# ERME at AERA

## Table of Contents

### ERME Information

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Information</td>
<td>3</td>
</tr>
<tr>
<td>ERME Faculty Research Interests &amp; Current Projects</td>
<td>4</td>
</tr>
<tr>
<td>ERME-Affiliated Research Centers</td>
<td>5</td>
</tr>
</tbody>
</table>

### ERME Participants

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERME-related presenters currently at Boston College</td>
<td>6</td>
</tr>
<tr>
<td>Presenters by Name</td>
<td>7</td>
</tr>
</tbody>
</table>

### Conference Information

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERA 2010 Theme</td>
<td>14</td>
</tr>
<tr>
<td>Annual Meeting Headquarters</td>
<td>15</td>
</tr>
<tr>
<td>Colorado Convention Center Area Map</td>
<td>16</td>
</tr>
<tr>
<td>Events of Interest for Measurement &amp; Research Methodology Graduate Students</td>
<td>17</td>
</tr>
<tr>
<td>BC Symposium</td>
<td>18</td>
</tr>
<tr>
<td>Lynch School of Education Reception</td>
<td>19</td>
</tr>
<tr>
<td>Exhibitor List</td>
<td>20</td>
</tr>
</tbody>
</table>

### AERA Online Program


### AERA Division D


### NCME Online Program

http://www.ncme.org/meeting/2010/finalprogram.cfm
ERME Information

Program Information

The Educational Research, Measurement and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues.

The M.Ed. and Ph.D. programs are designed to prepare students for research and academic careers in education, social sciences and human services. ERME has been training students to examine educational programs, design quantitative research studies, develop assessment instruments, and analyze educational data to help inform policy-making for almost 40 years.

Courses offered include:

- ED/PY 462 Assessment and Test Construction
- ED 466 Models of Curriculum and Program Evaluation
- ED/PY 469 Intermediate Statistics
- ED/PY 565 Large Scale Assessment: Methods and Practice
- ED/PY 667 General Linear Models
- ED/PY 669 Psychometric Theory
- ED/PY 851 Design of Qualitative Research
- ED/PY 861 Multilevel Regression Modeling

For More Information

Boston College Lynch School of Education
Department of Educational Research, Measurement and Evaluation
Campion Hall, Room 323
140 Commonwealth Avenue, Chestnut Hill, MA 02467
617-552-2072

Department Chair: Dr. Larry Ludlow, ludlow@bc.edu
Administrative Assistant: Tracy McMahon, tracy.mcmahon@bc.edu

ERME Site: www.bc.edu/schools/lsoe/about/departments/erme/
ERME Blog: http://ermedept.blogspot.com/
Job Listings: http://ermejobblog.blogspot.com/
ERME Faculty Research Interests & Current Projects

**Dr. Henry Braun**, Boisi Professor of Education and Public Policy, and Director of CSTEEP

**Research Interests:** Testing and education policy, large-scale assessment surveys, achievement gaps, value-added modeling, standard setting, higher education outcomes.

**Current Projects:**
- Link between State Policy and Closing of the Black/White Achievement Gap (CSTEPP)
- Working Group on Liberal Education and Beyond (CSTEPP)
- Step UP (University Partnership) Evaluation Subcommittee
- Value-added evaluation of teachers and the link to teacher certification
- Experimental analysis of student motivation on 12th grade NAEP reading
- Linking performance on the NAEP science assessment to instructional practices

**Dr. Walter Haney**, Professor

**Research Interests:** Testing and public policy, educational technology, exploratory data analysis, cheating on tests, drawings as an alternative form of assessment.

**Current Projects:**
- Education Pipeline Project (CSTEPP)
- Legacies of War

**Dr. Larry Ludlow**, Professor, and Department Chair

**Research Interests:** Psychometric theory, Rasch models, research design, applied statistics, student ratings of instruction, teacher attrition models.

**Current Projects:**
- Teachers for a New Era (TNE), with Dr. Joseph Pedulla and Teacher Education faculty
- Teacher Development and Teacher Retention: Unraveling Complex Issues, with Dr. Joseph Pedulla and Teacher Education faculty
- Course Evaluation Project
- Cross cultural comparison of Learning to Teach for Social Justice
- Computer Adaptive Testing in physical rehabilitation
- Retention of engineering students

**Dr. Ina Mullis**, Professor, and Director of the International Study Center

**Research Interests:** Large-scale assessment methods in international, national, and state contexts; innovative approaches to measuring student skills and understandings.

