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2021 AERA VIRTUAL ANNUAL MEETING

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

**ACCEPTING
EDUCATIONAL
RESPONSIBILITY**

2021 VIRTUAL ANNUAL MEETING
APRIL 8-12, 2021 | [#AERA21](#)



APRIL 8-12, 2021

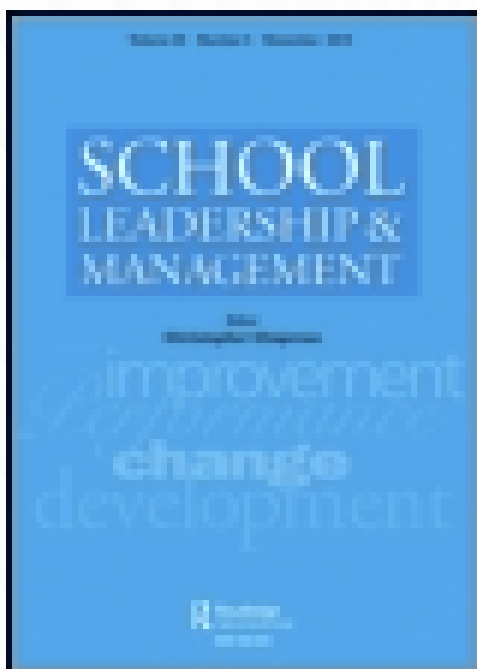
MEET THOUSANDS OF
EDUCATIONAL SCHOLARS
DOING RESEARCH FROM
ALIGNED FIELDS AND
DISCIPLINES



**Thank you to our AERA
Educational Change SIG
Partners
for your support and
collaboration this
past year!**



INTERNATIONALEDNEWS



AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA) 2021 VIRTUAL ANNUAL MEETING



- THE AERA 2021 AIMS TO DELIVER A VIRTUAL MEETING WITH A STRUCTURE THAT SUPPORTS RESEARCHERS AT ALL CAREER LEVELS AND AREAS OF SPECIALTY WHO SEEK TO PRESENT THEIR WORK AND CONNECT IN A VIBRANT CONVENING SPACE.
- DESIGNED WITH THE ATTENDEE USER EXPERIENCE VERY MUCH IN MIND, THE 2021 VIRTUAL ANNUAL MEETING WILL BE A DYNAMIC EXPERIENCE THAT PROVIDES FOR SYNCHRONOUS AND ASYNCHRONOUS SESSIONS, INTERACTIVE PAPER PRESENTATIONS, WORKSHOP AND PROFESSIONAL DEVELOPMENT COURSES, PLUS NETWORKING AND MEET-UP OPPORTUNITIES THAT CAN ACCOMMODATE INFORMAL GATHERINGS, RECEPTIONS, AND EVENTS.
- THE 2021 AERA ANNUAL MEETING OFFERS A ROBUST PROGRAM OF PRESIDENTIAL AND AERA SESSIONS; DIVISION AND SIG PAPER/SYMPOSIUM, ROUNDTABLE, AND POSTER SESSIONS; AND PROFESSIONAL DEVELOPMENT COURSES. MOST SESSIONS WILL BE OFFERED IN REAL TIME (PLUS ON-DEMAND VIEWING LATER). AN EXHIBIT AREA WILL PROVIDE FOR MEETING TIMES WITH PUBLISHERS AND **OTHERS**.

VIRTUAL EXHIBIT HALL HOURS WHICH ARE SUBJECT TO CHANGE

Day	Date	Time
Thursday	April 08	9:00 a.m. - 6:00 p.m.
Friday	April 09	9:00 a.m. - 6:00 p.m.
Saturday	April 10	9:00 a.m. - 6:00 p.m.
Sunday	April 11	9:00 a.m. - 6:00 p.m.
Monday	April 12	9:00 a.m. - 6:00 p.m.

