

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

2012 ANNUAL MEETING PROGRAM

Non Satis Scire

To Know Is Not Enough



APRIL 13-17, 2012

VANCOUVER, BRITISH COLUMBIA, CANADA

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
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2012 Program Theme

The mission of AERA is “to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good.” Our mission *is* sound.

We have been vigilant in executing the first half of our mission: We hold each other to high standards, we review critically each other’s scholarship, and we invest significant time and energy in an effort to publish only the best education research. We have been less vigilant and less effective, however, in promoting “*the use of research to improve education and serve the public good.*” In an effort to pursue more fully our mission—and to emphasize the use of education research—the 2012 Annual Meeting in Vancouver, British Columbia, Canada, will include a host of innovative sessions and special events designed to engage AERA members and other participants in intense dialogue on the theme “Non Satis Scire: To Know Is Not Enough.”

While we as education researchers wholeheartedly agree that “to know” is critically important, we also recognize that the scholars who penned our organization’s mission statement were, indeed, visionaries. They realized that we would need to act effectively on what we know so that we would remain relevant as an organization. In these times when far too many children and adults in our global society have suffered— and continue to suffer—marginalization, neglect, and denigration, we must be vigilant in ensuring that our research is seen in the language of policy and legislation, as well as in the actions of teachers, administrators, school boards, parent groups, community organizers, foundations, and government officials.

We are challenged by our own mission statement with an imperative: to promote more effectively the use of research to improve education and, thereby, serve the public good. To that end, we must coalesce around what we know as a profession and act more effectively on that knowledge: Education must become the agent rather than the object of change as we expand our vigilance to ensure that our research is central to the enterprise of educating human beings in all circumstances, in all countries, and in all human conditions.

In her conclusion of *The Flat World and Education*, Linda Darling-Hammond included the following episode recounted by Martin Luther King in 1968:

I said to my children, “I am going to work and do everything that I can do to see that you get a good education. I don’t ever want you to forget that there are millions of God’s children who will not and cannot get a good education, and I don’t want you feeling that you are better than they are. For you will never be what you ought to be until they are what they ought to be.”

Dr. King’s statement serves to remind us that, as a profession, education research will never be what it ought to be until we promote more actively the use of that research to improve education so that it serves all learners well.

We, therefore, look forward to the 2012 Annual Meeting, where we will have opportunities to dialogue about how we can more effectively fulfill the second part of our mission. Our intent is that the 2012 Annual Meeting will stimulate a new dialogue about the contributions that education research can make to the public good. And we propose that every annual meeting attendee will leave Vancouver with a clearer vision of how to live out the true meaning of our commitment: “to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good.”

Foreword

Surrounded by water on three sides and nestled alongside the Coastal Mountain Range, Vancouver, the largest city in the province of British Columbia and home to spectacular natural beauty and a bustling metropolitan core renowned for its cultural diversity, will be an excellent host city for the 2012 AERA Annual Meeting!

The initial steps in preparation for this year's meeting involved a close look at the mission of AERA: "to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good." Our mission *is* sound. We have been vigilant in executing the first half of our mission: We hold each other to high standards, we review critically each other's scholarship, and we invest significant time and energy in an effort to publish only the best education research. But many of our education constituencies are much less aware of how we, as educational researchers and as an organization, go about promoting "*the use of research to improve education and serve the public good.*"

In an effort to pursue more fully our mission—and to emphasize the use of education research, particularly in the realm of educational practice—this year's Annual Meeting will include a host of innovative sessions and special events designed to engage AERA members and other participants in intense dialogue on the theme "Non Satis Scire: To Know Is Not Enough."

While we as educational researchers wholeheartedly agree that "to know" is critically important, we also recognize that we must act in an effective, efficient, and timely manner on what we know as individual researchers and as an organization so we can remain relevant on 21st-century issues facing education. In these times when far too many children and adults in our global society have suffered—and continue to suffer—marginalization, neglect, and unequal access, we must be vigilant in ensuring that our research is seen in the language of policy and legislation, as well as in the actions of teachers, administrators, school boards, parent groups, community organizers, foundations, and government officials.