**Current Projects:**
- Trends in International Mathematics and Science Study (TIMSS)
- Progress in International Reading Literacy Study (PIRLS)

**Dr. Laura O'Dwyer**, Assistant Professor

**Research Interests:** International comparative studies, organizational characteristics related to technology use, experimental design, multilevel power analysis, hierarchical linear modeling, applied statistics.

**Current Projects:**
- eLearning for Educators, with Dr. Joseph Pedulla and Dr. Michael Russell (inTASC)
- Evolution Readiness: A Modeling Approach (inTASC)
- IT and College Pathways through application of Technology to explore Urban Ecological Challenges, in collaboration with Teacher Education and Counseling Psychology faculty
- The impact of technology based interventions on student and teacher outcomes
- Large-scale assessment
- Technology-enabled formative assessment
- Experimental design

**Dr. Joseph Pedulla**, Associate Professor

**Research Interests:** Testing and its impact on public policy, program evaluation especially in the areas of the teacher education and the impact of online professional development on teachers, the application of logistic regression modeling to student financial aid in higher education and to K-12 teacher retention.

**Current Projects:**
- eLearning for Educators, with Dr. Laura O'Dwyer and Dr. Michael Russell (inTASC)
- Teachers for a New Era (TNE), with Dr. Larry Ludlow and Teacher Education faculty
- Teacher Development and Teacher Retention: Unraveling Complex Issues, with Dr. Larry Ludlow and Teacher Education faculty

**Dr. Michael Russell**, Associate Professor

**Research Interests:** Innovative uses of computer-based technologies and applications of Universal Design to enhance educational testing and assessment, survey methods

**Current Projects:**
- Diagnostic Geometry Assessment (inTASC)
- Diagnostic Algebra Assessment (inTASC)
- eLearning for Educators, with Dr. Laura O'Dwyer and Dr. Joseph Pedulla (inTASC)
- Laptop Initiatives, with Dr. Damian Bebell (inTASC)
- Universally Designed Computer-based test delivery
- Digital Work Pad
The Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP) is an educational research organization located at Boston College in the Lynch School of Education (LSOE). Since its inception in 1980, CSTEEP has conducted research on: testing, evaluation, and public policy, studies to improve school assessment practices, and and international comparative research. CSTEEP conducts its work on both small and large scales, working with individual schools, districts, states, as well as countries to advance educational testing practices and policy, and to improve the quality and fairness of education. CSTEEP’s professional staff includes nationally and internationally recognized experts in educational measurement, large-scale assessment, evaluation, and policy issues. In addition, CSTEEP’s staff includes faculty from the LSOE’s Educational Research, Measurement, and Evaluation department.

For more information about CSTEEP, please visit: www.bc.edu/research/csteep.

The TIMSS and PIRLS International Study Center conducts comparative studies in educational achievement throughout the world. Principally, the Center directs two main efforts—Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS)—under the auspices of the International Association for the Evaluation of Educational Achievement. TIMSS 2007 is the fourth in a cycle of internationally comparative assessments dedicated to improving teaching and learning in mathematics and science for students around the world. Carried out every four years at the fourth and eighth grades, TIMSS provides data about trends in mathematics and science achievement over time. PIRLS 2006 is the second in a cycle of internationally comparative reading assessments carried out every five years. Conducted at the fourth grade, this worldwide assessment and research project is designed to measure trends in children’s reading literacy achievement and collect information about the policy and practices related to learning to read and reading instruction.

For more information about the TIMSS and PIRLS International Study Center, please visit: http://isc.bc.edu.

The Technology and Assessment Study Collaborative (inTASC) is a not-for-profit research group that works collaboratively with schools, educational agencies, and businesses to conduct research and development on a variety of issues related to technology and assessment. inTASC brings together researchers who have examined several aspects of technology and assessment in schools over the past decade to focus on new questions and issues that arise from the field. inTASC is unique in that it does not develop research studies and then seek schools to participate in research activities. Instead, schools, educational agencies, and businesses approach inTASC with their own ideas and/or questions that require systematic research to address. Research conducted by inTASC is developed, conducted, and often disseminated in collaboration with our educational and business partners.

