AERA PREVIEW

40 Presentations & Talks
31 Faculty & Researchers
14 Doctoral Students
24 Research Areas

April 13–17 • New York
2018 PRESENTERS

• Douglas A. Archbald
  Changing Student Assignment Policies and Race/Class Segregation Trends: A Longitudinal Analysis, Wilmington/New Castle County, Delaware

• Thomas Akiva (Pittsburgh), Roderick L. Carey
  “And School Won’t Teach Me That!” Urban Youth Organizing Programs as Transformative Learning Sites

• Ann M. Aviles and Jessica Heybach (Aurora)
  Homeless Education Policy, (C)Overt Forms of Racial Injustice, and the Slow Violence of Neoliberal Rationality

• Christina Barbieri, Nancy C. Jordan, Julie L. Booth (Temple)
  Using Learning Principles to Address Fraction Misconceptions

• Andrea Lynne Beerwinkle (Texas A&M), Kausalai K. Wijekumar (Texas A&M), Sharon Walpole, Rachael M. Agius (Malta)
  An Analysis of the Ecological Components Within a Text Structure Intervention

• Nicholas Steven Bell, Elizabeth Gayle Soslau
  Preparing Equity-Focused Preservice Teachers: Exploring Outcomes of the Student Teaching Equity Project

• Jinfa Cai
  Journal for Research in Mathematics Education

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2018 PRESENTERS

• **Roderick L. Carey**  
  Exploring the College-Going Dilemmas of Black and Latino Adolescent Boys From Urban School Communities; Missing Misters: Understanding the Pedagogy, Positionality, and Purpose of Male Teachers of Color; Seeking Resistance and Rupture in “the Wake”: Ripples of Hope in the Futures of Black Boys

• **Debra J. Coffey** (Chair)  
  Identity Exploration Through Critical Moments of Pedagogical Interaction in the Content Area; Preservice Teachers’ Understandings and Practice in Formative Assessment and Grading; Research Into Higher Education: Enrollment, Course Taking, and Dropping Out

• **Debra J. Coffey** (Discussant)  
  Changing Preservice Teachers’ Perspectives of Diverse Learners

• **Erica R. Davila** (Lewis University), **Richard D. Benson** (Spelman College), **Ann M. Aviles**  
  City of Wind, City of Fire: Youth Activism and Curricular Formations in Chicago 1966–1977

• **Rebecca Dore**  
  Education in the App Store: Learning Vocabulary From Digital Games During Early Childhood

• **Andrea Drewes, Elizabeth Soslau, Kathryn Scantlebury**  
  Improving Co-Teaching Through Perspective Gathering: Using Survey Methods to Unearth Co-Teachers’ Intersubjectivity
• Elizabeth Farley-Ripple, Katherine Tilley, Layne Humphrey, Dreisen Heath
  What Is School Improvement Actually About? An Exploration of Problems, Decisions, and Opportunities for Research Use

• Elizabeth N. Farley-Ripple, Joseph C Tise (Pennsylvania State), Karen Seashore Louis (Minnesota)
  In the Middle: Exploring the Challenges of Research Brokers in Education

• Jill Ewing Flynn, Rosalie Rolon-Dow
  Reading, Writing, Speaking, and Listening: Using a Racial Literacy Framework in Teacher Education Courses

• Brenna Hassinger-Das (Pace), Jennifer M Zosh (Pennsylvania State), Rebecca Dore, Roberta Michnick Golinkoff, Kathy Hirsh-Pasek (Temple)
  Taming Technology: Evidence-Based Principles for App and e-Book Use

• Joseph A. Henderson (Paul Smith’s College), Amy E. Trauth, Andrea Drewes, Nathan Thayer
  The Political Geography of Climate Change Science Standards Enactment

• Angela Ingram (Oregon), Marisa Kofke, Lauren Lindstrom (UC Davis)
  Girls Only: Agentic Assemblage in Posthuman Feminism

