



2021 ANNUAL MEETING CALL FOR SUBMISSIONS

Orlando, Florida • Friday, April 9–Monday, April 12

Opening Plenary and Reception, Thursday, April 8

Shaun Harper, President

Lori Patton Davis, Annual Meeting Program Co-Chair

Toby S. Jenkins, Annual Meeting Program Co-Chair

Daniel Soodjinda, Annual Meeting Program Co-Chair

I. Theme: “Accepting Educational Responsibility”

Education researchers are not merely scholars; we are also citizens of the places in which our scholarship is produced, disseminated, and implemented. Equity and justice in these places depend as much on our deep thinking as they do on what we do with what we know. Racism, xenophobia, transphobia, Islamophobia, anti-Semitism, homophobia, and other manifestations of hate continually poison these places. Mass shootings occur in too many places close to where we live and do our academic work. Sexism, sexual harassment, and sexual assault occur too often within and beyond our workplaces. Myriad consequences of wealth inequity negatively affect people inside of and around the places where many of us think, teach, research, and write. Attendees of the 2021 AERA Annual Meeting will be empowered to accept greater responsibility for social problems that plague places around the world. Our identities as citizens and as scholars will be embraced.

Accepting educational responsibility requires honest acknowledgments among citizen-scholars. One such acknowledgment is that all legislators and elected officials attended school; most are college graduates. Yet far too many learned far too little in those places about how to respectfully engage across partisan lines and avert polarization. Listening, understanding, and reasonably considering the viewpoints of persons beyond one's own political party are skills educators failed to teach those who go on to make consequential policy decisions that affect entire nations. Doctors who unknowingly reproduce health inequities graduated from medical schools. Judges who reach biased legal outcomes that disparately impact minoritized communities are law school graduates. Many sexual harassers in corporate contexts are business school graduates. Citizen-scholars must do more with evidence to responsibly inform the educational preparation of future workers across these and all other professions. We also must do more to educate the public and raise consciousness about beliefs, behaviors, cultures, structures, and systems that harm people and sustain inequities.

This theme is about both schools and the larger social contexts in which schooling occurs. It invites AERA members and other Annual Meeting attendees to acknowledge the roles we play in sustaining an array of social and educational inequities. We

know, for sure, that tremendous racial inequity occurs across all levels of education. This theme invites those of us who teach in schools of education to accept greater responsibility for the inadequate preparation of educators for work in racially, ethnically, culturally, and linguistically diverse P-12 schools and postsecondary institutions. For example, when educators discipline African American students at disproportionately higher rates, misdiagnose them for special education, identify too few of them for advanced placement and international baccalaureate programs, deliver to them a culturally irrelevant curriculum, teach them in culturally disdainful ways, and stereotype their families as careless and hopeless, the schools of education that produced these professionals are just as responsible as the professionals themselves. Furthermore, if scholars who study and document these trends do too little to make our findings actionable, then we, too, are contributors to the cyclical reproduction of these educational inequities.

The 2021 AERA Annual Meeting will be a place where attendees reject apolitical stances that limit how our scholarship affects societies. Epistemological tensions, the artificial boundaries of perceived research objectivity, and the politics of leveraging of research for equity and justice will be thoughtfully engaged. Through lectures and plenary sessions, the Citizen-Scholar Presidential Symposia Series, and other programming across divisions, SIGs, and committees, attendees will be inspired to collaboratively take evidence-based action to correct educational and social injustices, to use data to counter lies and misinterpretations, and to initiate cross-division and interdisciplinary collaborations with other scholars. Throughout the conference and beyond, colleagues will contemplate many meaningful questions. For instance, how can we individually and collectively demonstrate greater care about what happens in our society and in educational institutions? What evidence and expertise can we bring? How can we unite with practitioners, with scholars across other academic fields and disciplines, and with other citizens beyond academia to strategically address complex social and educational problems? Ultimately, this theme and its corresponding Annual Meeting activities aim to inspire evidence-based political actions and courageous, sustainable coalitions among citizen-scholars.

II. GENERAL INFORMATION AND POLICIES

II. General Information and Policies

- **2021 AERA Annual Meeting: Friday, April 9–Monday, April 12, 2021, Orlando, Florida. Opening Plenary and Reception, Thursday Evening, April 8**
- The 2021 AERA Annual Meeting is a long-planned shift to a four-day meeting with a full days of programming on Days 1 and 4 (April 9 and April 12) The Opening Plenary and Reception will take place the evening before the start of sessions on Thursday, April 8. There are 18 competitive time slots for the Annual Meeting, 11 are 90-minutes and 7 are 120 minutes in duration.
- The vast majority of the Annual Meeting program consists of papers and sessions selected through this open call and based on a peer-review process guided by program chairs of divisions, special interest groups (SIGs), and committees. Other elements of the program include invited Presidential and AERA-wide invited sessions, professional development courses, and graduate student programs.
- Paper or session submissions previously accepted for the 2020 AERA Annual Meeting may not be submitted for the 2021 AERA Annual Meeting.
- AERA is planning to hold a place-based meeting in 2021. By submitting to the 2021 AERA Annual Meeting, submitters are making a commitment, should their work be accepted, to present at the place-based meeting in Orlando, or in a virtual meeting, if the place-based meeting needs to be cancelled.
- Submitters or those invited to participate at the Annual Meeting acknowledge a commitment to attend the Meeting and not engage in any expression, display, of other form of conduct that is unwelcoming or harassing to others in formal sessions or at any events, activities, or locations where attendees, staffs, or other meeting participants are present due to AERA's holding an Annual Meeting.
- Submitters or those invited to participate at the AERA Annual Meeting acknowledge that they adhere to the highest standards of professional conduct, including that they will not engage in any form of discrimination, exploitation, or harassment, in accord with the AERA Code of Ethics. They also acknowledge that their work complies and is in accord with the AERA [*Code of Ethics*](#).
- Submitters are strongly encouraged to review the elements of presenting well-warranted and transparent work as described in the [*Standards for Reporting on Empirical Social Science Research in AERA Publications*](#) and the [*Standards for Reporting on Humanities-Oriented Research in AERA Publications*](#).
- Submitters are strongly encouraged to indicate at the time of submission their interest in locating their paper, if accepted,

in the AERA Online Paper Repository. This AERA service allows authors to widen the visibility of their work and authenticate the presentation of their papers. All papers in the repository receive digital object identifiers (DOIs) to support accurate citation and discoverability.

- New for the 2021 AERA Annual Meeting will be Electronic Poster Sessions. All submitters who are accepted for a poster session will no longer need to create a poster and bring it to the meeting. Posters will not be pinned to standing boards; instead, AERA is enhancing the poster experience through the use of large electronic monitors that allow for display of accepted posters with enhanced features. After being accepted, submitters will receive instructions on how to create their poster online in AERA's Interactive Presentation Gallery. This interactive technology will permit the presenter to add video, sound, text and charts to their presentation. This technology will not be available for Structured Poster Sessions or Invited Poster Sessions.
- Only submitters of accepted posters will present their work through electronic monitors. Authors of all accepted papers, however, will have an opportunity to locate their presentations in the AERA Interactive Presentation Gallery subsequent to the conclusion of the Annual Meeting. This new service allows authors to share their presentations widely with narration, chats, and other features.
- For questions related to specific division, SIG, or committee areas of interest, contact the respective program chairs listed in the "Call Details" section.
- For general questions, contact the AERA meetings team at annualmtg@aera.net or (202)238-3200.

III. Submission Procedures and Policies

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

1. **Submission is open to AERA members and non-members.** Any AERA member or non-member may advance a submission to any division, SIG, or committee regardless of AERA membership or membership in a specific unit. All submitters need to have a "My AERA" user profile with a username and password to submit. However, AERA membership is not required to create the profile.
2. **Submissions are accepted online only at www.aera.net.** Click "Login" at the upper right of the screen. After you log in, click "My AERA" at the top of the page. On the "My AERA" page, scroll down to the 2021 Annual Meeting and click "Online Program Portal."
3. **Submissions must arrive by the deadline.** The submission system opens on **May 15, 2020**, and closes on **July 22, 2020, at 11:59 PM Pacific Time**. No late submissions will be accepted.
4. **Types of submission.** AERA accepts two types of

submission: an individual paper and a session submission. An individual paper submission is one paper with one or more authors for presentation at a paper, poster, or roundtable session. To submit a paper, you select “paper.” During the submission process, you select your preferred mode of presentation for that paper—in a paper, poster, or roundtable session. Individual papers that are accepted will be grouped into sessions by program chairs. Your accepted paper will be considered for presentation only in the formats selected. To submit a session, you select “session.” A session submission is a fully planned session, involving multiple presentations or participants and a chair.

5. **Completeness of submissions.** Authors should only submit complete papers. Proposals to write a paper are not eligible for consideration. They will be removed from consideration. The paper may be a preliminary paper, but it must be a complete paper. Upload of the final paper is required by March 12, 2021. The submitted paper will constitute the final paper unless a revised paper is uploaded.
6. **Originality of submissions.** The AERA Annual Meeting is a forum for the presentation of original work. Paper and session submissions that have been previously published or presented at another professional meeting are ineligible for consideration.
7. **Submission may only be submitted to a single division, SIG, or committee.** Should the author(s) submit a paper or session to more than one unit (division, SIG, or committee), all versions of the submission will be removed from consideration. This includes submissions that are submitted multiple times with slight changes in the title and content.
8. **All abstracts, paper uploads, and session summary uploads must be submitted without author identification.** For paper submissions, all submissions are reviewed blind. For session submissions, each division, SIG, or committee selects blind or non-blind review. For the non-blind review of session submissions, the system will be set up to show author identification to reviewers for units that specify that this information should be included for review. Failure to exclude author identification from the abstract, paper upload, and session summary upload will disqualify the submission from consideration. References may include citations from the author(s) if applicable.
9. **Word limits.** Submissions of papers or sessions may not exceed the word limits specified in the “Advancing a Paper Submission” and “Advancing a Session Submission” sections. There are different word limits for different submission types. Please read the requirements carefully. Only submissions that adhere to the requirements will be considered. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count.
10. **Institutional review board review.** If the research being reported in a submission involves human subjects, then

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

11. **Online repository.** Authors are encouraged to participate in the voluntary AERA Online Paper Repository and share their papers widely with other scholars in an open access environment, as noted under General Information and Policies. The Online Paper Repository authenticates and time-dates all uploaded papers and assigns a digital object identifier (DOI). The repository also allows citation to subsequent publication to be added.
12. **Participant registration and attendance requirement.** All presenting authors of accepted papers and all participants in accepted sessions (presenting authors, chairs, and discussants) are expected to register for and attend the Annual Meeting and be present at the scheduled sessions whether the meeting is place based or held virtually. The preliminary program will be released by January 15, 2021; presenting authors must register by or before February 12, 2021, to be retained as presenting authors. Submission is a commitment to do so.
13. **Video recording and photography.** Those submitting papers or sessions acknowledge that AERA may record, photograph, or otherwise broadcast sessions, events, or activities held as part of the Program at the Annual Meeting.
14. **First author participation limits.** To promote broad participation in the Annual Meeting, an individual may not appear as first author on more than two paper submissions. An author may be first author on more than two submissions, but will need to withdraw papers if more than two papers are accepted where they are first author. The purpose of this requirement is to limit the number of first author submissions in any one year, not to change authorship position for purposes of submission (see AERA Code of Ethics).
15. **Other participation limits.** In addition, an individual may not appear on the program more than four times (e.g., in the role of chair, discussant, or participant). The participation limit does not include participation in invited speaker sessions or any session connected with an AERA office, committee, or award (such as AERA division/SIG business meetings, invited addresses, award ceremonies, or professional development courses).

IV. Advancing a Paper Submission

Paper Requirements

- A paper submission is an individual paper with one or more co-authors to be presented in a paper, poster, or roundtable session.

- Papers must be in the form of a complete narrative paper, whether still in progress or in final form for presentation. PowerPoint slides, summary tables, abstracts, or proposals to write a paper will not be considered.
- Word limits:
 - 15 words or fewer for paper title.
 - 120 words or fewer for abstract.
 - 2,000 words or fewer for paper upload.

Paper must contain no author identification. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count. Submissions will be removed from consideration if the paper exceeds the word limit or includes author identification.
- Papers must address and will be reviewed on the following six elements:
 1. Objectives or purposes
 2. Perspective(s) or theoretical framework
 3. Methods, techniques, or modes of inquiry
 4. Data sources, evidence, objects, or materials
 5. Results and/or substantiated conclusions or warrants for arguments/point of view
 6. Scientific or scholarly significance of the study or work

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

- Specific format or style, such as APA, is not required.
- Submitters can review and make changes to a submission during the open submission period, including uploading a revised paper. Uploading a revised paper automatically replaces the one previously uploaded.
- Authors of accepted papers need to upload a final paper by March 12, 2021. As set forth under Submission Procedures and Policies above, the submission paper will constitute the final paper unless an author uploads a revised paper.

Session Formats for Paper Submissions

When you submit an individual paper, you will be asked to select your preferred session format for presentation; that is, in a paper, poster, or roundtable session. To submit, you select “paper” submission. During submission, you then select your preferred presentation format of paper, poster, or roundtable. All formats provide a means for grouping related papers into sessions, with different opportunities for discussant and audience participation. Meeting rooms for paper sessions will be set up theater-style; poster sessions will be set up with electronic monitors; and roundtable sessions will be set up with roundtables. The following session formats are used by program chairs to group accepted papers.

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

Poster sessions. Poster sessions combine graphic display of materials through large electronic monitors with the opportunity for individualized, informal discussion of the research with meeting attendees at a 90-minute session. Papers accepted for poster sessions will be grouped by the program chair into appropriate poster sessions. Individual presenters who are accepted will be required to create their poster in user-friendly dedicated space in the AERA Virtual Presentation Gallery. This interactive technology will permit the presenter to add video, sound, text, and charts to their presentation. Because of the physical configuration of this type of session, no additional audiovisual equipment, such as a screen or LCD projector, is provided.

Roundtable sessions. Roundtable sessions allow maximum interaction among presenters and with attendees. Papers accepted for a roundtable session will be grouped by the program chair into tables with three to five papers per table, clustered around shared interests. Each roundtable at a roundtable session will have a designated chair, who is knowledgeable about the research area, to facilitate interaction and participation. Because the emphasis is on interaction, there will be no discussants. Each roundtable session will be scheduled in a 90-minute time slot. Because of the physical configuration of this type of session, no additional audiovisual equipment, such as a screen or LCD projector, is provided. Authors wishing to display information may do so from their own laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as a power source will not be provided.

Paper Submission Process

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

STEP 1: Go to www.aera.net. Click “Login” at the upper right of the screen. After you log in, click “My AERA” at the top of the page. On the “My AERA” page, scroll down to the 2021 Annual Meeting and click “Online Program Portal.” All submitters need a “My AERA” user profile with

V. ADVANCING A SESSION SUBMISSION

a username and password to submit. AERA membership is not required to create a profile.

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

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

STEP 4: **Select “Paper” as the submission type for a paper, poster, or roundtable presentation.** This is for an individual paper with one or more co-authors to be presented in a paper, poster, or roundtable session. To submit, you select “paper,” not poster or roundtable. When you continue through this submission process you can select your preferred presentation type of paper, poster, or roundtable. You may select more than one mode of presentation. If your paper is accepted, you will not be placed in a presentation mode you have not selected.

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

- 15 words or fewer for paper title.
- 120 words or fewer for abstracts.
- Provide responses for the following: recording, descriptors, research method, preferred session format, special requests, accessibility needs, human subjects research protection, and online paper repository.
- Click “Accept and Continue.”