For more information about inTASC, please visit: intasc@bc.edu.
ERME Participants

ERME-related presenters currently at Boston College

**ERME Faculty**
- Dr. Henry Braun
- Dr. Walter Haney
- Dr. Larry Ludlow
- Dr. Laura O’Dwyer
- Dr. Joseph Pedulla
- Dr. Michael Russell

**Part-Time Instructor**
- Dr. Camelia Rosca

**Alumni**
- Dr. Sarah Enterline
- Dr. Ann Kennedy

**Current ERME Students**
- Mac Cannady
- Deborah Cantor
- Stephanie Chappe
- Dana Diaconu
- Andrea Humez
- Maureen Kavanaugh
- Tracy McMahon
- Emilie Mitescu
- Shelagh Peoples
- Todd Reeves
- Yang (Caroline) Wang
ERME Participants
by Name

Henry I. Braun

A National Assessment of the Educational Progress of American Indian and Alaska Native Students: Academic Achievement, Educational Experiences, and Methodological Challenges

Session Submission Type: Symposium
Unit: SIG-NAEP Studies
Scheduled Time: Sat, May 1 - 12:25pm - 1:55pm
Building/Room: Sheraton / Plaza Court 2
Presenter on paper: Methodological Issues in Analyzing Data From the National Indian Education Study

Innovations in Test-Based Educational Accountability

Session Submission Type: Invited Session
Unit / Sub Unit: Division D - Measurement and Research Methodology / Division D
Scheduled Time: Sat, May 1 - 2:15pm - 3:45pm
Building/Room: Sheraton / Plaza Court 5
Session Submission Role: Chair

Studying Education Around the World: International Studies SIG Poster Session

Session Submission Type: Poster Session
Unit: SIG-International Studies
Scheduled Time: Sat, May 1 - 10:35am - 12:05pm
Building/Room: Colorado Convention Center/Korbel Ballroom 3
Non-Presenter on paper: Modeling Science Achievement Differences Between Single-Sex and Coeducational Schools: Analyses From Hong Kong, SAR, and New Zealand From TIMSS 1995, 1999, and 2003

Using Test Scores to Evaluate Accountability Policies

Session Submission Type: Paper Session
Unit / Sub Unit: Division L - Educational Policy and Politics / Section 5: Accountability Policy
Scheduled Time: Tue, May 4 - 10:35am - 12:05pm
Building/Room: Sheraton / Governor's Square 16
Presenter on paper: An Experimental Study of the Effects of Monetary Incentives on 12th-Grade NAEP Reading Assessment

What Do We Know About Understanding the Strengths and Limitations of Value-Added Models?
The Report of the NRC-NAEd Workshop on Getting Value Out of Value-Added

Session Submission Type: Invited Session
Unit: AERA Sessions
Scheduled Time: Mon, May 3 - 10:35am - 12:05pm
Building/Room: Colorado Convention Center / Room 404
Session Submission Role: Participant
ERME Participants by Name

**Mac Cannady**

**Teacher Development and Retention**

Session Submission Type: Symposium  
Unit / Sub Unit: Division K - Teaching and Teacher Education / Section 8  
Scheduled Time: Fri, Apr 30 - 4:05pm - 5:35pm  
Building/Room: Colorado Convention Center /Room 601  
Non-Presenter on paper: Teacher Development and Career Paths: Unraveling Complex Issues  
Non-Presenter on paper: Navigating Methodological Challenges in Conducting Longitudinal Multi-cohort Teacher Retention Analyses

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**Deborah Cantor**

**Teacher Development and Retention**

Session Submission Type: Symposium  
Unit / Sub Unit: Division K - Teaching and Teacher Education / Section 8  
Scheduled Time: Fri, Apr 30 - 4:05pm - 5:35pm  
Building/Room: Colorado Convention Center /Room 601  
Non-Presenter on paper: Navigating Methodological Challenges in Conducting Longitudinal Multi-cohort Teacher Retention Analyses

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**Stephanie Chappe**

**Race, Gender, and Sociopolitical Context: Teachers' Lives and Experiences in K-12 Classrooms**

Session Submission Type: Paper Session  
Unit / Sub Unit: Division K - Teaching and Teacher Education / Section 5  
Scheduled Time: Mon, May 3 - 10:35am - 12:05pm  
Building/Room: Colorado Convention Center / Room 706  
Presenter on paper: Perceptions and Practices of Beginning Male Teachers: Implications for Teacher Preparation

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**Teacher Development and Retention**

