

**American Educational Research Association
2008 Annual Meeting Call for Proposals**

*New York, New York
March 24–28, 2008*

*William F. Tate, President
James D. Anderson, Chair, 2008 Program Committee*

I. Theme: Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility

New York City is considered by many to symbolize the gateway of opportunity in the United States. The history of immigrant families and communities in this metropolitan region is well documented and an important part of the American Dream. Yet the geography of opportunity has become a local, national, and global challenge. Cities and metropolitan regions are experiencing intensified city/suburban fiscal disparities. The trend toward increased class- and race-based geospatial polarization has implications for schools, neighborhoods, and related social institutions and groups. The resulting local, state, and federal government responses often create new problems. There has been an expansion of the policing functions of government, for example, while the demand for many key social services continues to grow (e.g., housing, schools, health, and transportation). Thus local, state, and federal funding remains an important policy consideration and research opportunity.

Funding is only one of the many challenges facing communities within and across social and spatial boundaries. Many scholars have found that metropolitan education does not share the level of civic capacity that is available for other local ventures (e.g., sport stadiums). The term “civic” refers to actions and strategic plans conceived to support the goal of advancing the well-being of the entire community. Some scholars have argued that “civic capacity” captures the extent to which multiple sectors of a region have constructed formal and informal structures to create common objectives and advance common goals (e.g., the Civic Capacity and Urban Education project). Civic capacity requires communities to move beyond immediate relationships and specific occupational roles toward the acceptance of their interdependence and civic responsibility. Civic responsibility in education requires that multiple sectors of the community—individuals, governments, and nongovernment organizations—accept the charge of creating high-quality educational opportunities irrespective of neighborhood or other geospatial considerations.

This year’s Annual Meeting theme provides an intellectual space for scholarship focused on schools, neighborhoods, and communities. Examples of relevant research topics include, but are not limited to (1) higher education and community development, (2) education and social service partnerships, (3) community-based teacher education, (4) project-based learning in metropolitan settings, (5) juvenile justice and opportunity to learn, (6) fiscal policy and planning, and (7) educational role of the professions (e.g., health, law, and engineering).

While in New York City, the AERA community will have an opportunity to explore research, historical writings, and moral arguments. An overarching purpose is to define, frame, contextualize, explain, and debate solutions to the ongoing challenge of linking research on schools, neighborhoods, and communities to matters of civic responsibility and capacity-building opportunities. Please consider participating in this important intellectual endeavor.

II. What’s New?

Submission of final papers. To ensure the overall quality of session presentations and discussion, it is imperative that copies of accepted papers be made available to session chairs and discussants in advance of the Annual Meeting. Authors of accepted papers (both paper sessions and symposia sessions)

must upload a copy of their final paper to the All Academic System no later than March 1, 2008. Failure to do so may result in authors' not being allowed to present their work and/or discussants' not commenting on the paper during the session. Access to uploaded papers is restricted to the session chair and discussants. Papers will not be made available for public use.

Central repository of papers. AERA is pleased to introduce the AERA Central Repository of Annual Meeting Papers beginning with the 2008 Annual Meeting. (This Central Repository is separate from the submission of final papers requirement described in the previous paragraph.) Participation in the repository by authors and presenters is voluntary. The repository will be accessible from the AERA website and will be open to the public. Detailed information will be available in the Fall, when authors are notified of the acceptance decision.

III. General Information

The 2008 AERA Annual Meeting will be held from Monday, March 24, through Friday, March 28, in New York City. The program will consist primarily of presentations selected through a peer review process by program chairs of divisions, committees, and special interest groups (SIGs). In addition, there will be invited speakers and symposia, panel discussions, professional development courses, and graduate student programs.

All proposal submitters, reviewers, and program/section chairs will be accessing the AERA Online Proposal Submission System (All Academic) through a central portal linked to the AERA membership/contact database. The integration between All Academic and the AERA database will simplify the log-in process as well as enhance the ability to maintain the most up-to-date user contact information, which is critical for ongoing communications and updates.

Inquiries about specific divisional, committee, or SIG areas of interest should be directed to the respective program chairs (see "Divisions," "Committees," and "Special Interest Groups" sections under "Call Details"). General inquiries regarding the Annual Meeting may be addressed to the AERA Meetings Department (e-mail annualmtg@era.net; phone 202-223-9485).

Guidelines for submitting proposals are set forth below. Each submission must be directed to a single committee, division, or SIG. Additional information about the content for submissions to these entities is set forth in the "Call Details" section. Also, those submitting proposals are encouraged to examine the review criteria in the "General Procedures and Policies" section.

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

An individual or session proposal may be submitted only to a single committee, division, or SIG. Should the author(s) submit a proposal to more than one unit (committee, division, or SIG), ALL versions of the proposal will be removed from further consideration. This *does* include proposals that are submitted multiple times with slight changes in the title.

IV. Submitting Proposals

When? Staggered opening and closing dates will be enforced for the 2008 submission cycle. Details are as follows:

Division	Opening Date	Closing Date
Divisions A, B, C, D, E, F, G, H, I, and J	June 1, 2007	August 1, 2007–11:59 p.m. (Pacific Standard Time)
Divisions K and L, committees, special interest groups (SIGs)	June 2, 2007	August 2, 2007–11:59 p.m. (Pacific Standard Time)

No late submissions will be accepted.

How? All proposals must be submitted electronically at <http://www.aera.net> through the AERA Online Proposal Submission System. **Proposals submitted by fax, mail, or e-mail will NOT be accepted.**

Where? Each proposal may be submitted only once, to a single AERA division, committee, or SIG. If this rule is violated, all submissions of the proposal will be removed from further consideration.

Program chairs of divisions and may redirect a proposal to another division or SIG if the subject matter is more appropriate elsewhere. If joint sponsorship is appropriate for the proposal, please note it on the online submission form.

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

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

File format for proposal summary. Submitters may prepare a proposal summary using a word processing application such as Microsoft Word or WordPerfect. Rich text format (RTF) or PDF files are also acceptable. When a proposal is submitted, the summary can also be uploaded in one of these formats. The All Academic Convention™ software will automatically convert all proposal summaries in non-PDF format to a standard format (PDF) upon submission.

Special requests. When entering proposals into the Online Proposal Submission System, submitters may indicate special scheduling requests, such as desired times and dates, or times when submitters are unavailable.

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

A. Submitting an Individual Proposal

To submit an individual proposal (including a paper with multiple authors), follow these instructions for the Online Proposal Submission System:

- (1) After you enter the All Academic system, the first screen will allow you to select the unit (division, committee, or SIG) to which your proposal is to be submitted.
- (2) The system will prompt you to select the type of proposal presentation.
- (3) The system will prompt you to enter the following information:
 - *Title*. The paper title should be entered using proper capitalization: Make sure that the first letter of each appropriate word is capitalized.
 - *Abstract*. Submit an *abstract* of 100 to 120 words. Abstracts for accepted proposals may be made publicly available online or in print.
 - *Consent for audiotaping of presentation*. You will be asked to provide consent for yourself and on behalf of all other authors on the proposal so that the presentation can be audiotaped if the proposal is accepted and the session is selected for audiotaping.
 - *Descriptors*. Provide descriptors for the proposal that will be used in the subject index of the Annual Meeting Program. The Online Proposal Submission System will prompt you to choose up to three descriptors from a list.
 - *Research method*. Name the research method that best describes the proposal (Conceptual/Theoretical, Mixed Method, Qualitative, or Quantitative).
 - *Preferred session format*. You may indicate up to three (3) preferences for placement of your individual proposals. The session formats include paper sessions, poster fairs, and paper discussion presentations (formerly known as roundtables). See descriptions of these session formats in the “Session Formats” section of this call. Program chairs will group and assign accepted individual proposals to sessions using different session formats, taking submitters’ preferences into consideration. The final session format will be determined by the program chairs, who reserve the right to make changes where needed.
 - *Special requests*. Please use this space to detail any special requests, such as scheduling considerations.
 - *ADA*. Please use this space to detail any requirements related to the Americans with Disabilities Act.
- (4) Provide the names, institutional affiliations, and e-mail addresses of any coauthors. Please search the database for the coauthors’ names. Doing this will avoid duplication of names in the system. (Duplicate entries may result in scheduling conflicts and other problems.) If the names are not in the system, you can then add them to the submission system.
- (5) Specify any audiovisual equipment that you will need. Overhead projectors for transparencies will be provided at no charge by AERA, but they must be requested when the proposal is submitted. Other equipment (e.g., LCD projectors) may also be requested, with charges for use to be paid by the presenters.
- (6) A summary page will appear, giving you the opportunity to review the data that you have entered.
- (7) The final step in the submission process is uploading the proposal summary. **Provide a summary of 2,000 words or fewer** (excluding references) for use in judging the merits of the proposed paper. The summary should deal explicitly with as many of the following as are applicable, preferably in this order:
 1. Objectives or purposes
 2. Perspective(s) or theoretical framework
 3. Methods, techniques, or modes of inquiry
 4. Data sources or evidence
 5. Results and/or conclusions/point of view

6. Educational or scientific importance of the study

- (8) If a proposal is submitted successfully, the system will display a confirmation screen. ***If the system does not show a confirmation screen, the submission was not completed successfully.*** Please review the submission process.

Program chairs may reject a proposal without review if the abstract or proposal exceeds the word limits specified above.

Individual proposals are reviewed without author identification (i.e., blind review). Therefore, the proposal summary should not contain any references to the proposal's authors or other identifying information. Failure to exclude author identification from the proposal may disqualify the proposal from consideration.

If your individual proposal is accepted and placed in a paper session:

- You must upload the complete text of your final paper to the All Academic system for restricted use by the session chair and discussant no later than **March 1, 2008**. Papers that are submitted after this date may be removed from the Annual Meeting Program by the session chair.
- The presenting author of an accepted proposal must present the submission at the Annual Meeting. If a presenting author is unable to do so, he or she must immediately notify the program or section chair and the AERA Central Office to determine the appropriate course of action.
- Authors may choose to place a copy of the final paper in the AERA Central Repository of Annual Meeting Papers following the Annual Meeting.

B. Submitting a Session Proposal

A symposium, panel discussion, or other session format (see descriptions in the “Session Formats” section of this call) provides opportunities, not afforded by a single paper, to examine a specific 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, solicit participants, and describe the format to be used. The organizer must obtain the consent of all participants before submitting a session proposal.

The Program Committee encourages session proposals that demonstrate diverse approaches, reflecting various racial, cultural, language, and gender perspectives; disciplinary bases and/or research paradigms; education levels (K–12 schools and institutions of higher education); and kinds of research, practice, and policy.

