices, strategies, and ingenuity of communities that have long shaped educational possibilities from the margins. All 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, human development, human ecology, developmental psychology, and educational psychology.

Areas of focus include but are not limited to:

- Historical and transnational foundations of counseling and human development in educational settings, including how colonialism, epistemic injustice, displacement, and globalization have shaped counseling and human development theories, roles, and institutions across time and place
- Practices that transcend institutional, cultural, and national boundaries, centering relational, ethical, and community rooted approaches to student and family wellbeing in pre-K–12
- Histories of our disciplines in both formal and informal education settings
- Equity-driven practices that engage the legacies and futures of marginalized communities
- Counseling and lifespan development that includes the influence of historical trauma and resilience
- Research methodologies that transcend epistemological boundaries, including community based, participatory, decolonizing, narrative, and Indigenous approaches to educational research
- Approaches in our fields 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
- Responses to migration, diaspora, and displacement,

including research that supports students, families, and educational professionals navigating transnational identities, demographic shifts in education, and partisan polarization in schools

- 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:* Javier F. Casado Pérez, *The Pennsylvania State University*, [jfc207@psu.edu](mailto:jfc207@psu.edu); Sammy L. Steen, *George Mason University*, [ssteen@gmu.edu](mailto:ssteen@gmu.edu)

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

*Section chair:* Marlen Quintero Pérez, *California State University, Northridge*, [marlen.quinteroperez@csun.edu](mailto:marlen.quinteroperez@csun.edu); W. David Wakefield, *California State University*, [david.wakefield@csun.edu](mailto: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:* Vincent Willis, *The University of Alabama*, [vwillis@ua.edu](mailto:vwillis@ua.edu)

The Division F Program Committee invites submissions addressing all time periods, global regions, and topics related to historical inquiry in education. We continually aim to be inclusive in our approaches to address the systematic and evidentiary-based study of historical studies and research in education, broadly defined. We encourage submissions with particular attention to topics and populations that research has historically underserved and underrepresented, and to frameworks that incorporate from novel interpretive and methodological approaches.

In keeping with the 2027 AERA program theme, “Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community,” we welcome submissions that connect our past to this political moment, one that has

positioned intellectual and academic freedom, diversity, and research inquiry in a precarious state. Additionally, we invite opportunities for transcendent exchange of ideas embedded in dialogue that affirms, as President Morris notes, “diversity, relationality, mutuality, and communal bondedness,” from global standpoints.

**Submissions should be submitted into the most relevant section track (and to the section chair) for full consideration.**

### Section 1: Historical Research and Methods

Encompasses original scholarship focused on the theory and practice of historical research, mostly relying on research in primary sources. This section also includes discussions of historical methods and methodologies in education, inviting examinations of the possibilities and complexities of approaches including but not limited to archival inquiry and oral history.

*Section 1 Chair: ArCasia James-Gallaway, Texas A&M University, ajamesgallaway@tamu.edu*

### Section 2: Critical Historical Context

Centers contributions that use the work of historical scholarship to sharpen collective understanding of educational problems, policies, movements, events, and questions. Scholarship in this section often builds on existing scholarship to make broad arguments placing education issues in a critical historical context. Division F celebrates and actively welcomes scholars from a broad variety of disciplines who connect the history of education with contemporary issues.

*Section 2 Chair: Isaac Gottesman, Connecticut College, igottesma@conncoll.edu*

### Section 3: Public and Pedagogical Engagement

Elevates scholarship centered on the teaching and communication, and/or interpretation of historical research. This section explores creative expressions of educational history, inviting scholarship on topics such as teaching educational history, leveraging historical inquiry for social or educational change, and building community collaborations for public historical engagement.

*Section 3 Chair: Francena Turner, Fayetteville State University, fturner1@uncfsu.edu*

All 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 respective section chairs (listed above) and to the program chair: *Vincent Willis, vwillis@ua.edu*

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

## Division G: Social Context of Education

*Program co-chairs: Adrienne D. Dixon, Pennsylvania State University, add5746@psu.edu; Erika Bullock University of Wisconsin, Madison, ecbullock@wisc.edu*

In this moment of angst and anxiety, let us comprehend the persecution of U.S. education as Howard Thurman saw it—“a vote of confidence, which becomes, in turn, a source of **inspiration, power, and validation.**” We recognize the powerful nature of scientific research, theoretical and conceptual explorations, and the immense impacts these elements incur from educating the disinherited masses and the privileged elite. Let us use these social and political assaults as sources of **inspiration** to generate new and stronger quality research, conceptual framing, and theoretical depth that can be wielded to undertake institutional and structural difficulties, guide the personnel whose various interpersonal work sustains multitudes of academic pipelines, and reveal the lived experiences of children, youth, adults, and families.

Our **power** is our scholarship often generated locally and globally in the contexts of relations with schools, families and communities. Our scholarly chorus is what drew the attention of those who oppose racial and social justice, critical thought, historical wisdom, and an inclusive vision of humanity. Now is the time to ask and answer more complex questions that illuminate a quickly (de)evolving era in education in which the promise of an educated citizenry is under attack. We invite the application of theoretical and methodological tools that advance better understandings of the embattled social contexts of education. Without formidable trade tools we enter an embattled future unprepared and unprotected. And though we first thought to speak of this metaphorically, the reality is that we are at war for the equity, engagement, acceptance, understanding, and the success of today and tomorrow’s promise to curate an educated citizenry. Thurman poses the question we seek to answer, “Under what terms is survival possible?” Not only are we directed by this question, but we expand it to include concepts of success, joy, solidarity, and yes, love as aspects of resistance and resilience.

Lastly, we have already received **validation** for our efforts. The field of education would not be under duress and extreme suppressive tactics to silence scholarship, teaching, and service if we were not making inroads and impacts in diverse ways and innumerable areas of society. We would not be “living rent free” in the heads of the powerful if laying bare the myriad social factors that influence the educational experiences of the “dispossessed” (Thurman) was ineffective.

Thus, our call for papers is a call to action. We call for the production and distribution of scholarship with aligned empirical, theoretical, methodological, and recommendations;

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

research supported and well-articulated empirical queries; good judgement; complex and nuanced interpretations of data; and a commitment that honors our relations with the communities whom we serve.

While each section attempts to highlight cohesive threads of scholarship that enable scholars to grow and build upon prior knowledge in existing areas of research, Division G remains committed to intellectually threading various social contexts of education across all the sections. Submissions incorporating international contexts; families, children, parents and other caregivers; the intersectionality of race/ethnicity, class, gender, spirituality, and sexuality; immigration/migration/refugee status; and indigeneity in rural and urban settings are welcome in every section.

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.

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: Community Partnerships and Outside Programs of Support**

Submissions to Section 1 should emphasize partnerships with communities, community organizations, and other entities that contribute to the social context of education. Submissions may share findings from research partnerships; education systems of support from social service agencies; education advocacy and community organizations. Research steeped within the environmental contexts of organizations and grounded in theoretical and empirical literature is of the utmost importance.

Studies investigating the perspectives of various actors within the research settings and documenting successful practices are encouraged.

*Section Chair: Carlos Cassanova, Arizona State University, Carlos.Casanova.1@asu.edu; James Crawford, University of California San Diego, jacrawfo@ucsd.edu*

### **Section 2: International Contexts**

Section 2 calls for scholarship in active solidarity with nations and communities shaped by imperialism, (neo/post) colonialism, and capitalism. Under what terms are survival and collective flourishing possible for those whose educational lives have been shaped and constrained by these systems? We seek comparative analyses beyond Western-centric frameworks, scholarship situated outside the United States, Indigenous ways of knowing that challenge colonial logics, and inquiry into the laws, policies, and politics that surveil, suppress, and resist in educational spaces.

*Section Chairs: Victoria Showunmi, University College London v.showunmi@ucl.ac.uk; Bekeszwe Ndimande University of Texas, San Antonio, bekiszwe.ndimande@utsa.edu; Lin Wu Western Oregon State, wul@mail.wou.edu*

### **Section 3: Elementary and Secondary Education Settings**

Section 3 focuses on the dynamic and often contested space of P–12 education. We seek research that examines the complex work of teaching and teachers navigating an increasingly politicized landscape, the experiences of children with special needs, and the policies and politics that govern equitable access and opportunity in schools. This section also welcomes inquiry into the interpersonal and structural work school leaders do to support students, families, and communities. We are particularly interested in research that bears witness to the realities of those most marginalized within school settings and illuminates various pathways toward justice and renewal.

*Section Chairs: Jamon Flowers, University of Georgia, Athens, Jamon.Flowers@uga.edu; Ed Brockenbrough, University of Pennsylvania, edbrocke@upenn.edu*

### **Section 4: Law and Policy**

Section 4 asks scholars to address the relationships between the social context of education and local, state, and national legislation; international statutes; systemic regulation; enforcements of law; and policy as governance. Recognizing that social context is created, dynamic, and reflects myriad issues like race, gender, social class, citizenship status, linguistic background, home ownership, and the socio-political landscape at particular moments in time. As such, law and policy are not fixed entities—they are adapted, amended, interpreted, and misinterpreted based on a host of issues and power dynamics. Submissions to Section 2 can address the following topics but are not limited to them: Political Climate and Retrenchment; LGBTQIA and Gender Identities under attack through legislation; Religion and religious doctrine; Intersectionality; DEI attacks.