Session Submission Type: Symposium  
Unit / Sub Unit: Division K - Teaching and Teacher Education / Section 8  
Scheduled Time: Fri, Apr 30 - 4:05pm - 5:35pm  
Building/Room: Colorado Convention Center /Room 601  
Non-Presenter on paper: Navigating Methodological Challenges in Conducting Longitudinal Multi-cohort Teacher Retention Analyses

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**Dana V. Diaconu**

**Studying Education Around the World: International Studies SIG Poster Session**

Session Submission Type: Poster Session  
Unit: SIG-International Studies  
Scheduled Time: Sat, May 1 - 10:35am - 12:05pm  
Building/Room: Colorado Convention Center/ Korbel Ballroom 3  
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Session Submission Type</th>
<th>Unit / Sub Unit</th>
<th>Scheduled Time</th>
<th>Building/Room</th>
<th>Presenter on paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Enterline</td>
<td>Race, Gender, and Sociopolitical Context: Teachers' Lives and Experiences in K-12 Classrooms</td>
<td>Paper Session</td>
<td>Division K - Teaching and Teacher Education / Section 5</td>
<td>Mon, May 3 - 10:35am - 12:05pm</td>
<td>Colorado Convention Center / Room 706</td>
<td>Perceptions and Practices of Beginning Male Teachers: Implications for Teacher Preparation</td>
</tr>
<tr>
<td>Walter M. Haney</td>
<td>American Educational Research Journal (Social and Institutional Analysis) - Closed Editorial Board Meeting</td>
<td>Symposium</td>
<td>Division K - Teaching and Teacher Education / Section 8</td>
<td>Fri, Apr 30 - 4:05pm - 5:35pm</td>
<td>Colorado Convention Center /Room 601</td>
<td>Navigating Methodological Challenges in Conducting Longitudinal Multi-cohort Teacher Retention Analyses</td>
</tr>
<tr>
<td>Andrea Humez</td>
<td>Topics in Mathematics Education</td>
<td>Governance Session</td>
<td>AERA Governance</td>
<td>Sat, May 1 - 6:15pm - 7:45pm</td>
<td>Hyatt Regency / Capitol Ballroom 6 &amp; 7</td>
<td>Participant</td>
</tr>
<tr>
<td>Maureen Kavanaugh</td>
<td>Studies of Equity in Mathematics Curriculum and Teaching</td>
<td>Roundtable Session</td>
<td>SIG-Research in Mathematics Education</td>
<td>Fri, Apr 30 - 2:15pm - 3:45pm</td>
<td>Colorado Convention Center /Room 109, 111, 113</td>
<td>The Modering Effect of School SES on the Mediating Role of Self Efficacy: Gender and Achievement</td>
</tr>
</tbody>
</table>
Ann M. Kennedy

**Using the PIRLS 2006 International Database for Secondary Data Analysis**

Session Submission Type: Professional Development Course  
Unit: Professional Development and Training Committee  
Scheduled Time: Mon, May 3 - 8:00am - 12:00pm  
Building/Room: Hyatt Regency / Capitol Ballroom 1  
Session Submission Role: Instructor

Larry H. Ludlow

**A National Assessment of the Educational Progress of American Indian and Alaska Native Students: Academic Achievement, Educational Experiences, and Methodological Challenges**

Session Submission Type: Symposium  
Unit: SIG-NAEP Studies  
Scheduled Time: Sat, May 1 - 12:25pm - 1:55pm  
Building/Room: Sheraton / Plaza Court 2  
Non-Presenter on paper: Methodological Issues in Analyzing Data From the National Indian Education Study

**Studies on Rasch Conditions and Applications**

Session Submission Type: Paper Session  
Unit: SIG-Rasch Measurement  
Scheduled Time: Mon, May 3 - 12:25pm - 1:55pm  
Building/Room: Sheraton / Plaza Court 6  
Presenter on paper: Learning to Teach for Social Justice Beliefs: An International Construct Invariance Study

**Teacher Development and Retention**

Session Submission Type: Symposium  
Unit / Sub Unit: Division K - Teaching and Teacher Education / Section 8  
Scheduled Time: Fri, Apr 30 - 4:05pm - 5:35pm  
Building/Room: Colorado Convention Center /Room 601  
Presenter on paper: Navigating Methodological Challenges in Conducting Longitudinal Multi-cohort Teacher Retention Analyses

