AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
2019 Annual Meeting Program

Leveraging Education Research in a Post-Truth Era:

Multimodal Narratives to Democratize Evidence

April 5–9, 2019
Toronto, Canada

🐦 #AERA19

AERA
FOUNDED 1916
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

AERA's Opening Plenary and Reception

YOU ARE INVITED

Truth and Reconciliation in Education: History, Narratives, and Pedagogy

FRIDAY, APRIL 5, 2019 | 6:45 – 8:30 PM

Metro Toronto Convention Centre, John W.H. Bassett Theater - Room 102

OPENING PLENARY

The Opening Plenary will begin with an Elder Greeting followed by a performance from the Dakhká Khwáan Dancers, a National Award-winning Inland Tlingit dance group based out of Whitehorse, Yukon Territory.

PARTICIPANTS

Elise C. Boddie
Rutgers University Law School

Leslie T. Fenwick
Howard University

Tanya Senk
Urban Indigenous Education Centre,
Toronto District School Board

MODERATOR

Christopher M. Span
University of Illinois at
Urbana-Champaign

Niigaanwewidam James Sinclair
University of Manitoba
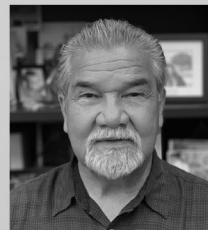
Daniel G. Solorzano
University of Califorina, Los Angeles

Sandy White Hawk
Maine Wabanaki Truth
and Reconciliation Commission

The Opening Plenary will be followed by the AERA Opening Welcome Reception from 8:30 PM to 10:30 PM in the Metro Toronto Convention Centre, Room 106. All attendees are invited.

COME JOIN YOUR COLLEAGUES TO KICK OFF THE ANNUAL MEETING WITH THIS EVENT!

Contents

Please recycle

Message from the Prime Minister of Canada

PRIME MINISTER · PREMIER MINISTRE

April 5–9, 2019

Dear Friends:

I am pleased to extend my warmest greetings to everyone attending the 2019 AERA Annual Meeting.

This event is a wonderful opportunity for educators and researchers to come together to share their experiences and exchange information. I am certain that delegates will benefit from the seminars, lectures and presentations planned for this occasion, and will leave ready to take on new challenges and opportunities.

I would like to commend the American Educational Research Association for putting together an informative and stimulating program for everyone in attendance.

Please accept my best wishes for a productive and memorable meeting in Toronto.

Sincerely,

The Rt. Hon. Justin P. J. Trudeau, P.C., M.P.
Prime Minister of Canada

Welcome to

April 5 – 9, 2019

A MESSAGE FROM PREMIER DOUG FORD

I'm pleased to extend greetings to everyone attending the American Educational Research Association (AERA) Annual Meeting.

As Premier of Ontario, I'm pleased that our province is welcoming AERA members from the United States and around the world. I'm confident that you will find our province a stimulating setting in which to explore ways of improving the educational process.

It takes many hands and a lot of hard work to make a meeting of this size possible. I want to acknowledge everyone who has contributed to its success, including the people at AERA, presenters, sponsors and exhibitors. Thanks to this event, education researchers will have an outstanding opportunity to network and to share knowledge and experience.

I wish everyone a productive meeting, and hope that all attendees have the opportunity to take in some of the many attractions that our province's capital city has to offer.

Doug Ford
Premier

Toronto!

Message from the Mayor

It gives me great pleasure to extend greetings and a warm welcome to everyone attending the American Educational Research Association's 2019 Annual Meeting.

Welcome to the faculty, researchers, graduate students and other professionals who are gathering to learn more about improving the educational process through education research, in a setting designed for professional development and growth.

As Canada's largest city and the fourth largest in North America, Toronto is a global centre for business, finance, arts and culture and is dedicated to being a model of sustainable development. I welcome everyone to our city and encourage you to enjoy Toronto and learn about our vibrant neighbourhoods.

On behalf of Toronto City Council, please accept my best wishes for an informative and enjoyable event.

Yours truly,

John Tory
Mayor of Toronto

2019 Program Theme

"Before mass leaders seize the power to fit reality to their lies, their propaganda is marked by its extreme contempt for facts as such, for in their opinion fact depends entirely on the power of the man who can fabricate it."
—Hannah Arendt, *The Origins of Totalitarianism* (1951, p. 350)

". . . A persistent propaganda campaign had been spread as slave labor began to increase in value, to prove by science and religion that black men were not real men; that they were a sub-species fit only for slavery."
—W. E. B. Du Bois, *In Battle for Peace* (1952, p. 128)

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In 2016, the Oxford Dictionary's Word of the Year was *post-truth*, defined as "relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief." Indeed, we see daily examples of policy issues—from climate change to immigration—in which appeals by powerful leaders to personal beliefs and emotions hold more sway than objective facts and evidence. And while Du Bois reminds us that "evidence" has also served racist agendas under the guise of objectivity, in the current political context, lies and misinformation coupled with what Arendt calls "contempt for facts" by powerful leaders regularly incite fear, hatred, and White supremacist protests, such as the one in Charlottesville, VA, in August 2017.