Note: Some divisions, committees, and SIGs use blind reviews for session proposals; others allow participants to be identified. Specific information can be found in the “Call Details” section. If not specified, all participants must be identified when submitting a session proposal.

To submit a session proposal, follow these instructions for the Online Proposal Submission System:

- (1) After you enter the All Academic system, the first screen will allow you to select the unit (division, committee, or SIG) to which your proposal is to be submitted.
- (2) The system will prompt you to select the type of proposal presentation.
- (3) The system will prompt you to enter the following information:

- *Title*. The paper title should be entered using proper capitalization: Make sure that the first letter of each appropriate word is capitalized.
 - *Abstract*. Submit an *abstract* of 100 to 120 words. Abstracts for accepted proposals may be made publicly available online or in print.
 - *Consent for audiotaping of presentation*. You will be asked to provide consent for yourself and on behalf of all other authors/presenters on the proposal so that the session can be audiotaped if the proposal is accepted and the session is selected for audiotaping.
 - *Length of session*. Sessions are generally scheduled for 1½-hour periods. Specific requests may be made for a 2-hour time slot; sessions requiring 2 hours generally are scheduled for either the first or last period of the day. The number of 2-hour time slots is limited; these slots are scheduled based on availability.
 - *Estimated attendance*. Please provide a best estimate of the number of prospective session attendees.
 - *Descriptors*. Provide descriptors for the proposal that will be used in the subject index of the Annual Meeting Program. The Online Proposal Submission System will prompt you to choose up to three descriptors from a list.
 - *Special requests*. Please use this space to detail any special requests, such as scheduling considerations.
 - *ADA*. Please use this space to detail any requirements related to the Americans with Disabilities Act.
- (4) Provide the names, institutional affiliations, and e-mail addresses of session organizer(s), chair(s), and participants. Please search the database for these people’s names. Doing this will avoid duplication of names in the system. (Duplicate entries may result in scheduling conflicts and other problems.) If the names are not in the system, you can add them to the submission system.
- (5) Specify any audiovisual equipment that you will need. Overhead projectors for transparencies will be provided at no charge by AERA, but they must be requested when the proposal is submitted. Other equipment (e.g., LCD projectors) may be requested, with charges for use to be paid by the presenters.
- (6) A summary page will appear, giving you the opportunity to review the data that you have entered.
- (7) The final step in the submissions process is uploading the proposal summary. ***Provide a summary of 2,600 words or fewer*** (excluding references) for use in judging the merits of the proposed symposium or other type of session. The summary should deal explicitly with as many of the following as are applicable, preferably in this order:
1. Objectives of the session
 2. Educational or scientific importance
 3. For each presentation or participant: point of view represented, objectives, perspectives, methods, data source, conclusions
 4. Discussion of how the session will be structured

Alternatively, a session proposal summary may consist of a general description of the session (200–500 words) and a description of each presentation (800 words each), combined in a single document. The total length of a session proposal should not exceed 2,600 words.

- (8) If a proposal is submitted successfully, the system will display a confirmation screen. ***If the system does not show a confirmation screen, the submission was not completed successfully.*** Please review the submission process.

Program chairs may reject a proposal without review if the abstract or proposal exceeds the word limits specified above.

If your session proposal is accepted:

- Only the session organizer will be notified of the acceptance of a session proposal; the organizer is responsible for notifying all participants.
- The session organizer must determine whether each participant or discussant will attend the Annual Meeting. If a participant cannot attend, the organizer must find a suitable replacement and notify the program or section chairs and the AERA Central Office immediately to determine the appropriate course of action.
- Authors may choose to place a copy of the final paper in the AERA Central Repository of Annual Meeting Papers following the Annual Meeting.

V. General Procedures and Policies

Originality of submissions. For both individual and session proposals, only submissions that have not been previously published or presented at another professional meeting are eligible.

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

An individual or session proposal may be submitted only to a single committee, division, or SIG. Should the author(s) submit a proposal to more than one unit (committee, division, or SIG), ALL versions of the proposal will be removed from further consideration. This *does* include proposals that are submitted multiple times with slight changes in the title.

Review. Guidelines for reviewers are developed by each division, committee, or SIG, as are guidelines for allocating the limited number of sessions to permit appropriate program time for worthy individual and session proposals. Invited sessions are organized solely by the program chair(s) and judiciously incorporated into the program for enrichment and relationship to the program.

All proposals are sent to at least two individuals for review. Individual proposals are reviewed blind (without author identification). The decision whether to use a blind review process for session proposals is made at the division, committee, or SIG level. Guidelines for reviewers are developed by each division, committee, or SIG. Depending on the format and type of scholarly work being proposed, the appropriate criteria from among the following will be used to evaluate proposals: (a) topic (originality, choice of problem, importance of issues, relevance to program theme); (b) relevance of topic to division, committee, or SIG; (c) contribution to education research (scientific/educational importance, theoretical/practical significance); (d) frameworks (theoretical/conceptual/practical frameworks, rationale, literature review, grounding); (e) analyses and interpretations (significance of conclusions; implications for research, practice, policy; development of ideas; relationship of conclusions to findings; generalizability or usefulness of findings or concepts); (f) written proposal (quality of writing, clarity, logic, organization); (g) audience appeal (member appeal, journal article quality); (h) mode of inquiry (research design, methods, rigor, use of evidence, quality of data sources, adequacy); (i) format (appropriateness of format to content, issues, or themes); and (j) opportunities for interaction (opportunities for contributions from audience or exchange of multiple perspectives).

Program scheduling conflicts. Only first authors, designated presenters, session chairs, and discussants will be scheduled conflict free for sessions.

VI. Session Formats

A. Formats for Individual Proposals

The following session formats are used by program chairs to group accepted individual proposals. All formats provide a means for grouping related individual proposals into sessions, with different opportunities for discussant and audience participation. All meeting rooms will be set up with chairs in a theater-style configuration, except for poster sessions, professional development courses, and roundtable sessions.

New Member Poster Session. New members of AERA who choose this option present their accepted papers in a poster format during the first evening of the Annual Meeting. A new member poster session provides an opportunity for face-to-face interaction and networking. Authors may also have the opportunity to discuss their presentations with a senior member of their division during a later closed session. These sessions provide a welcoming and useful experience for new members in an environment that is provocative for all, linking new ideas with established wisdom. Because of the physical configuration of this type of session, no additional audio-visual equipment, such as a screen or overhead projector, is provided. Authors wishing to use a PowerPoint-type presentation may plan on displaying the presentation from their own laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as AERA cannot provide power.

Paper Discussion (formerly known as “Roundtable”). Paper discussions allow maximum interaction with the presenters by eliminating the formal presentation. Individual presenters are assigned to numbered tables in a large meeting room where interested persons may gather for discussion with the presenter about his or her paper or project. This format is particularly appropriate for papers addressing topics best pursued through extensive discussion. Authors must bring copies of the full paper and should remain available for discussion throughout the 40-minute session. Time for a discussant and for general discussion may also be included. Because of the physical configuration of this type of session, no additional audio-visual equipment, such as a screen or overhead projector, is provided. Authors wishing to use a PowerPoint-type presentation may plan on displaying the presentation from their own laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as AERA cannot provide power.

Paper Session. In paper sessions, authors present abbreviated versions of their papers, followed by comments/critiques by a discussant and audience discussion. A typical structure for a session with four or five papers is approximately 5 minutes for the chair’s introduction to the session, 10 minutes per author presentation, 20 minutes of critique, and 15 minutes of discussion.

Poster Session. Poster sessions combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 1½-hour session. Individual presenters set up displays representing their papers in a large area with other presenters. Detailed instructions on preparation of posters will be available at <http://www.aera.net>. Because of the physical configuration of this type of session, no additional audio-visual equipment, such as a screen or overhead projector, is provided. Authors wishing to use a PowerPoint-type presentation may plan on displaying the presentation from their own laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as AERA cannot provide power.

Structured Poster Session. This format blends the presentation and discussion of a paper session or symposium with the individual focus of a poster fair. Part of the session is set aside for an introduction and brief oral presentations to the audience gathered as a group; time for a discussant and for general

discussion may also be included. During the remaining time, attendees wander at will among poster stations (usually eight to ten) that are linked conceptually. Because of the physical configuration of this type of session, no additional audio-visual equipment, such as a screen or overhead projector, is provided. Authors wishing to use a PowerPoint-type presentation may plan on displaying the presentation from their own laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as AERA cannot provide power.

B. Formats for Session Proposals

Demonstration. In a demonstration, two or more presenters focus on an educational tool (e.g., a piece of software to aid research, a computer-based simulation, a specific teaching method, or a multimedia-based approach to some subject) and run it through its paces, often including some hands-on time for participants. The presentation may include references to some completed research, but the purpose of the session is to demonstrate the tool, not to present the research for critique.

Interactive Symposium. An interactive symposium encourages engagement with its topic, enriches the experience of attendees through active discussion, and promotes deeper understanding by all (including presenters). A large portion of the session is devoted to activities such as a panel discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction. It is important to have a chair willing to maintain time limits on speakers and skilled in facilitating discussion. Innovative formats (e.g., town meetings) can be proposed under this rubric.

Off-Site Visit. Off-site visits offer participants site-specific learning, such as observation of a school in session. This format takes advantage of the unique attributes of the city in which the Annual Meeting is occurring and connects researchers with concrete examples of relevant work. The organizer makes arrangements for a block of supervised and structured time—as little as 2 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. It is the organizer’s responsibility to arrange for transportation to and from the off-site venue.

Performance. In a performance session, some or all of the material brought forward for discussion is presented through a performance (e.g., readers’ theater, dance, or music). Introductory remarks, overview of research, questions, discussion, or problem solving may precede or follow. A performance may be used to illustrate some aspect of the presentation and to foster a particular and multidimensional understanding by participants, as one might use a film clip or role-playing. More substantively, the performance might offer participants a way to gain knowledge of some crucial material or point of view that cannot be adequately presented through description alone.

Symposium. A symposium provides an opportunity for examining specific 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 issue or idea. Panel members are expected to prepare a commentary paper addressing central questions regarding the issue under consideration.

Workshop. A workshop provides an opportunity to exchange information or work on a common problem, project, or shared interest. Presentations are brief, allowing adequate time for reflective discussion and interaction. (Proposals for courses and mini-courses should be submitted to the AERA Professional Development and Training Committee through the Online Proposal Submission System. Special submissions instructions are available online.)