**Trends in Research on Teaching and Teacher Education**

Session Submission Type: Symposium  
Unit: Educational Studies Association of Ireland  
Scheduled Time: Sat, May 1 - 4:05pm - 5:35pm  
Building/Room: Colorado Convention Center /Korbel Ballroom 1 ABC  
Presenter on paper: What Makes Teachers Tick?
ERME Participants by Name

Tracy McMahon

Teacher Development and Retention
Session Submission Type: Symposium
Unit / Sub Unit: Division K - Teaching and Teacher Education / Section 8
Scheduled Time: Fri, Apr 30 - 4:05pm - 5:35pm
Building/Room: Colorado Convention Center /Room 601
Non-Presenter on paper: Navigating Methodological Challenges in Conducting Longitudinal Multi-cohort Teacher Retention Analyses

Emilie N. Mitescu

Teacher Development and Retention
Session Submission Type: Symposium
Unit / Sub Unit: Division K - Teaching and Teacher Education / Section 8
Scheduled Time: Fri, Apr 30 - 4:05pm - 5:35pm
Building/Room: Colorado Convention Center /Room 601
Non-Presenter on paper: Navigating Methodological Challenges in Conducting Longitudinal Multi-cohort Teacher Retention Analyses

Laura M. O Dwyer

Instructional Issues in Diverse Contexts
Session Submission Type: Paper Session
Unit: SIG-Instructional Technology
Scheduled Time: Sat, May 1 - 2:15pm - 3:45pm
Building/Room: Sheraton / Governor’s Square 9
Presenter on paper: Teacher-Directed Student Use of Technology and Mathematics Achievement: Examining Trends in International Patterns

Issues Impacting on Teaching Practices and Curriculum in Science Education
Session Submission Type: Poster Session
Unit / Sub Unit: Division C - Learning and Instruction / Section 4: Science
Scheduled Time: Sun, May 2 - 2:15pm - 3:45pm
Building/Room: Colorado Convention Center /Korbel Ballroom 3
Non-Presenter on paper: Development of an Evolution Readiness Learning Goals Progression and a Concept Inventory for Evolution Readiness

Studies of Equity in Mathematics Curriculum and Teaching
Session Submission Type: Roundtable Session
Unit: SIG-Research in Mathematics Education
Scheduled Time: Fri, Apr 30 - 2:15pm - 3:45pm
Building/Room: Colorado Convention Center /Room 109, 111, 113
Presenter on paper: The Moderating Effect of School SES on the Mediating Role of Self Efficacy: Gender and Achievement
ERME Participants

by Name

Laura M. O Dwyer

Games Research 2.0: Assessing Learning in and Around Educational Games and Virtual Worlds

Session Submission Type: Structured Poster Session
Unit / Sub Unit: Division C - Learning and Instruction / Section 5: Learning Environments
Scheduled Time: Sun, May 2 - 10:35am - 12:05pm,
Building/Room: Colorado Convention Center / Room 607
Non-Presenter on paper: Teaching and Assessing "Evolution Readiness" to Fourth Graders Using Games

Joseph J. Pedulla

Teacher Development and Retention

Session Submission Type: Symposium
Unit / Sub Unit: Division K - Teaching and Teacher Education / Section 8
Scheduled Time: Fri, Apr 30 - 4:05pm - 5:35pm
Building/Room: Colorado Convention Center /Room 601
Non-Presenter on paper: Navigating Methodological Challenges in Conducting Longitudinal Multi-cohort Teacher Retention Analyses

Shelagh M. Peoples

Issues Impacting on Teaching Practices and Curriculum in Science Education

Session Submission Type: Poster Session
Unit / Sub Unit: Division C - Learning and Instruction / Section 4: Science
Scheduled Time: Sun, May 2 - 2:15pm - 3:45pm
Building/Room: Colorado Convention Center /Korbel Ballroom 3
Non-Presenter on paper: Development of an Evolution Readiness Learning Goals Progression and a Concept Inventory for Evolution Readiness

Todd Reeves


Session Submission Type: Fireside Chat
Unit: Graduate Student Council
Scheduled Time: Mon, May 3 - 4:05pm - 5:35pm
Building/Room: Colorado Convention Center /Room 207
Session Submission Role: Participant