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

STEP 7: Review your submission information and upload your paper. Papers must be in the form of complete narrative papers whether they are still in progress or are the final papers for presentation. Papers must be 2,000 words or fewer and contain no author identification. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count. Click “upload paper” located in the lower right. Affirm that your paper follows the policies for uploaded documents. Click the button at the bottom of the page in the middle to upload your document, choose your document, and then click “Accept and Continue.”

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

a revised paper. Uploading a revised paper automatically replaces the current one.

V. Advancing a Session Submission

Session Requirements

- A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.
- 15 words or fewer for session title.
- 120 words or fewer for session abstract.
- 500 words or fewer for overall session summary, without any author/participant identification, addressing the following session elements:
 1. Objectives of the session
 2. Overview of the presentation
 3. Scholarly or scientific significance
 4. Structure of the session
- 15 words or fewer for paper/presentation title that is different from the overall session title for each presenter/participant in the session.
- 500 words or fewer for paper/presentation summary for each presenter/participant in the session.
 - This is a summary for each presenter/participant, not a paper for each; only one upload that is a consolidated document of the summaries is required.
 - Paper/presentation summaries are required for each presenter/participant in a session, including participants in symposium submissions for formats of panel discussions and town hall sessions.
 - Each paper/presentation summary in the session must address and will be reviewed on the following six elements:
 1. Objectives or purposes
 2. Perspective(s) or theoretical framework
 3. Methods, techniques, or modes of inquiry
 4. Data sources, evidence, objects, or materials
 5. Results and/or substantiated conclusions or warrants for arguments/point of view
 6. Scientific or scholarly significance of the study or work

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

See session formats below for minimum and maximum presentations and participants for

each session format.

- Session summary upload with no author identification that is a consolidated document of the 500-word-maximum session summary (500 words or fewer) and a paper/presentation summary for each presenter in the session (500 words or fewer). The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the consolidated word count. Submission will be removed from consideration if the upload exceeds the word limit or contains author identification.
- Session submissions need to include chairs and, if applicable, discussants, with appropriate expertise. Chairs and discussants need to have substantive background and expertise appropriate to the session, and the knowledge and skill to guide the session (beyond keeping time).
- Specific format or style such as APA is not required.
- Submitters can review and make changes to a submission during the open submission period, including uploading a revised consolidated session summary. Uploading a revised consolidated session summary automatically replaces the one previously uploaded.
- All presenters (excluding any discussants) in an accepted session format of symposium, structured poster session, working group roundtable, or demonstration/performance are required to upload a paper or commentary paper addressing all of the six elements noted above by the deadline to upload final papers, **March 12, 2021**. Papers or commentary papers for sessions are not limited in length but may be shorter than final full papers (e.g., 1,000 words). These papers/commentary papers are required for presentations of accepted session submissions only; these are not required for submission.

Session Formats

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

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

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

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

Structured poster sessions. This format provides for overarching consideration of a research topic or issue while permitting significant opportunity for visual and graphic presentation and individualized discussion with presenters. Submissions for structured poster sessions must have a minimum of six (6) and a maximum of 15 posters. There must be a chair who offers an introduction. Discussant(s) are optional. Poster sessions can also include brief oral presentations to the audience gathered as a group. Much of the time is devoted to direct discussion between attendees and poster presenters. We encourage submission of sessions with poster presentations that are conceptually linked in terms of education research issues, problems, settings, methods, analytic questions, or themes. All presenters are expected to prepare a paper or commentary paper. Presenters will need to create and bring traditional posters 4' x 6' posters to display their work for this type of session.

Symposia. A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may be quite interactive, where a large portion of the session may be devoted to activities such as discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction. Innovative formats (e.g., town hall meetings) can be

proposed under this rubric. Accordingly, organizers of symposia may use (and are encouraged to use) a range of presentation modes—including brief opening remarks, ed-talks, or similar short comments—to convey key points and catalyze discussion.

All presenters are expected to prepare a paper or commentary paper. Session submissions for symposia must have a minimum of three (3) participants. Session submissions for symposia are limited to six (6) participants for 90-minute sessions and seven (7) participants for 120-minute sessions. The number of participants includes presenters and any discussants. These limits are in addition to the chair. The presentation limits are to allow for meaningful presentation, discussion, and audience participation. In general, symposia sessions include presenters from different institutions or from different research groups or teams.

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

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

Session Submission Process

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

STEP 1: Go to www.aera.net. Click “Login” at the upper

right of the screen. After you log in, click “My AERA” at the top of the page. On the “My AERA” page, scroll down to the 2021 Annual Meeting and click “Online Program Portal.” All submitters need a “My AERA” user profile with a username and password to submit; AERA membership is not required to create a profile.

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

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

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

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

- 15 words or fewer for session title.
- 120 words or fewer for session abstract.
- 500 words or fewer for session summary.
- Provide responses for the following: estimated attendance, length of session, recording, descriptors, research method, special requests, accessibility needs, and alternative session format.
- Click “Accept and Continue.”

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

- 15 words or fewer for paper title that is different from the session title.
- 500 words or fewer for abstract for each presenter/participant in the session.
- Provide responses for the following: human subjects research protection and online paper repository.

VI. COMMON MISTAKES AND FAQs

- Click “Accept and Continue.”
- On the next screen, select author(s)/presenters/participants and indicate presenting or non-presenting. If you are adding co-author(s) and the names are not in the system, you can add them. Co-authors do not need to be AERA members to be added. Click “Accept and Continue.”

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

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

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

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

- Submitting the same submission to more than one division/SIG/committee; submissions may be submitted to only one unit.
- Submitting a previously published or presented paper.
- Uploading the incorrect paper to a particular submission.
- Indicating the wrong category for your submission (paper versus session submission). To submit for a paper, poster, or roundtable session, select individual paper because it is only one paper, and then select your preferred session format; do not select the session types “structured poster” or “working group roundtable” because those are fully planned sessions with multiple presentations and participants.
- Please use Chrome, Firefox, Microsoft Edge, or Safari to access the AllAcademic System. If you have any issues, please update to the newest version of your browser.

FAQs

- **Do I need to be an AERA member to submit to the Annual Meeting?** No, you do not need to be an AERA Member to submit. You need to have or create a user profile with username and password on www.aera.net. AERA membership is not required to create a user profile, and there is no charge for creating a user profile.
- **What is the deadline for 2021 Annual Meeting submissions?** July 22, 2020, at 11:59 PM Pacific Time.
- **What is the difference between a paper submission and a session submission?**
 - **Paper submission:** A paper submission is an individual paper with one or more co-authors to be presented in a paper, poster, or roundtable session.
 - **Session submission:** A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.
- **What is the word count for a paper submission?**
 - 15 words or fewer per title.
 - 120 words or fewer per abstract.
 - 2,000 words or fewer per paper (with no author identification).
 - References, tables, charts, graphs, images, and figures should be added to the end of the paper and do not count toward the word count.
- **What is the word count for a session submission?**
 - 15 words or fewer for session titles.
 - 120 words or fewer for session abstracts.
 - 500 words or fewer overall for session summaries.
 - 500 words or fewer for summaries for each

VI. Common Mistakes and FAQs

Common Mistakes

- Uploading papers with author identification.
 - All paper uploads for individual paper and session submissions are submitted without author identification.
 - Some divisions and SIGs do session submission review with author identification, but the uploaded session summary document still should not include author identification; the reviewer system is set up to show author identification as applicable.
- Exceeding the word limit (paper and session submissions have different word limits).
- Submitting a proposal to write a paper rather than submitting a complete paper. A complete paper is required, even if it is preliminary.

paper/commentary in a session.

- Session summary upload with no author identification that is a consolidated document containing the session summary (500 words or fewer) and the paper/presentation summary for each presenter in the session (500 words or fewer). The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the consolidated word count.
- **How do I submit a paper for a poster or roundtable?** Select “Paper” as the submission type because you are submitting only one paper. When you continue through the submission process you can select your preferred presentation type: paper, poster, or roundtable. Do not select the session types “structured poster” or “working group roundtable” because those are fully planned sessions with multiple presentations and participants.
- **Should I include author identification?** No. Author identification should not be included for any abstract, paper, or session submission.
- **The division/SIG/committee to which I am submitting has non-blind reviews for session submissions. Why should I not include author identification?** For the units with non-blind reviews where sessions are reviewed with author identification, the system will be set up to show author identification to reviewers.
- **Can I submit the same submission to more than one division/SIG/committee?** No. Each submission can be submitted to one unit only.
- **How many times can I be listed as the first author or participant in the program?** Each individual can be listed as the first author twice and may not appear on the program more than four times, e.g., in the role of co-author, chair, and discussant. This limit does not include participation in invited sessions or any session connected with an AERA office, committee, or award.
- **Is there a limit on the number of co-authors on my paper?** No. There is no limit for co-authors listed as long as they all contributed to the paper.
- **What if I forgot to add my co-author or I cannot find them in the system?** Prior to the submission deadline, you can log in and edit your submission, including adding co-authors and adding people who are not already in the system. An individual does not need to be an AERA member to be in the system or to be added to the system.
- **Do I need to use a specific format or style, such as APA?** No, you do not need to use a specific style.
- **Why is my submission removed from consideration?** Submissions are removed from consideration if you do not follow AERA policies, for example, if you submit a proposal to write a paper rather than submit a complete paper, even if it is preliminary; include author identification; exceed the word limit (there are different word limits for paper and session submissions); submit the same paper to more than one division/SIG/committee; or submit a paper that has been previously presented or published.
- **Can I change the division/SIG/committee I am submitting to once I have already submitted?** You can change the unit you submit to if the submission deadline has not passed. The only way to change the unit is to completely delete your original submission and then resubmit to the new unit.
- **If I have submitted my paper to a journal for publication or to another conference for presentation, can I still submit to AERA?** Yes, as long as the paper has not been previously published or presented. If you find out after submitting to AERA that your paper has been accepted for publication or presentation at another conference, you can still present at AERA as long as the publication or presentation date is after your AERA presentation. If it is before, you should withdraw from AERA. Once you log in to your AERA account and land on the MY AERA homepage, you can click the “My Profile” link to edit your profile.
- **What purpose does the AERA online repository serve?** The AERA Online Paper Repository allows scholars to widely disseminate their papers in an open-access environment. All papers are authenticated with date and time. The repository also enhances potential citation to and discoverability of the paper by assigning a Digital Object Identifier (DOI) to the paper. The repository is a vehicle for sharing papers and does not constitute publication. Authors may subsequently provide citations to final publication, further widening access to their scholarship.
- **If I am not presenting a paper in a poster session, can my presentation be included in the AERA Virtual Presentation Gallery?** The Gallery is a service that AERA is offering after the Annual Meeting to all authors with accepted papers even if their papers are presented in paper or roundtable sessions or in an organized session submission. Authors will be invited to take their PowerPoints, handouts, or other forms of display and create presentations (with brief narrations, if they wish) for continuing availability, access, communication with researchers and other viewers, and citation long after the Annual Meeting has concluded. The Virtual Presentation Gallery complements the Online Paper Repository in making accessible the presentation in addition to the underlying paper.
- **Why do I need to provide an explanation if IRB review (or equivalent research ethics review board) has not been obtained or is not applicable for the study?** In accordance with the *AERA Code of Ethics*, AERA seeks to ensure that all papers presented at the Annual Meeting involving human subjects have received appropriate review and adhere to the Association’s ethical standards.
- **What if I am awaiting IRB approval for my study or if IRB review is not applicable?** Studies that are awaiting IRB approval should be noted as “pending,” and must be noted

with an explanation. As indicated in the call, submissions of proposals to write papers will not be considered. AERA should be notified at (annualmtg@aera.net) once final IRB action is taken. “Not applicable” is intended for work that is theoretical, methodological, or involves using only public information. An explanation is important to understand why IRB review was not undertaken, needed, or applicable.

VII. Descriptors

The descriptors used for preparing the subject index of the Annual Meeting Program are available online. The Online Submission System will prompt submitters to select descriptors from a pull-down list. A minimum of one is required, but three are encouraged.

VIII. Call Details

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

A. Divisions

Division A: Administration, Organization, and Leadership

Program Co-Chairs: Vincent Cho and Virginia Snodgrass Rangel

Division A invites submissions that reflect an understanding of and commitment to “accepting educational responsibility.” This year’s theme calls upon each of us to demonstrate the ways in which we and our scholarship move beyond simply pointing at issues and concerns regarding positive change at arm’s length. Rather, accepting educational responsibility involves the heart, mind, and deep personal introspection about our moral and ethical duties to positively influence the academic experiences and life outcomes of children, youth, and adults—within the United States and beyond. In doing so, we further acknowledge the power of our scholarship to frame discourse and decisions around educational policies and practices. It is imperative that these endeavors be relevant, rigorous, relational, and reciprocal.

In accepting this call for educational responsibility, Division A is committed to identifying and sharing cutting-edge scholarship in the field of educational leadership, administration, and supervision, particularly scholarship that has the power and potential to enhance the capacity of educational leaders to promote equity, justice, and inclusion, and to dismantle structures and practices that work to sustain and deepen educational and social inequalities. In doing so, Division A welcomes submissions representing a wide array of theoretical and conceptual perspectives; methodologies and approaches; and diverse individuals, organizations, and contexts. We are particularly interested in scholarship that is conceptualized, designed, and conducted in partnership with and with respect to

schools, communities, and organizations.

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

- Please indicate *three (3) topic descriptors* at the end of your abstract. These will be used to assign reviewers and to group accepted submissions appropriately.
- Submissions should be clearly aligned with both the AERA and the division calls for submissions.
- All proposals—including symposia—should be submitted *without author identification* to allow for blind review. Proposals that are not blinded may not be reviewed.
- AERA requires that all submissions represent completed work, not work in progress.
- Previously published or presented work should not be submitted for review.
- Authors are encouraged to select all preferred or acceptable session types (e.g., paper, poster, roundtable sessions).
- Graduate students are encouraged to submit proposals for consideration for the Division A Graduate Student Poster Session. *Note: “Poster Session” must be selected as one of the preferred formats/session types in order for submissions to be considered for this session.*
- For general questions, please contact the Division A program chairs: *Vincent Cho, Boston College, vincent.cho@bc.edu; Virginia Snodgrass Rangel, University of Houston, vrangel4@central.uh.edu*

Section 1: Leadership

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

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

Second, we invite papers that focus on leadership as shared practice, rather than on the leaders themselves. This includes a focus on distributed and shared leadership, informal leadership,

leadership in communities of practice within and among schools and districts, and the relationships among principals, teacher leaders, assistant principals, and other school leaders.

Third, we invite papers that emphasize local, state, and federal systems-level leadership and its impact on student learning and other outcomes. In particular, we invite papers that investigate the nature of effective practices, including forms of leadership, models of district-level leadership, school and district relationships, and superintendent–school board relations.

Fourth, we invite papers that focus on research that examines leadership effectiveness as well as those that critique this conception as currently enacted. In particular, we welcome papers focusing on research that examines school and district leadership practices that result in positive change in preK–12 schools. Papers can also consider the role of leadership in the teaching and learning process and its impact on student learning and other student outcomes, as well as leadership that enhances socially just beliefs and practices and fosters deeper understanding of such ideas among teachers and other staff. This includes research on how school and district leaders foster social justice, how they influence curriculum and instructional effectiveness through teacher supervision and support, and other leadership practices to support learning for all teachers and students, particularly those who have been traditionally underserved. *Section Co-Chairs: Jennie Weiner, University of Connecticut, jennie.weiner@uconn.edu; Chris Torres, Michigan State, ctorres@msu.edu*

Section 2: School Organization and Effects

The focus of this section is research on the organization and effects of schools and school systems. Researchers interested in practices and policies associated with the organizational operations and effectiveness of schools and districts are strongly encouraged to submit work to this section. Submissions related to organizational operations may investigate routines, practices, and structures for coordinating students' activities within the school (e.g., grade-level structures, classroom assignment, grouping practices); the formal and informal organization of teachers' work across classrooms; the work and role of administrators; school governance; time considerations such as calendaring and scheduling; budgeting; data use; human resources allocation; and how schools respond to pressures in their external environments.