VII. Descriptors

The descriptors used for preparing the subject index of the Annual Meeting Program are being reviewed by the 2008 Program Committee. ***An updated list of descriptors will be available online on June 1.*** The Online Proposal Submission System will prompt submitters to select descriptors from a pull-down list.

VIII. Call Details

A. Divisions

Division A: Administration, Organization, and Leadership

Program Chair: Judy A. Alston

For general questions, contact the program chair, Judy Alston, Ashland University (beginning Fall 2007), jaapsuphd96@aol.com.

Section 1: Leadership

Proposals that study leadership in schools and school systems, including inquiries into the leadership of teaching and learning; global and multicultural dimensions of leadership; distributed, transformational, or instructional leadership; leadership effects; leadership in communities of practice; leadership for governance and policy reform; leadership for democracy and social justice; leadership in local, national, and international contexts; moral and spiritual dimensions of leadership; and critical interpretive perspectives on leadership. *Section Chair: Anthony Normore, Florida International University, normorea@fiu.edu.*

Section 2: School Organization and Effects

Proposals that examine the organization of schools and school systems and its effects on leadership, teacher work, and student learning, including inquiries into innovative designs and new organizational forms for schools (e.g., charters, privatization, home schooling, small schools, for-profit ventures); schools and school systems as learning communities; the effects on equity and achievement of structural and organizational features of schools (e.g., tracking, scheduling, student and staff assignment procedures, school and class size); the impact of legislation and policy (e.g., international educational policies, the No Child Left Behind Act, local and state reforms) on school organization; school culture and climate; and the consequences of public and private organizational models for school and school systems. *Section Chair: Enrique Alemán, University of Utah, enrique.aleman@ed.utah.edu.*

Section 3: School Improvement

Proposals that examine how the change and improvement processes in schools and school systems affect valued outcomes such as teaching and learning, democratic schooling, equity, and social justice, including inquiries into how these efforts advance the public good of an educated citizenry and equitable society; organizational and leadership responses to the change and improvement process; the use of assessment data and other sources of information to promote school improvement; workforce and professional development targeted for school improvement; the relationship of school and system change to public advocacy, community development, and social movements; and the ways in which theories of change in public and private organizations can inform school development and improvement. *Section Chair: Susan Bon, George Mason University, sbon@gmu.edu.*

Section 4: School Contexts and Communities

Proposals that explore the context and environments that shape education in a global and democratic society, including inquiries into racial, ethnic, and social class dynamics in schools, neighborhoods, and

districts; cultural, political, and economic forces and their influence on schooling (e.g., immigration, segregation, globalization); the nature and effects of parent and community involvement in schools, school-business partnerships, and other multi-sector initiatives; schools' role in community development and alternative models for social service delivery; social, cultural, and political capital as a contextual element of schooling; neighborhoods, communities, and schools as contexts for teaching and learning opportunities; and school leaders' efforts to address diversity across family and community constituencies. *Section Chair: Susan Faircloth, Pennsylvania State University, scf2@psu.edu.*

Section 5: Leadership Development

Proposals that assess how the preparation and ongoing professional development of school leaders (e.g., superintendents, school board members, principals, and building-level leaders, teacher leaders, and others) serve the public interest, including studies that inquire into the conceptualization, description, and evaluation of models for leadership preparation; assess and critique practices for leadership development promoted by higher education, not-for-profits, corporate entities, professional associations, and educational authorities; examine collaboration across multiple constituencies interested in the improvement of leadership; assess practices affecting the recruitment and retention of a highly qualified and diverse leadership workforce; examine the role of standards and standards-based evaluation on the development of school and system leadership; and explore how leadership preparation and development are linked to the teaching and learning practices that affect students and staff. *Section Chair: Len Foster, Washington State University, lenf@wsu.edu.*

Division B: Curriculum Studies

Program Chair: Stephen J. Thornton

Division B invites proposals on curriculum studies broadly defined. This scholarship includes studies that examine the theory, policy, development, enactment, and evaluation of curriculum. Although we expect that the vast majority of submissions will focus on formal educational institutions at all levels and in a variety of settings, we invite submissions that examine curriculum found in other parts of our lives and all over the world. We particularly welcome proposals relevant to this year's conference theme: *Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility. All proposals (abstracts and summaries), including symposia, will be reviewed anonymously and therefore should not identify by name any of the participants.* For information, contact the appropriate section chair. *For general questions, e-mail Stephen J. Thornton, University of South Florida, thornton@coedu.usf.edu.*

Section 1: Critical Perspectives and Practices

Critical approaches to the study of curriculum focus on the sociocultural influences on, and the sociocultural consequences of, schooling practices. Curriculum is treated as the product of political processes, shaped as much by competing material and social interests as by the epistemology of the subject matter being taught. Studies appropriate for this section draw upon a variety of academic traditions, including, but not limited to, critical theory, critical race theory, critical ethnography, cultural studies, all branches of ethnic studies, feminism, post-colonialism, post-structuralism, pragmatism, queer theory, and the sociology of knowledge. Of particular interest is research focusing on the promotion of social justice and, as noted in the conference theme, civic responsibility both in and through school practices. Many research methods, including those mentioned for other sections, are appropriate for submission to this section. *Section Chair: Rob Helfenbein, Indiana University, Indianapolis, rhelfenb@iupui.edu.*

Section 2: Studies in Diversity

Schools, neighborhoods, and communities are becoming increasingly diverse, and curriculum theory, development, and implementation need to reflect these changes. Researchers are invited to submit proposals examining the interaction of diversity and curriculum as they shape the development of students in diverse learning contexts. In particular, we are interested in research addressing issues related to diversity of all kinds (ethnicity, race, language, religion, gender, sexual orientation, socioeconomic status, disability, etc.) as it intersects with social, cultural, societal, political, and economic influences in school, classroom, family, and national and international community landscapes. All methodological and philosophical perspectives will be considered. *Section Chair: Elaine Chan, University of Nebraska, Lincoln, echan2@unl.edu.*

Section 3: Studies of Subject Matter

This section invites submissions that examine subject matter. Research on long-established subject areas such as math, science, English, social studies, physical education, foreign language, or the arts, or on less conventional topics, such as thematic curricula, is all welcome. Various research methods, including experimental, qualitative, survey, and mixed design, that investigate subject matter as intended, enacted or received are valued. Research conducted by or with school practitioners, students, and other educators is also welcome. *Section Chair: P. Bruce Uhrmacher, University of Denver, buhrmach@du.edu.*

Section 4: Moral and Ecological Perspectives

“How are we to live together?” is a moral and ecological as well as educational question. This section invites proposals that bring moral and ecological perspectives directly into the realm of curriculum studies. We encourage participation from a broad range of perspectives that include ecojustice education; place-based and environmental education; sustainability, indigenous, interspecies, and permaculture education; as well as research on the classroom as an ecology of language, culture, and thought. We also encourage proposals that deal with the moral and many ethical dimensions of education more generally. *Section Chair: Rebecca Martusewicz, Eastern Michigan University, artusew@emich.edu.*

Section 5: Curriculum Policy and Evaluation

This section invites proposals on investigations of how policy and evaluation broadly defined shape and are shaped by curriculum practices. Policy and evaluation include local, state, and federal accountability schemes; the standards movement; testing policies; and all forms of classroom evaluation, whether initiated by teachers or others. Policy also includes program evaluation, as well as trends in the development of program requirements, scheduling, school governance, and other aspects of school organization as they relate to the curriculum. *Section Chair: Gladis Kersaint, University of South Florida, kersaint@tempest.coedu.usf.edu.*

Section 6: Studies in History and Philosophy

This section invites proposals in the history and philosophy of curriculum. Scholarship in these areas connects theory, conception, and/or empirical studies. We welcome a range of studies, including inquiry from local and particular sites as well as those more global; those that seek to extend beyond conventional historical and philosophical approaches; those that relate these disciplinary perspectives to each other; and/or those that arise out of the conference theme. *Section Chair: Lynda Stone, University of North Carolina, lstone@email.unc.edu.*

Division C: Learning and Instruction

Program Chair: Mitchell J. Nathan

Division C invites proposals concerning research on the processes of, and contexts for, learning, instruction, and assessment, and the relationships among them. Appropriate research topics include general issues and models of learning and instruction that contribute to our understanding of: learning in content areas such as literacy, history, mathematics, and science; formal and informal learning environments; effective and innovative uses of technology; social contexts; and individual, developmental, or cultural differences as they relate directly to learning and instruction. Submissions to Division C span a wide range of theoretical orientations and research methodologies. Priority will be given to proposals that report findings drawn from actual data rather than to those that report anticipated results. Please characterize the proposal with three topic descriptors for use in assigning reviewers and grouping papers in sessions. Please use descriptors that will help differentiate your topic within a section (i.e., if you are submitting to Section 3 (Mathematics), use of “Mathematics Education” is not a helpful descriptor, though it can be very useful to help distinguish among submissions to one of the other sections). Individual submissions will be reviewed without author identification. Proposals for group sessions (symposia, structured poster sessions, and other alternative formats) will be reviewed with author identification, so be sure to include author information.

Presentation formats. You may choose among several presentation formats, including poster sessions, paper discussions (roundtables), individual paper sessions, structured poster sessions, and symposia. Proposals for structured poster sessions and symposia should involve presenters who address related topics. Symposia should include at least one discussant. Alternative formats for sessions are invited, but proposals must be explicit about their substance, how they will operate, and their benefit to the membership.

Poster session campaign. Posters can provide a uniquely intimate opportunity for scholarly interaction about a specific topic. We are making special efforts to attract high-quality poster submissions and increase attendance at poster sessions by providing concurrent division-level receptions and awards for high-quality contributions from new members and all other presenters. We will also be inviting senior scholars within Division C to attend poster sessions and serve as floating discussants. Please consider the benefits of this format as you plan your submissions.

Awards. Each year Division C sponsors three awards: the Graduate Student Research Award, the Jan Hawkins Award, and the Sylvia Scribner Award. In addition, Division C offers a number of professional development activities for new faculty and graduate students including mentoring opportunities and pre-conference seminars. For information on these awards and programs, please see the Division C website at <http://www.aera.netdivisions/?id=68>.

Selecting the proper section. If your proposal focuses on learning or instruction in a specific content area (e.g., literacy, history, fine arts, mathematics, science), you should submit it to one of the subject-area-specific sections (i.e., 1, 2, 3, or 4) rather than to one of the more general sections (i.e., 5, 6, 7). If your proposal focuses on the learning environment, you should submit it to Section 5. If your proposal focuses on the specific role of technology in learning or instruction, you should submit it to Section 7.