Using Test Scores to Evaluate Accountability Policies

Session Submission Type: Paper Session
Unit / Sub Unit: Division L - Educational Policy and Politics / Section 5: Accountability Policy
Scheduled Time: Tue, May 4 - 10:35am - 12:05pm
Building/Room: Sheraton / Governor's Square 16
Presenter on paper: Unfulfilled Promises of NCLB Test-Driven Accountability Policy: Comparative Interrupted Time-Series Analyses of 1990-2007 NAEP State Reading and Math Assessment Data
ERME Participants

by Name

Camelia V. Rosca

Games Research 2.0: Assessing Learning in and Around Educational Games and Virtual Worlds
Session Submission Type: Structured Poster Session
Unit / Sub Unit: Division C - Learning and Instruction / Section 5: Learning Environments
Scheduled Time: Sun, May 2 - 10:35am - 12:05pm
Building/Room: Colorado Convention Center/ Room 607
Non-Presenter on paper: Teaching and Assessing "Evolution Readiness" to Fourth Graders Using Games

Issues Impacting on Teaching Practices and Curriculum in Science Education
Session Submission Type: Poster Session
Unit / Sub Unit: Division C - Learning and Instruction / Section 4: Science
Scheduled Time: Sun, May 2 - 2:15pm - 3:45pm
Building/Room: Colorado Convention Center / Korbel Ballroom 3
Presenter on paper: Development of an Evolution Readiness Learning Goals Progression and a Concept Inventory for Evolution Readiness

Michael K. Russell

Topics in Mathematics Education
Session Submission Type: Poster Session
Unit / Sub Unit: Division C - Learning and Instruction / Section 3: Mathematics
Scheduled Time: Mon, May 3 - 10:35am - 12:05pm
Building/Room: Colorado Convention Center / Korbel Ballroom 3
Non-Presenter on paper: Representations of Geometric Misconceptions

Yang (Caroline) Wang

Instructional Issues in Diverse Contexts
Session Submission Type: Paper Session
Unit: SIG-Instructional Technology
Scheduled Time: Sat, May 1 - 2:15pm - 3:45pm
Building/Room: Sheraton / Governor’s Square 9
Non-Presenter on paper: Teacher-Directed Student Use of Technology and Mathematics Achievement: Examining Trends in International Patterns

Issues Impacting on Teaching Practices and Curriculum in Science Education
Session Submission Type: Poster Session
Unit / Sub Unit: Division C - Learning and Instruction / Section 4: Science
Scheduled Time: Sun, May 2 - 2:15pm - 3:45pm
Building/Room: Colorado Convention Center / Korbel Ballroom 3
Non-Presenter on paper: Development of an Evolution Readiness Learning Goals Progression and a Concept Inventory for Evolution Readiness
Education research sits inside what Donald Stokes calls "Pasteur's Quadrant," referring to the dual focus of building basic theory while simultaneously improving practice. This process occurs through attention to individual psychological functioning (cognitive, social, emotional); social organization of settings; curriculum design and assessments; educational policy; or historical, political, and economic circumstances as they influence opportunities to learn. Opportunities to learn within and across both formal and informal settings occur in the complex ecologies of peoples’ lives, not isolated in a single setting such as a school or family. These complex ecologies include people’s participation within and across multiple settings, from families to peer and intergenerational social networks, to schools and a variety of community organizations; and participation within and across these settings may be either physical or virtual. Our attempts to understand and influence such learning often try to strip away complexity for presumed efficiency.

Opportunities to participate in multiple settings and the norms for participation are influenced by larger cultural, political, and economic forces and institutions. Ubiquitous technologies empower and encourage all forms of communication and movement within and across all kinds of borders; transnational border crossing is increasingly common throughout the world. Different settings demand different norms for participation and, as a consequence, require that we recruit what and how we have learned in other settings of our lives as resources to help us make sense of new tasks and the new settings in which these tasks are carried out. There is also the question of how each new setting is organized to facilitate or constrain our recruitment of what and how we have learned in other settings. It is in this sense that learning entails cultural navigations.