The slate of Presidential sessions and events reflect historical and recent cutting-edge responses to the imperative in our own mission statement: to promote more effectively the use of research to improve education and, thereby, serve the public good. To that end, the conference theme, "Non Satis Scire: To Know Is Not Enough," will not only promote discussion and invite critique on how our members are already operationalizing our full mission but also present suggestions on what actions should be taken by the education research community and our organization to ensure that research knowledge is used to improve education and actually serve the public good.

Our hope is that every Annual Meeting attendee will leave Vancouver with a clearer vision of how to live out the true meaning of our commitment: "to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good."

Welcome to Vancouver, British Columbia! We anticipate that your engagements with colleagues, collaborators, and friends will be productive, generative, and anything but "business as usual."



Arnetta F. Ball
Stanford University
AERA President



Cynthia A. Tyson
Ohio State University
AERA Annual Meeting Program Chair

2012 Program Committee

(with Division Section Chairs)

President: Arnetha F. Ball, Stanford University
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Section 5: April Peters, University of Georgia

Division B - Curriculum Studies

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Section 6: Glenabah M. Martinez, University of New Mexico; Shaka Rawls, University of Illinois - Chicago

Division C - Learning and Instruction

Chair: Michelle M. Buehl, George Mason University

Section 1: Panayiota Kendeou, Neapolis University Pafos; David Rapp, Northwestern University

Section 2: David Hicks, Virginia Polytechnic Institute and State University

Section 3: Julie Booth, Temple University; Kelly Mix, Michigan State University

Section 4: Malcolm Butler, University of South Florida, St. Petersburg; John Settlage, University of Connecticut

Section 5: Janice Gobert, Worcester Polytechnic Institute; P.G. Schrader, University of Nevada - Las Vegas

Section 6a: Matt McCrudden, Victoria University of Wellington; Shirley Yu, University of Houston

Section 6b: Rob Klassen, University of Alberta; Akane Zusho, Fordham University

Section 7: Sarah Dexter, University of Virginia; Mable Kinzie, University of Virginia

Division D - Measurement and Research Methodology

Chair: Mary Pitoniak, ETS

Section 1: Alex Weissman, Law School Admission Council

Section 2: Laura M. Stapleton, University of Maryland - Baltimore County; Susan Natasha Beretvas, University of Texas - Austin

Section 3: Rozana Carducci, University of Missouri; Penny A. Pasque, University of Oklahoma

Division E - Counseling and Human Development

Section 1: Paul Poteat, Boston College

Section 2: Sarah Kiefer, University of South Florida

Division F - History and Historiography

Chair: Margaret A. Nash, University of California - Riverside

Division G - Social Context of Education

Chair: Richard Ruiz, The University of Arizona

Section 1: Francisco Rios, University of Wyoming; Kevin Roxas, University of Wyoming

Section 2: Kathleen King Thorius, Indiana University; Cinthia Salinas, University of Texas - Austin

Section 3: Aydin Bal, University of Wisconsin; Janelle Johnson, University of Arizona

Section 4: Sarah Diem, University of Missouri; Peggy Placier, University of Missouri

Section 5: Kevin Carroll, University of Puerto Rico; Mary Carol Combs, The University of Arizona

Division H - Research, Evaluation and Assessment in Schools

Chair: Shahpar Modarresi, Montgomery County Public Schools - MD

Section 1: Antionette D. Stroter, Liberty University; Nyambura S. Maina, Montgomery County Public Schools

Section 2: Rosanne B. Brown, Peel District School Board

Section 3: Jim R. Flaitz, University of Louisiana - Lafayette

Section 4: Evelyn Belton-Kocher, Saint Paul Public Schools

Division I - Education in the Professions

Chair: John R. Boulet, Educational Commission for Foreign Medical Graduates

Division J - Postsecondary Education

Chair: Jenny J. Lee, The University of Arizona

Section 1: Eddie Comeaux, University of Kentucky; Paul Umbach, North Carolina State University

Section 2: Gigi Gomez Jones, University of Kentucky; Judy Kiyama, University of Rochester

Section 3: Anne-Marie Nunez, University of Texas - San Antonio; Matthew Hartley, University of Pennsylvania

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Division K - Teaching and Teacher Education