*Section Chair: Christopher Saldaña, University of Wisconsin, Madison, cmsaldana@wisc.edu; Derek Houston, Southern Illinois University Edwardsville, derhous@siue.edu*

### **Section 5: Children and Families**

Section 5 centers scholarship on the early educational experiences of young children and their families. The term ‘PreK schooling’ serves as an umbrella for formal school settings and fluid contexts of mothering, culturally rich home environments, and community caregiving. We seek research that examines children’s earliest years of learning and the local, state, and federal policies that shape access, quality, and equity in high-quality and well-resourced learning environments. This section also welcomes inquiry into the experiences of children with special needs and the families, caregivers, and communities who advocate for and sustain them. We are particularly interested in research that honors the wisdom and resilience of historically marginalized families as essential partners in their children’s educational lives.

*Section Chair: Kourtney Kawano, University of California, Berkeley, kckawano@berkeley.edu; Monica Molgaard, New Mexico State University, mmolgaar@nmsu.edu*

### **Section 6: Postsecondary Experiences and Pathways to Higher Education**

Once thought of as “recession proof,” higher education and pathways to higher education are under significant threat. Where most communities saw education as one pathway to liberation, it is quickly becoming unattainable, not only because of the cost of higher education, but because of dominant political actors who are actively working to obstruct access for people of color and white women. In response to the AERA President’s call for us to consider liberation as attainable, submissions to Section 6 should offer analyses of the social context of post-secondary education and pathways to higher education in consideration of the topics below. Submissions may focus on other topic areas, but they must be related to post-secondary education and pathways to higher education. Topics include but are not limited to Undergraduate and graduate student experiences; College readiness and bridge programs; Community Colleges and Career and Technical Education; Faculty mentoring and advising; University programming focused on underrepresented and marginalized populations.

*Section Chair: Wilson Okello, Pennsylvania State University, wko5030@psu.edu; Leslie Morrow, Pennsylvania State University, lkm5632@psu.edu*

### **Section 7 “Missed a Spot...”**

If scholars look across the sections and feel that Division G may have “missed a spot” for their work, please consider this section as a place for that submission. This section reflects research that may be undervalued and/or ignored in the privileging of “empirical research” at AERA. Nevertheless, these important aspects of scholarship build and support scholars’ choices for posing problems, rationalizing decisions, formulating questions, choosing research designs,

investigating specific issues of equity and access, approaching conclusions, and offering solutions. This section is the proper “spot” for foundational, methodological, and empirical works that sit outside traditional quantitative/qualitative/mixed methods frameworks, break down conceptual silos, and integrate knowledge across disciplines, methodologies, social constructions, and cultural understanding, gaps and barriers. We welcome the introductions of new theoretical framing and conceptual designs, conversations on the analytics of methods and methodologies, and the integrations of research from other disciplines, such as psychology, public health, medicine, sociology, etc. Fledgling research and theorizing on AI and its applications and impacts on social constructs, equity, and access and the changing landscape of education is of particular interest.

*Section Chair: Lisa Loutzenheiser, University of British Columbia, lisa.loutzenheiser@ubc.ca; Dante Studamire, Pennsylvania State University, dms8440@psu.edu*

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

*Program co-chairs: Haigen Huang, Collier County Public Schools, haigenhuang@gmail.com; Chad Green, Loudoun County Public Schools, chad.green@lcps.org*

The 2027 AERA Annual Meeting theme, “Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community,” invites the education research community to critically engage with the historical legacies of educational systems while transcending disciplinary, institutional, and epistemological boundaries. This theme encourages interdisciplinary and community-rooted scholarship that confronts exclusionary practices, centers historically marginalized voices as co-creators of knowledge, and reimagines what educational research, evaluation, and assessment can become. It resonates strongly with Division H’s commitment to practical, impactful research conducted by and with school district personnel, practitioners, and applied researchers in PreK-12 schools across local, state, and global contexts. We welcome submissions that not only interrogate the inherited colonial and imperial assumptions and structures of current paradigms but also offer innovative, collaborative approaches that advance just, relational, and humanizing educational possibilities within a beloved global community.

### **Submission Content**

In the spirit of the 2027 theme, we particularly welcome submissions that address one or more of the following:

- Acknowledge and examine how imperial and colonial traditions have shaped research and evaluation agendas, relationships, and methodologies
- Reimagine the purposes of assessment and accountability to center equity, justice, and learner flourishing
- Propose innovative, cross-disciplinary, and cross-border models for collaborative school-based research and evaluation that cultivate globally interconnected scholarly

ecosystems

- Incorporate voices—especially those from PreK-12 students, families, historically marginalized communities, and school and district teachers and staff—as co-creators throughout the research and evaluation process
- Examine research-practice partnerships rooted in mutual accountability, care, and collective responsibility that serve as vehicles for improved leading, teaching, and learning
- Explore the ethical use of Artificial Intelligence, emerging technologies, and big data in shaping evaluation, assessment, and accountability in schools/school systems
- Engage in scholarship across nation-states, including work on migration, diasporic education, intersectionality, and the experiences of school communities that have been displaced or marginalized globally
- Demonstrate how equity and justice commitments are operationalized in study design, data collection, analysis, or interpretation

We encourage interdisciplinary submissions from students, educators, practitioners, and researchers, as well as innovative symposia. As you prepare your submission, please reflect on how your work transcends conventional borders—disciplinary, institutional, epistemological, or geographic—and contributes to building a more connected, humane, and equitable global community of scholars and learners. Note that conceptual and innovative work should be grounded in completed empirical studies or evaluation evidence.

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

AERA has asked that only completed work that has not been previously published or presented at another professional meeting be submitted. Do not submit proposed or incomplete research. Work that was accepted for the AERA 2026 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) significance of the issue (i.e., significance to policy or practice); (b) theoretical or conceptual framework; (c) research design/methodology; (d) data collection and analytical procedures; (e) quality of writing/organization; (f) overall contribution to the research field; and (g) overall fit with the conference theme

and alignment with Division H's focus on applied research and evaluation studies and/or assessment and accountability activities in PreK-12 settings.

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 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, state/country educational systems, countries, or other PreK-12 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: Jody Thompson, UNC Charlotte, jody\_thompson@msn.com*

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

We invite submissions focused on the evaluation of PreK-12 programs, specifically (a) formative or implementation evaluations of programs and policies; (b) summative or outcome evaluations of initiatives; (c) meta-evaluations; (d) innovative methodologies, including but not limited to ethical AI-powered data analytics and participatory and youth-participatory program evaluation; and (e) professional development evaluations.

*Section Chair: Anisa Rhea, Wake County Public Schools, arhea@wcpss.net*

### **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 examining the use of assessment results are encouraged to explore how data are interpreted, communicated and acted upon in instructional and policy contexts. 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: Janine Haynes, Prince George's County Public Schools, teach15980@gmail.com*

### 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 constituents. 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, attendance, educator effectiveness, etc.); (d) effectiveness or appropriateness of accountability models (e.g., growth models, value-added models); (e) utilization of constituent data for policymaking at the local, state, or national levels, or (f) the impact of such systems on students, teachers, schools, or districts, including intended and unintended consequences on systems, curricula, or constituents, as appropriate.

*Section Chair: Colleen Paepelow, Wake County Public Schools, cpaepelow@wcpss.net*

Questions related to the Division H Call for Submissions and review process can be sent to the Section Chairs listed above or to the Program Chairs: *Haigen Huang, Collier County Public Schools, haigenhuang@gmail.com; Chad Green, Loudoun County Public Schools, chad.green@lcpss.org*

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

### Division I: Education in the Professions

*Program co-chairs: Mary Roduta Roberts, University of Alberta; Ulemu Luhanga, Emory University*

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 2027 AERA Annual Meeting theme is "Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community." This theme calls for researchers across education in the professions to co-create and facilitate knowledge sharing that investigates fundamental research questions while addressing pressing societal concerns. As educational researchers, it is our responsibility to reconceive research not merely as a technical production, but as an ethical, equitable, and relational practice that moves beyond nation-states, scholarly disciplines and traditions, institutions, and epistemologies. This year's theme not only encourages us to transcend our established boundaries and scholarly community globally, but also to

center our interconnectedness through transformative inquiry, intellectual engagement, ethical practice, collective work, and responsibility so that we can flourish together.

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

#### **Submission Content**

In support of the 2027 theme, Division I encourages submissions on migration, diasporic education, sexuality and gender, disabilities, policy, ethnicity, intersectionality, and beyond.

Division I also encourage submissions on other topics important to professions education, including but not limited to:

- Curriculum development, reform, and evaluation
- Teaching and instructional methods
- Competency-based education frameworks
- Interprofessional and team-based instruction and assessment
- Technology in instruction and assessment in professions education
- Assessment of (and for) learning and performance
- 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

**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. Teacher education in K-12 and higher education submissions should be submitted to Division K.