Submissions related to organizational effectiveness may investigate issues such as student learning and achievement, the factors affecting teachers' performance and retention, the impact of school administrators, and the overall organizational capacity of schools. Of particular interest is research that examines how organizational operations mediate school effectiveness.

This section is open to research on all types of schools and school systems. This includes traditional, nontraditional, public, private, charter, virtual, and other school organizations involved in preK–12 education. Other submissions relating to school and district organization and effects are also encouraged, particularly those which attend to the broader convention theme by seeking to understand how the organization and effectiveness of schools can be

leveraged to promote educational opportunity. *Section Chair: Hollie Mackey, North Dakota State University, hollie.mackey@ndsu.edu*

Section 3: School and District Improvement

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

First, we welcome submissions that consider specific improvement approaches and processes or more broadly examine the development and implementation of innovative improvement models, practices, or conditions. For example, papers might examine policy development and implementation; organizational conditions in schools and districts related to improvement efforts; assessment techniques or practices related to the introduction of improvement initiatives; partnerships between improvement-focused organizations; and, efforts to induce or incentivize improvement practices using grants, policy mandates, and/or community and cross-sector collaborations. We also invite papers that focus on governmental and privately supported initiatives that incentivize changes in school and district improvement practices or processes and thereby consider the role and agenda of public and private partners in shaping district and school understandings of district transformation and school change.

Second, we invite submissions that focus on the impact of school and district improvement approaches. Such submissions should report results that highlight the ways improvement efforts are associated with improvement in school and district quality and how particular approaches broadly advance goals related to equity and social justice in public education. We are especially interested in papers that explore the relationship between improvement approaches and the educational opportunities and outcomes of historically marginalized students, families, and communities. For example, papers might examine particular theories of action or improvement, experiences for individuals or groups of schools and districts, and impacts on the broader democratic goals of schooling, including student equity and access, family and community engagement, and social justice issues (i.e., the relationship between school and district change, community development, and social movements more generally). *Section Chair: Timothy Drake, North Carolina State University, tadrake@ncsu.edu*

Section 4: School Contexts and Communities

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

We invite research that investigates the relationship between schools and their community context(s) and the resulting effects on democracy as an enterprise. This includes research that investigates how schools foster parent engagement, school-district-community relationships, and community involvement among stakeholders in schools. It also investigates school leaders' efforts to address diversity among family and community constituencies and how schools make use of their neighborhoods and communities as contexts for teaching, leading, and learning opportunities. We invite scholarship that focuses on district-community relationships, including community agency, university and business partnerships with schools and districts, and governmental relationships including city and school relationships with school districts and their impact on students, their schools, and the larger "public." *Section Chair: Joshua Childs, The University of Texas at Austin, joshuachilds@austin.utexas.edu*

Section 5: Leadership Preparation Development

This section focuses on research that examines innovations in research and practice related to the preparation and development of school leaders (including leaders at the school building, district, and state levels). We welcome (a) research that investigates the conceptualization, description, and evaluation of models for leadership preparation (including certification, masters, and doctoral programs) and leadership development promoted by schools, districts, colleges and universities, nonprofits, and other organizations; (b) research that examines the roles of standards, assessments, accreditation, and funding, as well as policies at the local, state, and national levels; these examinations could include the changing nature of the field of leadership preparation as influenced by foundation and governmental policies and initiatives and emergence of alternative pathways to licensure, preparation, and development; (c) research that examines how leadership preparation and development influence leadership practices, teaching and learning, schools, and student and school outcomes. These examinations could include the impact of leadership preparation that brings to light engaged research and researchers in the United States and around the globe. *Section Chair: Yinying Wang, Georgia State University, ywang103@gsu.edu*

Questions related to the Division A Call for Submissions and review process can be sent to the section chairs listed above or to the program chairs: *Vincent Cho, Boston College, vincent.cho@bc.edu; Virginia Snodgrass Rangel, University of Houston, vrangel4@Central.UH.edu*. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

Division B: Curriculum Studies

Program Co-Chairs: Keffrelyn D. Brown and Amelia (Amy) Kraehe

Division B (Curriculum Studies) invites exciting, unsettling, and field-building submissions for the 2021 Annual Meeting in Orlando, FL—a site of politics, somewhere on Indigenous land. Division B uses critical perspectives in the studies of curriculum and curricula within, across, and beyond sites of formal

education. This has included various engagements, contestations, and deliberations concerning the hidden (and not-so-hidden) curriculum of schooling, education, and education research.

This year's theme, "Accepting Educational Responsibility," asks us—as researchers and educational stakeholders—to confront and work to resolve injustices that plague our educational systems and society. This is not something education researchers should do. It is something we must do, as citizen-scholars who hold an obligation to equip students, and our worlds, for responsible citizenship.

We (the program chairs and the VP) pose these questions in relation to the conference theme: What is the role and responsibility that curriculum studies has held and continues to hold in promoting justice and responsible citizenship? When taking up this responsibility, how should it look in our scholarship and practice? What questions do we need to ask? What work do we need to do? What stakeholders and communities do we need to engage? What factors stand to enliven and/or impede our efforts? How can taking responsibility be joyful, compassionate, and critical? Given the theme and the questions we ask, we envision a program attuned to the intersection of the past, present, and future across the six areas of consideration:

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

These statements will guide the Division B planning team in constructing its overall program, one that grapples with the practices, policies, processes, and outcomes of research within micro- and macro-level educational spaces.

Below, you will find sections (1–6) that serve as guideposts to help you decide which conversation you want your work (submission) to join. Each section includes a title and keywords illustrating overlapping tensions and resonances, and invites submissions that will:

- Reflect a variety of approaches to curriculum studies (i.e., conceptual/theoretical, ethnographic, textual, visual, performative, digital/virtual, historical, philosophical, activist/advocacy, policy, arts-based, community-based, pedagogical, content-specific inquiries)
- Account for a variety of spaces where curricular discourses reside (i.e., classrooms, libraries, community centers, museums, state and federal policy, historical archives, textbooks, movies, social media)
- Offer path-breaking and rejuvenating research/

scholarship and dialogue

- Come from those who have not yet participated in Division B
- Come from those whose works have been foundational to the field
- Come from collaborative teams of newer and senior scholars

Before submitting, remove information that identifies the author(s). Reviewers will not consider submissions that include identifying author information. The submission system is set up to show identifying author information to reviewers of submissions for a symposium. For more information, please contact the appropriate section chairs. For general questions, you may contact the *program Co-Chairs: Keffrelyn D. Brown, University of Texas at Austin, keffrelyn@austin.utexas.edu; Amelia (Amy) Kraehe, University of Arizona, akraehe@arizona.edu.*

Section 1: Cultural Inquiry in Curriculum Studies

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

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

Section Chairs: Ryan Crowley, University of Kentucky, ryan.crowley@uky.edu; LaGarrett King, University of Missouri, Columbia, kinglj@missouri.edu

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

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

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

Section Chairs: Kevin Clay, Virginia Commonwealth University, clayk3@vcu.edu; Gabriel Reich, Virginia Commonwealth University, greich@vcu.edu

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

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

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

Section Chairs: Justin Grinage, University of Minnesota, grin0060@umn.edu; Valin Jordan, University of Louisiana at Lafayette, valin.jordan@louisiana.edu

Section 4: Policies and the Politics of Curriculum

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

Keywords: curriculum revision, curriculum policy, community engagement, participatory decision-making, curriculum futurity

Section Chairs: Christopher Crowley, Wayne State University, cbcrowley@wayne.edu; Jason Goulah, DePaul University, jgoulah@depaul.edu

Section 5: The Places and Praxis of Curriculum

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

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

Section Chairs: Ganiva Reyes, Miami University, reyesg@miamioh.edu; Racheal Rothrock, Miami University, rothrorm@miamioh.edu

Section 6: De/Colonization and Transformative Curriculum Studies

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

Keywords: decolonization, Indigeneity, Mestizaje, Africentricity, intersectional anti-isms, agentic cuts, contingent collaborations, cosplay, mangles, oneness, emergent strategies, land, trans*colonial imaginaries, dispossession, queer, refuse, renew, #Blacklivesmatter

Section Chairs: Karishma Desai, Rutgers University–New Brunswick, karishma.desai@gse.rutgers.edu; Esther Ohito, University of North Carolina at Chapel Hill, eohito@unc.edu

Division C: Learning and Instruction

Program Chair: April Z. Taylor

Division C invites submissions of high-quality research on learning and instruction and the relations between them. Appropriate

research topics include learning and instruction in various content areas such as literacy, history, fine arts, mathematics, science, engineering, or computer science; cognitive, social, affective, motivational, biological, and cultural influences on learning and instruction; and the nature and effects of designed environments either with or without technology. Moreover, Division C encourages submissions pertaining to race, culture, or equity in learning and instruction. Submissions to Division C span a wide range of theoretical orientations, research methodologies, and settings. Submissions must report findings drawn from actual data rather than report anticipated results, and should be based on methodologies appropriate to address the identified research questions. In addition to traditional empirical studies, Division C also considers alternative forms of inquiry, including literature reviews or meta-analytic studies that systematically draw on the extant literature to inform understandings about learning and instruction or their relation.

We invite submissions that address important problems in learning and instruction from multiple perspectives and utilize a variety of session formats that are interactive and encourage engagement with the audience. In developing your submissions, we particularly encourage you to think about the theme of the 2021 meeting, “Accepting Educational Responsibility.” We seek strong evidence-based studies that are rigorously conducted but also are relevant, compelling, and speak to our commitment as citizen-scholars to use our research to tackle pressing social problems. The 2021 meeting will take place in Orlando, Florida, a city in the central part of the state. Orlando is famous not only for its themed parks but also its racial/ethnic diversity and all of the benefits and challenges that such diversity affords. Orlando is therefore a fitting location for exploring and harnessing our power as citizen-scholars to make the world a better place.

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

- **Topic descriptors.** Select three topic descriptors for use in assigning reviewers and grouping papers in sessions. Use descriptors that characterize your submission and will help differentiate your topic within a section (e.g., if you are submitting to Section 1c. on mathematics, use of “Mathematics Education” is not specific enough to be a helpful descriptor, although it could be useful for submitting to a different section).
- **Tables and figures.** Limit tables and figures to only those that are essential for understanding the submission.
- **Word count.** Include the word count under the title of the submission.
- **Author identification.** *Paper submissions undergo blind review.* To enable blind review, paper submissions (i.e., paper, poster, roundtable) must be submitted *without* author identification within the paper itself. Session submissions (i.e., symposia, structured poster sessions, and other alternative formats) do not undergo blind review. *Include all author information in a session submission.*

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

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

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

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

the year. Do not include article titles, DOIs, or other identifying information.

Determining whether a topic is appropriate for Division C.

Individual and session submissions to Division C should focus primarily upon issues in learning and instruction. Submissions that emphasize assessment as it relates to measurement and school evaluation issues, as well as submissions on teacher education, teacher effectiveness, curriculum design, and research methodology, should be submitted to other AERA divisions or SIGs. Section chairs reserve the right to redirect a submission to another section, division, or SIG if the subject matter is deemed more appropriate elsewhere.

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

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

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

Section 1a: Literacy

Research on learning and instruction in reading, writing, and the language arts. Foci include cultural, cognitive, or affective processes that underlie word recognition, phonological awareness, reading fluency, spelling, vocabulary, reading comprehension, writing, and second language learning. We also invite submissions pertaining to race, culture, and equity in literacy. *Section Co-Chairs: Nicole Mirra, Rutgers University, nicole.mirra@gmail.com; Lyn Scott, California State University–East Bay, lyn.scott@csueastbay.edu*

Section 1b: Humanities, Social Sciences, Fine Arts

Research on learning and instruction in the humanities (e.g.,

history, literary studies), social sciences (e.g., economics, geography, citizenship/political science). Research may involve formal or informal learning contexts, including international and multicultural settings, and may emphasize content knowledge, disciplinary procedures, instructional design, equity methodologies, and ideas about the purpose of learning, or the influence of factors such as social identity. *Section Chair: Karon LeCompte, Baylor University, karon_lecompte@baylor.edu*

Section 1c: Mathematics

Research on learning and instruction in mathematics. Submissions may include a range of topics including psychological, social, or cultural perspectives on problem solving, concept and skill development, strategy growth and change, or the use of technology to support educational practice in mathematics. We also invite submissions pertaining to race and equity in mathematics. *Section Co-Chairs: Laura Bofferding, Purdue University, lbofferding@gmail.com; Nicole Wessman-Enzinger, George Fox University, nmenzinger@gmail.com*

Section 1d: Science

Research on learning and instruction in science. Foci may include psychological, social, or cultural perspectives on problem solving, conceptual development and change, inquiry, equity, reform, and using technology to support educational practice in science. We also invite submissions pertaining to race and equity in science. *Section Co-Chairs: Joshua Rosenberg, The University of Tennessee–Knoxville, jmrosenberg@utk.edu; Enrique Suárez, University of Massachusetts–Amherst, easuarez@umass.edu*

Section 1e: Engineering and Computer Science

Research on learning and instruction in engineering and computer science. Foci may include cognitive, motivational, developmental, and sociocultural perspectives as they pertain to individual and collaborative problem solving; the design process; modeling, measurement, and assessment; knowledge change; technical innovation and entrepreneurship; and the integration of engineering and computing with science and mathematics. *Section Chair: Andrea Tyler, Tennessee State University, dralt@att.net*

Section 2: Cognitive, Social, and Motivational Processes

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

Section 2a: Cognitive and Motivational Processes

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

and motivational processes, as well as interactions between these processes. *Section Co-Chairs: W. David Wakefield, California State University–Northridge, david.wakefield@csun.edu; Alyson Lavigne, Utah State University, alyson.lavigne@usu.edu*

Section 2b: Learning and Motivation in Social and Cultural Contexts

Research on learning, instruction, and/or motivation within specific social or cultural contexts (e.g., groups, classrooms, informal learning environments), including research using culturally based or social-cultural theories (e.g., culturally relevant pedagogy, critical race theory, etc.). Cognitive processes and/or outcomes may be assessed, but the primary focus is on the social or cultural context. *Section Co-Chairs: Jerrell Cassady, Ball State University, jccassady@bsu.edu; Alison Koenka, Virginia Commonwealth University, koenka.alison@gmail.com*

Section 3: Designed Environments

Submissions to this section should focus upon research on learning and instruction within formal and informal environments designed for specific purposes (e.g., hands-on museum exhibit). Submissions to Section 3 should be sent to one of two subsections (3a or 3b) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

Section 3a: Learning Environments

Research on learning and instruction within designed learning environments. Foci include the nature and/or effects of interdisciplinary, situated, collaborative, interactive, or informal contexts (e.g., out-of-school environments such as museums and workplaces) on learning and instruction. Research may include learning environments involving technology, but the primary focus of the research should be on the learning environment. *Section Co-Chairs: Shadi Roshandel, California State University–East Bay, shadi.roshandel@csueastbay.edu; Engida Gebre, Simon Fraser University, egebre@sfu.ca*

Section 3b: Technology-Based Environments

Research on the use of, and learning, motivational, and performance improvement outcomes of, technology-based environments, including multimedia, computerized, web-based, and other learning environments that involve technology. Diverse perspectives on learning, motivation, and performance improvement are welcome, as are studies that (a) examine contextual factors that sometimes moderate the impact of, use of, and access to technology-based learning environments, such as socioeconomic status, disabilities, and other factors associated with underrepresentation; and (b) employ diverse methodologies including but not limited to data mining, learning analytics, trace data, mixed methods, Bayesian approaches, and more traditional qualitative, mixed-method, and quantitative methodologies. *Section Co-Chairs: Teya Rutherford, University of Delaware, teyarutherford@gmail.com; Daryl Tate, University of Arkansas–Little Rock, datate@ualr.edu*

Questions related to the Division C Call for Submissions and review process can be sent to the section chairs listed above or

to the program chair: *April Z. Taylor, California State University–Northridge, ataylor@csun.edu*. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

Division D: Measurement and Research Methodologies

Program Chair: Qiwei He

The Division D Program Committee invites submissions that address the study, design, development, and evaluation of a wide range of methodologies, as well as types of data in educational research. We also invite submissions that debate the epistemological, ontological, and ethical questions underlying this wide range of methodologies. Measurement and research methodologies are at the core of research in most social science disciplines, including education. Research aligned with Division D is of the utmost importance in helping to ensure that educational research is as scientifically accurate as possible. In accordance with the 2021 AERA program theme, “Accepting Educational Responsibility,” we particularly invite submissions that advance the scientific understanding of equity and fairness in both traditional and developing educational measurement and assessment modalities; build and analyze sources of evidence that are multifaceted and cross-disciplinary in nature, by promoting educational responsibility from all perspectives of different stakeholders; and advance methodologies and tools that can help democratize evidence in educational justice.