Proposals that emphasize assessment as it relates to measurement and school evaluation issues, as well as proposals on teacher education, teacher effectiveness, curriculum design, and research methodology, should be sent to other divisions of AERA.

General questions should be addressed to the program chair, Mitchell Nathan, University of Wisconsin, Madison, mnathan@wisc.edu.

Section 1: Literacy and Language Arts

Research on learning, instruction, and assessment in literacy and the language arts. Focuses include cognitive and cultural processes that underlie word recognition, phonological awareness, spelling, vocabulary, comprehension, writing, and interpretive and critical analyses among children, youth, and adults. *Section Chairs: Janine L. Certo, Michigan State University, certo@msu.edu; Natalie Olinghouse, Michigan State University, ngoling@msu.edu.*

Section 2: Humanities, Social Sciences, Fine Arts

Research on learning, instruction, and assessment in the humanities (e.g., history, literary studies), social sciences (e.g., economics, geography, political science, civics), and fine arts (e.g., art, music, dance). *Section Chair: Stephanie Van Hover, University of Virginia, svanhover@virginia.edu*

Section 3: Mathematics

Research on mathematics learning, instruction, practice, and assessment in a range of settings (e.g., in school, out of school, or in professional arenas). The research focus may include: problem solving; concept and skill development; strategy growth and change; psychological, social, and cultural factors; and uses of technology supporting educational practice. *Section Chairs: Karen King, New York University, karen.d.king@nyu.edu; Laurie H. Rubel, Brooklyn College of the City University of New York, LRubel@brooklyn.cuny.edu.*

Section 4: Science

Research on science learning, instruction, practice, and assessment across a range of settings (school, out of school, workplace, or community). Focuses may include psychological, social, and/or cultural perspectives on problem solving, conceptual development and change, inquiry, equity, reform, and technology supporting educational practice and communication practices in science. *Section Chairs: Cory Buxton, University of Miami, cbuxton@miami.edu; Heidi Carlone, University of North Carolina at Greensboro, hbcarlon@uncg.edu.*

Section 5: Learning Environments

Research dealing with interdisciplinary, supported, situated, or interactive learning environments, and/or learning in informal contexts (e.g., out-of-school environments such as museums and workplaces), including case- and project-based environments. *Section Chairs: Christopher Hoadley, Pennsylvania State University, tophe@psu.edu; Vanessa Dennen, Florida State University, vdennen@fsu.edu.*

Section 6: Cognitive, Social, and Motivational Processes

Research on cognitive, social, and motivational dimensions of learning, instruction, and assessment. Example research includes studies of group, individual, developmental, or cultural differences; self-regulation; memory; skill acquisition; learning from text; reasoning; transfer; situated and embodied cognition; knowledge; beliefs; and conceptual change. *Section Chairs: Dan Hickey, Indiana University, dthickey@indiana.edu; Helen Patrick, Purdue University, hpatrick@purdue.edu.*

Section 7: Technology Research

Research dealing with theoretical frameworks, design, and evaluations of learning and instruction in multi-media, computerized, Web-based or other technology-based environments, and data-driven constructive critiques of the role of technology in substantive educational improvement. *Section Chairs: David Williamson Shaffer, University of Wisconsin, Madison, dws@education.wisc.edu; Kurt Squire, University of Wisconsin, Madison, kdsquire@education.wisc.edu; Richard Halverson, University of Wisconsin, Madison, halverson@education.wisc.edu.*

Division D: Measurement and Research Methodology

Program Chairs: Kristen Huff, Rosemary Reshetar, and Gretchen B. Rossman

Division D encourages proposals that address issues related to the conference theme, “Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility.” Proposals are invited that

concern the use of diverse research methodologies and the interface between differing epistemological perspectives. Division D invites proposals in the areas of (D1) educational measurement, psychometrics, and assessment; (D2) quantitative methods and statistical theory as applied to education research; and (D3) qualitative research methods as applied to education research. To increase the interactivity of sessions, the division encourages session formats that promote engagement of the audience, such as interactive symposia, panel discussions, and paper discussions. Questions about the appropriateness of formats may be addressed to the chairs. Please submit all Division D proposals as indicated below.

Division D encourages sessions that may be cosponsored with the National Council on Measurement in Education, other AERA divisions, or SIGs. The proposals should be submitted to only one group, although joint review and sponsorship may be requested by the organizers or arranged by the program chairs. A complete list of the references cited in the proposal should be included. Preference will be given to proposals that describe projects in which data have been collected. If the proposal describes research that has not been completed at the time of submission, a schedule for data collection and analysis must be specified. Use of tables, figures, and equations should be kept to a minimum, and submissions in PDF format are encouraged. **All proposals should be prepared for blind review, with names and references to the author(s) removed.** The chairs can be contacted as follows:

D1—Educational Measurement, Psychometrics, and Assessment: *Kristen Huff, The College Board, 212-713-8326, khuff@collegeboard.org*

D2—Quantitative Methods and Statistical Theory: *Rosemary Reshetar, The College Board, 646-457-2997, rreshetar@collegeboard.org*

D3—Qualitative Research Methods: *Gretchen B. Rossman, University of Massachusetts, Amherst, Gretchen@educ.umass.edu*

Division E: Counseling and Human Development

Division E solicits proposals that contribute to the understanding of counseling and human development. In keeping with this year's program theme, we invite proposals that broadly advance research on school, neighborhood, community, and cultural influences on counseling and human development. Proposals that involve international perspectives are of particular interest. Completed research using a variety of methodological paradigms is appropriate for submission. Demonstrations and other innovative formats that involve audience participation related to counseling/school counseling, human development, and school psychology are encouraged, as are informal discussions that allow direct interaction between a noted researcher and the audience. Areas of focus for submissions include but are not limited to (a) developmental processes for children, adolescents, and adults; (b) diversity issues related to counseling, human development, and school psychology; (c) vocational and career development; (d) the education and training of counselors, school psychologists, and other members of the helping professions; (e) counseling in educational, work, and health settings; and (f) counseling, human development, and school psychology intervention research. Symposium proposals should present systematic research programs or multiple perspectives on important theoretical, applied, and/or methodological issues. The submission of proposals that represent the mutual interests of Division E and AERA SIGs or that serve to integrate counseling and human development is strongly encouraged. **Both individual paper proposals and session proposals will be reviewed blind and should not include author identification in the text of the proposal.** Proposals must adhere to the submission guidelines outlined in the general Call for Proposals.

The division accepts proposals in two sections:

Section 1: Counseling

Section Chair: Namok Choi, University of Louisville, 502-852-4014, namok@louisville.edu.

Section 2: Human Development

*Section Chair: David Wakefield, California State University, 818-677-5926,
david.wakefield@csun.edu.*

Division F: History and Historiography

Program Chair: Kim Tolley

The Division F Program Committee is interested in all periods and topics in the history of education, particularly those that have relevance to current issues and debates in the field. In keeping with the 2008 AERA program theme, Division F particularly welcomes proposals that foster scholarly discussions on the historical geography of educational opportunity in schools, neighborhoods, and communities. We broadly define education in neighborhood and community contexts to include learning in public and nonpublic schools and collegiate institutions and also learning in such social institutions as families, community organizations, religious institutions, clubs, associations, media, and social welfare organizations.

Division F is particularly interested in comparative historical scholarship that enriches our understanding of the experiences of underrepresented groups and that uses innovative theoretical frameworks that carry us beyond traditional boundaries. In particular, we seek studies on the history of African American, Asian American, Latino/a, and Native American education, as well as studies of the education of contemporary immigrant groups, the working classes, and the poor. We also invite historical and comparative studies on topics such as colonial education, the origins of mass schooling, sexuality and education, rural education, urban education, education and state formation, nonpublic and community-based education, gender and education, and the implications of historical research for contemporary education policy and practice in the United States and abroad.

Proposals should identify the historical and/or historiographical sources on which the study is based and should include a brief discussion of the historical or historiographical significance of the phenomenon studied. ***Individual paper proposals and session proposals will undergo a blind review and should not include author identification in the text of the proposal. Proposals for symposia will be reviewed with author identification, so please include author information.*** For general information, contact Kim Tolley, Notre Dame de Namur University, 650-961-4804, ktolley@ndnu.edu.

Division G: Social Context of Education

Program Chairs: Yolanda J. Majors and Marjorie Faulstich Orellana

Division G examines processes of teaching and learning within a social context. Such an examination takes under consideration cultural, political, and economic interpretations. Hence, cognition, learning processes, and social organization are considered as they are situated in local and global contexts and in relation to demographic and cultural diversity. In accordance with the Annual Meeting theme for 2008, we encourage proposals that look at the processes of teaching and learning in relation to neighborhoods and communities. We welcome proposals that draw on perspectives from anthropology, learning sciences, critical theory, economics, philosophy, political science, social psychology, sociolinguistics, and sociology, and especially research that cuts across both methodological and disciplinary boundaries.

The four sections described below represent different ways of analyzing or focusing on educational issues in social contexts. The division invites submissions that consider issues of sociocultural differentiation and integration, including categories such as gender, race, ethnicity, social class, sexual orientation, age, immigration status, and the language(s) of students and educators. The division

encourages critical analyses of intra-, inter-, and transcultural issues, as well as research that views culture in dynamic, situated, and contextualized ways, rather than in reified or essentialized ways. The division also encourages studies that take an ecological orientation, examining processes of adaptation as people move within and across settings throughout the life-span.

Division G encourages proposals of presentations that will stimulate dialogue and debate among session participants. To increase the number of accepted proposals and the likelihood of this dialogue, submitters may be asked to use alternative formats when appropriate. Priority will be given to proposals that report actual, rather than anticipated, results. We also encourage proposals that include the perspectives of community activists, teachers, parents, and youths along with those of researchers.

Proposals for symposium papers, posters, and alternative formats will be reviewed without author identification. Please submit proposals without author names on the abstracts or summaries.

For general questions, contact the Division G Program Co-Chairs: Yolanda J. Majors, University of Illinois, Chicago, 312-996-5626, ymajors@uic.edu; Marjorie Faulstich Orellana, University of California, Los Angeles, 310-206-0102, orellana@gseis.ucla.edu.