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

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

**Assessment:** Brian Gin, *University of Illinois Chicago*, [bgin@usc.edu](mailto:bgin@usc.edu) and Kuan Xing, *University of Iowa*, [kuan-xing@uiowa.edu](mailto:kuan-xing@uiowa.edu)

**Health Professions Education Advanced Degree (HPEAD):** Peggy Gesing, *Old Dominion University*, [gesingme@odu.edu](mailto:gesingme@odu.edu) and Toni Ungaretti, *Johns Hopkins University*, [toni@jhu.edu](mailto:toni@jhu.edu)

**Professional Faculty Development:** Carol Carman, *University of Texas Medical Branch at Galveston*, [cabartsch@utmb.edu](mailto:cabartsch@utmb.edu) and Kadian McIntosh, *University of Arizona*, [kadianmcintosh@arizona.edu](mailto:kadianmcintosh@arizona.edu)

**Teaching and Learning:** Sara Tamsukhin, *A.T. Still University*, [saratamsukhin@atsu.edu](mailto:saratamsukhin@atsu.edu) and Toni Ungaretti, *Johns Hopkins University*, [toni@jhu.edu](mailto:toni@jhu.edu)

### 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 2027 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 2027 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 in March 12, 2027.

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

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

Session submissions must include a title for each presentation.

### Submission Evaluation

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

Please send any questions related to the Division I call for submissions and review process to the 2027 program co-chairs: Mary Roduta Roberts, *University of Alberta*, [mroberts@ualberta.ca](mailto:mroberts@ualberta.ca); Ulemu Luhanga, *Emory University*, [ulemu.luhanga@emory.edu](mailto:ulemu.luhanga@emory.edu)

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

### Division J: Postsecondary Education

Program Chair: Adrian H. Huerta, *University of Southern California*, [ahhuerta@usc.edu](mailto:ahhuerta@usc.edu). Program co-chairs: Mike Hoa Nguyen, *University of California, Los Angeles*, [mnguyen@seis](mailto:mnguyen@seis).

*ucla.edu, and Federick Ngo, University of Nevada, Las Vegas, federick.ngo@unlv.edu*

We find ourselves at an unusual crossroads in postsecondary education. Four-year institutions are frequently critiqued for being engines of social stratification, yet they are also vanguards against impending authoritarianism. As two- and four-year colleges and universities are debating how to align wavering values, missions, and return on investment of a college degree, credential, or certificate to appease various stakeholders. On the one hand, stakeholders articulate a clear message about a society that values the tangible benefits of a college education, which help individuals gain the social mobility needed to improve their lives, increase their critical thinking skills, and deepen their connections to democratic principles. On the other hand, pundits frame higher education as a protagonist in a dark story filled with ill will towards society, masked in elitism, and disconnected from the lives of “regular people.” Collectively, these debates place higher education systems in a vulnerable position, and they must justify their existence, sensitively promote diverse discourse, and signal to the world how institutions can serve as anchors for local communities and impact broader society.

Together, as a community of scholars invested in the various facets of higher education, we debate whether to be bold or take intentional steps, and signal to the world how institutions can serve as lynchpins for local communities and broader impact of postsecondary education worldwide, AERA Division J welcomes submissions for the 2027 Annual Meeting, themed “Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community.”

This year’s theme invites us to take a bolder step to not simply share research and practice successes with colleagues, but to think more deeply about our impact in policy and practice to forge a tighter bond with communities and neighborhoods outside the boundaries of town-and-gown traditions.

Division J encourages work that engages diverse epistemologies and methodologies, exploring how higher education might (re) imagine itself in response to local, national, and transnational pressures and realities that threaten academic freedom, innovation, and transformation.

### **We invite submissions that:**

- Engage higher education research across the full spectrum of innovative ideas that can positively impact local citizens, systems, and power structures;
- Bridge local, regional, and national perspectives that not only interrogate persistent questions of who “merits” college access and opportunity, but also push for a deeper disruption to traditional practices;
- Move beyond traditional questions and instead push intellectual boundaries that welcome interdisciplinary approaches that innovate how and what we study in postsecondary contexts.

- Expand our individual and collective understanding of postsecondary education’s role in a globalizing world with local implications.

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 multiple 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?
- How do power, identity, and institutional context shape which forms of knowledge are recognized, valued, or marginalized in students’ developmental journeys?

*Section Co-Chairs: Mary Dueñas, University of Tennessee, Knoxville, mduenas@utk.edu; Lazaro Camacho, Jr., University of Rhode Island, lazarocamacho@uri.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 broader dynamics. We are especially interested in work that traces trajectories across varied pathways 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, pathways, theories, epistemologies, and approaches to 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 (i.e., rural, urban, or borderlands 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: Nicole Contreras-García, Florida Atlantic University, [ncontrerasgarcia@fau.edu](mailto:ncontrerasgarcia@fau.edu); Radomir Ray Mitic, William & Mary, [rrmitic@wm.edu](mailto:rrmitic@wm.edu); Maritza E. Salazar, Mexican American Opportunity Foundation, [msalazar@maof.org](mailto:msalazar@maof.org)*

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

This section focuses on the range of student experiences within postsecondary education 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 centers student voices and lived realities as rich sources of insight into the evolving nature of higher education and is empirically/theoretically 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 diverse college student experiences?

*Section Co-Chairs: Joseph Romero-Reyes, Iowa State University, [josephr2@iastate.edu](mailto:josephr2@iastate.edu); Joshua Wallace, University of Louisville, [joshua.wallace@louisville.edu](mailto:joshua.wallace@louisville.edu); Blayne Stone, University of Pittsburgh, [bds115@pitt.edu](mailto:bds115@pitt.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: Valerie Gomez, University of Southern California, [vagomez@rossier.usc.edu](mailto:vagomez@rossier.usc.edu); Katie McCance, The University of Texas at San Antonio, [katherine.mccance@utsa.edu](mailto:katherine.mccance@utsa.edu)*

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

This section encourages submissions that examine evolving structures of organization, management, and leadership in postsecondary education institutions and in related educational systems that shape student pathways and outcomes. We are especially interested in applied and comparative work, as well as exploratory models that rethink traditional structures and offer new visions for organizational leadership. As student needs evolve and federal and state higher education policy landscapes shift, we welcome work that examines how these changes reshape institutional practice and how structural features of educational systems mitigate or reproduce inequality. Submissions might also 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 adapt to changing political, economic, and social conditions in higher education?
- What leadership models and organizational practices shape student outcomes and institutional effectiveness?
- How are organizational strategies and entrepreneurial approaches evolving in an era of shifting resources?

*Section Co-Chairs: Brian Holzman, Texas A&M University, [bholzman@tamu.edu](mailto:bholzman@tamu.edu); Joshua Travis Brown, Johns Hopkins University, [joshua.brown@jhu.edu](mailto:joshua.brown@jhu.edu)*

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

We welcome work that interrogates faculty roles, teaching strategies, and curricular frameworks across local and international 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 sociopolitical 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: Raquel Wright-Mair, Rowan University, wrightmair@rowan.edu; Meseret F. Hailu, University of Georgia, meseret.hailu@uga.edu; Edgar Lopez, California State University – Northridge, eflopezphd@gmail.com*

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

This section invites rigorous economic and political analysis of the structural determinants shaping higher education systems across state, federal, and institutional levels. We particularly seek contributions that interrogate governance and financing structures through the lenses of public economics, political economy, law and policy, and institutional theory. 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. Submissions may examine both emergent and established approaches to studying higher education policy, regulatory frameworks, and resource allocation strategies that impact institutional behavior and student outcomes. We encourage critical analyses of institutional responses to economic pressures, political constraints, public expectations, legal mandates, funding changes, demand shifts, demographic trends, and labor market signals. Interdisciplinary work that combines historical policy analysis with forward-looking financial innovation and governance reform is especially welcome, particularly when it advances the understanding of system-level resilience and transformation.

Reflection questions:

- How do legal and regulatory contexts at the state and federal levels constrain or enable institutional agency, and what are the implications for administrative decision-making and system-level effectiveness?
- How do fiscal trends, intergovernmental transfers, and policy shifts influence the financial equilibrium and strategic behavior of higher education systems?
- What emerging financing and governance frameworks most effectively promote institutional sustainability while addressing inequities across race, gender, and socioeconomic status?

*Section Co-Chairs: Daniel A. Collier, University of Memphis, Daniel.Collier@memphis.edu; David G. Martinez, University of South Carolina, david.martinez.242@gmail.com*

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

This section invites submissions that interrogate the role of postsecondary education within complex and changing societies. We understand that diverse cultures and people, historical evolutions, politics, and emergent social and technological dynamics influence the direction, shape, and content of college and university environments. We invite

submissions from researchers addressing these topics from a range of methodological and theoretical perspectives. Research that queries individual experiences, historical perspectives, relationships between college environments and societies, and how cultural practices and perspectives influence postsecondary ecosystems is particularly relevant to this section. We especially encourage work that explores individual and organizational positionality across a broad spectrum of socially-constructed identities, agency, resistance, innovative practices, and the public good of postsecondary education.