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

- Division D encourages collaboration and innovation in presentation format and particularly encourages session formats that promote audience engagement, including interactive symposia, structured poster sessions, panel discussions, and paper discussions.
- Sessions may also be co-sponsored with other AERA divisions or SIGs. Submissions should be submitted to *one group* only, although joint review and sponsorship may be requested by the organizers or arranged by the program chairs.
- Division D *prioritizes* submissions focusing on methodological issues, advancements, and innovations, supported whenever possible by empirical results and conclusions. Preference will be given to submissions describing completed work that entails methodological advances and innovative applications.
- Submissions must adhere to the guidelines presented in the general Call for Submissions, including word limits. A complete list of the references cited in the paper should be included. Use of tables, figures, and equations must be reasonable and well explained.
- All submissions must be prepared for *blind review*, with names and any identification of the author(s) removed. Failure to remove this identifying information will result in

disqualification of the submission.

- To avoid document conversion issues, it is strongly recommended that submitters create a PDF version of their submission, view it to be sure that it has been converted correctly (particularly with respect to tables, figures, and equations), and then upload the PDF version to the online submission system.

Section 1: Educational Measurement, Psychometrics, and Assessment

This section encourages submissions in a broad range of educational measurement, psychometrics, and assessment, with a preference for studies that (a) develop innovative methods that match innovations in modern research design and measurement (including adopting new data sources in log files in assessment); (b) investigate novel approaches to addressing policy issues, privacy issues, or equity and fairness issues in assessments; and (c) assess the reliability and validity of the use of emerging methods in both classroom and large-scale assessments. Submissions focusing on methodological advances in test theories and developments of novel assessments are likewise welcomed. *Section Co-Chairs: Qiwei He, Educational Testing Service, qhe@ets.org; Wenchao Ma, University of Alabama, wenchao.ma@ua.edu*

Section 2: Quantitative Methods and Statistical Theory

This section encourages submissions that engage in advancing techniques in quantitative methods and statistical theory as applied to educational research. We encourage submissions that evaluate existing statistical and quantitative methods for educational data, develop new statistical and quantitative models, or borrow methods from other fields, such as data science and computer science, to assess learning data and tests with richer processes and/or trace data. *Section Co-Chairs: Zhenqiu Laura Lu, University of Georgia, zlu@uga.edu; Hongwen Guo, Educational Testing Service, hguo@ets.org*

Section 3: Qualitative Research Methods

This section focuses on qualitative, ethnographic, post-qualitative, interpretive, and case-based methods, as well as critical, design-based, participatory, and action-based methodologies, as applied to educational research. In the spirit of the 2021 AERA theme, “Accepting Educational Responsibility,” the leadership of this section encourages research submissions that represent diverse voices and offer both academic and professional perspectives demonstrating the impact of activist qualitative scholarship on issues of social justice, equity, and inclusion in the context of accepting educational responsibility. *Section Co-Chairs: Tony Talbert, Baylor University, tony_talbert@baylor.edu; Stephanie Anne Shelton, University of Alabama, sashelton@ua.edu*

Section 4: Multi-Method and Mixed Methods

This section encourages submissions with focuses on educational mixed- and multiple-method research that theorizes and illustrates how programs of research can productively engage and integrate multiple research methodologies, philosophies, and

social theories. *Section Co-Chairs: Thomas Christ, University of Bridgeport, tchrist@bridgeport.edu; Lisa Foster, Liberty University, lafoster@liberty.edu*

Questions related to the Division D Call for Submissions and review process can be sent to the section chairs listed above or to the program chair: *Qiwei He, Educational Testing Service, qhe@ets.org*. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

Division E: Counseling and Human Development

Program Chairs: Patrick Mullen and Sungok Serena Shim

Division E solicits submissions in the area of counseling and human development consistent with the Annual Meeting theme, “Accepting Educational Responsibility.” As researchers in counseling and human development, we are committed to creating, promoting, and disseminating research that engages us not just as scholars, but as citizens of the educational communities that we serve. As citizen-scholars, we are dedicated to collaboratively taking evidence-based action to correct educational and social injustices, to using data to counter lies and misinterpretations, and to initiating cross-division and interdisciplinary collaborations with researchers and practitioners to strategically address complex social and educational problems. We favor submissions that report findings from completed research and welcome the use of diverse methodological approaches. Studies in the disciplines of counseling, clinical, and/or school psychology, school counseling, educational psychology, and human development are strongly encouraged. Areas of focus for submissions include but are not limited to (a) developmental processes for children, adolescents, and adults, including the role that social processes and context play in lifespan development; (b) evidence-based counseling practices in educational, work, and health settings; (c) vocational and career development, particularly as it pertains to advancing justice in equal educational and employment opportunities; (d) national and global equity and diversity issues related to counseling, psychology, and human development; (e) the education and training of educators, counselors, psychologists, and other members of the helping professions; and (f) research on counseling, psychology, and human development intervention programs. Symposium submissions are strongly encouraged and should present systematic research programs or multiple perspectives on important theoretical, applied, and/or methodological issues. Submissions that represent the mutual interests of Division E and AERA SIGs or that serve to integrate counseling and human development are strongly encouraged. Individual submissions will be reviewed blind and should not include author identification in the submission text. Submissions must adhere to the guidelines presented in the general Call for Submissions.

The division accepts submissions in two sections:

Section 1: Counseling. *Section Chair: Patrick Mullen, William & Mary, prmullen@wm.edu*

Section 2: Human Development. *Section Chair: Sungok Serena*

Shim, Ball State University, sshim@bsu.edu

Questions related to the Division E Call for Submissions and review process can be sent to the program chairs: *Patrick Mullen, William & Mary, prmullen@wm.edu; Sungok Serena Shim, Ball State University, sshim@bsu.edu*. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

Division F: History and Historiography

Program Chair: Fevronia Soumakis

The Division F Program Committee invites submissions addressing all periods and topics in the history and historiography of education, especially those that contextualize current debates in the field of public education. In keeping with the 2021 AERA program theme, “Accepting Educational Responsibility,” we welcome submissions that use historical analysis to reshape current understandings of the past, and public-facing projects that seek to use history to bring communities together to build a more inclusive and just present. Division F welcomes innovative formats for research presentation. We also encourage submissions that incorporate new strategies, media, and other formats of public scholarship into the 2021 Annual Meeting, as well as submissions that will draw interest both within Division F and beyond.

Division F challenges citizen-scholars to interrogate linkages between education research and public policy, examine how migration and immigration transformed the American landscape, enrich our understanding of the experiences of underrepresented groups as part of diverse democracies, and use innovative theoretical frameworks that transcend traditional boundaries. We seek studies on the history of African American, Asian American, Latinx, Native American, and LGBTQ education, as well as investigations of the education of contemporary immigrant groups, the working classes, and those in poverty. We also seek historical and comparative studies on topics such as colonial education, civic education, sexuality and gender in education, rural education, urban education, suburban education, religion and education, education and state formation, education and the law, teachers’ work, curriculum and instruction, and community-based education.

Submissions should clearly identify the historical sources on which the study is based and discuss the paper’s larger significance within the historiography of the topic and/or period.

All submissions, whether papers or sessions, will undergo blind review; thus, they must not include author identification.

Questions related to the Division F Call for Submissions and review process can be sent to the program chair: *Fevronia Soumakis, Queens College, The City University of New York, fks2102@tc.columbia.edu*. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

Division G: Social Context of Education

Program Co-Chairs: Cleveland Hayes and Lubna Chaudhry

The 2021 AERA theme calls for serious thinking about “Accepting Educational Responsibility” and what that means as it relates to P–20 education spaces and access to quality education, especially since the COVID-19 pandemic. To this end, Division G (Social Context of Education) invites the education research community writ large to respond with thoughtful analyses about the status of socially informed research toward the improvement of education for all students, children, or adults. Producing rich, theoretical, and robust empirical studies is perhaps the best way to preserve the integrity of research in the context of deep suspicion about the role that research plays in understanding the dilemmas of education, such as disparities of many kinds. Division G’s leadership invites the AERA community to prepare submissions in an effort to address the most pressing issues that have divided our society and in doing so, help to address these disparities. As citizens and as scholars, we include in our call the combination of themes that are longstanding concerns in education, such as literacy, policy, and access, as well as those that are more recent, such as intersectionalities at the level of identities, structures, places, and times. Thank you for reading our call for submissions below, which outlines Division G’s section, abstracts, and section co-chairs.

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

- Your submission addresses the theme
- Your submission follows AERA’s submission guidelines for submitting papers

Section 1: Education and Place, Space, Time

Education and Place, Space, Time encompasses research related to geographical (space and place) settings as well time—the past, present, and futures of teaching and learning in formal and informal venues. Spatial units of analysis may be comprised of classroom, school, community, region, nation, and/or global scales. Temporal considerations may include historical and contemporary conditions as well as imagined and potential futures that are currently being conceptualized. The purpose is to build descriptions of and theoretical insights about teaching and learning across time and for present futures. *Section Chairs: Pedro Nava, Mills College, pedronava42@gmail.com; Benjamin D. Parker, Manheim Township School District, bdparker12@gmail.com; Denise Yull, State University of New York at Binghamton, dyull@binghamton.edu*

Section 2: Differences and Intersectionalities

Differences and Intersectionalities emphasizes scholarship focused on experiences and implications of race, ethnicity, gender, sexuality, language, nationality, social class, dis/ability, region, religion, spirituality, and additional forms of diversity. This section considers work regarding the intersection of differences across and between education institutions and home/ community, theory and practice, social barriers and constraints, as well as sources of agency that may contribute to education opportunity and change. *Section Chairs: Erika Bullock, University of Wisconsin–Madison, ebullock@wisc.edu; Sheretta Butler-Barnes, Washington University in St. Louis, sbarnes@brownschool.wustl.edu*

Section 3: Languages, Literacies, and Representations

Languages, Literacies, and Representations centers on the power, intricacies, and effects of languages, literacies, and representations. It documents and examines sign and representational systems that are textual, oral, visual, and affective; that engage embodied ways of knowing; and that draw from different literacies (Indigenous, global South, etc.). It addresses bilingualism, multilingualism, and bi-/multi-cultural literacies in formal or informal education (including foreign language, bilingual, and English-as-a-second-language settings). It examines representations in schools, popular cultures, music, media, and other informal educational sites. *Section Chairs: Claudia Cervantes-Soon, Arizona State University, ccsoon@asu.edu; Tisha Lewis Ellison, University of Georgia, tellison@uga.edu*

Section 4: Policies, Mattering, and Praxis

Policies, Mattering, and Praxis highlights inquiry into micro and macro education policies, politics, and praxis. This section encourages analyses of sociocultural contexts of education policy through approaches that highlight processes, histories, lived experiences, and outcomes. How and where policies, politics, and praxis matter, to whom and for what purposes, and how, across pasts, presents, and futures, are foci of this section. Innovative ontological, epistemological, and methodological approaches are welcome. *Section Chairs: Craig Peck, University of North Carolina–Greensboro, c_peck@uncg.edu; Vanessa D. Garry, University of Missouri–St. Louis, garryv@umsl.edu*

Section 5: Inquiry, Transformation, and Communities

Inquiry, Transformation, and Communities highlights the possibilities, insights, and challenges of education research. Encouraged in this section are analyses—including racial/ethnic, feminist, queer, indigenous studies; decolonial, transnational; quantitative, qualitative, mixed-methods; ethnographic; participatory action research; sociocultural; historical; geographical; and new methodologies—that are situated within local and/or global contexts of education; are transdisciplinary, collaborative, culturally appropriate; activist/advocacy oriented; theoretically and methodologically innovative; and that have the potential for fostering transformative outcomes in education and communities. *Section Chairs: Aria Razfar, University of Illinois at Chicago, arazfar@uic.edu; Adeoye Adeyemo, University of Illinois at Urbana-Champaign, adeyemo82@gmail.com*

Questions related to the Division G Call for Submissions and review process can be sent to the section chairs listed above or to the program chairs: *Cleveland Hayes, Indiana University–Purdue University Indianapolis, clehayes@iu.edu; Lubna Chaudhry, Binghamton University–SUNY, chaudhry@binghamton.edu*. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

Division H: Research, Evaluation, and Assessment in Schools

Program Chair: Virginia Snodgrass Rangel and Matthew Lavery

The theme for the 2021 AERA conference is “Accepting Educational Responsibility.” It calls on us to embrace our identities as “citizen-scholars” by accepting responsibility to find solutions for the social ills that surround us. It also urges us to “take evidence-based action to correct educational and social injustices, to use evidence to counter lies and misinterpretations, and to initiate cross-division and interdisciplinary collaborations with other scholars.” The 2021 theme speaks directly to Division H’s focus on research, evaluation, and assessment in schools, as well as to the interdisciplinary nature of our work. We encourage submissions that address this year’s theme by asking difficult questions, carrying out rigorous research, and offering data-based recommendations to improve student equity, opportunity, and outcomes.

Submission Content

Division H encourages poster, roundtable, symposium, and paper session submissions that focus on research, evaluation, assessment, and accountability across schools and school districts to inform decision making and establish advances in methodology. Such studies can include:

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

AERA has asked that only completed work that has not been previously published or presented at another professional meeting be submitted. Do not submit proposed or incomplete research. Work that was accepted for the AERA 2020 Annual Meeting is considered to have already been presented (we encourage accepted presenters to upload their paper to the repository, where it will be assigned a DOI). Although you may submit continuations or derivations of that work, resubmissions of last year’s submissions will not be considered. All submissions—for paper sessions, roundtables, posters, and

symposia—must exclude author identification so that the review can be blind. Submissions that are not blinded or do not follow AERA's additional submission criteria may not be reviewed.

All submissions will be reviewed by a minimum of three expert reviewers and rated according to the following criteria: (a) choice of problem (i.e., significant or not significant); (b) theoretical or conceptual framework; (c) study, research, or evaluation design; (d) data collection and analysis procedures; (e) quality of writing/organization; (f) overall contribution to the field; and (g) overall fit with the conference theme.