Section 1: Local Contexts of Teaching and Learning

This section encompasses studies of local contexts and settings of teaching and learning in both formal and informal venues. It invites papers with a diversity of topical interests that bring into view the local contexts and situated organizations of action and meaning. Units of analysis may be comprised of particular lessons, assessment practices, tasks, identities, structures, classroom interactions, the language of social interaction in educational settings, encounters of teaching and learning, and so on. These studies include but are not limited to qualitative designs; ethnographic, microethnographic, sociolinguistic, discourse, and other language-use studies; interactional analyses; and case studies. Our purpose is to build descriptions of, and theoretical insights about, teaching and learning in context. *Section Chair: Garrett Duncan, gaduncan@artsci.wustl.edu.*

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

This section encompasses studies that focus on race, ethnicity, gender, language, social class, sexual orientation, immigration status, age, and other forms of demographic diversity. The section also includes studies on students' navigations across social and cultural contexts, adaptation from home to school, ethnic identification and cultural variation, and social barriers and constraints, as well as sources of agency that may contribute to achievement and educational opportunity. This section is particularly interested in studies that integrate multiple categories of demographic diversity. *Section Chair: Rosa Hernández Sheets, RosaHernandez.Sheets@ttu.edu.*

Section 3: Social Context of Multiple Languages and Literacies

This section encompasses studies that focus specifically on bilingualism, bi-dialectalisms, multilingualism, biliteracies and multiliteracies in either formal or informal education (including the foreign language, bilingual, and English-as-a-second-language classroom), and social settings. *Section Chair: Aria Razfar, arazfar@uic.edu.*

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

This section encompasses studies that examine the role of education (in and out of school) in community, and in the larger society and the political contexts of education. The section encourages analyses of the sociocultural contexts of educational policy, teacher education reform, and pedagogy through critical, liberatory, feminist, and/or multicultural lenses. Some of the issues studied would include social change, stratification and integration, and pedagogical critique, as well as political and policy analyses. Methodologies, while not exclusive, include qualitative and quantitative analyses used in the

disciplines of anthropology, economics, political science, sociology, and women's studies. *Section Chair: Danny Martin, dmartin@uic.edu.*

Division H: School Evaluation and Program Development

Program Chair: Faith Connolly

Division H invites proposals focused on research, evaluation, assessment, and accountability studies implemented in school districts by school district staff and others to inform the decisions of school district staff and constituencies. Such studies have included:

- Evaluating the effectiveness of various pre-K–12 educational programs and activities
- Identifying effective schools and practices and determining the reasons for such effectiveness
- Examining the implementation and impact of standards, promotion and graduation requirements, and high-stakes assessment on students, teachers, and school systems
- Maximizing the usefulness and use of research and evaluation efforts—e.g., refining communication techniques and providing training on data use
- Increasing the efficiency and effectiveness of research and evaluation methods, data collection, and assessment

This year's conference theme is "Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility." Work that is consistent with the theme as set out in the AERA Call for Proposals will be given priority. To that end, we encourage the submission of research that (a) addresses pre-K–12 education and the communities served, regardless of nationality; (b) offers perspectives of disciplines not traditionally associated with education research; (c) emphasizes educational quality in a very broad sense; and (d) exemplifies high-quality pre-K–12 education research that informs efforts to improve outcomes for all students and particularly students from disadvantaged communities.

Any of the session formats provided for by AERA are acceptable to Division H. The program committee reserves the right to place paper submissions on the program as paper discussion sessions (formerly roundtables) or poster sessions in order to better use program allocations. ***Please submit individual proposals without author identification (for blind review); this does not apply to symposia (now called sessions) and other multi-presenter sessions.***

For general questions and comments, contact Faith Connolly, Montgomery County Public Schools, 785-279-3925, fax 301279-3849, faithconnolly@gmail.com. Please contact sections chairs directly for questions about submitting proposals to specific sections.

Section 1: Applied Research in the Schools

We encourage proposals that (a) are based on collaborations between school districts and state departments, universities, or research organizations; and (b) help identify educational interventions that improve student learning. Proposals may include in-house institutional research, action research, or studies conducted by external researchers. *Section Chair: Martha Abele Mac Iver, Center for Social Organization of Schools at Johns Hopkins University, 410-516-8256, fax 410-516-8890, mmaciver@csos.jhu.edu.*

Section 2: Program Evaluation in School Settings

Formal evaluations of school or district programs and meta-evaluations are appropriate for Section 2. Evaluation studies should incorporate the Program Evaluation Standards and school-university

collaboration as appropriate. *Section Chair: Tom Watkins, Saint Paul Public Schools, 651-767-8383, fax 651-293-5374, tom.watkins@spps.org.*

Section 3: Assessment in the Schools

Of special interest are proposals dealing with the development of effective local district assessments and assessment programs, the use of assessment results to inform instructional decisions/practice, and the impact of involving students in their own assessment. Proposals can include: (a) district, state, and national assessment programs, and (b) large-scale or classroom assessment. *Section Chair: Paul Favaro, Peel District School Board, Mississauga, Ontario, Canada, 905-890-1010 ext. 2611, fax 905-890-2752, paul.favaro@peelsb.com.*

Section 4: Accountability in the Schools

This section seeks proposals concerned with the development and/or implementation of local, state, or national accountability systems in the schools. Proposals should address the impact of such systems on student learning, including both intended and unintended consequences. *Section Chair: Bruce Hislop, Prince George's County Public Schools, 301-952-6240, fax 301-952-6199, Bruce.Hislop@pgcps.org.*

Division I: Education in the Professions

Program Chair: Kevin Eva

Division I invites proposals for papers, symposia, paper discussions, and other formats on the topic of education for the professions (e.g., architecture, engineering, health professions, law, teaching). Areas include but are not limited to (a) curriculum development, reform, innovation, and evaluation; (b) instructional methodology; (c) student and faculty development; (d) assessment of performance; (e) the nature of professional identity, socialization, responsibility, and expertise; (f) social, cultural, political, economic, and organizational efforts to relate professional education and research to improve practice; and (g) workplace learning.

Proposals must represent completed work and include results and conclusions. All individual paper submissions must be without author identification (i.e., for blind review); session proposals need not be for blind review but must include a presentation title for each speaker. Work in progress may be submitted only as a paper discussion presentation (check "paper discussion" on the electronic Individual Submission Proposal).

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

The division strongly encourages proposals that (a) have application across professions; (b) intersect with the work of other divisions, such that joint sponsorship may be appropriate; and (c) are related to the Annual Meeting theme. Innovative formats designed to increase collegial interaction and discourse are also encouraged, such as interactive symposia, technology demonstrations, and paper discussions. Also, the Program Committee welcomes suggestions for invited sessions. Please direct your suggestions for speakers or topics to the Program Chair.

In addition to other required materials, a ***100-word abstract must be included with all proposals.*** Abstracts of accepted proposals will be published in the *Professions Education Researcher Quarterly*, which is distributed to Division I members in advance of the meeting.

Address questions to Kevin Eva, McMaster University, evakw@mcmaster.ca.

Division J: Postsecondary Education

Program Chair: Christopher Morphew

Proposals for papers, symposia, paper discussions, and posters are invited by Division J on a broad range of scholarship concerning postsecondary education at all institution types. The division encourages proposals covering a broad range of scholarship, including research-based and theoretical.

Questions about proposals should be directed to the program chair, Christopher Morphew, University of Georgia, morphew@uga.edu.

Section 1: Students

Proposals focused on students, student development, or the assessment of policies, programs, and services for students. *Section chairs: Nathaniel Bray, University of Alabama, nbray@bamaed.ua.edu; Crystal Muhammad, East Carolina University, muhammadc@ecu.edu.*

Section 2: Faculty, Teaching, and Learning

Proposals dealing with the professorate and/or alternative academic careers, pedagogical interaction between students and faculty, the preparation of faculty and administrators through graduate education and professional development, or the assessment of policies and programs that serve faculty or prospective faculty. *Section chairs: Lois Trautvetter, Northwestern University, l-trautvetter@northwestern.edu; Diane Dean, Illinois State University, drdean@ilstu.edu.*

Section 3: Economics and Finance

Proposals centered on economic issues related to higher education, including policy issues that revolve around finance. Proposals may focus on students, faculty, or institutions as the unit of analysis. *Section chair: Marvin Titus, North Carolina State University, marvin_titus@ncsu.edu.*

Section 4: Organization and Management

Proposals dealing with organizational structures and management practices in higher education, as well as the impact of institutional, state, and national policies on the behavior and organization of postsecondary institutions. *Section chairs: Audrey Jaeger, North Carolina State University, audrey_jaeger@ncsu.edu; Michael Bastedo, University of Michigan, bastedo@umich.edu.*

Section 5: Society, Culture, and Change

Proposals centered on issues related to higher education's societal and cultural contexts, including issues related to gender, race, socioeconomic status, sexual orientation, disability, and organizational change in postsecondary education. *Section chairs: Jenny Lee, University of Arizona, jennylee@u.arizona.edu; Kris Renn, Michigan State University, renn@msu.edu.*

The division encourages the broadest diversity of proposals. Proposals that employ alternative paradigms, theoretical approaches, and/or methods are especially welcome. The division is particularly interested in cross-national perspectives that relate to the current status and future role of postsecondary education in the United States.

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

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

The Division J Program Committee invites suggestions for topics and speakers for invited sessions, dialogues/debates, and conversations. Please send suggestions prior to August 2. Suggestions should be directed to the program chair, Christopher Morphew, University of Georgia, morphew@uga.edu. All proposals must be submitted electronically to the AERA online proposal submission system at www.aera.net.

All proposals to Division J will be assigned to at least two individuals for review. Individual proposals will be reviewed without author identification or “blind.” Symposia will be reviewed with author identification.

In making decisions on proposals, the program committee will emphasize building coherent sessions within the program. The committee will also focus on developing an overall program for Division J related to the major theme of the conference.

Division K: Teaching and Teacher Education

Program Chair: Cynthia A. Tyson

Division K encourages proposals that report on research or provide documentary accounts or conceptual analyses about classroom teaching, contexts of teaching, teacher education, professional development, or the continuing education of those who teach teachers internationally as well as within the United States. The division encourages pre-K–12 teachers to submit proposals and also encourages proposals from researchers at community colleges, colleges, and universities and from community members. Proposals that attend to the linguistic, racial, ethnic, and/or cultural backgrounds (and their intersections) of students, teachers, or teacher educators and the role of teaching and teacher education, or that consider the implications of diverse or multicultural environments with respect to the research described, are highly encouraged.

Research is broadly construed to include, but is not be limited to, philosophical, historical, ecological, ethnographic, descriptive, correlational, or experimental studies and includes practitioner studies within these approaches. Submissions should fall into one of three broad categories: (a) *empirical work*, which includes—but is not limited to—systematic studies using a variety of qualitative and quantitative approaches to research; (b) *documentary accounts* of programs and practices; or (c) *conceptual analyses*, which may include philosophical, theoretical, or historical studies. Submitters should clearly identify their proposals as belong to one of these three categories. ***Please read the entire Division K call carefully before submitting.***

The acceptance of a proposal depends on the criteria that follow, as well as on the organization and writing of the proposal, its relationship to the conference theme (“Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility”), and its appeal to members of Division K. Toward that end, research should focus on what constitutes the world of quality in preparing people to become effective teachers and assisting them once they are in the field.