Chair: Joyce King, Georgia State University

Section 1: Gisele Ragusa, University of Southern California

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Section 7: Darlene Russell, William Paterson University; Janet Stramel, Fort Hays State University

Section 8: Anne Burns Thomas, SUNY - College at Cortland; Diane Yendol-Hoppey, University of South Florida

Section 9: Brad Olsen, University of California - Santa Cruz; Timothy Edward Mahoney, Millersville University

Section 10: Sj Miller, Indiana University of Pennsylvania; Detra Price-Dennis, University of Texas - Austin

Division L - Educational Policy and Politics

Chair: Thomas M. Smith, Vanderbilt University

Section 1: Jason A. Grissom, University of Missouri

Section 2: Erica Frankenberg, The Pennsylvania State University

Section 3: Donald J. Peurach, Michigan State University

Section 4: Robert Bifulco, Syracuse University

Section 5: Rebecca Jane Jacobsen, Michigan State University

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Submitters, Reviewers, and Program Chairs

AERA wishes to extend our appreciation to all submitters, reviewers, Division program and section chairs, and SIG chairs and program chairs for making the 2012 Annual Meeting a success. Without the hard work, support, and dedication from each of these individuals, who 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 2012 Program Committee (with Division section chairs) is listed above. A listing of SIG chairs and program chairs may be found on the AERA Annual Meeting website.

A special thank you to all the reviewers who served on expert peer-review panels and contributed importantly to the work of authors and the culmination of a vibrant meeting. A complete listing of all reviewers is available on the AERA Annual Meeting website.

Program Schedule

Thursday, 8:00 am

Committee Sessions

1.010. GSC Community Service Project: Working in Partnership With Surrey Youth Through the "Take It to the Wall" Community Mural Project. Graduate Student Council; Off-Site Visit
Surrey School District 36, SAME (Surrey Appreciates ME); 8:00am to 4:00pm

Visit Leaders: *Robyn A. Carlson, Michigan State University; Christine Renee Klerian Rodriguez, The University of British Columbia; Julia Helen Lane, Simon Fraser University*

Division Sessions

1.011. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, General Session). Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 306; 8:00am to 5:00pm

1.012. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, Group 1). Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 302; 8:00am to 5:00pm

1.013. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, Group 2). Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 303; 8:00am to 5:00pm

1.014. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, Group 3). Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 304; 8:00am to 5:00pm

1.015. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, Group 4). Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 305; 8:00am to 5:00pm

Thursday, 8:30 am

Division Sessions

2.010. Division G Preconference Mentoring Session. Application of Education Research for the Public Good. Division G - Social Context of Education; Mentoring Session
VCC, First Level, West Room 109; 8:30am to 4:30pm

Thursday, 9:00 am

Professional Development Courses

3.010. An Introduction to Hierarchical Linear Modeling for Educational Researchers. Professional Development and Training Committee; Professional Development Course
VCC, Second Level, East Room 8&15; 9:00am to 5:00pm
Directors: *D. Betsy McCoach, University of Connecticut; Ann A. O'Connell, The Ohio State University*
Instructor: *Sandra Reed, The Ohio State University*

3.011. Creating and Maintaining Successful Education Partnerships. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Second Level, Princess Louisa Suite; 9:00am to 5:00pm

Directors: *Beth R. Giles, University of Wisconsin; Jack C. Jorgensen, University of Wisconsin - Madison*

3.012. Cultivating Action Research: Preservice, In-Service, and Graduate Studies. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Lobby Level, Waterfront Ballroom A; 9:00am to 5:00pm

Directors: *Frances O. Rust, University of Pennsylvania; Christopher Michael Clark, Arizona State University*

3.013. Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach (Day 1 of 2). Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Lobby Level, Waterfront Ballroom C; 9:00am to 5:00pm

Directors: *Anthony J. Onwuegbuzie, Sam Houston State University; Kathleen M.T Collins, University of Arkansas*

Instructor: *Normand Peladeau, Provalis Research*

3.014. More Than a Variable: Race, Research, and Critical Race Theory in Education (Day 1 of 2). Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Lobby Level, Waterfront Ballroom B; 9:00am to 5:00pm

Directors: *Thandeka K. Chapman, University of Wisconsin - Milwaukee; Adrienne D. Dixon, University of Illinois*

