Overview

I participated in the American Educational Research Association Annual Meeting April 7-12, 2011 in New Orleans, Louisiana. 13,745 scholars, researchers, and education professionals attended this year’s meeting. I have been an active AERA member since 2004 and this was my second year as ACRL liaison to AERA. The following report outlines meeting and session highlights, conversations with journal editors and publishers, the AERA paper repository, the open business meeting, and call for proposals deadlines.

Session Highlights

I co-presented two papers. *Toward a Model of Thinking Critically with Information: Supporting College Students’ 21st Century Skills* investigated a university freshman-level critical reading and thinking course that was co-designed by faculty and librarians. We studied student experiences of and progress toward conducting basic research, evaluating sources, and synthesizing evidence to argue a viewpoint. We also investigated faculty and librarians working together to plan, design and deliver instruction. Qualitative findings indicated that there was a deep level of collaboration between librarians and faculty, and a systematic approach to delivering instruction to 300 students across 30 sections of the course. We also found that students did not progress as expected on the scale developed to measure Thinking Critically with Information (TCI) and that further development and field testing of the scale is needed in a longer term academic program. I also co-presented a paper titled *Rhetoric as Social Insurance: A Critical Discourse Analysis of Flores v. Arizona.*

There were several sessions that were directly related to the dissemination and use of educational research.

The *Research Use* SIG sponsored three sessions. First, there was a screening of the documentary *Race to Nowhere* (see [http://www.racetonowhere.com/](http://www.racetonowhere.com/)) which provoked some very interesting discussion about America’s achievement culture. Second, the SIG sponsored a paper session which included contributions regarding use of research by policy makers, teachers, administrators and teacher educators. A poster session also featured a literature review about how the news media uses research among other submissions.

The *Communication of Research* SIG sponsored a paper session which included contributions on social network citation analysis in education research, educational research communication in Scandinavian and Spanish-speaking countries, and *Teachers College Record’s* use of video to communicate educational research.

Finally, the *Research, Education, Information, and School Libraries* (REISL) SIG sponsored a paper session. Papers in this session included a discourse analysis of teacher-school librarian collaboration, the effect of the small school movement on school libraries, and an investigation of storytelling by librarians.

The full 2011 AERA program is available and searchable at [http://www.aera.net](http://www.aera.net). Many of the session papers are linked to the program in AERA’s new repository. If a paper is not linked, you can email the presenter for more information. At the end of this report I have listed the sessions described above, including authorship.

Scholarly Communications Conversations with Journal Editors

In addition to attending sessions, I spoke to several journal editors. AERA offers a series of six sessions called Journal Talks. These informal talks allow journal editors to dialogue with potential authors to promote their journals, solicit
manuscripts, and offer advice for publishing. I spoke to several editors, a couple of whom were keenly interested in the future of scholarly communication and had many questions for me. Most of their questions centered around issues of open access and who is responsible for supporting authors’ contributions to open access (such as institutions who pay open access fees on behalf of their faculty). Two of the journal editors also expressed satisfaction with their commercial publishers. These editors indicated that the infrastructure that the publisher provides allows for broader dissemination of their journal, and that their subscriptions had increased as a result. I spoke to the editors of the following journals:

- Journal of Moral Education
- National Association of Student Affairs Professionals Journal
- Journal of Early Childhood Literacy
- Frontiers in Quantitative Psychology and Measurement (Open Access)
- Studies in Philosophy and Education: An International Journal
- Journal of Research on Christian Education

Governance Meetings

I attempted to attend the Association’s Council meeting, where the majority of the business of the association is conducted but was told it was closed to members. However, I was able to introduce myself to the outgoing president, Dr. Kris Gutierrez, and the Association’s deputy executive director, Dr. Phoebe Stevenson. I will follow up with Dr. Stevenson later this month.

I attended the AERA Journal Publications Committee’s open meeting. The committee chair announced that as a result of improvements to Education Researcher, the journal has been accepted into ISI and will be issued an impact factor this summer. Additionally, a subcommittee is looking into the feasibility of producing an annual review for the Association. A separate subcommittee is investigating the two sections of the American Educational Research Journal (Social-Institutional Analysis and Teaching, Learning and Human Development) to see if the journal’s sections are meeting the publishing needs of the association.