Proposals dealing with *empirical work* should include (a) a clear and significant description of the problems or objectives addressed; (b) the theoretical framework or perspective; (c) connection to the literature; (d) articulated mode of inquiry; (e) selection and use of evidence to support conclusions; (f) a description of the conclusions or interpretations and how they extend understandings; and (g) contribution to the field or significance of results or findings.

Proposals for *documentary accounts* should include (a) a clear description of the issue or problem addressed, including a description of the context and background of the programs; (b) the theoretical framework or perspective; (c) connection to the literature; (d) articulated mode of inquiry; (e) types of

evidence, data, and practices reported; (f) a description of the conclusions and how they extend understandings; and (g) contribution to the field.

Proposals for *conceptual analyses* should include (a) a clear statement of the issue that the analysis will address; (b) the theoretical framework or perspective; (c) connection to the literature, with reference to other relevant work; (d) articulated mode of inquiry; (e) evidence or sources of data; (f) a description of the conclusions or interpretations and how they extend understandings; and (g) contribution to the field, or significance.

Individual submissions for papers, posters, and discussion papers are reviewed without author names or identification. Symposia are reviewed with all participant, discussant, and chair names included. College- or university-based organizers are encouraged to include P–12 educators in symposia. Division K encourages interactive and experimental symposia or individual submissions to provide a variety of perspectives and presentation formats. ***Please be sure to submit your proposal to the correct section and not to the general program for Division K.***

Please submit all proposals electronically at <http://www.aera.net> to the appropriate section listed below. Proposals will be reviewed according to the criteria for each category outlined above. The specific criteria will be posted in the Division K area of the AERA website. Relevance to Division K and potential contribution to the program will also be considered in selecting sessions. Proposals that examine issues of diversity in research populations (e.g., ethnicity, language, rural or urban location, school characteristics, age, gender, disability) and inclusion of K-12 Educators as Researchers or Presenters are encouraged. In addition to these criteria, symposia are expected to include multiple perspectives within and across topics, as evidenced by the diversity of participants, institutions, or professional roles.

Individuals who would like help in preparing proposals for Division K may obtain a list of people who have agreed to serve as mentors for the division by accessing the AERA website at <http://www.aera.net/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=76> or by contacting the appropriate section chair.

Please note that section chair e-mail addresses are provided *only for questions about fit with a particular section. Any general questions regarding the overall program should be addressed to the program chair, Cynthia A. Tyson, Ohio State University, tyson.4@osu.edu.*

Section 1. Quality classroom teaching (practices, knowledge, and role of teacher education) in the content areas of math and science. *Bryan Brown, Stanford University; brbrown @stanford.edu; Kim Gomez, University of Illinois, Chicago, kimwillg@uic.edu.*

Section 2. Quality classroom teaching (practices, knowledge, and role of teacher education) in the humanities (including arts, English/language arts, social studies, history) and first and second language literacy. *Terrie Epstein, Hunter College, terrieepstein@aol.com.*

Section 3. Use of technology in classroom teaching (practices, knowledge, and role of teacher education). *Ernest Morrell, University of California, Los Angeles, morrell@gseis.ucla.edu; Korina Jocson, Stanford University, kjocson@stanford.edu.*

Section 4. Classroom teaching (practices, knowledge, and role of teacher education) in content areas that are not listed above (such as art or physical education) and non-subject-matter-specific concerns (such as differentiated instruction, cooperative learning, or moral dimensions of teaching). *Adah Ward Randolph, Ohio University, wardrand@ohio.edu.*

Section 5. Research on teachers (including teacher thinking, reflective practice, research by teachers' dispositions, knowledge, educational perspectives. *Jeannine Dingus, University of Rochester, jdingus@its.rochester.edu; Adrienne Dixson, Ohio State University, dixson.1@osu.edu.*

Section 6. Teacher education for multicultural/social justice and/or differentiated instruction. *Thandeka Chapman, University of Wisconsin, Milwaukee, tchapman@uwm.edu.*

Section 7. Pre-service teacher education, including coursework, field experiences, and student teaching. *Barbar Seidl, Ohio State University, seidl.5@osu.edu; Diana Erchick, Ohio State University, erchick.1@osu.edu.*

Section 8. Teacher induction, mentoring, and professional development; contexts of professional development; and impact of professional development on teacher practices and student learning. Includes specific approaches (e.g., inquiry, study groups, lesson study) as well as general issues and designs. *Tiffany S. Lee, University of New Mexico, tslee@unm.edu; Patricia D. Quijada, University of Texas, San Antonio, Patricia.Quijada@utsa.edu.*

Section 9. Teacher education program design (including professional development schools, university-school collaboratives, internships, online programs). *Roberta Herter, California Polytechnic State University, rherter@calpoly.edu; Liz Meador, California State University, Monterrey Bay, elizabeth_meador@csumb.edu.*

Section 10. Teaching and teacher education policy (e.g., teacher certification, alternate routes to licensure, institutional accreditation) and research (conceptualization, design, implementation). *Melanie Carter, Clark Atlanta University, mcarter@cau.edu.*

Division L: Educational Policy and Politics

Program Chair: Dominic J. Brewer

Division L invites proposals that examine research on the formation, implementation, and results of education policies and the politics that propel them. Proposals are welcomed from a variety of perspectives, including any disciplinary background (including political science, economics, sociology, history, etc.), qualitative and quantitative methods, international and comparative studies, and any level (elementary, secondary, and postsecondary). We encourage mixed method and interdisciplinary studies, and those with innovative and rigorous research designs. Analyses of the design, implementation, and evaluation of policies are welcome in all sections.

This year's program theme "Research on Schools, Neighborhoods, and Communities" has particular relevance for Division L. We would welcome proposals that deal with the challenges associated with urban education reform and public-private partnerships.

Division L seeks to infuse international perspectives throughout the sessions and therefore encourages session proposals that mix domestic and international studies. In addition, the division's Program Committee will create sessions from accepted individual paper proposals based on the papers' educational topics rather than the geographic locations of the studies or the studies' authors.

Proposals that consider interactive formats as well as traditional paper/symposium sessions are appreciated. ***All proposals, including symposia, will be reviewed anonymously without author identification, using "blind" proposals or summaries.***

Proposals will be reviewed by at least two reviewers and rated according to choice of topic, conceptual framework, analytic method, validity of inferences, quality of writing/organization, and overall contribution to the field.

The Division L Program Committee reserves the right to decline to review or accept proposals that violate AERA guidelines. This includes adherence to submission guidelines regarding length, content,

and timely uploading into the All-Academic system. Accepted papers must be provided in advance to discussants and be available to conference attendees.

Any general questions about the divisional program should be directed to the program chair, Dominic J. Brewer, University of Southern California, dominicb@usc.edu.

Section 1: Politics and Governance

This section seeks proposals that analyze micro- and macro-political processes, interest groups, values, media, policy elites, and cultural conflict. Proposals focusing on the tensions between political actors and organizations involved in educational decision making are encouraged. Empirical analyses of the distributional consequences and effectiveness of governance structures are particularly welcome, as are case studies of recent innovations in governance (e.g. mayoral control). *Section Chairs: Lora Cohen-Vogel, Florida State University, cohenvog@coe.fsu.edu; Patrice Iatarola, Florida State University, iatarola@coe.fsu.edu.*

Section 2: Legal, Judicial, and Intergovernmental Issues

This section welcomes analyses of legal decisions and how they shape education policy and practice. This includes legal studies of issues such as school finance, affirmative action, special education and desegregation, and adequacy and equity litigation within a legal, political, and/or intergovernmental context. Studies that focus on the tensions between the different levels of government in the implementation of policies and court decisions are encouraged. *Section Chair: Dylan Conger, George Washington University, dconger@gwu.edu.*

Section 3: Curriculum, Testing, and Instructional Practice

This section invites proposals addressing the politics and policies of curriculum, testing, and instructional practice. This includes national, state, and local curriculum standards and their assessments; policies that affect special populations; contested curriculum policies; instructional practice-based reforms; and comprehensive school reform designs. Proposals that analyze the forces that shape the implementation of such policies and the evaluation of the intended and unintended consequences are welcome. *Section Chairs: Amanda Datnow, University of Southern California, datnow@usc.edu; Vicki Park, University of Southern California, vickipar@usc.edu.*

Section 4: Economic, Fiscal, and Resource Management Issues

This section includes analyses of resource levels and allocation patterns, their relationships with education outcomes, and their association with education policy. The use of economic approaches, including cost analysis, to evaluate education policies and programs is welcome. *Section Chairs: Tom Timar, University of California, Davis, tbtimar@ucdavis.edu; Katherine Struck, Stanford University, kos@stanford.edu.*

Section 5: Accountability Policy

This section welcomes proposals related to the policy and politics of standards-based accountability at federal, state, and local levels. Analyses of the effects of such policies on student outcomes and the distribution of these outcomes for various groups are encouraged. We would welcome proposals that explicitly examine the incentives inherent in such policies. *Section Chair: Kieran M. Killeen, University of Vermont, Kieran.Killeen@uvm.edu.*

Section 6: Teacher Policy and Politics

This section encourages proposals focused on formation, implementation, and evaluation of policies that concern teachers. This includes policy issues related to pre-service training and in-service professional development programs, traditional and alternative certification and routes into teaching,

compensation, working conditions, and hiring practices. Encouraged are analyses of attempts to improve teacher quality through various policy instruments. *Section Chairs: Marge Plecki, University of Washington, mplecki@u.washington.edu; Larry Angel, University of Washington, langel@u.washington.edu.*

Section 7: Market-Based Reforms

This section encourages proposals focused on market-based reforms such as charter schools and parental choice-based programs. We welcome analyses of the formation and implementation of specific programs, overall effects on student achievement, and the distributional consequences. We are also interested in proposals that deal with general issues pertaining to choice such as innovation in instructional practice, governance, and resource allocation in schools of choice, and the role of parental information. *Section Chairs: Jeffrey Henig, Teachers College, Columbia University, henig@exchange.tc.columbia.edu; Luis Huerta, Teachers College, Columbia University, lah2013@columbia.edu.*

Section 8: International Policy and Politics

This section invites proposals dealing with educational policy and politics at the international level, including developmental and comparative analyses and case studies from other countries. We particularly encourage empirical proposals that focus on the implications and effects of globalization on workforce and education policies. *Section Chair: Steve Heyneman, Vanderbilt University, s.heyne@vanderbilt.edu.*

B. Committees

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

Professional Development and Training Committee

The AERA Professional Development and Training Committee seeks to offer a program of courses at the 2008 Annual Meeting that will be of significant value to education researchers. Professional development courses may provide training in specific research methods and skills, cover the basics of related disciplines (e.g., anthropology, economics), be problem oriented (e.g., research on children at risk), be professional-development oriented (e.g., mentoring, publication skills/strategies, research integrity), focus on research for the improvement of practice, or address recent methodological and substantive developments in education research. The audience for the training courses is not limited to advanced graduate students or new degree holders but also includes more senior researchers, practitioners interested in being stronger users and consumers of research, and diverse groups such as women and minorities.