Section 1: Applied Research in Schools

This section encourages submissions that (a) are based on research conducted within or between school districts, state departments, universities, or research organizations; and (b) examine data-driven, research-based methods, interventions, and best practices for school improvement and increased student achievement. Submissions may include, but are not limited to, in-house institutional research, action research, or studies conducted by external researchers. *Section Chair: Matt Silbergitt, WestEd, msilber@wested.org*

Section 2: Program Evaluation in Schools

Submissions for this section are formal evaluations of school or district programs. Submissions may include (a) formative or implementation evaluations of programs, policies, or initiatives; (b) summative or outcome evaluations of programs or initiatives; (c) innovative approaches to, or methods for, the practice of program evaluations; (d) meta-evaluations; or (e) professional development evaluations. *Section Chair: Matthew Lenard, Harvard University, mlenard@g.harvard.edu*

Section 3: Assessment in Schools

We encourage submissions dealing with the development of effective assessments or assessment systems, the use of assessment results to inform instructional decisions/practice, validations of state, district, or school assessment systems and results (including sensitivity), and studies focused on perceptions of assessment as well as participants' involvement in their own assessments. Submissions can include studies related to (a) district, state, and national assessment programs; (b) large-scale assessment development; (c) formative, benchmark, and performance assessments (ranging from informal to formal academic assessments and including those focused on college and career readiness); or (d) feedback from stakeholders on assessment instruments and/or practices. *Section Chair: W. Christopher Brandt, National Center for the Improvement of Educational Assessment, Inc., cbrandt@nciea.org*

Section 4: Accountability in Schools

This section seeks submissions examining the characteristics, implementation, or impact of state, national, or local accountability systems in the schools. Submissions can include (a) accountability of teachers, principals, school districts, and/or schools; (b) validity of accountability results; (c) accountability criteria (e.g., student achievement, college and career readiness,

student dispositions); (d) accountability models (e.g., growth/value added); or (e) the impact of such systems on students, teachers, schools, or districts, including intended and unintended consequences, as appropriate. *Section Chair: Ann Marie Howard, Saint Leo University, ann.howard@saintleo.edu*

Questions related to the Division H Call for Submissions and review process can be sent to the section chairs listed above or to the program chairs: *Virginia Snodgrass Rangel, University of Houston, vrangel3@UH.edu; Matthew Lavery, Bowling Green State University, mlavery@bgsu.edu*. Please contact section chairs directly for questions about submitting papers to specific sections. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

Division I: Education in the Professions

Program Chairs: Dorene Balmer and Bridget O'Brien

The theme for the 2021 AERA Annual Meeting is "Accepting Educational Responsibility." This inspiring theme reminds us that education researchers are not merely scholars; we are also citizens in the places in which our scholarship is produced, disseminated, and implemented. In Division I, this means we acknowledge our responsibility to educate health professionals who do not reproduce health inequities, lawyers who oppose biased legal outcomes that disparately impact minoritized communities, and engineers who are advocates and allies for female and minority colleagues. We encourage cross-field and interdisciplinary collaborative studies that use data to inform and promote educational responsibility for professionals. As citizen-scholars, we must do more with the evidence we have to responsibly inform the educational preparation of future professionals and to raise public consciousness about beliefs, behaviors, structures, and systems that harm people and sustain inequities.

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

In support of the 2021 theme, Division I encourages submissions that deepen understanding of how to address inequities within professions education and how to use professions education to address societal inequities. Division I also encourages submissions on other topics important to *professions education*, including but not limited to:

- Curriculum development, reform, and evaluation in professions education
- Teaching and instructional methods in professions education
- Competency-based education frameworks in professions education
- Interprofessional collaboration instruction and assessment
- Team-based education, practice, and assessment
- Technology in instruction and assessment in professions education
- Assessment of (and for) learning and performance
- Program evaluation in professions education
- Program accreditation and certification and professional regulation/policy

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- Professional identity and professional socialization
- Structural and cultural factors that influence professions education at individual, group, and/or organizational levels
- Faculty development, mentoring, and leadership development

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

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

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

- **Teaching and Learning:** Toni Ungaretti, Johns Hopkins University, toni@jhu.edu
- **Assessment:** Brad Brossman, American Board of Internal Medicine, BBrossman@ABIM.ORG
- **Professional Development:** Anne McKee, King's College London, anne.mckee@kcl.ac.uk
- **Diversity and Equity:** Ara Tekian, University of Illinois at Chicago, tekian@uic.edu

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

- A **paper submission** includes an individual paper with one or more co-authors, to be presented in a paper, poster, or roundtable session format. To allow for maximum flexibility by the Program Committee and to increase the likelihood of inclusion in the 2021 Division I Program, please consider selecting more than one presentation format when submitting an individual paper.
- A **session submission** includes a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.

When submitting your work for possible inclusion in the 2021 Division I program, please note and adhere to the following requirements:

- All papers must represent original work. Division I will only consider paper and session submissions that have not been previously published or presented at another professional meeting.
- All submissions must be submitted only to a single AERA division, SIG, or committee. Division I will not accept submissions that have also been submitted to another AERA unit.
- All papers must represent completed work, including results and conclusions. Works in progress will not be considered.
- All papers must abide by AERA word limits. Division I cannot consider submissions that exceed those limits.
- Abstracts must be included with all submissions. Note that abstracts do not count toward the overall word limit requirements. Include the abstract in both the submission form (via an open text box) and within the submission document (the .pdf file including the full submission). Abstracts of accepted submissions will be published in the *Professions Education Researcher Quarterly* (PERQ; <http://www.aera.net/Division-I/News-Announcements>), which is made available to Division I members in advance of the Annual Meeting.
- If the research being reported involves human subjects, then the author must ensure and indicate that the study has been reviewed and approved by an institutional review board (IRB). If an IRB review was not sought or was not required, the author should specify this and provide a detailed explanation. Division I will not consider submissions that fail to address IRB review.
- All authors of accepted individual paper submissions (including those presented as roundtables or posters), as well as all session presenters, are expected to upload a final version of their submission that incorporates reviewer comments to the AERA website by March 12, 2021.
- Paper submissions undergo blind review. To enable blind review, paper submissions must be submitted without author identification within the paper itself.
- Session submissions do not undergo blind review. Include all author information in a session submission. Session submissions submitted to Division I will be reviewed with author information, regardless of whether author information is included in the submission document (PDF file). The program chair will link author information to the session submission document and send them to reviewers.
- Session submissions must include at least 4 paper presenters (above and beyond a discussant) and must indicate that all

participants have agreed to be present at the Annual Meeting, should their session be accepted. Session submissions must also include a presentation title for each speaker.

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

Questions related to the Division I Call for Submissions and review process can be sent to the program chairs: *Dorene Balmer, The Children's Hospital of Philadelphia, balmerd@email.chop.edu*; *Bridget O'Brien, University of California –San Francisco, bridget.obrien@ucsf.edu*. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

Division J: Postsecondary Education

Program Chair: Desiree Zerquera

Amidst a year of unprecedented changes in higher education, it is fitting that our theme for the 2021 Annual Meeting focuses on “Accepting Educational Responsibility.” During the past year, members of the Division J community found themselves juggling expectations as scholars and citizens. We were not just juggling our work and families; we were also finding ways to support students struggling through the institutional and societal pressures of our times. Far from business as usual, the COVID-19 pandemic has underscored and exacerbated the inequities that shape the experiences of our students, our colleagues, and ourselves within higher education. How we move forward as a community of scholars should be influenced by a commitment to deeply realizing and addressing the inequities within higher education and the broader contexts where we work.

As a higher education scholar, AERA President Shaun Harper challenged scholars to accept the responsibility and engage with issues of racism, xenophobia, transphobia, Islamophobia, anti-Semitism, homophobia, and hate; all of these have manifested themselves in our host city and state—Orlando, Florida—where previous tragedies have contributed to the region's unique demographic changes. These issues plague higher education contexts, and higher education institutions sometimes work to create and perpetuate them. It is our responsibility to be citizen-scholars and use our scholarship and privileges within the academy and beyond to challenge injustice within the contexts of our work.

This theme influences Division J programs by promoting scholarship that addresses both the complexity and need to confront injustice in higher education and society. We seek to highlight division programs that can address unjust practices and policies within higher education with evidence-based problem-solving approaches that should influence organizational leaders, educators, policy makers, practitioners, and future research. Further, we encourage the submission of programs that center the

influence and correction of inequity and prejudice within higher education organizations. In accordance with the 2021 conference theme, division programs should address the role of citizen-scholars in advocacy, policy making, and state actions to promote success for all students, faculty, and staff, with particular attention to work that explicitly centers communities that have been long disserved by higher education; collaboration between scholars within the academy and those engaged in the work of policy and practice; the incorporation of interdisciplinary perspectives; and/or consideration of contexts surrounding higher education.

Section 1: College Student Development and Learning

Submissions for this section contribute to the critical study of student development theory in postsecondary education. Specifically, submissions ask questions about how college students develop across a variety of domains (e.g., cognitive, social, psychological, moral, and identity) and investigate the constructs associated with development (e.g., meaning making, dissonance, the role of power and oppression). Moreover, submissions on how students learn in and outside of the classroom are welcomed. In particular, submissions should seek to understand the developmental considerations associated with student learning. We especially encourage submissions that interrogate how oppressive environments within higher education institutions and beyond shape student development and learning. *Section Co-Chairs: Ebelia Hernandez, Rutgers University, ebelia.hernandez@gse.rutgers.edu*; *Antonio Duran, Auburn University, aad0051@auburn.edu*

Section 2: College Student Access, Success, and Outcomes Assessment

Submissions for this section fall under three subsections: college student access, college student success, and outcomes assessment. These sections focus on factors that shape student access, student pathways and success, and assessment of practices and programs related to student outcomes. For all three subsections, we encourage submissions that consider inequity, injustice, and the responsibility of educators to address these issues as they manifest in higher education and its related contexts.

Section 2a: College Student Access

Submissions for this section focus on the multiple ecological systems (e.g., individual, familial, school, institutional, and policies) that influence students' access or barriers to postsecondary education institutions (e.g., community colleges, four-year institutions, or graduate education). This section also welcomes submissions on specific policies and programs designed to promote access to postsecondary education, and transcend complacency on historical outcomes that continue to reinforce inequalities in college opportunities. A concentration of submissions on (a) geography, (b) justice-involved populations, (c) minoritized racial or ethnic groups, (d) identities (LGBTQ+, student-parents, etc.), or (e) technology with an application of college choice or preparation, financial aid, and pathways to higher education, will be especially appreciated. *Section Co-Chairs: Vanessa A. Sansone, The University of Texas–San Antonio, vanessa.sansone@utsa.edu*; *Adrian H. Huerta, University of Southern California, ahhuerta@usc.edu*

Section 2b: College Student Success

Submissions for this section address student success across a variety of domains and contexts, and a variety of temporal and epistemological standpoints (including skills training, momentum, persistence, institutional retention, microcredential acquisition, reverse transfer, resistance, power disruption, and—yes—graduation and credential attainment, among others). Submissions are welcome that ascertain factors that influence students' pathways to educational success, as well as those that take up teleological or systemic questions of how success is conceptualized in the first place, by whom, and the consequences of what or whose purposes are thus served. *Section Co-Chairs: Deryl Hatch-Tocaimaza, University of Nebraska–Lincoln, dhatch3@unl.edu; Christopher J. Nellum, The Education Trust—West, cnellum@edtrustwest.org*

Section 2c: Outcomes Assessment

Submissions for this section focus on the relationship between assessment and student outcomes. Scholarship should enhance understanding of how environmental contexts influence individual outcomes (e.g., achievement, transfer, completion, and workforce entry), with particular attention to how these conditions reproduce or mitigate structural inequality. This section invites submissions that explore assessment in numerous ways, including (a) as research, (b) to inform policy construction and implementation, (c) to advance praxis, and (d) as an intentional practice that can foster positive outcomes for all students. Section 2c welcomes diverse disciplinary and methodological approaches, as well as topical foci (e.g., programs, such as Title III or Title V; TRIO; Educational Opportunity Programs; or other state, local, or campus-level programs; and practices therein). *Section Co-Chairs: Marjorie Dorime-Williams, University of Missouri–Columbia, marjorie.dorime@gmail.com; Bach Mai Nguyen, Oregon State University, dolly.nguyen@oregonstate.edu*

Section 3: Organization, Management, and Leadership

Submissions for this section should center the political and practical influence of institutional, state, and national actors on the behaviors and outcomes of postsecondary institutions and their stakeholders. This section invites submissions that interrogate dynamics within and across higher education organizations through organizational, structural, leadership, management, and critical theories. Potential topics include the evolution of organizational cultures and climates in response to demographic changes; institutional or structural responses to declining resources and competitive forces; management and leadership practices oriented to justice; and governance mechanisms that problematize rational organizational models, among others. This section especially welcomes studies that explore how, why, and to what extent different actors engage with complex social and educational problems rooted in equity and justice. In support of the 2021 theme, authors should explain how their research enables citizen-scholars to accept greater responsibility for research as political action. We encourage authors to make epistemological assumptions transparent, to explore the organizational basis of consciousness-raising, and to illuminate the structural and systemic perpetuation of inequities. *Section Co-Chairs: Demetri Morgan, Loyola University Chicago, demetrimorganphd@outlook.com; David Ayers, Old Dominion University, dayers@odu.edu*

Section 4: Faculty, Curriculum, and Teaching

Submissions for this section examine the preparation of faculty and administrators through graduate education and professional development, faculty work lives and experiences, and the assessment of policies and programs that serve current or prospective faculty. This section also invites submissions that address all issues of teaching (e.g., pedagogy, curriculum, advising, technology, and assessment) and how those aspects of teaching shape student outcomes and institutional environments. Submissions that move us toward accepting greater responsibility for existing educational inequities and offer actionable and promising solutions to improve the educational experience for all learners in higher education, including those who are from historically marginalized backgrounds and vulnerable communities, are also welcomed. *Section Co-Chairs: Sarah S. Hurtado, University of Denver, sarah.hurtado@du.edu; Brian McGowan, American University, bmcgowan@american.edu*

Section 5: Policy, Finance, and Economics

Submissions for this section will advance our understanding of the way issues of higher education finance and economic policy (e.g., affordability, budgets, funding models, incentives, and financial aid) are responsible for (in)equitable outcomes. Submissions that consider higher education policy making and its ramifications for social justice from institutional, state, national, and international perspectives are relevant to this section. *Section Co-Chairs: Tracy Arambula Ballysingh, University of Vermont, tracy.ballysingh@uvm.edu; Xiodan Hu, Northern Illinois University, xiaodan.hu@niu.edu*

Section 6: Society, Culture, and Change

Submissions for this section address issues related to higher education's societal, economic, political, and cultural contexts, including beliefs, ideologies, systems, and structures that sustain inequity and influence wealth distribution, economic opportunity, political engagement, language issues, demographic shifts, and emergency management related to environmental and human crises. This section also invites papers that focus on the interaction of higher education and society, such as campus-community partnerships, town-gown relationships, public scholarship, and college and university partnerships with business and industry at the local, national, and global levels. *Section Co-Chairs: Delma Ramos, University of North Carolina Greensboro, delmar112@gmail.com; Michael Preston, Florida Consortium of Metropolitan Research Universities, Michael.Preston@ucf.edu*

Questions related to the Division J Call for Submissions and review process can be sent to the section chairs listed above or to the program chair: *Desiree Zerquera, University of San Francisco, ddzerquera@usfca.edu*. We look forward to your submissions and to working with you as a presenter, discussant, chair, or attendee.

Division K: Teacher and Teacher Education

Program Co-Chairs: Kevin Roxas and Emily Smith

We invite your submissions related to the 2021 theme:

“Accepting Educational Responsibility.” The theme calls on us to embrace our identities as citizen-scholars and to accept greater responsibility for the social and educational inequities that plague the places where we think, teach, research, write, and live. Doing so requires acknowledging our contributions to these inequities and to the political polarization and mis-education of policy makers and professionals as well as students, teachers, and leaders in our schools and universities. The call challenges us to work collaboratively across our various disciplines and fields and to take evidence-based action to correct entrenched injustices in and beyond our educational institutions.