Juxtaposed, Arendt and Du Bois teach us that research evidence can be *either* used or rejected by those who seek to maintain a racial hierarchy in their quest for power. The question for education researchers is how, in a so-called "post-truth" political era when evidence is shunted and emotion is exploited, can we make our research matter to lessen inequality and increase educational opportunities? How do we have an impact when our most conscientious methodology—measuring, understanding, and communicating material and experiential "realities"—is increasingly discredited by those who construct alternate truths to serve their agendas? Furthermore, how can our findings speak to and of emotions such as fear and anxiety, which are regularly scapegoated onto the most marginalized individuals rather than attributed to their economic and social causes?

To make matters worse, at the same time that research is growing ever more marginalized, the interdisciplinary knowledge base of the field of education has been undermined by special interests bent on teacher-proofing pedagogy, fast-tracking professional preparation, and disregarding powerful evidence on child development in the quest for "data driven" results. In fact, some argue that we are transitioning from a society of facts and evidence to a society of unsystematically collected data, as smartphones, social media, and e-commerce make us all producers of "big data" that is mined to chart behavior patterns, especially those related to consumption and political leanings. In this context, systematic research that asks hard questions about how things came to be the way they are and why inequality persists can be dismissed as a remnant of Modernity. Education researchers are, therefore, experiencing the double bind of a disrespected craft in a disrespected field.

What we must do: Push back against the post-truth paradigm by demonstrating, with all the skill and energy we can muster, the value of our inquiry and the knowledge we generate—be it in the form of linear equations; deep, rich ethnographies; or Youth Participatory Action Research. *We must mobilize interdisciplinary and mixed-method bodies of evidence that coalesce to tell powerful, empirically driven, and multimodal narratives connecting the findings of advanced statistics to the lived experiences of educators, students, and parents across multiple contexts.*

This does not mean we will all conduct mixed-methods research, but it does require us to move beyond our disconnected individual research projects, beyond our often siloed AERA divisions and SIGs, to bring our findings into conversation with those of other studies to generate data-rich, multimodal narratives or stories of key findings on specific issues, such as assessment, campus climate, or integration. These compelling narratives, or the stories of our evidence, should be expressed through multiple modalities, including text, speech, and video and audio representation. Such multimodality will enable us to connect with different audiences, from PTAs to Capitol Hill, seeking reality-based research that explains the complex struggles in our field and provides hope for those denied the right to a meaningful and culturally sustaining education.

These cross-boundary collaborations do not imply that we should ignore the methodological, disciplinary, and epistemological disagreements in our field. They signify our different understandings of whose truth matters, what warrants reliable evidence, and whether or not objectivity exists. These differences are significant, and, hopefully, they force each of us to think more deeply about our research. But at this moment in history, we must also work together across some of these divides to learn from each other and bring comprehensive, systematic evidence to bear on critical issues in educational policy and practice.

Why should we work collaboratively across our boundaries to develop multimodal narratives of many studies instead of just promoting our own work, one study at a time? Research has demonstrated that discrete and disconnected facts alone will not sway people's opinions. Indeed, the research evidence must be framed in more compelling ways that bring facts and findings to bear on people's emotions and personal beliefs about fairness and equal opportunities. Otherwise, we know from recent history that these emotions and beliefs will be swayed by the fabricated facts of powerful leaders whose interests may or may not reflect democratic principles.

Therefore, we must make new connections across our often fragmented and disconnected findings, and we must learn from each other the possibility of different epistemological and methodological approaches speaking to each other to address the most compelling policy and practice issues of our time. We need to reimagine education research, given our "post-truth" context, as the sum of our parts. Our impact depends on multimodal meta-analyses that are empowering and inclusive and that provide evidence-based narratives that speak to the frustration of millions of people denied their educational rights. Spoken in a clear, compelling, and multilingual manner, our evidence-based narratives can empower a populist movement of a new kind—one that demands a caring, supportive, and challenging education from early childhood through adulthood as a basic human right.

The 2019 AERA Annual Meeting, based in the vibrant multicultural city of Toronto and in the country of Canada, known more for political cooperation than partisan squabbles, is an opportunity to assess the state of education research. It is also an opportunity to explore how our work can help overcome the challenges of our time by becoming more relevant to communities, practitioners, and policy makers who believe in democratic principles and the public schools that should sustain those principles.