The theme of AERA’s 2010 Annual Meeting—"Understanding Complex Ecologies in a Changing World"—is intended to encourage submissions that address the conceptual, methodological, and practical challenges and opportunities inherent in understanding how and what people learn across time and space. We encourage submissions that move beyond a narrow focus on individual sites or on purely cognitive or psychosocial explanations, or on singular conceptions of identity. Such an ecological focus encourages education researchers to draw on interdisciplinary constructs and theories, complex research designs, and multiple methods of data analysis. We encourage submissions that examine

- how the repertoires that people develop within and across the routine settings of their lives can be recruited to support complex learning;
- how educational settings—formal and informal—can be designed to address the interrelated cognitive, social, and emotional demands of learning;
- how multiple identities (e.g., based on family, ethnicity, race, nationality, gender, and sexual orientation) are shaped, recruited, and managed in different settings to influence goals, efforts, and persistence in acts of learning;
- how learning in organizations involves the recruitment of diverse repertoires;
- how knowledge develops and is distributed across time and space;
- how the recruitment of diversity along multiple dimensions facilitates learning;
- how learning occurs within and across time and space in complex dynamic systems;
- how transitions across schooling, including transitions to postsecondary education, are influenced by a range of ecological factors;
- how alternative organizational spaces for education, such as for-profit schools, colleges, firms, community organizations, and museums interact with schooling in recruiting and expanding repertoires for learning.

We further encourage submissions that examine learning within and across complex social and cultural ecologies from a historical perspective and that examine policy implications for improving learning in formal and informal settings in ways that take into account the complex ecological factors that help to shape opportunities to learn. We also highly encourage submissions that address the methodological challenges of studies that address this kind of complexity.

Finally, examining learning within and across the complex ecologies of peoples’ lives inevitably requires that we address how political and economic factors create inequities in opportunities to learn. Such inequities are exacerbated when the dominant discourse of education research articulates hierarchies of particular constellations of ecologies as inherently deviant and pathological or when such research views understanding the diverse ecologies of peoples’ lives as a purely political social good and not as a scientific enterprise of fundamental importance aimed at articulating generative theories of human learning.

Our hope is that the collective submissions for the 2010 Annual Meeting will stimulate new conversations and collaborations that fundamentally expand our understanding of the richness of the diversity of the human experience and enable us to use that knowledge to enrich and expand opportunities to learn for all.
Conference Information

Annual Meeting Headquarters

The primary site of the 2010 Annual Meeting is the Colorado Convention Center

www.denverconvention.com
700 14th Street
Denver, CO 80202
(303) 228-8000

Annual Meeting sessions will also be held at two headquarter hotels: Hyatt Regency Denver and the Sheraton Denver

In addition to the two headquarter hotels, the Denver Marriott City Center will be used for affiliated events. The Sheraton Denver is the headquarter hotel for NCME.
Conference Information

Colorado Convention Center Area Map
**Conference Information**

**DIVISION D GRADUATE STUDENT EVENTS AND ACTIVITIES AT THE 2010 ANNUAL MEETING**

- NCME and AERA Division D Joint Welcome Reception for Current and New Members (Saturday, May 1, 6:15-7:45). Please join us for our annual social with NCME, and enjoy a free drink ticket at the door.

- Division D Exemplary Work (Sunday, May 2, 2:15-3:45 at Sheraton in Governor’s Square 17). Four participants from last year’s research gala will share their winning submissions. Our distinguished participants are Tia Sukin, Matthew Newman Gaertner, Tara Lee Saylor, and Tzu-An Chen. Our discussants are Steve Raudenbush and Barbara Plake with Jill Adelson as moderator.

- Division D Fireside Chat (Monday, May 3, 10:35-12:05 at Sheraton in Plaza Court 2). Always a highlight of the annual conference, this year no doubt will deliver! Our Fireside chat theme is Experimental vs. Quasi-Experimental Design in Educational Research. The decision to use a quasi-experimental design for educational research is one that is usually made based on the infeasibility of designing purely experimental research studies. The purpose of this session is to discuss the appropriateness as well as the strengths and limitations of each of the approaches. On our panel, we have esteemed researchers and scholars, including Gregory R. Hancock, Joan Herman, Neal Kingston, Chip Reichardt, with our moderator Jill Adelson. Please, join us for this great event. Refreshments will be served.

- Graduate Student Research Gala (Monday, May 3, 6:15 Sheraton Plaza CF). This will host our second annual graduate student poster session. Again, this year we have received a great number of submissions, and with support from the Division and scholars within it, we hope to have yet another successful poster session. Selected graduate students will display their in-progress research, and we invite you to join and participate in an informal discussion and intellectual exchange. Refreshments will be served.