We invite submissions that follow and extend this theme. We are particularly looking for submissions that consider how education researchers can unite with practitioners and citizens within and beyond our institutions to address educational and social problems. We invite you to submit work that documents how and where teaching and teacher education have contributed to these problems *and* the work that people can and are doing to correct them.

We also welcome submissions that engage researchers and practitioners across diverse theoretical and methodological perspectives to help develop a more expansive vision of teaching and teacher education that addresses issues of equity across the multiple levels of practice and policy. Reimagining teaching and teacher education for the public good and especially for marginalized children and youth in the United States and around the world requires full understandings of the technical, sociocultural, political, economic and moral dimensions of teaching and teacher education.

We encourage you to submit papers, panels, and symposia in a range of formats that introduce new knowledge and ways of thinking that blur conventional boundaries. We look forward to continuing to increase the presence of classroom teachers and activists on our panels and encourage you to include youth and teacher candidates to engage in reimagining the problems and possibilities of teaching and teacher education, as well. In order to guide you in your decision about where to submit your work, we provide brief descriptions of each of the ten sections of our division. Please read them carefully before you select where you submit your work.

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

Paper Submissions: Type of Inquiry

Division K accepts paper and session submissions featuring a variety of types of inquiry, including but not limited to philosophical, historical, ecological, ethnographic, descriptive, correlational, and experimental studies, as well as school-based practitioner inquiries within these approaches. There are three classifications for papers: empirical work, documentary accounts, and theoretical/conceptual analyses. AERA policy requires that all studies must be completed at the time of submission. Work in progress will not be accepted.

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

Documentary accounts must include (a) a clear description of the event(s) and practices being 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) an explanation of how these events and analyses extend our understandings of teaching and learning; and (f) a discussion of the contribution to the field.

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

Selecting a Section for Submission

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

Review Process

Please read all of the Division K guidelines carefully before submitting a submission for review. Submissions should address both the general Call for Submissions and the Division K call at the beginning of this section. Relevance to Division K and potential contribution to the program are critical to the acceptance of paper and session submissions. All submissions will be reviewed without author names or identification. Please ensure that you have blinded your submission completely, as submissions that have not been blinded will be rejected without review. Paper submissions must be 2,000 words or fewer in length (excluding references, tables, charts, graphs, and figures). We encourage you to be open to a variety of types of formats for presentation (e.g., paper session, roundtable, and poster session). Stating your preference as well as acceptable alternative formats will improve your chances of participating in the 2021 Annual Meeting. Finally, please note that Division K encourages interactive and experimental sessions or individual paper submissions to provide a variety of perspectives and presentation formats.

All submissions are due by *July 22, 2020, at 11:59 PM Pacific Time*. General inquiries can be directed to the AERA meetings staff at annualmtg@aera.net or 202-238-3200.

Section 1. Teaching, Teacher Education, and Professional Development in the Content Areas

Investigations of quality teaching and teacher education, including preservice education and in-service professional development in the content areas in PK–16+ school or community settings. This could include examinations of a single content area, or inquiry

into the intersections between multiple content areas, in relation to teaching practices, knowledge(s), roles, teacher preparation, teacher professional development, and beliefs/perceptions of students, teachers, and teacher educators. Content areas include conventionally understood subject matter areas, arts and music, and emerging areas, such as STE(A)M. Submissions that examine how teaching, teacher education, and professional development in the content areas center on issues of equity and work with underrepresented and underserved student populations are welcomed. *Section Co-Chairs: Tutita Casa, University of Connecticut, tutita.casa@uconn.edu; Thomas Levine, University of Connecticut, thomas.levine@uconn.edu.*

Section 2. Teacher Agency, Teacher Leadership and Teacher Activism Within and Beyond the Classroom

Investigations of teacher agency, teacher leadership, and teacher activism, and/or their relationship, that address pressing issues in education. We are particularly interested in studies of critical teacher leadership, i.e., teacher leaders addressing injustice as advocates, agents of change, and activists in classrooms, schools, communities, and social movements. Studies could also include examinations of the definition and conceptualization of teacher leadership, agency, and activism, teachers' networks, and their impact on practice/curriculum/policy, innovative programs, and models that support the identification and development of teacher leaders. Case studies of teachers who lead, and teachers who are activists, as well as studies of teachers' collaborative partnerships with families and communities, are welcomed. *Section Co-Chairs: Jill Bradley-Levine, Ball State University, jbradleylevine@msn.com; Monica Taylor, Montclair State University, taylorm@montclair.edu*

Section 3. Teachers' and Teacher Educators' Lives: Lived Experiences, Identities, Socialization and Development

Investigations of teachers and/or teacher educators, including their beliefs, thinking, and dilemmas and challenges. Submissions might focus on teacher or teacher educator knowledge(s) and their understandings of their work and lives; autobiographies and personal or professional histories; thinking and decision making; beliefs, conceptions, and perspectives; ideologies, attitudes, and dispositions; etc. Included also is inquiry into the spiritual, moral, sociopolitical, affective, and emotional dimensions of teaching and teacher education. Submissions that critically take up issues of educational equity along the lines of race and ethnicity, language, culture, socioeconomic class, gender, sexuality, ability, citizenship and other identity markers are particularly encouraged. *Section Co-Chairs: Alyssa Dunn, Michigan State University, ahdunn@msu.edu; Chyllis Scott, University of Nevada–Las Vegas, chyllis.scott@unlv.edu; Jacob Bennett, Vanderbilt University, jacob.s.bennett@vanderbilt.edu*

Section 4. The Socio-Cultural and Racial Foundations of Teaching and Teacher Education

This section seeks scholarly work that explores the role of structural power within teaching and teacher education as it relates to constructs and identities such as race, class, gender, language, legal status, and sexual orientation, and intersectional approaches. We invite a range of methodological approaches that engage

theory and attend to history, laws, policies, practices, and the sociopolitical conditions that regulate in/equities for students, families, and communities. Within this broader context, we also encourage research that attends to the assets of historically marginalized communities and the transformative possibilities of teaching and teacher education. *Section Co-Chairs: Jennifer Bondy, Virginia Polytechnic Institute and State University, jmbondy@vt.edu; Rita Kohli, University of California–Riverside, drritakohli@gmail.com; Norma Marrun, University of Nevada–Las Vegas, norma.marrun@unlv.edu*

Section 5. Preservice Teacher Education Coursework: Curriculum and Pedagogy to Improve Teacher Knowledge and Instruction

Investigations of preservice teacher preparation for complex and diverse settings. Submissions could include, but are not limited to, research related to preparing teacher candidates to enact professional agency; enhancing teacher knowledge and understanding; different pedagogical practices and perspectives on learning to teach; becoming competent and caring teachers of and advocates for culturally, linguistically diverse learners in various settings; and assessment practices in preservice teacher preparation and development. *Section Co-Chairs: Alison Dover, California State University–Fullerton, adover@fullerton.edu; Conra Gist, University of Houston, cdgist@uh.edu; Jon Wargo, Boston College, wargoj@bc.edu*

Section 6. Approaches and Models for Field Experiences, Student Teaching, and School/Community Collaborations

Investigations of field experiences, including early field experiences, supervision, community-based experiences, mentoring, and student teaching. Studies oriented toward advancing culturally responsive/sustaining and anti-oppressive teaching through field experiences are encouraged. We are particularly interested in critical field experiences that facilitate, through mentoring, guided inquiry, observation, and practice, candidates' understanding of teaching and learning for equity. Explorations might take up issues and possibilities for equity in field experiences along the lines of race/ethnicity, language, culture, socioeconomic class, gender, sexuality, ability, citizenship, and other identity markers in new and innovative ways. These examinations could focus on questions of quality, process, and diversity of school/community collaborations, placements and field experiences, supervision and mentoring, selection and support of cooperating and mentor teachers, or the sequence and substance of student teaching. *Section Co-Chairs: Raven Jones Stanbrough, Michigan State University, jonesrav@msu.edu; Morgan Faison, University of Georgia, mfaison@uga.edu*

Section 7: Teacher Recruitment, Induction, Mentoring, and Retention For and From Diverse Communities and Contexts

Investigations of strategies, programs, and collaborations for attracting, supporting, and retaining qualified P–16+ teachers from diverse backgrounds, and for the range and complexity of cultural,

linguistic, social, and political contexts that influence and inform teaching, student learning, and learning to teach. Submissions relating to innovations and/or policies in and around minority-serving institutions (i.e., historically black colleges and universities; tribal colleges and universities; Hispanic-serving institutions; Asian American and Native American/Pacific Islander-serving institutions) are welcomed. *Section Co-Chairs: Margarita Jimenez-Silva, University of California–Davis, mjimenezsilva@ucdavis.edu; Kenneth Varner, University of Nevada–Las Vegas, kenneth.varner@unlv.edu*

Section 8: In-Service Teacher Knowledge and Learning

We welcome theoretically and conceptually grounded studies examining processes, evidence, and outcomes of teachers' professional learning related to, for example, teacher thinking and knowledge(s), self-efficacy, teaching practice, and teacher relationship to student learning. We invite studies that contribute strong evidence about teacher learning. Historical studies and critical perspectives on approaches to and assumptions about teacher learning are encouraged, as well as studies oriented toward advancing culturally responsive/sustaining and anti-oppressive teaching. *Section Co-Chairs: Jill Newton, Purdue University, janewton@purdue.edu; Sarah Levine, Stanford University, srlevine@stanford.edu; Wanda Watson, Mills College, wwatson@mills.edu*

Section 9: Innovation and Policy Investigations in Teacher Education

Investigations of innovations in teacher education, teacher educator preparation, and/or analyses of teacher education policies. Studies of innovation might explore new and creative approaches to designing teacher education coursework, learning experiences, and programs. Studies of the preparation of teacher educators and their learning are also welcomed. This could include investigations of approaches to and strategies for teacher educator preparation, innovative teacher educator pedagogies, and/or formal and informal contexts for professional learning and mentoring for teacher educators. Policy analyses might address teacher education curriculum, evaluation, program accreditation and effectiveness, as well as teacher licensure/certification. These explorations might target or transcend local, national, or international policy mandates or debates that affect teacher education coursework, learning experiences, and programs. Submissions that critically take up issues of educational equity along the lines of race and ethnicity, language, culture, socioeconomic class, gender, sexuality, ability, citizenship, and other identity markers are particularly encouraged. *Section Co-Chairs: Rachael Gabriel, University of Connecticut, rachael.gabriel@gmail.com; Nathan Jones, Boston University, ndjones@bu.edu*

Section 10: Innovation and Policy Investigations in Teaching

Investigations of innovations in teaching as practice and work, and/or analyses of teaching policies. Studies of innovation might explore new pedagogies and teaching practices and new approaches to organizing teachers' work in classrooms, schools, and beyond. Examinations of specific approaches or designs as well as of general issues and conceptual concerns are welcome. Policy analyses might address the distribution of teacher expertise and labor, teacher

evaluation, and teacher compensation, as well as conceptions of teacher quality and their consequences for teaching practice and for the public and democratic purposes of teaching. Submissions that address connections between teaching and critical issues of race, language, culture, socioeconomic class, gender, sexuality, ability, citizenship, and other identity markers are particularly encouraged. *Section Co-Chairs: David Carlson, Arizona State University, dlcarlson2@gmail.com; Sonya Hayes, The University of Tennessee–Knoxville, shayes22@utk.edu*

Questions related to the Division K Call for Submissions and review process can be sent to the section chairs listed above or to the program chairs: Kevin Roxas, Western Washington University, roxask@yahoo.com; Emily Smith, Fairfield University, esmith@fairfield.edu. We look forward to your submissions and to working with you as a presenter, discussant, or chair.

Division L: Educational Policy and Politics

Program Chair: Catherine DiMartino

The theme of the 2021 AERA Annual Meeting is “Accepting Educational Responsibility.” This theme is especially aligned to the research in Division L in its challenge to consider how our policies, politics, and practices contribute to the pervasive inequalities we experience in education and society. AERA President Shaun R. Harper and Program Co-Chairs Lori Patton Davis, Toby S. Jenkins, and Daniel Soodjinda explain: “Education researchers are not merely scholars; we are also citizens of the places in which our scholarship is produced, disseminated, and implemented. Equity and justice in these places depend as much on our deep thinking as they do on what we do with what we know.”

The Division L Program Committee, chaired by Professor Catherine DiMartino, invites submissions aligned with this theme that advance our understanding of education policy and politics, particularly in light of the considerable educational and societal challenges posed by Covid-19, including prolonged school closures, the increase and deepening of economic inequality, civil rights issues, remote teaching and learning policies, assessment and accountability, and policies shaping privacy, equity, and access.

We welcome submissions demonstrating rigorous and original scholarship across the wide range of empirical approaches and theoretical perspectives. Submissions located throughout the disciplines (political science, ethnic studies, sociology, public policy, economics, anthropology, law, history, and philosophy) that address formal and informal education, and that explore policy and politics in early childhood, K–12, and postsecondary education, are encouraged. Analyses of the design, implementation, and evaluation of education policies are welcome in all sections, as are submissions dealing with educational policy and politics internationally, including comparative and cross-national analyses and area studies from countries outside the United States. We especially encourage submissions that center issues of equity, inequality, and justice, including the policy and political causes and

consequences of inequality that disadvantage communities of color, indigenous students, English learners, LGBTQIA communities, immigrant and refugee communities, students and educators with disabilities, religious minorities, and other populations.

Submissions will be evaluated by at least three reviewers and ranked according to research objectives, theoretical framework, methods and data, results and conclusions, quality of writing, and scholarly significance. All submissions, including symposia, will be reviewed anonymously without author identification; submissions failing to adhere to the blinding policy will not be reviewed. Submitters are strongly encouraged to review AERA guidelines prior to submission and to indicate their preference of paper session type (symposium, individual paper, roundtable, and paper). Due to the high number of submissions, we encourage submitters to be open to all session formats. Please also volunteer to serve on the review panel for Division L, especially if you plan to submit a paper or session. The Division L Program Committee reserves the right to reject or decline to review papers violating these guidelines. Accepted papers must be provided in advance to discussants and co-panelists.