The Committee solicits proposals for two types of courses:

- *Extended courses* are 1 day, 1½ days, or 2 days in length and typically precede the Annual Meeting. Courses that start before the Meeting will conclude by the end of the first day of the Meeting. In some instances, courses may start on the last day of the Meeting and conclude the day following the Meeting.
- *Mini-courses* are 4 hours in length. Mini-courses are held during the Annual Meeting.

The Committee welcomes proposals that build research skills and competencies or address professional development issues important to productive careers in education research. Proposals that

represent diverse perspectives or the theme of the 2008 Annual Meeting, “Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility,” are encouraged. The Committee seeks proposals across the spectrum of research methods, measures, and modes of analysis, as well as those directed to important arenas of research knowledge and professional skills. Proposals for sessions that promote commercial endeavors (such as the sale of services or products) will not be considered.

Proposal selection rating criteria include the following conditions:

- Director(s) and any instructional staff are skilled and competent to plan and carry out the session.
- The proposal topic is important and will address critical research training needs.
- The proposal states the skills and/or knowledge that participants must have to participate effectively.
- The learning objectives are clearly stated.
- The planned activities support achievement of the learning objectives.
- The learning activities can be reasonably accomplished within the proposed time frame.
- Prior courses by the director(s), if applicable, have been successfully planned and executed.

Directors and instructional staff of the training courses do not receive honoraria. Modest reimbursement is provided only to help defray additional expenditures associated with teaching pre- or post-Meeting courses. All proposals must be submitted through the AERA Online Proposal Submission System, which will open June 1, 2007. For submission guidelines and information on the Online Proposal Submission System, please consult <http://www.aera.net>. *Questions may be directed to George Wimberly, Director of Social Justice and Professional Development, gwimberly@aera.net, 202-223-9485 ext. 105.* **The deadline for submitting proposals for the 2008 courses is August 2, 2007.** The Committee will select proposals and notify prospective course directors in November 2007.

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

The theme for the 2008 Annual Meeting, “Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility,” calls upon education researchers to consider both the context and the content of our research and the extent to which it fulfills a civic responsibility. In keeping with the 2008 theme, the Committee on Scholars and Advocates for Gender Equity in Education (SAGE) invites proposals for symposia, individual papers, and innovative presentation formats addressing contemporary concerns of gender, gender equity and sexuality in K–12 and postsecondary education settings. We welcome research that incorporates a range of epistemological, theoretical, and policy perspectives. *Program Chair: Adrienne D. Dixon, Ohio State University, dixon.1@osu.edu.*

Committee on Scholars of Color in Education

The Committee on Scholars of Color in Education invites paper proposals, or a single symposium, on any topic related to education research on students and educators of color. Collaborative proposals that involve senior scholars and junior scholars of color will be given priority consideration. *Chair: Stephen D. Hancock, University of North Carolina, Charlotte, sdhancoc@email.uncc.edu.*

International Relations Committee

The International Relations Committee invites proposals from international researchers for paper discussions, posters, symposia, papers, and other formats that address international educational issues. *Chair: Joyce King, Georgia State University, drjoyceking@yahoo.com.*

C. Special Interest Groups

Proposals will be reviewed and considered for the AERA SIGs listed below. Individuals are encouraged to contact SIG chairs for information on program topics. SIGs not listed here did not respond in time to be included in this call for proposals. Please check the AERA website at <http://www.aera.net> for updates.

Action Research, Art Bangert, Montana State University, 406-994-7424, abangert@montana.edu;

Michael Brody, Montana State University, 406-994-5951, brody@montana.edu

Adolescence and Youth Development (formerly “Adolescence”), Sharon Nichols, University of Texas at San Antonio, 210-458-2035, sharon.nichols@utsa.edu

Adult Literacy and Adult Education, Lynda Ginsberg, Rutgers University, 732-445-1409, ginsburg@rei.rutgers.edu; Jane Shore, Educational Testing Service (ETS), 610-323-5000, jshore@ets.org

Adulthood and Aging, Linda M. Speranza, Valencia Community College, 407-782-8220, lsperanza@valenciacc.edu; Lea Witta, University of Central Florida, 407-823-3220, lwitta@mail.ucf.edu

Advanced Studies of National Databases, Debbie L. Hahs-Vaughn, University of Central Florida, 407-823-1762, dhahs@mail.ucf.edu; Laura Stapleton, University of Maryland, Baltimore County, 410-455-3704, lstaplet@umbc.edu

Advanced Technologies for Learning, Brian Foley, California State University, Northridge, 818-677-4005, brian.foley@csun.edu

Arts and Inquiry in the Visual and Performing Arts in Education, David L. Young, Langley School District #35, 604-329-3288, dly@telus.net; Celeste Snowber, Simon Fraser University, 604-291-4453, celeste@sfu.ca

Arts and Learning, Robin A. Mello, University of Wisconsin, Milwaukee, 414-229-6066

Arts-Based Educational Research, Anniina Suominen Guyas, Kent State University, 330-672-1376, asuomine@kent.edu

Associates for Research on Private Education, Monica Desir, Andrews University, 269-471-9680, desir@andrews.edu

Bilingual Education Research, Theresa Y. Austin, University of Massachusetts, Amherst, taustin@educ.umass.edu

Biographical and Documentary Research, Craig Kridel, University of South Carolina, 803-777-7257, ckridel@gwm.sc.edu; Brian Schultz, Northeastern Illinois University, 773-442-5327, b-schultz@neiu.edu

Brain, Neurosciences, and Education, Michael Atherton, University of Minnesota, 612-379-7282, athe0007@mn.rr.com; Jeffrey W. Gilger, Purdue University, 765-494-6542, jgilger@purdue.edu; David L. Wodrich, Arizona State University, 480-965-7117, david.wodrich@asu.edu

Business Education and Information Systems Research, Joel Whitesel, Ball State University, 765-285-5237, jawhitesel@bsu.edu

Career and Technical Education, Steven Aragon, University of Illinois at Urbana-Champaign, 217-333-0807, aragon@uiuc.edu

Career Development, Rachel Gali Cinamon, Tel Aviv University, 972-03-640-8417, cinamon@post.tau.ac.il

Chaos and Complexity Theories, Sarah Smitherman Pratt, University of North Carolina, Greensboro, 336-334-3437, sspratt@uncg.edu

Charter School Research and Evaluation, Charisse Gulosino, Columbia University, 646-251-8134, cag2022@columbia.edu

Classroom Assessment, Jeffrey S. Beaudry, University of Southern Maine, 207-780-5493, jbeaudry@usm.maine.edu; Jim Flaitz, University of Louisiana, Lafayette, 337-482-6744, jflaitz@louisiana.edu

Classroom Management, Carol S. Weinstein, Rutgers, The State University of New Jersey, 520-299-3005, csw@rci.rutgers.edu

Classroom Observation, Terri B. Kurz, University of Texas at Austin, 512-232-5579, tkurz@mail.utexas.edu

Cognition and Assessment, Joanna Sandra Gorin, Arizona State University, 480-965-1142, joanna.gorin@asu.edu

Communication of Research, Robert V. Labaree, University of Southern California, 213-740-5824, labaree@usc.edu

Comprehensive School Reform, Marlene Darwin, American Institutes for Research, 202-403-5395, mdarwin@air.org; Wally Holmes Bouchillon, University of West Florida, 850-474-2890, wholmesb@uwf.edu

Computer and Internet Applications in Education, Sara L. Dexter, University of Virginia, 434-924-7131, sdexter@virginia.edu

Conflict Resolution and Violence Prevention, Cary James Roseth, University of Minnesota, Twin Cities Campus, 651-442-0919, rose0528@umn.edu

Confluent Education, Lisa Dawley, Boise State University, 208-426-5430, lisadawley@boisestate.edu

Constructivist Theory, Research and Practice, Jan Dinsmore, Eastern Oregon University, 541-889-6222, jdinsmor@eou.edu; David B. Slavitt, Washington State University, Vancouver, 360-546-9653, dslavitt@wsu.edu; Robert Stahl, Arizona State University, 480-965-7101, rjstahl@asu.edu

Cooperative Learning: Theory, Research and Practice, David W. Johnson, University of Minnesota, 612-624-7031, johns010@umn.edu

Critical Educators for Social Justice, Patricia M. McHatton, University of South Florida, 813-974-9595, mchatton@tempest.coedu.usf.edu; Yuri Wellington, University of Hawai'i, Manoa, 808-956-0712, ywelling@hawaii.edu

Critical Examination of Race, Ethnicity, Class, and Gender in Education, Theodora Berry, Lewis University, 708-769-0868, berryth@lewisu.edu

Critical Issues in Curriculum and Cultural Studies, Adam Howard, Hanover College, 812-866-7392, howard@hanover.edu

Critical Perspectives on Early Childhood Education, Annapurna Ganesh, Arizona State University, 480-241-9447, annapurna.ganesh@asu.edu; Janette Habashi, University of Oklahoma, 918-660-3365, jhabashi@ou.edu

Cultural-Historical Research, Ana Marjanovic-Shane, Cultural Educational Center "ZMAJ", 215-843-2909, anamshane@speakeasy.net; Jennifer Vadeboncoeur, University of British Columbia, 604-822-9099, vadebonc@interchange.ubc.ca; Keith Sawyer, Washington University, 314-935-8724, ksawyer@wustl.edu

Democratic Citizenship in Education, James Mitchell, California State University, East Bay, 510-693-3506, mitchellcsueb@aol.com

Design and Technology, Barbara Bichelmeyer, Indiana University, 812-856-8468, bic@indiana.edu; Elizabeth Boling, Indiana University, 812-856-8467, eboling@indiana.edu