Amy Stuart Wells, President
Jennifer Jellison Holme and **Janelle T. Scott**, Program Co-Chairs

2019 Program Committee

President

Amy Stuart Wells, Teachers College, Columbia University

General Program Co-Chairs

Jennifer Jellison Holme, The University of Texas – Austin, and Janelle T. Scott, University of California - Berkeley

Executive Director

Felice J. Levine, American Educational Research Association

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Section 4: Sarah Diem, University of Missouri
Section 5: Catherine O'Brien, Gallaudet University

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Section 1c: Jamaal Matthews, Montclair State University; Laura Bofferding, Purdue University
Section 1d: Doug Lombardi, Temple University; Douglas Larkin, Montclair State University
Section 1e: Andrea Tyler, Tennessee State University; Zenaida Aguirre-Munoz, University of Houston
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Section 2b: W. David Wakefield, California State University - Northridge; Alyson Lavigne, Roosevelt University
Section 3a: Shadi Roshandel, California State University - East Bay; Susan Yoon, University of Pennsylvania
Section 3b: Brian Belland, Utah State University; Teomara Rutherford, North Carolina State University

Division D: Measurement and Research Methodologies

Program Chair: Andreas Oranje, Educational Testing Service
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Section 2: Hong Jiao, University of Maryland - College Park; Xinya Liang, University of Arkansas
Section 3: Audra Skukauskaite, Saybrook University; Barbara Dennis, Indiana University
Section 4: Nataliya Ivankova, The University of Alabama - Birmingham; Burke Johnson, University of South Alabama

Division E: Counseling and Human Development

Program Chair: Lisa De La Rue, University of San Francisco
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Section 2: Kathleen Corriveau, Boston University

Division F: History and Historiography

Program Chair: Judith Kafka, Baruch College – CUNY

Division G: Social Context of Education

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Section 3: Maneka Brooks, Texas State University; Lamar Johnson, Michigan State University
Section 4: Venus Evans-Winters, Illinois State University; Binaya Subedi, The Ohio State University
Section 5: Ezekiel Dixon-Roman, The University of Pennsylvania; Nirmala Erevelles, The University of Alabama

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Section 3: Matthew Lavery, Bowling Green State University
Section 4: Virginia Snodgrass Rangel, University of Houston

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Division J: Postsecondary Education

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Section 2c: Andrés Castro Samayoa, Boston College; Rebecca Crandall, The Ohio State University
Section 3: Gerardo Blanco, University of Massachusetts - Boston; Eugene Parker, The University of Kansas
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Section 4: Terrenda White, University of Colorado - Boulder
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Section 9: Marisa Cannata, Vanderbilt University

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William T. Trent, University of Illinois at Urbana-Champaign

Thank You, Submitters, Reviewers, and Program Chairs!

AERA wishes to extend appreciation to all submitters, reviewers, division program/section chairs, and SIG chairs/ program chairs for making the 2019 Annual Meeting a success. Without the hard work, support, and dedication from each of these individuals, which comprise the backbone of the AERA Annual Meeting, participants and attendees would not be able to benefit from the quality of the presentations and richness of the interaction.

A complete listing of the 2019 Program Committee (with division section chairs) is provided above. A listing of SIG chairs and program chairs may be found on the AERA Annual Meeting website.

Foreword

Welcome to the 100th Annual Meeting of the American Education Research Association! On behalf of the AERA 2019 Program Committee, we are thrilled to extend a warm welcome to the researchers, policy makers, teachers, principals, system leaders, community organizers, and students who will come together for the next five days. The multifaceted and dynamic community that makes up AERA's annual meeting is what makes our gathering so generative and distinctive.

This year's annual meeting theme, "Leveraging Education Research in a 'Post-Truth' Era: Multimodal Narratives to Democratize Evidence," challenges us to contend with myriad obstacles that we face in our efforts to realize the potential of education research for informing policy, practice, and pedagogy. In an era when political polarization and increasingly filtered and bounded social networks shape what we come to understand to be reliable, trustworthy, and true, multimodal education research that helps to traverse disciplinary boundaries is needed more than ever. We, the researchers, must come together in Toronto to learn from each other, connect our findings, and provide compelling evidence-based narratives that counter so much of the deficit-based rhetoric that scapegoats educators and children for larger inequalities.

President Amy Stuart Wells, 2019 Program Co-Chairs Jennifer Jellison Holme and Janelle T. Scott, and the 2019 Program Committee with representation from the divisions and the SIG Executive Committee, as well as AERA's executive director, Felice J. Levine, and the AERA meetings staff, have collaborated to create an exciting program. Together, we have brought together members, perspectives, and ideas that represent the complexity of our field and of this association. In total, we had 12,560 submissions, and a total of 6,279 papers will be presented in Toronto in 607 sessions.