• Marisa Kofke and Dana Morrison Simone
  Including Inclusion in Teacher Education: A Collaborative Self-Study
• **Erica Litke** and Heather C. Hill (Harvard)
  Exploring the Central Tendencies of Teaching Data and Statistics in the Elementary Mathematics Classroom

• **Henry May, Horatio Blackman, Rui Wang, Sara Benice Grajeda, Katherine Tilley, Elizabeth Farley-Ripple**
  Decision Making in Schools: The Influence of External Research, Local Data, Personal Experience, and Other Evidence

• Dana Miller-Cotto (Pittsburgh), **Christina Barbieri**, Julie L. Booth (Temple)
  Examining the Impact of Signaling Cues and Self-Explanations on Algebraic Knowledge and Learning

• **Chrystalla Mouza** (Chair)
  Versatile Teaching Methods and Interventions that Enhance Science Learning

• **Chrystalla Mouza, Hui Yang, Yi Cheng-Pan, Soumita Basu**
  Redesigning Educational Technology Coursework for Preservice Teachers: A Focus on Computational Thinking

• **Chrystalla Mouza**, Natalie B. Milman (George Washington), Ellen B. Meier (Columbia), Nicole Mirra (Rutgers)
  Contemporary Issues in Technology and Teacher Education

• **Ratna Nandakumar**, Prathiba Netesan (North Texas), Jayme M. Palka (North Texas), **Pragya Shrestha**
  Comparing Bayesian Unknown Change-Point Model and Simulation Modeling Analysis of Single-Case Experimental Designs

2018 PRESENTERS

• **Ratna Nandakumar**, Prathiba Netesan (North Texas), **Pragya Shrestha**
  Illustrating How the Bayesian Unknown Change-Point Model Supplements Visual Analysis for Single Case Designs

• **Amy Rene Ricketts**
  Analyzing the Generative Nature of Science Teachers’ Professional Development Discourse

• **Rosalie Rolon-Dow** (Chair)
  The Racial Literacy Framework: Cultivating Racial Understanding and Teacher Education for Racial Justice

• **Rosalie Rolon-Dow**, April Davison
  Stories of Hope and Possibility: Racial Microaffirmations and Critical Race Theory in Higher Education

• **Kathryn Scantlebury**
  Unentangling “Material Moments” in Learning Science

• **Kathryn Scantlebury**, Carol A. Taylor (Sheffield Hallam), Susanne Marie Gannon (Western Sydney), Jayne Osgood (Middlesex)
  Gender and Education

• Jacob Schatz (Temple), Jessica Lawson (Vanderbilt), Emily Josephine Hopkins (Temple), Molly Scott (Temple), Molly F. Collins (Vanderbilt), **Rebecca Dore, Marcia Shirilla**, Kathy Hirsh-Pasek (Temple), David K. Dickinson (Vanderbilt), **Robertta Michnick Golinkoff**
  Tuning In to Vocabulary: Learning New Words Through Music

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• Elizabeth Gayle Soslau, Nicholas Steven Bell
  Rethinking the Student Teaching Curriculum to Support the Development of Racial Literacy

• Katherine Tilley (Chair)
  Use of Research Evidence in the Era of the Every Student Succeeds Act

• Chanelle Wilson-Poe
  Race Matters: Cultivating Equity Literacy and Racial literacy Through Critical Inquiry With Preservice Teachers

• Yanmiao Xie, Huijing Wen (Saint Joseph)
  Why Did Former Teachers Quit Their Jobs and Decide to Pursue Doctoral Degrees?

• Hui Yang, Chrystalla Mouza, and Lori Pollock
  Understanding Computational Thinking Outside the Classroom: Capturing Learning Vignettes in a Public Library Programming Club

• Laura Zimmermann, Brian Verdine, Lindsey Foster, Maya Marzouk, Dunia Tonob, Kathy Hirsh-Pasek (Temple), Roberta Michnick Golinkoff
  All Shapes and Sizes: Promoting Early STEM Talk Is Easier Than You Think

See you in New York!

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