Instructors: *Bryan McKinley Jones Brayboy, Arizona State University; Zeus Leonardo, University of California - Berkeley; Enrique Aleman Jr., University of Utah; Jessica T. Decuir-Gunby, North Carolina State University; Tara J. Yosso, University of California - Santa Barbara; David Gillborn, Institute of Education - London; Laurence J. Parker, University of Utah; Jamel K. Donnor, College of William and Mary; Richard Delgado, Seattle University; Jean Stefancic, Seattle University; Daniel Gilbert Solorzano, University of California - Los Angeles; Gloria J. Ladson-Billings, University of Wisconsin - Madison*

3.015. Narrative Inquiry in Educational Research. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Concourse Level, Cheakamus; 9:00am to 5:00pm

Director: *Colette Daiute, The Graduate Center - CUNY*

Instructors: *Philip Kreniske, The Graduate Center (CUNY); Luka Lucic, The Graduate Center - CUNY*

3.016. New Directions in Qualitative Literacy Research. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Concourse Level, Malaspina; 9:00am to 5:00pm

Directors: *Patricia E. Enciso, The Ohio State University; Anne L. Dipardo, University of Colorado; Kris D. Gutierrez, University of Colorado - Boulder*

Instructors: *Mollie V. Blackburn, The Ohio State University; Caroline T. Clark, The Ohio State University; Robert T. Jimenez, Vanderbilt University; Lara J. Handsfield, Illinois State University; Valerie F. Kinloch, The Ohio State University; Carmen L. Medina, Indiana University - Bloomington; Ernest D. Morrell, Teachers College, Columbia University; Joanne C. Larson, University of Rochester*

20.073. Teacher Preparation in Low-Performing Urban Settings. SIG-

Urban Learning, Teaching, and Research; Paper Session
VCC, First Level, West Room 113; 2:15-3:45pm

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

- Examination of Readiness Rate and Instructional Quality. *Janice Hunter, University of North Florida; Stephanie Wehry, University of North Florida; Timothy R. Ballentine, Duval County Public Schools*
- Mentor Teachers' Perceptions of Urban Schools. *Sashelle T. Thomas-Alexander, Cleveland State University; Brian E. Harper, Cleveland State University*
- Pathologizing the Poor: Implications for Preparing Teachers to Work in High-Poverty Schools. *Kerri A. Ullucci, Roger Williams University; Tyrone C. Howard, University of California - Los Angeles*
- Preparing White Preservice Art Educators to Teach in Urban Classrooms. *Judith Ann Briggs, Illinois State University*
- Examining the Pedagogies of First-Year Alternate-Route Teachers in Low-Performing Urban Schools: Implications for Policy, Preparation, Practice, and Possibilities. *Sylvia Mae Roberts, City College of New York - CUNY; Hazel M. Carter, City College of New York - CUNY*
- Discussant: *Sebnem Cilesiz, The Ohio State University*

Division and SIG Roundtables

20.074. Mapping the Multiple Composing Spaces of Young Language Learners; Roundtable Session**20.074-1. Mapping the Multiple Composing Spaces of Young Language Learners. SIG-Writing and Literacies; Roundtable Session**

Sheraton Wall Centre, Third Level, South Finback; 2:15-3:45pm

Chair: *Jessica Zacher Pandya, California State University - Long Beach*

Participants:

- Social Contexts of New Media Literacy: Mapping Libraries. *Elizabeth Thorne Wallington, Washington University in St. Louis*
- "Pictures in Their Writing": Engaging Deficit Ideologies About 21st-Century Writing. *Melinda J. McBee Orzulak, Bradley University*
- Blogging to Learn: Participation and Literacy Among Linguistically Diverse Fifth-Grade Students. *Binbin Zheng, University of California - Irvine; Mark Warschauer, University of California - Irvine*

20.075. Roundtable Session 10; Roundtable Session**20.075-1. Academic Employment in Higher Education. Division J - Postsecondary Education; Roundtable Session**

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Iris C. Rotberg, The George Washington University*

Participants:

- Academic Capitalism in the Student Union. *Amy Liu, University of California - Los Angeles*
- Gainful Employment Rules for U.S. Higher Education: Effects of Technical Information Wars and Policy Monopoly Change. *Robin R. Lasota, University of Washington*
- The Contingency Movement: A Longitudinal Analysis of Changing Hiring Patterns in U.S. Higher Education. *Mary Caroline Milan, University of Georgia; Thomas Austin Lacy, University of Georgia; James C. Hearn, University of Georgia*

20.075-2. Factors Influencing College-Going Behavior. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Lydia Foster Bell, The University of Arizona*

Participants:

- Despite All Odds: The Network Behaviors of College-Bound Students. *Jonathan D. Mathis, University of Southern California*
- Falling Short of College: Family Relationships and Downward Mobility. *Elizabeth Dayton, Johns Hopkins University*
- Gatekeepers of Opportunity: The Influence of High School Counselors on the College Choice Process. *Mark E. Engberg, Loyola University Chicago*

20.075-3. Factors Predicting Success in College: An International Perspective. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Patrick Charles Kyllonen, ETS*

Participants:

The Relationships Among Personality, Learning Approaches, Major Satisfaction, School Leaver Status, and Academic Success: A Longitudinal Approach. *Lorelle Burton, University of Southern Queensland*

Fluid Reasoning and Crystallized Knowledge as New Admissions Measures in German Higher Education. *Oliver Wilhelm, University of Duisburg-Essen*

Improving Admission Decisions for a Teacher Training Program: The Case of a Multilingual and Multicultural Environment. *Salvador Rivas, University of Luxembourg*

Noncognitive Versus Cognitive Predictors for Academic Success: Opportunities and Limits of Self-Assessments Illustrated by the Viennese Products. *Klaus D. Kubinger, University of Vienna*

20.075-4. Faculty as Change Agents: Issues of Citizenship and Community Engagement. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Rozana Carducci, University of Missouri*

Participants:

- Developing Community Engagement in Student Affairs: The Promise and Potential of Community-Based Learning. *Erica K. Yamamura, Seattle University; Ethan DeCoster, Seattle University*
- The Role of Faculty in Institutional Change Efforts. *Jill Alexa Perry, Duquesne University*
- The Shared Characteristics of Faculty as Academic Citizens and Philanthropists. *Genevieve Shaker, Indiana University - Purdue University Indianapolis*

20.075-5. Federal Aid Programming Effects: Fees, Work Study, and Loan Default. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Luis Ponjuan, University of Florida*

Participants:

- An Analysis of Fees at Public Four-Year Universities: Differentiating Between Tuition and Required Fees. *Alaine K. Arnott, University of Missouri*
- SMART Money: Do Financial Incentives Encourage College Students to Study Science? *Brent Joseph Evans, Stanford University*
- Structuring Economic Opportunity for College Success: Estimating the Causal Effects of Work-Study on College Outcomes. *Pedro Villarreal III, University of Florida; Abebayehu Aemero Tekleselassie, The George Washington University*
- Student Loan Default: Moving Beyond the For-Profit Sector. *Nicholas Hillman, University of Utah*

20.075-6. Financial Aid Across Policy, State, and Institutional Cultures. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Liliana M. Garces, University of Michigan, George Washington University*

Participants:

- College Financing as a Cultural Field: A Bourdiean Analysis of Money and Money Practices. *Shannon M. Calderone, University of California - Los Angeles; Patricia M. McDonough, University of California - Los Angeles*
- Interpretations of the Dream: A LatCrit Analysis of Congressional Statements on the Dream Act. *Tiffany Nicole Jones, University of Southern California*
- Reactions to Budgetary Restrictions for Four Year Public Universities. *Justin Shepherd, Vanderbilt University*

20.075-7. Issues in Postsecondary STEM Education. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Uma Madhure Jayakumar, University of San Francisco*

Participants:

- Impact of Math-Science Partnership Work on Higher Education Faculty. *Deborah Pomeroy, Arcadia University; Edward Wolff, Arcadia University; Ning Rui, Research for Better Schools*
- Minority STEM Faculty Members' Socialization Experiences From Mississippi and Beyond. *Ayana Milele Johnson, The University of Mississippi; Amy E. Wells Dolan, The University of Mississippi*
- Persistence of Women and Minorities in the STEM Education System at