As part of the Journal Publications Committee open meeting, Dr. William Cope (University of Illinois- Urbana-Champaign) presented a talk titled Changing Knowledge Ecologies: Re-Envisioning Scholarly Publishing. The session was relatively well attended and generated good discussion after. Dr. Cope acknowledged academic libraries’ burden in maintaining serials with such staggering inflation, and stated that current practices are unsustainable. The following publications illustrate his work:


I also attended the business meetings of the Research Use and Communication of Research Special Interest Groups (SIGs). These two SIGs share common goals, particularly, to increase the use of scholarship and to make sure that scholarship is communicated through effective means. Both SIGs are very small (about 50 members each). The leadership of both SIGs is exploring the possibility of merging the two SIGs and is also coordinating programming (the SIG sessions competed against each other this year) and possibly collaborating on a pre-conference workshop on translating research into practice through op-ed articles, press releases, and video.
The Communication of Research SIG hosted an informal chat during its business meeting. This program was coordinated by Kate Corby. Speakers included Gary Natriello, editor of *Teachers College Record*, Todd Reitzel, AERA staff liaison to the Publications Committee, and Jorge Delgado, University of Pittsburgh. The conversation focused on the future of scholarly publication in education. Dr. Natriello specifically mentioned the role of academic libraries and librarians in continuing effective scholarly communication and indicated the need to support libraries.

Finally, I attended the Association’s open business meeting. This meeting consisted of reports from various standing committees and groups.

**Call for Proposals**

The call for proposals has been issued for the 2012 Annual Meeting, to be held in Vancouver, BC. Proposals for paper sessions, roundtables, poster sessions and symposia are due on July 22, 2011. Detailed information can be found at [http://www.aera.net](http://www.aera.net).

**Conclusion**

I have agreed to write up a report of my experience as ACRL liaison to AERA for upcoming editions of the *ACRL Insider* and the *EBSS Newsletter*. I am also working with the ACRL Liaisons Training and Development Committee by sharing my experiences and strategies for working with AERA, in the hope that this information will be useful to current and future liaisons to other organizations.

Based on the sessions I attended, I believe that education researchers are concerned with the nature and use of scholarly communication. ACRL’s liaison program is a vital method of advocacy and outreach to education researchers.
Session Information

Communication of Research SIG Business Meeting. The Future of Scholarly Publication in Education: An Informal Chat

Sponsor: SIG-Communication of Research

Title Displayed in Event Calendar: Communication of Research SIG Business Meeting. The Future of Scholarly Publication in Education: An Informal Chat

Session Participants:
Chair: Gustavo E. Fischman (Arizona State University)
Participant: Gary J. Natriello (Teachers College, Columbia University)
Participant: Jorge Enrique Delgado (University of Pittsburgh)
Participant: Todd Reitzel (American Educational Research Association)

Abstract:
In summer 2010 AERA officially launched its Online Paper Repository, offering conference papers back to 2005. A couple months later, Teachers College Record published a special issue on Education Informatics (defined as "a technology used to identify, organize, and distribute information in the field of education"). Publishing Director Reitzel and Editor Natriello will join us to discuss the changing face of communication within the educational research sphere. We will discuss not just new technology applications, but also the access, prestige and privacy issues that advances raise. These are issues that will impact submission and publication decisions for future educational researchers. All are welcome.

Communicating Educational Research: Studying Impact in an Evolving Environment

Sponsor: SIG-Communication of Research

Title Displayed in Event Calendar: Communicating Educational Research: Studying Impact in an Evolving Environment

Session Participants:
Chair: Gustavo E. Fischman (Arizona State University)

Education as a Scholarly Field: A Social Network Analysis of 2008 Journal Citation Trends
*June Ahn (University of Maryland - College Park), Dominic J. Brewer (University of Southern California), Rodney K. Goodyear (University of Redlands)

*Michael Hansen (University of Gothenburg), Sverker Lindblad (University of Gothenburg)

Refereed Journals in Spanish- and Portuguese-Speaking Latin America: Factors Related to Their Growth
*Jorge Enrique Delgado (University of Pittsburgh)

Using Video to Communicate Research: Describing and Assessing a Publishing Experiment
*Jeffery M. Frank (Teachers College, Columbia University), Erin Murphy (Teachers College)

Abstract:
Four studies look at how new communication avenues may change publication practices in the discipline. International literature is becoming more readily available but publication in other countries does not necessarily follow established North American patterns. At the same time prominent North American publications are experimenting with new media in an effort to bring the research product to a more technologically savvy, less brand-conscious audience.
Research in the Hands of Teachers and Administrators
Sponsor: SIG-Research Use

Title Displayed in Event Calendar: Research in the Hands of Teachers and Administrators

Session Participants:

**An Image of the Truth: Exploring the Role of Research Evidence in Educational Policy and Practice**
*Steven Robert Nelson (Education Northwest)*

**Collaboration as Means to Promote Research Use**
*Larike Bronkhorst, Paulien C. Meijer (Utrecht University), Bob Koster (Utrecht University), Jan D.H.M. Vermunt (Utrecht University)*

**Do As I Say, Not as I Do: Administrators’ Use of Research**
*Michelle Johanna Nilson (Simon Fraser University), *Daniel A. Laitsch (Simon Fraser University)*