Disability Studies in Education, Jan Valle, City College of New York, 212-650-5186, JanValle@aol.com; Nancy Rice, University of Wisconsin-Milwaukee, 414-229-3920, nerice@uwm.edu

Districts in Research and Reform, Kara S. Finnigan, University of Rochester, 585-275-9942, kfinnigan@warner.rochester.edu; Ellen Foley, Annenberg Institute for School Reform, 401-863-1000, ellen_foley@brown.edu

Doctoral Education Across the Disciplines, Benita J. Barnes, University of Massachusetts, Amherst, 413-545-1083, barnesbj@educ.umass.edu; Susan K. Gardner, Louisiana State University, 225-578-1890, gardners@lsu.edu

Early Education and Child Development, Nancy K. File, University of Wisconsin, Milwaukee, 414-229-4197, nfile@uwm.edu; Andrew Stremmel, South Dakota State University, 605-688-6815, andrew.stremmel@sdstate.edu

Ecological and Environmental Education, Alan Reid, University of Bath, 44-1225-386294, a.d.reid@bath.ac.uk; Robert B. Stevenson, University of Buffalo, 716-645-2471 ext. 1093, eoastevo@acsu.buffalo.edu

Education and Philanthropy, Ida Oberman, Alameda Unified School District, 510-517-0331, idaoberman@alamedanet.net; Jorge Ruiz-de-Velasco, Stanford University, 415-637-6024, jorge@stanford.edu

Education and Student Development in the Cities, Valerie Shirley, Purdue University, 765-496-3027, vshirley@purdue.edu

Education and the World Wide Web, Dave L. Edyburn, University of Wisconsin, Milwaukee, 414-229-4821, edyburn@uwm.edu; Margaret D. Roblyer, University of Tennessee-Chattanooga, 423-425-5567, margaret-roblyer@utc.edu

Education, Health and Human Services, Richard Volpe, University of Toronto, 416-934-4511, richard.volpe@utoronto.ca; Jeffrey A. Anderson, University of Indiana, 317-274-6809, janderz@iupui.edu

Educational Change, Amanda Datnow, University of Southern California, 213-740-3443, datnow@usc.edu

Educational Enterprises (*to be determined*)

Educational Statisticians, Shlomo Sawilowsky, Wayne State University, 313-577-1656, shlomo@wayne.edu

Faculty Teaching, Evaluation and Development, Mary Wilson, Simon Fraser University, 778-863-1974, mewilson@sfu.ca

Family, School, Community Partnerships, Catherine Hands, OISE/University of Toronto, 416-701-1595, cathandsteve@sympatico.ca; Steven B. Sheldon, Johns Hopkins University, 410-516-5489, ssheldon@csos.jhu.edu

Fiscal Issues, Policy and Education Finance, Kieran M. Killeen, University of Vermont, 802-656-3250, kieran.killeen@uvm.edu

Foucault and Education, Christine Clark, University of Maryland, 240-604-4448, chriseclark@mac.com; Linda Jayne Graham, University of Sydney, 041-429-1408, ljgraham@bigpond.net.au

Hierarchical Linear Modeling, Pete G. Goldschmidt, University of California, Los Angeles, 818-708-7389, goldschmidt@cse.ucla.edu

Hispanic Research Issues, Juan Gutierrez, California State University, San Bernardino, 909-573-5625, jgutierrez@csusb.edu; Nilsa J. Thorsos, Azusa Pacific University, 818-795-2375, nthorsos@apu.edu

Holistic Education (formerly “Wholistic Education”), Rodney Clarcken, Northern Michigan University, 906-227-1880, rclarcken@nmu.edu; Barbara Larsen, University of Minnesota, 952-220-8051, larse047@umn.edu; Michelle Tichy, St. Norbert College, 906-403-2949; michelletichy@snc.edu

Home Economics Research, Dana K. Bush, Eastern Kentucky University, 859-622-1386, dana.bush@eku.edu; Jacquelyn W. Jensen, Eastern Kentucky University, 859-622-2392, jackie.jensen@eku.edu

Inclusion and Accommodation in Large-Scale Assessment (*to be determined*)

Indigenous Peoples of the Americas, Timothy Begaye, Arizona State University, 480-965-4670, tim.begaye@asu.edu

Indigenous Peoples of the Pacific, Gary Sherwood Krug, Jr., University of Hawai'i, Manoa, 808-956-3866, krug@hawaii.edu; K. Laiana Wong, University of Hawai'i, Manoa, 808-944-7704, kwong@hawaii.edu

Informal Learning Environments Research, Amy Cox-Petersen, California State University, Fullerton, 714-278-2281, acox@fullerton.edu; Scott Randol, University of California, Berkeley, 510-225-8747, srandol@berkeley.edu

Instructional Technology, Jennifer Richardson, Purdue University, 765-494-5671, jennrich@purdue.edu

International Studies, David C. Miller, American Institutes for Research, 202-403-6533, dmiller@air.org

Invitational Education, Jennifer L. Edwards, 303-674-0645, jedwards@fielding.edu

Ivan Illich, Dana Stuchul, Pennsylvania State University, 814-865-2210, dls268@psu.edu; Madhu Suri Prakash, Pennsylvania State University, 814-863-3769, msp1@psu.edu

John Dewey Society, Jim Garrison, Virginia Polytechnic Institute and State University, 540-231-8331, wesley@vt.edu

Language and Social Processes, Vivian Vasquez, American University, 202-885-3719, vvasque@american.edu

Large Scale Assessment, Liz Burton, Measured Progress, 603-749-9102, lburton@measuredprogress.org

Law and Education, Mario Sergio Torres, Texas A&M University, 976-458-3016, mstorres@tamu.edu

Leadership for School Improvement, Sue G. Lasky, University of Louisville, 502-852-0634, sue.lasky@louisville.edu

Leadership for Social Justice, Maricela Oliva, University of Texas at San Antonio, 210-458-5832, Maricela.Oliva@utsa.edu

Learning and Teaching in Educational Leadership (formerly “Teaching in Educational Administration”), Tricia Browne-Ferrigno, University of Kentucky, 859-257-5504, tricia.ferrigno@uky.edu; Patricia Diane Ricciardi, Clemson University, 864-656-4506, pdr@clemson.edu; Edith Rusch, University of Nevada, Las Vegas, 702-895-2891, edith.rusch@unlv.edu

Learning Environments, Celia Johnson, Bradley University, 309-677-3187, cej@bradley.edu

Learning Sciences (formerly “Education, Science and Technology”), Tobin White, University of California, Davis, 530-752-9348, twhite@ucdavis.edu

Literature, Karen Spector, Cleveland State University, 216-687-4666, k.spector@csuohio.edu; Lane Clarke, Northern Kentucky University, 859-572-5335, clarkebl@excite.com

Lives of Teachers, Ruth Ban, Universidad Autonoma de Aguascalientes, 524-499-1084-89, rban@gmail.com; Katherine H Greenberg, University of Tennessee, 865-974-4157, khgreen@utk.edu; Xin Li, California State University, Long Beach, 562-985-9379, xli@csulb.edu

Longitudinal Studies, Leslie Scott, American Institutes for Research, 202-403-5412, lscott@air.org

Marxian Analysis of Schools, Society and Education, David A. Gabbard, East Carolina University, 252-367-9768, gabbardd@ecu.edu

Measurement Services, Ronna Turner, University of Arkansas, 479-575-5593, rturner@uark.edu

Media, Culture and Curriculum, Barbara R. Signer, St John’s University, 718-990-1466, signerb@stjohns.edu; Mark A. van’t Hooft, Kent State University, 330-672-5996, mvanthoo@kent.edu

Mentorship and Mentoring Practices, Ruben Garza, Texas State University-San Marcos, 512-245-8492, rg26@txstate.edu; Mark Hager, Menlo College, 650-543-3780, mhager@menlo.edu

Middle Level Education Research, Penny A. Bishop, University of Vermont, 802-656-9641, penny.bishop@uvm.edu; Micki M. Caskey, Portland State University, 503-725-4749, caskeym@pdx.edu; Sue C. Thompson, University of Missouri-Kansas City, 816-235-2445, scthompson@sprintmail.com

Mixed Methods Research, Kathleen Collins, University of Arkansas, 479-575-4218, kcollinsknob@cs.com

Moral Development and Education, Jason M. Stephens, University of Connecticut, 860-486-1114, jason.stephens@uconn.edu

Motivation in Education, Avi Kaplan, Ben Gurion University, 972-864-6172-0, akaplan@bgu.ac.il

Multicultural/Multiethnic Education: Research, Theory, and Practice, Carlos Nevarez, California State University, Sacramento, 916-278-5557, nevarezc@csus.edu; Leyla DeSilva Riley, University of California, Irvine, 949-824-1578, ldnewton@uci.edu; Robert J. “Bob” Stahl, Arizona State University, 480-965-7101, rjstahl@asu.edu

Multiple Intelligences: Theory and Practice, Ken Martin, University of Cincinnati, 513-556-3592, martink@fuse.net

Multiple Linear Regression: The General Linear Model, Susan M. Tracz, California State University-Fresno, 559-278-0347, susant@csufresno.edu; David A. Walker, Northern Illinois University, 815-753-9362, dawalker@niu.edu

Music Education, Colleen M. Conway, University of Michigan, 517-424-1614, conwaycm@umich.edu

Narrative and Research, Debbie A. Pushor, University of Saskatchewan, 306-966-7573, dap730@mail.usask.ca

Organizational Theory, John Weathers, University of Pennsylvania, 215-573-7000 ext. 259, jweathers@gse.upenn.edu

Out-of-School Time, Sara Hill, Robert Bowne Foundation, 212-658-5875, sara.hill@bowne.com

Paulo Freire, Zues Leonardo, California State University, Long Beach, 562-985-4599, zleonard@csulb.edu; Shirley Steinberg, McGill University, 917-488-3474, msgramsci@aol.com

Peace Education, William M. Timpson, Colorado State University, 970-491-7630, timpson@cahs.colstate.edu

Philosophical Studies in Education, Doris A. Santoro Gomez, Bowdoin College, 207-798-4309, dsantoro@bowdoin.edu

Politics of Education, Gregg A. Garn, University of Oklahoma, 405-325-6832, garn@ou.edu; John Sipple, Cornell University, 607-227-0937, jws28@cornell.edu

Portfolios and Reflection in Teaching and Teacher Education, Rebecca Fox, George Mason University, 703-993-4123, rfox@gmu.edu; Nathan Bond, Texas State University, 512-245-3098, nathanbond@txstate.edu

Postcolonial Studies and Education, Nadine E. Dolby, Purdue University, 765-496-2863, ndolby@purdue.edu

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