Reflection questions:

- How are the historical, political, cultural, and/or legal dimensions of societies influencing higher education broadly? How do these and other dimensions shape policy, practice, and change?
- How is higher education responding to societal shifts regarding diversity, equity, and inclusion? What possibilities exist for strengthening the role of pluralism in postsecondary education, including supporting and advocating for students, faculty, staff, and other stakeholder groups with multiple identities (including, but not limited to, race and/or ethnicity, SES, gender, sexuality, disability, neurodiversity, religious/spiritual beliefs)?
- What does history teach us about how we might respond to internal and external influences that are paramount in this moment (including, but not limited to, political/social/technological intervention in curriculum and organizational dynamics; state/national/geopolitical impact(s) on people, enrollment, safety, and well-being; and strategies for engaging activism and advocacy in productive ways)?
- What practices, research, and community-engaged work are (re)shaping and (re-)emphasizing higher education as a public good?
- In what ways are digital technological advancements (including, but not limited to, GenAI, big data, and analytics) (re)shaping the postsecondary environment and experience?
- How can we individually and collectively imagine futures for higher education? What will it take to realize such futures?

*Section Co-Chairs: KC Culver, The University of Alabama, kc.culver@ua.edu; Paul Eaton, The University of Alabama, pweaton@ua.edu.*

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

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

*What would it look like to prepare teachers explicitly as builders of Beloved Community within their classrooms, schools, and neighborhoods?*

We invite submissions to Division K, aligned with the 2027

annual meeting theme: **“Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community.”** Consistent with our teaching and teacher education aims, we welcome scholarship that elevates and expands our profession as **“Architects Without Borders: Educators Co-Constructing Beloved Community.”** An architect assumes many roles in building intentional structures, including planning and design, project management, and collaboration. As a community of teacher education researchers, we are responsible for scholarship that positions teacher educators and teachers as collaborators in the design and delivery of learning experiences that optimize outcomes.

Currently, the critical role of teaching and teacher education continues to be diminished through challenges such as professionalization, standardization, and policy constraints in many parts of the world. By operating in geographic (e.g., individual classrooms, districts, states, countries) and ideological siloes (e.g., reading wars, routes to preparation, school choice), artificial borders diminish our ability to develop a cohesive—or complementary—vision for our field. The policy structures, administrative guidance, preparation and practice standards, and evaluation systems used to inform professional learning and student growth must be responsively designed to ensure the collective advancement of a productive citizenry. Without intentional design and internal monitoring, our field is easily defined and/or circumvented by external entities holding power. As teacher education researchers, we must fortify our foundation to address vulnerabilities and to withstand testing over time (Sleeter, 2026).

Architecture is an act of intention, of vision, and of consequence (Hollins & Warner, 2021; Hollins, 2026). We contend that teacher education research is as well—through the design of our research and contributions we make to teaching and teacher education. Teacher educators who view themselves as architects have envisioning, planning, and design responsibilities. We can follow the same blueprint—conducting research that maintains the status quo and preparing teachers to function within the existing structures, to manage its demands, to survive its pressures, to occasionally subvert it in individual classrooms (White-Smith et al., 2018). Or, we can engage in scholarship and practice that prepares effective teachers and teacher educators to transcend social and political boundaries. We can reframe the architecture and co-construct new realities for current and future generations, broadening our understanding of what counts as education and education systems.

Scholars have documented that traditional schooling was not built for all of our students; this is not an abstraction. We are naming a structural reality: that the architecture of public schooling in the United States, Canada, and much of the world was designed within—and in some cases explicitly to serve—colonial, racial, and class hierarchies (Smith, 2021; Freire, 1970). Indigenous students, Black students, immigrant students, students with disabilities, LGBTQ+ students, and students from economically marginalized communities have consistently encountered school buildings and systems not designed to support their full humanity. And yet these same

communities have always carried with them knowledges, practices, and ways of being that exceed and resist those structures. It is precisely because of this history of survival, ingenuity, and border-crossing that learning environments are “ripe for traversing between spaces of freedom and the classroom” (Jones & Howard, 2022). Teacher educators who see themselves as architects must become builders of the conditions in which all learners, drawing on the full richness of their cultural and diasporic inheritances, are prepared to cross borders of discipline, nation, and epistemology in service of one another. Nowhere is this architectural responsibility more urgent, or more contested, than in how we design, adopt, and teach with technology.

In IT architecture, three primary goals drive the design of systems: connection, cohesion, and changeability. As teacher education scholars, we are most effective when we connect within and across disciplines, levels, and communities. By engaging with various key interest holders (e.g., families, community members, policy makers) to develop and conduct meaningful research, we are better situated to understand and influence the learning ecosystem. Furthermore, having ongoing connections with key interest holders allows us to adapt and be responsive in a rapidly changing context (McCray & Boveda, 2023). Applying architectural frameworks to systems surrounding teaching and teacher education research requires transdisciplinary and transnational perspectives.

Technology is neither neutral nor inevitable in design. Algorithms privilege whiteness and actively discriminate enacting harm on communities already marginalized by existing structures (Noble, 2018). Emerging technologies can hide and accelerate discrimination while appearing progressive, encoding inequity into the very architecture of digital life (Benjamin, 2019). That said, technology is also a site of diasporic resistance and imagination. Equity in education is inseparable from the material conditions technology in classrooms creates and from who controls, designs, and imagines those conditions, including the ability to engage with the language of futurity in ways that create and sustain liberatory futures (Jones & Howard, 2022; Winn, 2022). Architects without borders do not simply adopt the tools they are given; they interrogate, redesign, and build anew.

Ultimately, teacher educators and teacher education scholars must co-construct new sites of possibility or allow our classrooms to serve as sites of reproduction to our own detriment (Goodwin, 2026). We can prepare teachers to build something better. This work must be done together—across borders, across disciplines, across the academy and the community—in the spirit of Beloved Community.

We are particularly 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 across contexts. By engaging in transdisciplinary and transnational dialogue, we can develop more holistic and inclusive approaches that address the complex needs of learners around the globe. We must continue to develop a more cohesive knowledge base of teaching and teacher education

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

to inform the interrelated systems of our profession (Sleeter, 2026). Division K Vice-President Dr. Kimberly A. White-Smith, alongside program co-chairs Dr. Nicol R. Howard and Dr. Erica D. McCray, invite authors to consider how:

- we build on the wisdom and lessons from diasporic and Indigenous teaching traditions while addressing historical injustices
- teacher education can co-create new practices that are responsive to contemporary and anticipated challenges
- *Ujima*-inspired (i.e., collective responsibility) teacher and teacher educator development can contribute to liberatory education for all students P-20+
- the tensions between past, present, and future can spur innovation

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

- Benjamin, R. (2019). *Race after technology: Abolitionist tools for the New Jim Code*. Polity Press.
- 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.
- Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.
- Goodwin, A. L. (2026, April). Sankofa: Reflecting on What We Have (un)Learned in Teaching and Teacher Education (panelist). Paper presentation at the Annual Meeting of the American Educational Research Association, Los Angeles, CA.
- Hollins, E. R. (2026, April). Sankofa: Reflecting on What We Have (un)Learned in Teaching and Teacher Education (panelist). Paper presentation at the Annual Meeting of the American Educational Research Association, Los Angeles, CA.
- Hollins, E. R., & Warner, C. K. (2021). *Rethinking teacher preparation program design*. Routledge.
- Jones, S., & Howard, N. R. (2022). Traversing the gaps: An Afrofuturist approach to social change through dreaming in science fiction and STEM/Computer Science education. *Journal of Futures Studies*, 26(3), 45–52.
- Lopez, A. E., & Jean-Marie, G. (2021). Challenging anti-Black racism in everyday teaching, learning, and leading: From theory to practice. *Journal of School Leadership*, 31(1–2), 50–65.
- McCray, E. D., & Boveda, M. (2023). Flows, riffs, and freestyles: Black feminist reimagining of multi-tiered systems of support. In W. Hunter, J. Taylor, & L. Scott (Eds.), *The mixtape volume 1: Culturally sustaining practices within MTSS*. Council for Exceptional Children.
- Noble, S. U. (2018). *Algorithms of oppression: How search engines reinforce racism*. New York University Press.
- Sleeter, C. E. (2026, April). Sankofa: Reflecting on What We Have (un)Learned in Teaching and Teacher Education (panelist). Paper presentation at the Annual Meeting of the American Educational Research Association, Los Angeles, CA.
- Smith, L. T. (2021). *Decolonizing methodologies: Research and indigenous peoples* (3rd ed.). Zed Books.
- White-Smith, K. A., Hayes, C., & associates. (2018). *Through the fire: From intake to credential, teacher candidates share their experiences through narrative*. Brill.
- Winn, M. T. (2022). Eyes in the back of my head: Forecasting for Black education. *Journal of Futures Studies*, 26(3), 1–5.