General questions about the Division L program may be directed to the program chair: *Catherine DiMartino, St. John's University, dimartic@stjohns.edu.*

Section 1: Governance, Politics, and Intergovernmental Relations

This section welcomes submissions that analyze political actions, governance structures, and relationships between distinct levels of government in and/or outside of the United States, as well as the relationships among these issues. Studies may examine, for example, formal political structures, political alliances, interest groups, media, policy elites, networks, and affinity-based groups and coalitions. Examinations of strategies used by policy entrepreneurs and other educational stakeholders to infuse ideas and knowledge into the public sphere are also welcome. Papers focusing on the relationships and tensions among political actors and organizations involved in decision making and implementation, particularly across branches and/or levels of government in the United States and other federal systems, are encouraged, including examinations of the ways in which these relationships intersect with the needs of historically marginalized students and communities. Also invited are studies of public opinion and the policy-making processes in education at the international, national, state/provincial, district/school board, and school levels. Empirical analyses of the effectiveness of governance structures and their consequences are welcome, as are studies of recent innovations in governance (e.g., diverse service providers, regional coalitions, reform in collective bargaining agreements, intermediary organizations, foundations, family-school partnerships, student voice). Consistent with the theme of the conference, of particular interest is research that is interdisciplinary, employs mixed methods, and/or incorporates distinct modalities in order to connect analyses that use varied lenses to shed light on issues of politics and governance. Section Chair: *Carrie Sampson, Arizona State University, csampo4@asu.edu*

Section 2: Legal and Judicial Issues for Equity and Access

This section invites analyses of legal and judicial issues in the United States and/or other countries, of how they shape educational policy and practice, and of their consequences for equity and access. This includes, but is not limited to, legal studies of issues such as affirmative action, desegregation, discipline disproportionality, student privacy, First Amendment rights, teacher tenure and other staffing concerns, special education, immigration, English language learners, school finance, and adequacy and equity litigation within a legal, political, and/or intergovernmental context. Studies that consider the implementation of court decisions among federal, state, and local actors are also encouraged, as are submissions on traditional and innovative approaches to the study of judicial issues, such as critical race theory. We also invite submissions that consider best practices in the teaching of law to educational researchers and practitioners. Studies that focus on the implementation and outcomes of court decisions are welcome across all institutional levels, including postsecondary education. *Section Chair: Emily Hodge, Montclair State University, hodgee@mail.montclair.edu*

Section 3: Curriculum and Instruction

This section welcomes papers addressing the politics and policies of curriculum and instruction in and/or outside of the United States and their implications for performance, equity, and diversity, and other outcomes of interest. This work includes but is not limited to studies of national, state, and local curricula, rules governing the language of instruction or the placement of children with disabilities, and policies whose main focus is changing instructional practice. Papers that analyze the macro- and micro-level forces that shape the design or implementation of curriculum and/or instruction policies are also invited; studies of the Common Core State Standards and their implications for students, teachers, leaders, and classrooms are particularly relevant. We welcome papers that evaluate both the intended and unintended consequences of these policies for students of color, children from low-income backgrounds, English learners, immigrants, LGBTQIA students, and other student groups. *Section Chair: Sarah Woulfin, The University of Connecticut, sarah.woulfin@uconn.edu*

Section 4: School Choice and Other Market Reforms

This section encourages papers from the United States and/or other countries that focus on school choice, including charter schools, vouchers, private schools, tuition tax credits, homeschooling and other means of providing students and parents with alternatives to traditional schooling options. We welcome the study of market reforms in postsecondary settings as well. We encourage analyses of the implementation of school choice, as well as of the effects on student achievement overall and on racial and ethnic groups, language groups, immigrants, students of various sexual orientations and/or gender identities, children with disabilities, and economically disadvantaged children, in particular. We also invite submissions that consider the dynamics of political advocacy in market-based reforms in education, including the role of foundations, grassroots community groups, and other intermediary organizations. *Section Chair: Stephen Kotok, St. John's University, kotoks@stjohns.edu*

Section 5: Testing, Accountability, and Data Use

This section welcomes papers related to testing, accountability, and data use policy and practices in P-20 education at federal, state, and local levels in or outside the United States. Of particular interest are analyses of the development, implementation, and intended and unintended effects of such policies on a range of student outcomes, including social-emotional learning and other non-achievement variables. Also encouraged are papers that explicitly examine how testing, accountability and/or data use policies can influence the distribution of these outcomes, ameliorating or exacerbating gaps for socioeconomically disadvantaged students, racial minority students, English language learners, and other groups. Finally, we encourage papers examining conceptual and methodological issues in measurement, assessment, and data analysis and their implications and consequences for testing, accountability, and data use policies at all levels. *Section Chair: Najeeb Yongmei, Ni University of Utah, yongmei.ni@utah.edu*

Section 6: Human Capital and School Finance

This section invites empirical papers on policies and reforms focused on human capital and school finance. We seek to showcase human capital work on a broad range of topics such as recruitment, training, development, compensation, evaluation, career ladders, and working conditions for educators, administrators, and staff. We also welcome studies that seek to understand how education is financed at the individual, institutional, and system levels, as well as the effects of school finance reforms, taxation, scholarship programs, and related policy instruments. Empirical studies from a broad range of educational settings (pre-K, K-12, or postsecondary) and theoretical perspectives are welcome. *Section Chair: Walker Swain, University of Georgia, walker.swain@uga.edu*

Section 7: Social Context and Structural Inequalities

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

Section 8: Social Policy and Education

In light of the Annual Meeting's emphasis on reasserting the value of research and evidence to disrupt inequality, this section welcomes papers that use empirical methods to ask and answer important questions about the connections between P-20 educational policy and other social policies at all levels, domestically and internationally. The section encourages studies bridging education to economic development, workforce policy, housing, health care, welfare, child care, criminal justice/policing, and other policy areas. Empirical analyses both of the effects of social policy on educational programs,

opportunities, and outcomes and of the effects of educational policies on non-educational outcomes are invited. Submissions that address issues related to data availability and measurement of the effects of social policy on educational outcomes are also welcome, as are interdisciplinary and collaborative studies. *Section Chair: Chris Curran, University of Florida, chriscurran@coe.ufl.edu*

Section 9: Policy Implementation and Going to Scale

This section invites submissions that pertain to policy implementation and bringing effective programming and practices to scale in and/or outside the United States. We encourage studies that advance understandings about what works, for whom and under what conditions, as well as those that explore ways to measure and/or promote improvement within and across organizational units. Studies that draw on multiple/mixed methodologies are welcome and encouraged. Of particular interest are studies that describe and analyze the development of, support for, and effects of new approaches to educational improvement that bring together multiple communities to engage in evidence-informed collaborative decision-making, such as research-practice partnerships, improvement communities, and cross-institutional networks as they relate to organizational learning in education. We also invite studies that inquire into the design and uses of educational research for improvement at scale. *Section Chair: Jennifer Steele, American University, steele@american.edu*

B. Committees

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

International Relations Committee

The International Relations Committee (IRC) invites submissions that specifically encourage international, interdisciplinary comparative research that can contribute to improving the educational enterprise and collaboration among researchers, teachers, stakeholders, and policy makers. The IRC encourages submissions that can enhance our understanding of how schooling systems can meet the needs of diverse student populations and reduce existing educational inequities. The IRC welcomes submissions across a range of issues related to extending educational research on investigations that capture how educational opportunities and challenges are studied, analyzed, or assessed worldwide. The IRC embraces a wide spectrum of interdisciplinary designs that focus on learning, supports for social and emotional well-being, school transitions into the labor force, instruction and curricular content, education reform, and policy at various levels of the educational system. Proposals are welcomed across education in formal and informal settings from early childhood education through higher and adult education.

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

- Effects of international and national research on public and

private education systems, academic, social, and emotional learning, and school-to-work transitions;

- Societal and schooling factors related to inequalities in opportunities to learn across nations at all levels of the education system;
- Promising international education reforms (including online and virtual formats) advancing learning and instruction from preK through postsecondary education, including technical certificate programs;
- Education research initiatives designed to enhance global activities in civic participation, environmental science, and research practices and ethics;
- Collaborative international opportunities dedicated to enhancing the training, quality, and recognition of education scholars

The IRC invites submissions focusing on global trends, regional analysis, and cross-country comparisons approached from various theoretical, empirical, and methodological perspectives that show promise of deepening understandings of, and ways of exploring issues related to, education in an increasingly complex world. Session submissions should engage in discussions of more than a single country. *Chair: Barbara Schneider, Michigan State University, bschneid@msu.edu*

Committee on Scholars and Advocates for Gender Equity in Education

The Committee on Scholars and Advocates for Gender Equity in Education (SAGE) invites submissions for symposia, individual papers, and innovative formats that explore this year's Annual Meeting theme, "Accepting Educational Responsibility." Submissions should focus on issues of gender, gender equity, and sexuality in primary, secondary, postsecondary, and other educational settings, in the United States and internationally. The program committee is particularly interested in submissions that not only identify areas of concern but, more importantly, push the research to identify solutions for improving equity. In keeping with the 2021 Annual Meeting Program objectives, the program committee is also interested in equity-focused research that reflects the broad spectrum of methodological approaches and theoretical perspectives; but (for symposium submissions in particular) we prefer an emphasis on sessions that encourage a mix of methods and theories that may not be in conversation as often as we would like—for example, a symposium that includes an experimental design as well as rich ethnographic work, each tackling a pressing gender-equity issue from a different methodological approach, but each offering something unique and pushing researchers of all approaches to think more deeply about evidence and implications. *Chair: Kristen Renn, Michigan State University, renn@msu.edu*

Committee on Scholars of Color in Education

As educational institutions continue to serve increasingly diverse communities, the Committee on Scholars of Color in Education

(CSCE) invites paper and symposia submissions that broadly examine the factors influencing people of color in education. CSCE is especially interested in research that advances knowledge about how to address the systemic barriers to success for people of color and that illuminates issues that disproportionately affect scholars of color who are committed to advancing transformative scholarship, policies, and practices in education.

CSCE is also interested in research that examines (a) the relationship between current sociopolitical contexts and the proliferation of inequities in education policy and practice across the education pipeline; (b) the relationship between systems (e.g., knowledge, assessment, accountability, institutional systems) and social inequities; (c) the relationship between communities of color and the transformation of educational institutions; and (d) effective strategies for professional researchers, policy makers, and practitioners advocating for communities of color. We encourage submissions from diverse disciplinary, theoretical, methodological, and policy perspectives and welcome submissions that take interdisciplinary approaches. Finally, submissions that involve collaborations among senior and junior scholars, and between scholars and practitioners, policy makers, journalists, and activists, are encouraged. *Chair: Samuel D. Museus, University of California - San Diego, smuseus@ucsd.edu*

Professional Development Program With the Professional Development and Training Committee

Program Director: *George L. Wimberly, AERA, profdevel@aera.net*; Committee Chair: *Kimberly Griffin, University of Maryland, kgriff29@umd.edu*

The AERA Professional Development Program with the advice of the Professional Development and Training Committee seeks course proposals for the 2021 AERA Annual Meeting. The aim is to offer a program of courses at the meeting that will be of significant skill-building value to education researchers. Professional development courses may provide training in specific research methods and skills, cover significant research issues in related disciplines (e.g., psychology, sociology; economics); emphasize specialized areas (e.g., research on children placed at risk); address professional development issues (e.g., publication skills/strategies, research integrity, data management); examine recent methodological developments in education research; and focus on research for the improvement of program design, practice, or implementation.

For the 2021 Annual Meeting, AERA is particularly interested in course proposals that address research using quantitative, qualitative, or mixed method designs and data analysis, including the use of multiple and novel methods across multiple areas (e.g., video analysis, methods for examining social media data, linking multi-level data); statistical techniques (e.g., meta-analysis, propensity score matching, statistical modeling); use of large-scale designed data sets, administrative data, and other "big data"; data sharing and replication; survey and research design; writing for publication; and ways of communicating and presenting research

to scholarly and public audiences.

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

Courses will be live and in-person, with the potential for additional participants to join through a virtual platform. Courses should contain modules that facilitate online viewing. All courses will be 4 hours in length and scheduled to take place during the Annual Meeting (Friday, April 9–Monday, April 12).

Course Requirements and Selection Criteria

A goal of the professional development component of the Annual Meeting is to develop a balanced and comprehensive curriculum that crosses the spectrum of research knowledge and capacity building in areas such as translating theory to research, quantitative and qualitative research methods, and statistical analysis techniques, as well as being directed to important areas of professional skill. Proposals that represent diverse perspectives or are relevant to the theme of the 2021 Annual Meeting, “Accepting Educational Responsibility,” are particularly welcome.

Those submitting course proposals must be willing to offer their courses with virtual participants and with potential recording of courses. All organizers must ensure that they and any instructors are willing to offer their course with virtual participants or have their course recorded.

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

The course selection criteria include the following:

- The instructional staff is skilled and competent to plan and carry out the course.
- The course topic is important, topical, and aligned with AERA’s purpose, i.e., it will address critical research training needs.
- The proposal states the skills and/or knowledge that participants are expected to have to participate effectively.
- Learning objectives are provided, are clearly stated, and drive the organization of the course.
- The planned activities are coherent with each other and support the achievement of the learning objectives.
- The learning objectives can be reasonably accomplished within the proposed time frame.
- The planned activities are appropriate for the intended

participants.

- The proposal demonstrates the incorporation of effective pedagogical practices aligned with the learning objectives. Hands-on examples, opportunities to practice new skills, and active participant involvement are encouraged.
- Prior courses by the instructor(s), if applicable, have been successfully planned, executed, and received.
- The workshop title, abstract, proposal, and learning objectives are aligned with one another.

General Information

The instructors’ information and course proposals must be entered using the AERA 2021 Annual Meeting AllAcademic submission system no later than the deadline (July 22, 2020, at 11:59 PM Pacific Time). For proposal instructions and information on the submission system, please visit <http://www.aera.net>.

Questions may be directed to George L. Wimberly, Director of Professional Development, profdevel@aera.net or 202-238-3200. The deadline for submitting proposals for the 2021 Annual Meeting is July 22, 2020, at 11:59 PM Pacific Time. The selection committee will select proposals and notify prospective course instructors by October 30, 2020.

Course Proposal Instructions

Please read the Professional Development and Training Course Call for Proposals and these instructions carefully before starting the submission process. The instructor(s) and course proposal must be entered using the 2021 AERA Annual Meeting AllAcademic submission system no later than the deadline (July 22, 2020, at 11:59 PM Pacific Time). Late proposals will not be accepted.

Instructor Information

Using the AllAcademic system, the person responsible for entering the session will be listed as the Session Organizer. If they have another role in the course as Director or Instructor they must also be included as a Director or Instructor. Each course must list at least one (1) Director. In addition to the Director there may be Instructors and they should also be added.

Course Proposal

The AERA 2021 Professional Development and Training Course Proposal consists of four components: (1) course title and description; (2) course faculty list; (3) the proposal narrative; and (4) the course supporting materials. The course proposal must be submitted as one PDF document. The Committee is under no obligation to view hyperlinks.

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

Provide the course title and description. This information will be used on the AERA Annual Meeting Registration website, in promotional materials, and in the Annual Meeting Program. Developing a clear course description is very important, as it is the

only information the participant will see prior to registering for the course. Provide a concise description (250 words or fewer) that addresses the following:

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

2. Course Director(s) and Instructor(s)

List of director(s) and, if applicable, instructor(s), with institutional affiliation(s) and e-mail address(es) for each.

3. Proposal narrative

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

- *Prerequisites* – Skills or knowledge needed for course participation.
- *Target course participants* – Indicate what level of knowledge (e.g., basic, intermediate, advanced) the target audience (e.g., graduate students, emerging researchers, continuing researchers) must have to participate fully in the course. All courses must accommodate up to 40 in-person participants; AERA will contact you if it is necessary to expand your course.
- *Rationale* – Provide a rationale for this course. Why is this course important to education research and those who work in the field?
- *Learning objectives* – List and clearly define the learning objectives and purpose(s) of the course.
- *Course content* – Describe the topics and issues that the course examines. This should include a description of the course structure (i.e., lecture, small-group interactions, hands-on demonstrations), overview of the course, discussion of the course focus, and an overview of the planned activities.
- *Virtual participants* – Describe how this course can engage a virtual audience. Course proposals should contain lessons that are accessible and relevant for both in-person and

virtual participants.

4. Course supporting materials in appendix (no page limit)

Provide copies of the following:

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

As you develop your course proposal, keep in mind that there may be limits to accessing the internet, social media, electronic databases, video, and other technological applications as part of your course. You are encouraged to provide for course participants any data or other multimedia content prior to the course. Remember, the four components of the course proposal must be submitted as one PDF document. Accepted courses will be announced by November 30, 2020.

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

C. Special Interest Groups

Submissions will be reviewed and considered for the AERA Special Interest Groups (SIGs) listed below. Individuals are encouraged to contact SIG program chairs for information on program topics.