Included in these sessions are this year's 28 Presidential sessions that exemplify the conference theme, with dynamic presentations by intergenerational scholars who conduct research in multimodal forms, drawing on the incredible interdisciplinarity that comprises AERA. In addition, we are featuring nine Program Committee sessions, which also transcend the institutional silos of AERA. And finally, we have five newly created "Cross-Cutting Theme" sessions that were created with the support of the Program Committee to intentionally bring together diverse perspectives on similar themes or issues from different divisions. These sessions examine the role of culture and context in student learning, explore the complicated intersection of "objective" measures of student learning and "subjective" ways of being in the world, and consider strategies to address trauma and violence in students' lives, among other topics.

Toronto provides a particularly rich setting in which to explore these themes. Indeed, as one of the most ethnically, culturally, and linguistically diverse cities in the world, Toronto is home to more urban Indigenous peoples than any other city in Canada. In addition, more than 50% of the city's people are immigrants, born outside of Canada. Toronto is also a city with a reputation for tolerance and inclusion, with the motto "Diversity Our Strength."

This diversity and motto are layered upon a colonial past that engaged in cultural and violent genocide against the Indigenous peoples and the land. The Iroquoian word for the land where the city was built is *Tkaronto*, meaning "place where trees stand in the water," although many of the trees and rivers have been removed and paved over to build a city for settlers. The Indigenous peoples of Tkaronto include the Haudenosaunee and Anishinabe Nations and the Mississaugas of the Credit First Nation. The Ouendat (Wyandat/Wyandot-Huron) also have long, deep relationships with this land and water. In addition, Tkaronto is home to many Indigenous peoples from across Turtle Island, South America, and the globe. We are grateful to the Elders and members of these Indigenous communities for helping us to understand what it means to be a guest here.

In fact, these Indigenous peoples of Tkaronto, along with AERA Indigenous scholars and members of our Indigenous Peoples of the Pacific and Americas SIGs, have worked with the AERA leadership to develop the practice of land and water acknowledgements beyond static scripts, toward more meaningful commitments/expressions of relationship, reciprocity, and responsibility to land and water. In fact, the lands and waters of Tkaronto are part of the Dish With One Spoon agreement, an agreement between several Indigenous nations that is concerned with taking only what we need, leaving enough for the next one, and cleaning up after ourselves. We ask that you question more deeply what it means to be a visitor to a place that is co-constituted within this agreement.

Setting the stage for AERA members to think more deeply about what it means to be a visitor in this land, the 2019 AERA Opening Plenary focuses on the work of the 2015 Canadian Truth and Reconciliation Commission report. This landmark study, part of a settlement with the Canadian government, details the state-sponsored harm done to Indigenous nations in Canada, particularly the role of residential schools where a form of "cultural genocide" was performed on several generations of Indigenous children. This report and its recommendations led to important educational reforms in Canada. The report, its meaning in the history of Canada, and its impact on the very meaning of schools and education will be explored in a dynamic plenary session on Friday, April 5, at 6:45 p.m., with an opening performance by the Dakhká Khwáan Dancers, a National Award–winning Inland Tlingit dance group based in Whitehorse, Yukon Territory. The performers focus on reclaiming their languages and traditional values through their inherent art forms of singing, drumming, dancing, and storytelling. They are committed to participating in cultural and revitalization events in Indigenous communities to support the reclamation of their own ceremonies and ways. This performance will be followed by a panel of prestigious scholars and educators from Canada and the United States who will consider the meaning of truth and reconciliation within the field of education, across borders and walls.

Against the backdrop of this rich and complex past, present, and future, Toronto is also home to some of the world's preeminent colleges and universities and one of Canada's largest and most diverse school districts. With colleagues from Toronto, we have arranged site visits to some of these institutions, as well as other wonderful spaces of arts and culture, including the Laboratory School at the Dr. Eric Jackman Institute of Child Study at the University of Toronto, the Urban Indigenous Education Centre, OCAD University, and the Jarvis Collegiate Institute's ninth-grade art exhibit, "Expressions of First Nations, Metis, and Inuit Cultures."

In addition to the AERA sessions and events, we encourage you to take some time to explore Toronto. Visit the Enoch Turner Schoolhouse, the oldest still-standing school in Toronto. Originally a one-room schoolhouse, it was established in 1848 by Enoch Turner to educate the children in his Corktown neighborhood. In addition, we encourage you to explore the St. Lawrence and Kensington Markets for delicious food, browse the shops on Queen Street, walk around Old Chinatown, Graffiti Alley, the Royal Ontario Museum, the Hockey Hall of Fame, High Park, and the Art Gallery of Ontario. This highly walkable and beautiful city has much art, culture, architecture, history, and nature to offer.

We hope that your time at the meeting fosters new ways of thinking and knowing. It has been an honor to work with colleagues in Toronto on the AERA Annual Meeting.

Amy Stuart Wells   Jennifer Jellison Holme   Janelle T. Scott