**Researching Research Use: An Online Study of School Practitioners in Canada: Quantitative Results**
*Larysa V. Lysenko (Concordia University), Philip C. Abrami (Concordia University), Robert M. Bernard (Concordia University)*

**The Bridge Between Researchers and Teachers: Exploring the Pathway to Innovation in the Classroom**
Shazia R. Miller (Learning Point Associates/AIR), Karen L. Drill (Learning Point Associates), *Ellen J. Behrstock-Sherratt (American Institutes for Research)*

Discussant: Jacob Sale Werblow (Central Connecticut State University)
Chair: Jacob Sale Werblow (Central Connecticut State University)

Abstract:
In this session presenters describe research studies that focus on the salient factors that impact the dissemination and utilization of research based practice, from the perspective of both teachers and administrators.

REISL (Research, Education, Information, and School Libraries) Paper Session
SIG-Research, Education, Information and School Libraries

Title Displayed in Event Calendar: REISL (Research, Education, Information, and School Libraries) Paper Session

Session Participants:

**The Role of the Teacher-Librarian in Innovative Educational Contexts: Maintaining Relevance in an Age of Reform**
*Eric Meyers (The University of British Columbia)*

**From "Shhhh" to Inquiry: Discourse Models of School Librarianship In Collaborative Planning With Teachers**
*Sue C. Kimmel (Old Dominion University)*

**Library and Information Science Graduate Students Explore Storytelling for the 21st Century**
*Rebecca Jane Morris (University of Pittsburgh)*

**An Examination of Teacher and Librarian Collaboration to Develop Science Information Literacy of Latino Students: A Longitudinal Study**
*Patricia Montiel Overall (The University of Arizona)*

Chair: M. Delia Neuman (Drexel University)

Abstract:
Papers of the REISL (Research, Education, Information and School Libraries) SIG. The conference theme "Inciting the Social Imagination: Education Research for the Public Good" fits nicely with what school libraries and media centers offer through our focus on information literacy and lifelong learning.

**Research Use Poster Session Sponsor: SIG-Research Use**

Session Participants:

**Educational Research and the News Media: A Literature Review**
* R. Holly Yettick (University of Colorado - Boulder)

**Perceptions of Preservice Teachers: Adequacy of Preparation Based on the Texas Teacher Performance Appraisal Criteria**
* Kar Man Lee (University of Houston), Lilia M. Ruban (University of Houston), Laveria Hutchison (University of Houston), Melissa Pierson (University of Houston)

**Technology as a Communication Facilitator Through the Test Accommodations Selection Process**
* Luke S. Duesbery (San Diego State University)

**The Relationship Between Oral Reading Fluency Rate and Accuracy on Predicting State Assessment Performance**
* Jenelle M. Braun-Monegan (Beverly Hills Unified School District), Drew H. Braun (Bethel School District), Lori R. Smith (Bethel School District)

**Use "Think-Aloud" to Understand How Six Grade 6 Students Conceptualized Algebra**
* Kimy Liu (University of Portland), Leanne R. Ketterlin-Geller (Southern Methodist University)

Abstract:
This series of papers explore factors associated with the research to practice gap.

**Toward a Model of Thinking Critically With Information: Equipping College Students With 21st-Century Skills**

Presenters/Authors:
* Lisa Kammerlocher (Arizona State University)
* Ann D. Ewbank (Arizona State University)
* Julie Tharp (Arizona State University)
  Kate Frost (Arizona State University)

Abstract:
This case study investigates the redesign of a university freshman-level critical reading and thinking course. The researchers investigated student experiences in conducting basic research, evaluating sources, and synthesizing evidence to argue a viewpoint. Researchers also investigated faculty and librarians working together to plan, design and deliver instruction. Students exhibit low tolerance for barriers in research and will satisfice (satisfy + suffice) when assignments do not require sources from multiple research databases. Recommendations for course redesign include a sequential approach to introducing students to research in addition to integrating the research process throughout the course rather than providing a traditional, “oneshot” library instruction session. A model of Thinking Critically with Information (TC-I) is emerging from this research.

**Rhetoric as Social Insurance: A Critical Discourse Analysis of Flores v. Arizona Commentary**

Presenters/Authors:
* David L. Carlson (Arizona State University)
* Ann D. Ewbank (Arizona State University)

Abstract:
This study investigates the neo-liberal rationalities of rule that influences English language learner educational policy in Arizona. Flores v. Arizona, in litigation since 1992, argued that Arizona failed to provide instruction for English language learners to make them proficient in English and enable them to master standard academic curriculum. This critical
discourse analysis examined government press releases, news and academic commentary surrounding the Flores case. Michel Foucault’s concept of governmentality is used as the theoretical lens for the analysis. The authors posit that the discourse used in the commentary surrounding the Flores case becomes a commodity that produces entrepreneurial subjects through the rhetoric of risk and social insurance.