### **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, theoretical and empirical studies, as well as school-based practitioner inquiries within these approaches. We welcome diverse disciplinary (e.g., interdisciplinary, transdisciplinary) and methodological (i.e., 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 formats for presentation (i.e., 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 2027 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 and 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 redesigned and/or co-constructed 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*

### 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 might 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; Raven L. Jones, Michigan State University, jonesrav@msu.edu*

### Section 4: Foundations of Teaching and Teacher Education for Socio-cultural, 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 socio-culturally, racially, and intersectionally

minoritized communities. We invite a range of approaches where authors use anti-oppression lenses (e.g., Critical Race Theory, decolonial 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. Please consider submitting studies of virtual exchange and study abroad opportunities that center reciprocal learning. 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 P-12 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; meeting the needs of diverse learners;

and addressing educational inequities. Submissions can focus on research related to, but not limited to, supporting P-12 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, examine how professional development can address the specific challenges they face.

*Section co-chairs: Kenneth Varner, University of Las Vegas, kenneth.varner@unlv.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 (e.g., teacher education faculty/instructors, practicum supervisors, etc.), K-12 schools (e.g., cooperating teachers, professional development staff and/or providers, etc.), community organizations (e.g., community leaders, parents, students working in teacher education), and alternative certification programs. We welcome research that examines the knowledge, skills, dispositions, and practices of effective teacher educators (i.e., the educators doing the work of educating teachers) 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; D'Annette Mullen, Boston University, dmullen@bu.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 P-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. Submitted studies that consider the time it takes in learning to teach and emphasize the classroom practices of future educators completing these programs are particularly encouraged. We also encourage studies that investigate the short-, medium-, and long-term impact of 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 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](mailto:katrina.liu@unlv.edu); LaRon Scott, University of Virginia, [ysv3ps@virginia.edu](mailto:ysv3ps@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 intentional integration of emerging technologies, and their potential to transform the field of teaching and teacher education. Submissions that engage with design-based research, implementation and improvement science, or other methodologies focused on innovation and change are particularly welcome.

*Section co-chairs: Kitty Fortner, CSU Dominguez Hills, [kfortner@csudh.edu](mailto:kfortner@csudh.edu); Swati Mehta, Fresno State University, [swati@csufresno.edu](mailto:swati@csufresno.edu)*

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

This section focuses on the dynamic intersection of research, policy, and practice in teaching and teacher education and the political and ideological contexts that shape those

relationships. 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, policymakers, and communities 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- and community partnerships, and policy advocacy in teaching and teacher education is also encouraged.

*Section co-chairs: Brian Charest, University of Redlands, [brian\\_charest@redlands.edu](mailto:brian_charest@redlands.edu); Yvette Latunde, University of San Diego, [anoointedife01@yahoo.com](mailto:anoointedife01@yahoo.com)*

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](mailto:nhoward@chapman.edu); Erica D. McCray, University of Florida, [edm@coe.ufl.edu](mailto: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: Ann LoBue and Ericka Weathers*

Division L calls for submissions that invite scholars of educational policy and politics to transcend borders and boundaries that divide and constrain nation-states, scholarly disciplines, institutions, and epistemologies in line with this year's theme—**Transcending Borders and Boundaries in Education Research**.

We invite submissions that reimagine research as co-creation among researchers and communities and demonstrate a commitment to ethical interconnection and a dedication to using research to move systems and build a more just and humane world. Reflecting this year's theme, we welcome policy and politics research that is attentive to relations of power and focused on collective flourishing, grounded in the moral vision of the *Beloved Community* (Thurman, 1971). Submissions that critically interrogate longstanding structures and systems, challenge prevailing logics, and explore new conceptual, methodological, or practical approaches to designing, enacting, and sustaining new visions of education policy are especially encouraged.

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; explore educational history to imagine educational possibilities; or investigate how policy tools and governance mechanisms reproduce or resist injustice. We encourage a wide range of empirical and theoretical

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

contributions that reflect diverse perspectives, geographies, disciplinary traditions, and ways of knowing. 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 transcending borders and boundaries in education research, this call invites education policy and politics scholars to contribute to a collective project of transformation—one that values history, embraces moral responsibility, esteems interconnectedness, and imagines new possibilities for 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.
- Submitters are reminded to respect AERA guidelines as to submission length.
- 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 of the Annual Meeting to chair, discussants, and co-panelists.

General questions about the Division L program may be directed to 2027 Program Co-Chairs: *Ann LoBue, Teachers College, Columbia University, al3328@tc.columbia.edu*; *Ericka Weathers, University of Pennsylvania, erickasw@upenn.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, *Transcending Borders and Boundaries in Education Research*, 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 nation-states, scholarly disciplines and traditions, institutions, and epistemologies, offering new paradigms for education research, policy, and practice grounded in justice, memory, and imagination.

*Section Chair: Jonathan E. Collins, Teachers College, Columbia University, jonathan.collins@tc.columbia.edu*

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

In alignment with the 2027 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: Jarvais J. Jackson, Indiana University-Indianapolis, jarjack@iu.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: Chris Torres, University of Michigan, [chtorres@umich.edu](mailto:chtorres@umich.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 2027 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 Co-Chairs: Wei-Ling Sun, University of Texas at El Paso, [wlsun@utep.edu](mailto:wlsun@utep.edu); Mollie McQuillan, University of Wisconsin-Madison, [mmcquillan@wisc.edu](mailto:mmcquillan@wisc.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 2027 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](mailto:samantha.chung@lehman.cuny.edu)*

### **Section 6: Social Policy, Inequality, and Student Outcomes**

Aligned with the 2027 conference theme, this section invites submissions that investigate the interconnectedness of 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 multidimensional 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 highlight the impact of policy design and implementation on educational attainment, wellbeing, and long-term life outcomes for historically marginalized 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: Joshua Bleiberg, University of Pittsburgh, [jbleiber@pitt.edu](mailto:jbleiber@pitt.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 2027 conference theme, we seek submissions that envision new directions for policy implementation and analysis—approaches that are grounded in historical understanding, attentive to interconnectedness, and oriented toward more just and inclusive futures.

*Section Chair: Brandi Nicole Hinnant-Crawford, Clemson University, bhinnan@clemson.edu; Adam Kho, University of Kentucky, adam.kho@uky.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 Co-Chairs: *Ann LoBue, Teachers College, Columbia University, al3328@tc.columbia.edu; Ericka Weathers, University of Pennsylvania, erickasw@upenn.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 2027 Annual Meeting theme, “Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community.” 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 2027 Annual Meeting theme, the program committee is particularly interested in

submissions that transcend conventional disciplinary, national, and epistemological boundaries to advance gender equity in education. We welcome scholarship that centers relationality, collective responsibility, and communal flourishing—including work that attends to histories of coloniality, dispossession, and erasure as they shape gendered experiences in educational contexts. Submissions that engage with migration, diaspora, sexuality, disability, and intersectionality through an equity lens are especially encouraged. The committee welcomes submissions that critically engage with the systems, practices, policies, and barriers shaping educational research and action, offering solution-oriented implications and recommendations. We encourage equity-focused work drawing on diverse methodological approaches and theoretical perspectives, with an emphasis on sessions that advance remedy and repair and illuminate gender equity as essential to building the beloved global community our field is called to create.

*Chair: Francesca López, University of Wisconsin, Madison, flopez5@wisc.edu*

### Committee on Scholars of Color in Education

The 2027 AERA Annual Meeting theme calls for education researchers to look beyond established disciplinary, institutional, and epistemological boundaries so that scholars can learn across difference and reaffirm our collective responsibility to build a more connected, humane, and equitable world. The Committee on Scholars of Color in Education (CSCE) embraces this call and welcomes paper and symposia submissions that center the knowledge, experiences, and futures of students, scholars, practitioners, and communities of color as essential to that collective vision. CSCE is especially interested in research that advances knowledge about systemic barriers to success for individuals of color and that illuminates issues disproportionately affecting 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—including global and cross-national dimensions—and the proliferation of inequities in education policy and practice across the education pipeline; (b) the relationship between systems (e.g., assessment, accountability, institutional systems) and social inequities; (c) the relationship between communities of color and the transformation of educational institutions to enable equity and human connection; and (d) effective strategies and remedies for professional researchers, policy makers, and practitioners advocating for communities of color across diverse institutional and geographic contexts. 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

## VII. CALL DETAILS | C. PROFESSIONAL DEVELOPMENT AND TRAINING PROGRAM

comparative research that can contribute to the 2027 Annual Meeting theme “Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community.” The theme invites scholars to learn from one another, communicate across difference, and remain attentive to power and what is happening within and beyond our diverse research spaces. It encourages education researchers to reconceive research not merely as a technical production, but as an ethical, equitable, and relational practice that moves beyond nation-states, scholarly disciplines and traditions, institutions, and epistemologies. The IRC welcomes submissions across a wide spectrum of education 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. The theme asks our researchers to remain attentive to power, accountability, and collective flourishing. In centering relationality, ethical practice, and imaginative possibility, the theme both reflects and extends a long-standing scholarly tradition committed to using education research to build more connected, humane, and hopeful worlds.