Accreditation, Assessment, and Program Evaluation in Education Preparation, Stephen Meyer, RMC Research Corporation, meyer@rmcres.com

Action Research, Amy Roberts, University of Wyoming, aroberts@uwyo.edu

Adolescence and Youth Development, TBD

Adult Literacy and Adult Education, M Smith, West Virginia University, mcecil.smith@mail.wvu.edu

Advanced Studies of National Databases, Jian Li, Kent State University, jiannli.osu@gmail.com

Advanced Technologies for Learning, Cynthia D'Angelo, University of Illinois at Urbana-Champaign, cdangelo@illinois.edu

Arts and Inquiry in the Visual and Performing Arts in

Education, Joy Bertling, *The University of Tennessee–Knoxville*, jbertlin@utk.edu

Arts and Learning, Joy Bertling, *The University of Tennessee–Knoxville*, jbertlin@utk.edu

Arts-Based Educational Research, Qiana Cutts, *Mississippi State University*, qmc24@msstate.edu

Bilingual Education Research, Zenaida Aguirre-Munoz, *University of Houston*, zaguirre-munoz@uh.edu

Biographical and Documentary Research, Pamela Konkol, *Concordia University–Chicago*, Pamela.konkol@cuchicago.edu

Brain, Neurosciences, and Education, Luciano Cid, *Biola University*, luciano.cid@biola.edu

Career and Technical Education, TBD

Caribbean and African Studies in Education, Andrew Campbell, *University of Toronto*, ab.campbell@utoronto.ca; Verna Knight, *The University of the West Indies*, verna.knight@cavehill.uwi.edu

Catholic Education, Andrew Miller, *Boston College*, andrew.miller.6@bc.edu

Chaos and Complexity Theories, Emma Bullock, *Sam Houston State University*, ekpbullock@gmail.com

Charters and School Choice, Jeanne Powers, *Arizona State University*, jeanne.powers@asu.edu

Classroom Assessment, Carrie Holmberg, *San José State University*, carrie.holmberg@sjsu.edu

Classroom Management, Kent Divoll, *University of Houston–Clear Lake*, divoll@uhcl.edu

Classroom Observation, Rebecca O'Brien, *Whitworth University*, rebeccaobrien@whitworth.edu

Cognition and Assessment, Wenchao Ma, *The University of Alabama–Tuscaloosa*, wenchao.ma@ua.edu

Computer and Internet Applications in Education, Linda Hutchison, *University of Wyoming*, lhutch@uwyo.edu

Confucianism, Taoism, Buddhism and Education, TBD

Constructivist Theory, Research and Practice, Tonya Driver, *Texas A&M University–College Station*, tonyadriver@tamu.edu

Cooperative Learning: Theory, Research, and Practice, Cary Roseth, *Michigan State University*, croseth@msu.edu

Critical Educators for Social Justice, Elizabeth Mendoza, *University of California–Irvine*, Elizabeth.M3ndoza@gmail.com; Youmna Deiri, *The Ohio State University–Columbus*, dirier.1@osu.edu

Critical Examination of Race, Ethnicity, Class and Gender in

Education, Jemimah Young, *University of Iowa*, jemimah.young@tamu.edu

Critical Issues in Curriculum, Ganiva Reyes, *Miami University–Oxford*, reyesg@miamioh.edu

Critical Perspectives on Early Childhood Education, Janice Kroeger, *Kent State University*, jkroege1@kent.edu; Sara Michael-Luna, *University of Central Florida*, Sara.MichaelLuna@ucf.edu

Cultural Historical Research, Elina Lampert-Shepel, *Touro College*, elina.lampert-shepel@touro.edu; José Lizárraga, *University of Colorado–Boulder*, jose.lizarraga@colorado.edu

Data-Driven Decision Making in Education, Lisa Abrams, *Virginia Commonwealth University*, lmabrams@vcu.edu

Democratic Citizenship in Education, Melissa Gibson, *Marquette University*, melissa.gibson@marquette.edu

Design and Technology, Xinhao Xu, *University of Missouri–Columbia*, xuxinhao@missouri.edu

Dewey Studies, Carol Rodgers, *University at Albany–SUNY*, crodgers@albany.edu

Disability Studies in Education, Saili Kulkarni, *San José State University*, saili.kulkarni@sjsu.edu; Amanda Miller, *State University of New York College at Cortland*, alm.miller@cortland.edu

Districts in Research and Reform, Emily Hodge, *Montclair State University*, hodgee@montclair.edu; Ayesha Hashim, *University of North Carolina–Chapel Hill*, ahashim@unc.edu

Early Education and Child Development, Michelle Bauml, *Texas Christian University*, m.bauml@tcu.edu; Kate McCormick, *SUNY–College at Cortland*, kate.mccormick@cortland.edu; Katherine Delaney, *University of Toledo*, katherine.delaney@utoledo.edu

Educational Change, Mireille Hubers, *University of Twente*, m.d.hubers@utwente.nl

Educational Statisticians, Ariel Aloe, *University of Iowa*, ariel-aloe@uiowa.edu

Elliot Eisner, Bradley Conrad, *Capital University*, bconrad2@capital.edu

Environmental Education, TBD

Faculty Teaching, Evaluation and Development, Anandi Nagarajan, *New York University*, an71@nyu.edu

Family, School, Community Partnerships, Dwan Robinson, *Ohio University*, robinsd3@ohio.edu; Lori Delale-O'Connor, *University of Pittsburgh*, lori.doc@pitt.edu

Fiscal Issues, Policy and Education Finance, TBD

Foucault and Contemporary Theory in Education, Marek Tesar, *The University of Auckland*, m.tesar@auckland.ac.nz

Graduate and Postdoctoral Education Across the Disciplines, Margaret Ford, Southern New Hampshire University, m.ford1@snhu.edu; Krisanna Machtmes, Ohio University, machtmes@ohio.edu

Grassroots Community and Youth Organizing for Education Reform, Lasana Kazembe, Indiana University–IUPUI, lkazembe@iu.edu

Hip Hop Theories, Praxis and Pedagogies, Sherell McArthur, University of Georgia–Athens, Sherell.McArthur@uga.edu

Holistic Education, Stephanie Shuler, OISE/University of Toronto, stephanie.shulerfages@mail.utoronto.ca; Narelle Lemon, Swinburne University of Technology, nlemon@swin.edu.au

Inclusion and Accessibility in Educational Assessment, Sheila Wells-Moreaux, The University of Kansas, s724w006@ku.edu; Vitaliy Shyyan, Smarter Balanced Assessment Consortium, UCSC, shyya001@umn.edu

Indigenous Peoples of the Americas, TBD

Indigenous Peoples of The Pacific, TBD

Informal Learning Environments Research, Doris Chin, Stanford University, dbchin@stanford.edu; C. Price, Museum of Science and Industry–Chicago, Aaron.Price@msichicago.org

Instructional Technology, Victoria Lowell, Purdue University, vlowell@purdue.edu; Kui Xie, The Ohio State University, xie.359@osu.edu

International Studies, Victoria Showunmi, UCL Institute of Education, London, v.showunmi@ucl.ac.uk

Ivan Illich, John Lupinacci, Washington State University–Pullman, john.lupinacci@wsu.edu

Language and Social Processes, Diana Arya, University of California–Santa Barbara, darya@education.ucsb.edu

Large Scale Assessment, Parul Acharya, Columbus State University, acharya_parul@columbusstate.edu

Latina/o/x Research Issues, Carmen Cruz, 1st-Gen Scholars, cruzcarmen654@gmail.com

Law and Education, Natasha Strassfeld, New York University, nmw3@nyu.edu

Leadership for School Improvement, Elizabeth Stosich, Fordham Graduate School of Education, estosich@fordham.edu

Leadership for Social Justice, Phillip Smith, Teachers College, Columbia University, phillip.smith@tc.columbia.edu; Leslie Locke, University of Iowa, leslie-locke@uiowa.edu

Learning and Teaching in Educational Leadership, Maysaa Barakat, Florida Atlantic University, barakatm@fau.edu; Kathleen Cunningham, University of South Carolina, katiemwinn@gmail.com

Learning Environments, Catherine Martin-Dunlop, Morgan State University, catherine.martin@morgan.edu

Learning Sciences, Brian Gravel, Tufts University, brian.gravel@tufts.edu

Lesson Study, Jennifer Suh, George Mason University, jsuh4@gmu.edu; Gabriel Matney, Bowling Green State University, gmattney@bgsu.edu

Literature, Rachel Skrlac Lo, Villanova University, rskrlac@gmail.com

Lives of Teachers, Jackie Sydnor, Ball State University, jtsydnor@bsu.edu

Longitudinal Studies, TBD

Marxian Analysis of Society, Schools and Education, Zachary Casey, Rhodes College, caseyz@rhodes.edu

Measurement and Assessment in Higher Education, Angelo Letizia, Notre Dame University of Maryland, ajletizia@hotmail.com

Media, Culture, and Learning, Ioana Literat, Teachers College, Columbia University, il2311@tc.columbia.edu

Mentorship and Mentoring Practices, Nora Dominguez, University of New Mexico, noradg@unm.edu

Middle-Level Education Research, Kathleen Brinegar, Northern Vermont University, Kathleen.Brinegar@NorthernVermont.edu

Mixed Methods Research, Michelle Howell Smith, University of Nebraska Medical Center, michelle.howellsmith@unmc.edu

Montessori Education, John Broome, University of Mary Washington, jbroome@umw.edu

Moral Development and Education, Ewa Nowak, Poznan University, ewanowak@bluewin.ch

Motivation in Education, Tony Perez, Old Dominion University, acperez@odu.edu

Multicultural/Multiethnic Education: Theory, Research, and Practice, TBD

Multilevel Modeling, Hok Chio (Mark) Lai, University of Southern California, hokchiol@usc.edu

Multiple Linear Regression: General Linear Model, TBD

Music Education, Ryan Shaw, Michigan State University, rydshaw@gmail.com

NAEP Studies, Young Yee Kim, American Institutes for Research, ykim@air.org

Narrative Research, Lynnette Driedger-Enns, Prairie Spirit School Division No. 206, gord.lynne@sasktel.net

Online Teaching and Learning, Mary Rice, *The University of New Mexico*, maryrice@unm.edu

Organizational Theory, Sharon Kruse, *Washington State University–Vancouver*, sharon.kruse@wsu.edu

Out-of-School Time, Jaynemarie Enyonam Angbah, *Charles and Lynn Schusterman Family Foundation*, angbahja@post.harvard.edu

Paulo Freire, Inny Accioly, *Universidade Federal Fluminense*, innyaccioly@hotmail.com

Peace Education, G. Kasun, *Georgia State University*, skasun@gsu.edu

Philanthropy and Education, TBD

Philosophical Studies in Education, Rebecca Taylor, *Suffolk University*, rmtaylor@alumni.stanford.edu

Politics of Education, Carrie Sampson, *Mary Lou Fulton Teachers College, Arizona State University*, csampo4@asu.edu

Portfolios and Reflection in Teaching and Teacher Education, TBD

Postcolonial Studies and Education, TBD

Problem-Based Education, Andrew Walker, *Utah State University*, andy.walker@usu.edu

Professional Development School Research, Susan Ogletree, *Georgia State University*, sogletree1@gsu.edu

Professors of Educational Research, Sarah Ferguson, *Rowan University*, fergusons@rowan.edu

Qualitative Research, Alexandra Panos, *University of South Florida*, ampanos@usf.edu; Cassie Quigley, *University of Pittsburgh*, cquigley@pitt.edu

Queer Studies, Stephanie Anne Shelton, *The University of Alabama*, stephanieashelton@yahoo.com; Sam Stiegler, *Colgate University*, sstiegler@colgate.edu

Rasch Measurement, Courtney Donovan, *University of Colorado–Denver*, courtney.m.donovan@gmail.com; Manqian Liao, *University of Maryland–College Park*, manqianliao@gmail.com

Religion and Education, Charles Russo, *University of Dayton*, crusso1@udayton.edu

Research Focus on Black Education, Chezare A. Warren, *Michigan State University*, chezare@msu.edu; Tryphenia Peele-Eady, *University of New Mexico*, tbpeele@unm.edu

Research Focus on Education and Sport, E. Jackson, *University of North Florida*, newton.jackson@unf.edu

Research in Mathematics Education, Jeffrey Choppin, *University*

of Rochester, jchoppin@warner.rochester.edu

Research in Reading and Literacy, Rosalind Horowitz, *The University of Texas–San Antonio*, Rosalind.Horowitz@utsa.edu

Research on Evaluation, Hiren Nisar, *2M Research Services*, hirenius@gmail.com

Research on Giftedness, Creativity, and Talent, Jennifer Robins, *Baylor University*, Jennifer_Robins@baylor.edu; D. Betsy McCoach, *University of Connecticut*, betsy.mccoach@uconn.edu

Research on Learning and Instruction in Physical Education, Risto Marttinen, *George Mason University*, rmarttin@gmu.edu

Research on Teacher Induction, Julie Luft, *University of Georgia*, jaluft@uga.edu

Research on the Education of Asian and Pacific Americans, Melissa Vang, *California State University–Los Angeles*, melissa.rvang@gmail.com; Jung Kim, *Lewis University*, kimju@lewisu.edu

Research on the Education of Deaf Persons, Marlon Kuntze, *Gallaudet University*, marlon.kuntze@gallaudet.edu

Research on the Superintendency, Nicole Williams, *The University of Findlay*, williamsn1@findlay.edu

Research on Women and Education, Nancy Niemi, *University of Maryland Eastern Shore*, nsniemi@umes.edu

Research Use, Kimy Liu, *California State University–Stanislaus*, kliu2@csustan.edu; Julie Gray, *University of West Florida*, jgray2@uwf.edu

Rural Education, Jesse Longhurst, *Southern Oregon University*, longhurstj@sou.edu; Daniella Sutherland, *Clemson University*, dhall5@clemson.edu

School Community, Climate and Culture, Meagan O'Malley, *California State University, Sacramento*, meagan.omalley@csus.edu

School Effectiveness and School Improvement, Craig Hochbein, *Lehigh University*, craig.hochbein@lehigh.edu

School Turnaround and Reform, Irina Okhremtchouk, *San Francisco State University*, irinao@sfsu.edu

School, University, Community Collaborative Research, TBD

Science Teaching and Learning, Lori Andersen, *University of Hawaii at Manoa*, lori.andersen@gmail.com; J. Bryan Henderson, *Arizona State University*, jbryanh@asu.edu

Second Language Research, Liv T. Davila, *University of Illinois at Urbana-Champaign*, livtd@illinois.edu

Self-Study of Teacher Education Practices, Adrian Martin, *New Jersey City University*, adriannj@gmail.com; Tammy Mills, *University of Maine*, tammy.mills@maine.edu

Semiotics in Education, Angel Lin, Simon Fraser University, angellin_2018@sfu.ca

Service-Learning and Experiential Education, Emily Nemeth, Denison University, nemethe@denison.edu; Amanda Hall, Virginia Commonwealth University, halla2@vcu.edu

Social and Emotional Learning, Hannah Grossman, University of California–Los Angeles, hmgrossman@ssl-mail.com; Julia Mahfouz, University of Idaho, juliamahfouz@hotmail.com

Social Studies Research, Meghan Manfra, North Carolina State University, mmmanfra@ncsu.edu; Erin Casey, University of Oklahoma, ecasey@ou.edu

Sociology of Education, Soo-yong Byun, The Pennsylvania State University, byun0016@gmail.com

Special and Inclusive Education Research, Amy Accardo, Rowan University, accardo@rowan.edu

Spirituality and Education, Cristina Santamaria Graff, Indiana University–Purdue University at Indianapolis, santamac@iupui.edu

Stress, Coping, and Resilience, Richard Lambert, University of North Carolina–Charlotte, rglamber@uncc.edu

Structural Equation Modeling, Grant Morgan, Baylor University, grant_morgan@baylor.edu

Studying and Self-Regulated Learning, Abraham Flanigan, Georgia Southern University, aflanigan@georgiasouthern.edu; Aubrey Whitehead, The College of Wooster, awhiteh6@gmu.edu

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