- Graduate Student Seminar (Friday, April 30, 8:00-11:00, Colorado Convention Center- Korbel Ballroom 2-C). This year’s seminar is entitled “What they’re looking for in hiring new graduates – Transitioning from Graduate Student to Professional.” Organized by H. Gary Cook, and supported by Division D, this event will certainly be helpful to all graduate students. A panel for the seminar includes Arturo Olivarez, James Kaufman, and Akihiro Kamata.

- Division D Luncheon and Business Meeting and the Robert L. Linn Distinguished Lecture (Please register at AERA.net for this event). The first inaugural lecture is to be given by the 2009 award recipient, Robert Mislevy. Dr. Mislevy’s presentation entitled Integrating Measurement and Sociocognitive Perspectives in Educational Assessment will be followed by discussants James Gee and Mark Wilson. This event is organized and moderated by Katherine Ryan.

- Division D Grad Information: Division D will continue to send out more information as we get closer to the conference. To stay completely up to date on current news and activities please join the Division D grad student listserv by going to: [http://www.aera.net/divisions/Default.aspx?menu_id=70&Id=516](http://www.aera.net/divisions/Default.aspx?menu_id=70&Id=516)
Conference Information

BC Symposium

You are cordially invited to attend an AERA symposium on

Teacher Development and Retention*

Friday, April 30, 2010
4:05 p.m. - 5:35 p.m.
Colorado Convention Center, Room 601

Teachers’ Education and Outcomes: Mapping the Research Terrain
Marilyn Cochran-Smith, Mac Cannady, Kirsten McEachern, Kara Mitchell, Peter Piazza, Christine Pover, and Amy Ryan

Navigating Methodological Challenges in Conducting Longitudinal Multi-cohort Teacher Retention Analyses
Larry Ludlow, Joseph Fedulla, Mac Cannady, Emilie Miteou, Sarah Enterline, Stephanie Chappe, April Holter, Deborah Cantor, Fran Lofts, and Tracy McMahon

Who’s Fit to Teach? A Longitudinal Cross-Case Analysis of Teaching Practice and Career Trajectory

* This research was supported by a grant from the Ford Foundation.
Conference Information

2010 AERA
Lynch School of Education Reception

Sunday, May 2, 2010
from 7:00-8:15pm
Denver Marriott City Center
1701 California Street
Denver, Colorado
Colorado Ballroom D

Hor d’oeuvres and cash bar
### Conference Information

#### Exhibitor List

<table>
<thead>
<tr>
<th>ACT</th>
<th>Paradigm Publishers</th>
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<tbody>
<tr>
<td>American Institutes for Research</td>
<td>Pearson</td>
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<td>American Psychological Association</td>
<td>Perseus Books Group</td>
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<td>British Journal of Educational Psychology</td>
<td>Peter Lang Publishing</td>
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<td>Brookes Publishing Co.</td>
<td>Pre K - 3rd Data Resource Center, ICPSR</td>
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<td>Buros Center for Testing</td>
<td>Provalis Research Corp.</td>
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<td>Cambridge University Press</td>
<td>Psychology Press</td>
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<td>Caslon Publishing and Consulting</td>
<td>Publishing Group</td>
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<td>Catholic Education: A Journal of Inquiry &amp; Practice</td>
<td>QSR International</td>
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<td>Renaissance Learning</td>
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<td>Continuum</td>
<td>Rethinking Schools</td>
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<td>Routledge</td>
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<td>SAGE</td>
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<td>SAS Institute Inc.</td>
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<td>Sense Publishers</td>
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<td>Solution Tree</td>
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<td>Eye On Education</td>
<td>Springer</td>
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<td>State and Regional Educational Research Associations</td>
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<td>Stylus Publishing</td>
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<td>Teachers College Press</td>
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<td>IAP - Information Age Publishing</td>
<td>The Encyclopedia of Life</td>
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<td>The MIT Press</td>
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<td>The University of Chicago Press</td>
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<td>Journal of Applied Measurement</td>
<td>Thomson Reuters</td>
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<td>Transaction Publishers</td>
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### Exhibit Hall Dates and Location

The 2010 AERA Exhibit Hall will be located in Exhibit Hall F of the Colorado Convention Center.

**Exhibit Hall Hours:**
- Saturday, May 1 9:00 AM – 6:00 PM
- Sunday, May 2 9:00 AM – 4:00 PM
- Monday, May 3 9:00 AM – 5:00 PM