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

1. schools, classrooms, curriculum, pedagogy and assessment in addressing the educational needs and aspirations of communities within, across and outside borders, in and beyond margins and within and across spaces of insecurity
2. pedagogies of humane, connected and hopeful education that transcends borders and boundaries
3. diasporic education, sexuality and gender, disabilities, policy, ethnicity, intersectionality, and beyond.
4. transnational migrations, migrant and refugee education, impacts of migration on gender, language and cultural diversity,
5. relational, ethical and equitable approaches for the preparation of education scholars, in graduate education, early and mid-career research
6. initiatives designed to enhance global activities in civic participation, social cohesion, environmental sustainability, social justice, and ethics
7. imagining, building, connecting and sustaining ‘beloved communities’ across border and boundaries
8. education reform policies, practices, and technologies that enhance the equality of learning opportunities across borders and boundaries
9. Innovative research ideas, practices, and methods for the assessment and improvement of educational diversity, equity, inclusion, and justice

*Chair: Linda Tuhiwai Smith, [Linda.smith@wananga.ac.nz](mailto:Linda.smith@wananga.ac.nz)*

### 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 2027 Annual Meeting in Toronto. 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 and innovative methodological and analytical approaches in education research (e.g., use of artificial intelligence [AI], video data collection); or focus on research for the improvement of program design, practice, or implementation.

For the 2027 Annual Meeting, the Professional Development and Training Committee is particularly interested in course proposals that address research methods and data analysis across multiple areas (i.e., quantitative, qualitative, and mixed methods); statistical techniques (i.e., meta-analysis, propensity score matching, statistical modeling); use of large-scale data sets and other “big data”; data sharing and replication; survey and research design; writing for publication; or ways of communicating and presenting research to scholarly and public audiences.

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

Proposals are sought for three course formats:

- *Extended courses* are 1–2 days in length and typically precede the Annual Meeting. Courses that start before the meeting (typically on Tuesday, April 13, 2027) 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 14, 2027) and conclude at the end of the day.
- *Mini-courses* are short courses, 4 hours in length, and are scheduled to take place during the Annual Meeting.
- *Virtual courses* are presented in a live 4-hour webinar format with dynamic interactions between faculty and participants. The virtual courses are recorded live, with the recordings made available at the AERA Virtual Research

## VII. CALL DETAILS | C. PROFESSIONAL DEVELOPMENT AND TRAINING PROGRAM

Learning Center. Virtual courses are typically held following the Annual Meeting in May or June.

Courses are offered in either an in-person format as part of the Annual Meeting program or stand-alone virtual courses. AERA cannot accommodate hybrid courses with both an in-person and hybrid audience.

*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 2027 Annual Meeting, “[Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community](#)” 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.
- 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 2027 Annual Meeting submission system no later than the deadline (July 24, 2026, at 11:59 PM Pacific Time). For course proposal instructions and information on the submission system, please visit <http://www.aera.net>. The selection committee will select proposals and notify prospective course instructors by November 30, 2026.

Questions may be directed to George L. Wimberly, Director of Professional Development, [profdevel@aera.net](mailto:profdevel@aera.net) or 202-238-3200.

### Course Proposal Guidelines

Please read the above “Professional Development and Training Committee” call for course submissions and the following instructions carefully before starting the submission process.

### Instructor Information

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

### Course Proposal

The AERA 2027 Professional Development and Training Course Submission consists of four components: (a) course title and description; (b) course faculty list; (c) the submission narrative; and (d) the course supporting materials. The course submission 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 (i.e., lecture, small-group interactions, hands-on demonstrations), overview of the course, discussion of the course focus, and an overview of the planned activities.
- **Virtual participants**—For virtual courses, describe how this course can engage a virtual audience. Course proposal 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, 2026.

If you have questions, please contact [profdevel@aera.net](mailto: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](mailto:bchang@collegeboard.org); Kristian Edosomwan, University of Houston, [kedosomwan@uh.edu](mailto:kedosomwan@uh.edu)

**Accreditation, Assessment, and Program Evaluation in Education Preparation,** Kimberly Jamison, University of North Carolina – Wilmington, [jamisonk@uncw.edu](mailto:jamisonk@uncw.edu); Laura Morello, University of Bridgeport, [lauratmorello@gmail.com](mailto:lauratmorello@gmail.com)

**Action Research,** Lei Wang, Auburn University – Montgomery, [lwang8@aum.edu](mailto:lwang8@aum.edu)

**Adolescence and Youth Development,** Bronwyn Nichols Lodato, Washington University in St. Louis, [bronwyn@wustl.edu](mailto:bronwyn@wustl.edu)

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

**Advanced Studies of National Databases,** Sean Mulvenon, University of Nevada – Las Vegas, [sean.mulvenon@unlv.edu](mailto:sean.mulvenon@unlv.edu)

**Advanced Technologies for Learning,** Tingting Li, Washington State University, [tingting.li1@wsu.edu](mailto:tingting.li1@wsu.edu)

**Arts and Inquiry in the Visual and Performing Arts in Education,** Andrea Allen, Michigan State University, [allena43@msu.edu](mailto:allena43@msu.edu)

**Arts and Learning,** Somi Lee, University of Illinois – Urbana-Champaign, [dr.somilee@gmail.com](mailto:dr.somilee@gmail.com)

**Arts-Based Educational Research,** Mindy Carter, McGill University, [mindy.carter@mcgill.ca](mailto:mindy.carter@mcgill.ca)

**Asian Americans and Pacific Islanders in Education and Research,** Khanh Lê, Queens College – CUNY, [khanh.85@gmail.com](mailto:khanh.85@gmail.com); Jungmin Kwon, Michigan State University, [jkwon@msu.edu](mailto:jkwon@msu.edu)

**Bilingual Education Research,** Luz Yadira Herrera, California State University – Dominguez Hills, [Lherrera@csudh.edu](mailto:Lherrera@csudh.edu)

**Biographical and Documentary Research,** Botao Wu, University of British Columbia, [wubotaoalbert@gmail.com](mailto:wubotaoalbert@gmail.com)

**Bourdieu in Educational Research,** Stephanie Sanders-Smith, University of Illinois at Urbana-Champaign, [ssmit37@illinois.edu](mailto:ssmit37@illinois.edu)

**Brain, Neurosciences, and Education,** Analia Marzoratti, University of Virginia, [zex7gz@virginia.edu](mailto:zex7gz@virginia.edu)

**Career & Technical Education and Workplace Learning,** TBD

**Caribbean and African Studies in Education,** Tanya Manning-

Lewis, Thompson Rivers University, [tmanninglewis@tru.ca](mailto:tmanninglewis@tru.ca)

**Catholic Education**, Gregory O'Donnell, University of Notre Dame, [godonne2@nd.edu](mailto:godonne2@nd.edu)

**Charters & School Choice**, Adam Kho, University of Kentucky, [adam.kho@uky.edu](mailto:adam.kho@uky.edu)

**Classroom Assessment**, Divya Varier, George Mason University, [dvarier@gmu.edu](mailto:dvarier@gmu.edu)

**Classroom Management**, TBD

**Classroom Observation**, Kathleen Lynch, University of Connecticut, [katelynch@gmail.com](mailto:katelynch@gmail.com)

**Cognition and Assessment**, Kaiwen Man, University of Alabama, [Mankaiwen@hotmail.com](mailto:Mankaiwen@hotmail.com)

**Complexity Theories in Education**, Helena Pennings, University Medical Center Utrecht, [heleen.pennings@han.nl](mailto:heleen.pennings@han.nl)

**Computer and Internet Applications In Education**, Jiahui Wang, Kent State University, [jwang79@kent.edu](mailto:jwang79@kent.edu); Yu-Chun Kuo, Rowan University, [yuchun100@gmail.com](mailto:yuchun100@gmail.com)

**Confucianism, Taoism, Buddhism and Education**, Wenjin Guo, Xi'an University of Architecture and Technology, [wguo@xauat.edu.cn](mailto:wguo@xauat.edu.cn)

**Constructivist Theory, Research and Practice**, Zitong Wei, China Women's University, [beifen365@163.com](mailto:beifen365@163.com)

**Critical Educators for Social Justice**, Dyanis Conrad, Randolph Macon College, [DyanisConrad@rmc.edu](mailto:DyanisConrad@rmc.edu); Justin Coles, University of Massachusetts – Amherst, [jacoles@umass.edu](mailto:jacoles@umass.edu)

**Critical Examination of Race, Ethnicity, Class and Gender in Education**, Rossina Liu, University of Maryland, [rzliu@umd.edu](mailto:rzliu@umd.edu)

**Critical Issues in Curriculum and Cultural Studies**, Blanca Caldas Chumbes, University of Minnesota, [blanca.caldas75@gmail.com](mailto:blanca.caldas75@gmail.com)

**Critical Muslim Education Research**, Ambereen Khan-Baker, National Education Association, [akhanbaker@nea.org](mailto:akhanbaker@nea.org)

**Critical Peace Education**, Cindy Yovanov, Drexel University, [cy454@drexel.edu](mailto:cy454@drexel.edu)

**Critical Perspectives in Early Childhood Education**, Allison Henward, Pennsylvania State University, [ash55@psu.edu](mailto:ash55@psu.edu); Meghan Green, Erikson Institute, [mgreen@erikson.edu](mailto:mgreen@erikson.edu)

**Critical Posthuman and Postfoundational Studies in Education**, Gretchen Goode, University of Southern Mississippi, [gretchen.goode@usm.edu](mailto:gretchen.goode@usm.edu); MaryJohn Pachuta-Rysak, Grand Valley State University, [pachutam@gvsu.edu](mailto:pachutam@gvsu.edu)

**Critical Quantitative Methodologies**, Brandi Hinnant-Crawford, Clemson University, [bhinnan@clemson.edu](mailto:bhinnan@clemson.edu); Wendy

Castillo, Montclair State University, [ms.wendycastle@gmail.com](mailto:ms.wendycastle@gmail.com)

**Cultural Historical Research**, Na Lor, Teachers College, Columbia University, [nl2831@tc.columbia.edu](mailto:nl2831@tc.columbia.edu); Edward Rivero, Teachers College, Columbia University, [er2687@tc.columbia.edu](mailto:er2687@tc.columbia.edu)

**Data-Driven Decision Making in Education**, Kevin Fortner, Georgia State University, [cfortner2@gsu.edu](mailto:cfortner2@gsu.edu)

**Deaf and Hard of Hearing Intersectionalities and Perspectives**, Ana Luisa Gediél, Federal University of Viçosa, [ana.gediél@ufv.br](mailto:ana.gediél@ufv.br); Colleen Smith, California State University – Northridge, [colleen.smith@cgu.edu](mailto:colleen.smith@cgu.edu)

**Decolonial, Postcolonial, and Anti-Colonial Studies in Education**, Sun Young Lee, Wichita State University, [sunyoung.lee@wichita.edu](mailto:sunyoung.lee@wichita.edu)

**Democratic Citizenship in Education**, Marta Estelles, University of Waikato, [marta.estelles@waikato.ac.nz](mailto:marta.estelles@waikato.ac.nz)

**Design and Technology**, Tiffany Roman, Kennesaw State University, [troman5@kennesaw.edu](mailto:troman5@kennesaw.edu)

**Dewey Studies**, Hyunju Lee, University of Oklahoma, [hyunju@ou.edu](mailto:hyunju@ou.edu)

**Disability Studies in Education**, Kayla Larkin, University of Memphis, [knlarkin@memphis.edu](mailto:knlarkin@memphis.edu); Christa Bialka, Villanova University, [christa.bialka@villanova.edu](mailto:christa.bialka@villanova.edu)

**Districts in Research and Reform**, Amanda Frasier, East Tennessee State University, [frasiera@etsu.edu](mailto:frasiera@etsu.edu); Amanda Lu, Georgetown Public Policy Institute, [amanda.lu@georgetown.edu](mailto:amanda.lu@georgetown.edu)

**Early Education and Child Development**, Sara Michael-Luna, University of Central Florida, [Sara.MichaelLuna@ucf.edu](mailto:Sara.MichaelLuna@ucf.edu); Daniel Castner, Indiana University, [djcastne@iu.edu](mailto:djcastne@iu.edu); Katy Chapman, University of Florida, [kathrynachapman@ufl.edu](mailto:kathrynachapman@ufl.edu)

**Educational Change**, Taeyeon Kim, University of Nebraska – Lincoln, [marytaeyeonkim@gmail.com](mailto:marytaeyeonkim@gmail.com)

**Educational Statisticians**, Jian Li, Kent State University, [jli42@kent.edu](mailto:jli42@kent.edu)

**Elliot Eisner**, Botao Wu, University of British Columbia, [wubotaoalbert@gmail.com](mailto:wubotaoalbert@gmail.com)

**Environmental Education**, Christopher Jadallah, University of California - Los Angeles, [cjadallah@ucla.edu](mailto:cjadallah@ucla.edu)

**Experiential Education and Community Engagement: Scholarship and Practice**, Jannah Nerren, Stephen F. Austin State University, [Jannah.Nerren@sfasu.edu](mailto:Jannah.Nerren@sfasu.edu); Tyler Derreth, Johns Hopkins University, [tyler.derreth@jhu.edu](mailto:tyler.derreth@jhu.edu)

**Faculty Teaching, Evaluation and Development**, Jonathan Toccoli, University of the Pacific, [jtoccoli@pacific.edu](mailto:jtoccoli@pacific.edu); Muhammad Salahuddin, University of North Dakota, [msalahu@purdue.edu](mailto:msalahu@purdue.edu)

**Family, School, Community Partnerships,** Megumi Hine, Washington University in St. Louis, hine@wustl.edu; Mihaela Gazioglu, Clemson University, mihaelagazioglu@gmail.com

**Fiscal Issues, Policy and Education Finance,** TBD

**Graduate and Postdoctoral Education across the Disciplines,** Dana Michelle Harris, Independent Scholar, danamichelleharris.phd@gmail.com

**Grassroots Community and Youth Organizing for Educational Justice,** Brian Cabral, University of Texas at Austin, brian.cabral@austin.utexas.edu

**Hip Hop Theories, Praxis & Pedagogies,** Ian Levy, Rutgers University, ian.levy@gse.rutgers.edu; Delandrea Hall, University of North Texas, delandrea.hall@unt.edu

**Holistic Education,** Michelle Tichy, Alfred University, drnichtich@gmail.com; Steven Haberlin, University of Central Florida, steve.haberlin@ucf.edu

**Improvement Science in Education,** Kemi Oyewole, University of Pennsylvania, koyewole@gmail.com; Edwin Bonney, Clemson University, enbonne@clemson.edu

**Inclusion and Accessibility in Educational Assessment,** Abby Andres, Marzano Research, abbyjavurek@gmail.com; Shelbi Cole, Student Achievement Partners, shelbi.cole@gmail.com

**Indigenous Peoples of the Americas,** Theresa Stewart-Ambo, University of California – Los Angeles, tjambo@UCLA.edu; Kelly Stewart, University of California – Los Angeles, kleahstew@ucla.edu

**Indigenous Peoples of the Pacific and Beyond,** Kamuela Kimokeo, Windward Community College, kamuelam@hawaii.edu

**Informal Learning Environments Research,** Kristina Stamatis, University of Nebraska – Omaha, kstamatis@unomaha.edu; Heidi Cian, Maine Mathematics and Science Alliance, hcian@mmsa.org

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

**Instructional Technology,** Heather Leary, Brigham Young University, heather.leary@byu.edu

**International Studies,** Victoria Showunmi, University College London – IOE, v.showunmi@ucl.ac.uk; Lilian Chimuma, Colorado Department of Public Health and Environment, llchimuma@gmail.com

**Language and Social Processes,** Min-Young Kim, University of Kansas, my.kim@ku.edu

**Large Scale Assessment,** Judy Tang, Westat, JudyTang@Westat.com

**Latina/o/x Research Issues,** José Del Real Viramontes,

University of California – Riverside, jose.delrealviramontes@ucr.edu; Stephanie Cuellar, Texas Christian University, s.d.cuellar@tcu.edu

**Law and Education,** TBD

**Leadership for School Improvement,** Elizabeth Zumpe, University of Oklahoma, elizabeth.a.zumpe-1@ou.edu

**Leadership for Social Justice,** Mario Jackson, Florida State University, mmj24b@fsu.edu; Ishmael Miller, Arizona State University, lamille7@asu.edu

**Learning and Teaching in Educational Leadership,** Jennifer Clayton, The George Washington University, claytonj@gwu.edu; John Critelli, Florida Atlantic University, jcritelli2014@fau.edu

**Learning Environments,** Christopher Long, University of North Texas, chris.long@unt.edu

**Learning Sciences,** Kathryn Lanouette, College of William & Mary, lanouette@wm.edu

**Lesson Study,** Trena Wilkerson, Baylor University, trena\_wilkerson@baylor.edu; Miriam Vock, University of Potsdam, miriam.vock@uni-potsdam.de

**Literature,** Scott Storm, University at Albany – SUNY, scott.storm@nyu.edu

**Lives of Teachers,** Tim Pressley, Christopher Newport University, timothy.pressley@cnu.edu; Jessica Charles, Marist College, jessica.charles@marist.edu

**Marxian Analysis of Society, Schools and Education,** Kevin Clay, Rutgers University, kevin.clay@rutgers.edu

**Measurement and Assessment in Higher Education,** Lissette Tolentino, University of Central Florida, lissette.tolentino@ucf.edu

**Media, Culture, and Learning,** Andrea Gambino, University of Southern California, algambin@g.ucla.edu

**Mentorship and Mentoring Practices,** Amy Serafini, Auburn University, Ams0206@auburn.edu

**Middle-Level Education Research,** Kristie Smith, Kennesaw State University, ksmit871@kennesaw.edu

**Mixed Methods Research,** Jen Katz-Buonincontro, Drexel University, jlk333@drexel.edu

**Montessori Education,** Brooke Culclasure, Furman University, brooke.culclasure@furman.edu

**Moral Development and Education,** Brandy P. Quinn, Louisville High School, bquinn@louisvillehs.org

**Motivation in Education,** Michael Barger, University of Georgia, michael.barger@uga.edu

**Multicultural/Multiethnic Education: Theory, Research, and Practice,** Melisa Valentin, Western Governors University, Melimilavale@gmail.com

**Multiple Linear Regression: General Linear Model,** Xiao Liu, University of Texas at Austin, xiao.liu@austin.utexas.edu; Gordon Brooks, Ohio University, brooksg@ohio.edu

**Music Education,** Jess Mullen, University of Illinois at Urbana-Champaign, jmullen2@illinois.edu

**NAEP Studies,** Judy Tang, Westat, JudyTang@Westat.com

**Narrative Research,** Leslie Gauna, University of Houston, Clear Lake, gauna@uhcl.edu; Stefinee Pinnegar, Brigham Young University, stefinee@byu.edu

**Online Teaching and Learning,** Julie Smart, Anderson University, jsmart@andersonuniversity.edu

**Organizational Theory,** Susan Bush-Mecenas, University of California – Los Angeles, sbm@ucla.edu

**Out-of-School Time,** Charmaine Davis-Grant, Department of Education and Workforce (DEW), charmaine.davis.grant@gmail.com; Abbie Cohen, Colby College, abbiecohen@g.ucla.edu

**Paulo Freire,** Raul Olmo Fregoso Bailón, University of Nevada – Reno, rfregosobailon@unr.edu

**Philanthropy and Education,** Chase McNamee, University of Denver, chase.mcnamee@gmail.com; Obed Magny, Magny Leadership, obed.magny@gmail.com;

**Philosophical Studies in Education,** Ka Ya Lee, The University of Hong Kong, kayalee@hku.hk

**Politics of Education,** Dorian Harrison, The Ohio State University, dorian.l.harrison@gmail.com

**Problem-Based and Project-Based Learning,** Audra Skukauskaitė, University of Central Florida, audra@ucf.edu

**Qualitative Research,** Meagan Call-Cummings, Johns Hopkins University, meagan.call-cummings@jhu.edu; Lorien Jordan, University of South Florida, lsjordan@usf.edu

**Queer Studies,** Quortne Hutchings, Northern Illinois University, qhutchings@niu.edu; Shanna Peebles, West Texas A&M University, speeples@wtamu.edu

**Rasch Measurement,** Cheng Hua, University of Montevallo, chua@crimson.ua.edu; Kaiwen Man, University of Alabama, Mankaiwen@hotmail.com

**Religion and Education,** Funie Hsu/Chhî, San Jose State University, funie.hsu@sjsu.edu; Heidi Hadley, Auburn University, h1h0085@auburn.edu

**Research Focus on Black Education,** Gretchen Robinson, North Carolina A&T State University, ggrobins@ncat.edu

**Research Focus on Education and Sport,** Eric Davidson, University of California – Riverside, eric.davidson@email.ucr.edu

**Research in Mathematics Education,** Erica Litke, University of Delaware, litke@udel.edu

**Research in Reading and Literacy,** John Strong, University at Buffalo – SUNY, jstrong3@buffalo.edu

**Research on Evaluation,** Tamara Young, North Carolina State University, tvyoung@ncsu.edu; Parul Acharya, Columbus State University, acharya\_parul@columbusstate.edu

**Research on Giftedness, Creativity, and Talent,** Jennifer Robins, Baylor University, Jennifer\_Robins@baylor.edu; Tamra Stambaugh, Whitworth University, tamra.stambaugh@gmail.com

**Research on Learning and Instruction in Physical Education,** Emily Jones, Illinois State University, emjone1@ilstu.edu

**Research on Teacher Induction,** Jason Mixon, University of Louisiana at Monroe, jmixon@ulm.edu

**Research on the Superintendency,** William Holmes, Kansas State University, wtholmes@ksu.edu

**Research on Women and Education,** Sharon Ross, East Texas A&M University, Sharon.Ross@etamu.edu

**Research Use,** Angel Bohannon, NORC at the University of Chicago, bohannon-angel@norc.org

**Rural Education,** Kessa Roberts, Utah State University, jkr5@clemons.edu; Ty McNamee, University of Kentucky, ty.mcnamee@uky.edu

**School Community, Climate and Culture,** Francis Huang, University of Missouri, huangf@missouri.edu

**School Effectiveness and School Improvement,** Jennifer Bailey Watters, The University of Texas at Tyler, jenniferbailey@uttyler.edu

**School/University/Community Collaborative Research,** Linda Mayger, The College of New Jersey, maygerl@tcnj.edu

**School-University Partnership Research,** Morgan Faison, University of Georgia, mfaison@uga.edu; Kathy Thompson, University of Georgia, kthompso@uga.edu

**Science Teaching and Learning,** Shannon Davidson, University of Alabama, ShannonGDavidson@gmail.com; Valarie Akerson, Indiana University, vakerson@iu.edu

**Second Language Research,** Christine Leider, University of Massachusetts – Lowell, christine\_leider@uml.edu

**Self-Study of Teacher Education Practices,** Kelly Lormand, Grand Valley State University, lormandk@gvsu.edu; Mark Diacopoulos, Pittsburg State University, mdiacopoulos@pittstate.edu

**Semiotics in Education: Signs, Meanings, and Multimodality**, Katarina Silvestri, SUNY - College at Cortland, katarina.silvestri@cortland.edu

**Social and Emotional Learning**, Erin Hawley Cronin, Hamline University, ecronin01@hamline.edu; Christopher Harris, Duquesne University, charri4091@gmail.com; Shannon Wanless, University of Pittsburgh, swanless@pitt.edu

**Social Studies Research**, Jesus Tirado, Auburn University, jtirado@auburn.edu; Edgar Díaz, Utah State University, edgar.diaz@usu.edu

**Sociology of Education**, Catherine Kramarczuk Voulgarides, Hunter College – CUNY, cv1360@hunter.cuny.edu

**Socio-Political Issues in Mathematics and Science Education**, Sandra Zuniga, San José State University, sandra.zunigarui@sjsu.edu

**Special and Inclusive Education Research**, Nickie Coomer, Colorado College, ncoomer@coloradocollege.edu

**Spirituality and Education**, Jennifer Mata-McMahon, University of Maryland - Baltimore County, jmatamcm@umbc.edu

**Stress, Coping, and Resilience**, Addison Duane, Sacramento State University, a.duane@csus.edu

**Structural Equation Modeling and Multilevel Modeling Methods**, Chi-Ning Chang, Virginia Commonwealth University, changc10@vcu.edu

**Studying and Self-Regulated Learning**, Darolyn Flagg, Kennesaw State University, dflaggs@kennesaw.edu

**Supervision and Instructional Leadership**, Mary Lynne Derrington, University of Tennessee, mderrington@utk.edu

**Survey Research in Education**, Tatia Prieto, Prismatic Services, Inc., tatia@prismaticservices.com

**Systematic Review and Meta-Analysis**, Amanda Neitzel, Johns Hopkins University, aneitzel@jhu.edu; Mariola Moeyaert, University at Albany – SUNY, mmoeyaert@albany.edu

**Systems Thinking in Education**, Whitney Hegseth, Boston College, whegseth@gmail.com; Sharon Radd, St. Catherine University, siradd@stkate.edu

**Teacher as Researcher**, Susanne Croasdaile, Virginia Commonwealth University, sscroasdaile@vcu.edu; Miyoshi Juergensen, University of Alabama – Birmingham, mjuerge2@uab.edu

**Teachers' Work/Teachers' Unions**, Riley Collins, University of California - Santa Cruz, riacolli@ucsc.edu

**Teaching and Learning Research Methods**, Sandra Dika, University of North Carolina – Charlotte, sdika@charlotte.edu

**Teaching Educational Psychology**, Raven Robinson-Wilson,

University of North Florida, r.robinson@unf.edu

**Teaching History**, Lightning Jay, Binghamton University – SUNY, ljay@binghamton.edu

**Technology as an Agent of Change in Teaching and Learning**, Lauren Bagdy, University of Georgia, lbagdy@gmail.com; Zilong Pan, Lehigh University, zip322@lehigh.edu

**Technology, Instruction, Cognition and Learning**, Peng He, Washington State University, peng.he@wsu.edu

**Test Validity Research and Evaluation**, Yi-Fang Wu, Cambium Assessment, Yi-Fang.Wu@cambiumassessment.com

**Urban Learning, Teaching and Research**, John Williams, Texas A&M University, jwilliams3@tamu.edu

**Vocabulary**, Elizabeth Hadley, University of South Florida – Tampa, hadleye@usf.edu; Jackie Relyea, North Carolina State University, jrelyea@ncsu.edu; Lori Bruner, University at Albany – SUNY, lbruner@albany.edu

**Writing and Literacies**, Victoria Gill, Lesley University, victoria.s.gill@gmail.com