Schedule

Eastern Time

Thursday, April 8		Friday, April 9	
12:00 pm - 1:00 pm	Roundtable/Poster Sessions	9:00 am - 9:30am	Networking Break
1:00 pm - 2:00 pm	Roundtable/Poster Sessions	9:30 am - 10:30 am	Roundtable/Poster Sessions
2:00 pm - 3:00 pm	Roundtable/Poster Sessions	10:40 am - 12:10pm	Paper/Symposiums/Roundtables/Posters
3:00 pm - 4:00 pm	Roundtable/Poster Sessions	12:20 pm - 1:20 pm	Invited Speaker Session
4:00 pm - 5:00 pm	Roundtable/Poster Sessions	1:20 pm - 2:20 pm	Networking Break
5:00 pm - 6:00 pm	Roundtable/Poster Sessions	2:30 pm - 4:00 pm	AERA Plenary
6:00 pm - 7:30 pm	Plenary - Opening Plenary Session	4:10 pm - 5:40 pm	Paper/Symposiums/Roundtables/Posters
		5:40 pm - 6:10 pm	Networking Break
		6:15 pm - 8:15 pm	Business Meetings
Saturday, April 10		Sunday, April 11	
9:00 am - 9:30 am	Networking Break	9:00 am - 9:30 am	Networking Break
9:30 am - 10:30 am	Roundtable/Poster Sessions	9:30 am - 10:30 am	Paper/Symposiums/Roundtables/Posters
10:40 am - 12:10 pm	Paper/Symposiums/Roundtables/Posters	10:40 am - 12:10 pm	Paper/Symposiums
12:20 pm - 1:20 pm	Invited Speaker Session	12:20 pm - 1:20 pm	Invited Speaker Session
1:20 pm -2:20 p m	Networking Break	1:20 pm -2:20 pm	Networking Break
2:30 pm - 4:00 pm	Paper/Symposiums/Roundtables/Posters	2:30 pm - 4:00 pm	Paper/Symposiums/Roundtables/Posters
4:10 pm - 5:40 pm	Paper/Symposiums/Roundtables/Posters	4:10 pm - 5:40 pm	Paper/Symposiums/Roundtables/Posters
5:40 pm - 6:10 pm	Networking Break	5:40 pm - 6:10 pm	Networking Break
6:15 pm - 8:15 pm	Business Meetings	6:15 pm - 8:15 pm	Business Meetings
Monday, April 12			
9:00 am - 9:30 am	Networking Break		
9:30 am - 11:00 am	Paper/Symposiums/Roundtables/Posters		
11:10 am - 12:40 pm	Paper/Symposiums/Roundtables/Posters		
1:00 pm -2:00 pm	Plenary - Presidential Address		
2:00 pm - 2:50 pm	Networking Break		
2:50 pm - 4:00 pm	Paper/Symposiums/Roundtables/Posters		
4:30 pm - 6:00 pm	Paper/Symposiums/Roundtables/Posters		
6:00 pm - 6:30 pm	AERA Business Meeting & Closing Session		

EDUCATIONAL CHANGE SIG BUSINESS MEETING

IN THE MIDST OF CHANGE: THE EXPERIENCES OF WOMEN OF COLOR AT A DIVERSITY-FOCUSED INSTITUTION

KEYNOTE SPEAKERS:

**CHRISTINA L. DOBBS
BOSTON UNIVERSITY**



**CHRISTINE MONTECILLO LEIDER
BOSTON UNIVERSITY**



**Friday, April 9th
6:15 pm - 8:15 pm EDT**

AERA EDUCATIONAL CHANGE SIG APRIL 2021 TWITTER CHAT



**FRIDAY, APRIL 9, 2021 FROM 2 PM - 3
PM ET @AERAEDCHANGESIG
@ISOBELTX.**

**Please join the Ed Change SIG and Dr. Isobel Stevenson for our 2021
monthly Twitter chat.**

**Dr. Stevenson has extensive leadership experience in public schools and
works for the Connecticut Center for School Change supporting districts
with equity, leadership development, coaching, and strategic planning.**

**She is the author of *The Coaching Letter* and, with Jennie Weiner, *The
Strategy Playbook for Educational Leaders: Principles and Processes*.**

**Join the live chat or after the event to make this our largest and most
impactful twitter chat yet.**

Please include *#EdChangeApril2021* and *#EdIntColl* in your tweets.

**During the chat we will share our ideas on strategic planning that centers
on equity, thinking and acting strategically, and the role of scholars in
supporting high-leverage strategic improvement.**

**Four questions will be posted during the chat, one every 15 minutes for an
hour.**

JOIN US



SIG Presentations Session Schedule

Thursday, April 8 - 3:00pm to 4:00pm EDT

A Focus on the Educational Practice

SIG Sessions

Session Type: Roundtable Session

Sub-Unit: SIG-Educational Change

Chair: Elizabeth Azukas, East Stroudsburg State University of Pennsylvania

Papers:

- *Eight Minutes and 46 Seconds to Educational Equity: A Time for Change* - Cynthia Rae Wise, New Mexico State University
- *Connecting Distributed Leadership and Networking: What Does the Evidence Tell Us?* - Cecilia Azorin, University of Murcia; Alma Harris, Swansea Metropolitan University; Michelle Suzette Jones, University of Swansea
- *Teaching With Resilience in the COVID-19 Pandemic: Responses From Korean Teachers Serving Marginalized Students* - Taeyeon Kim, University of Nebraska - Lincoln; Yujin Oh, Michigan State University; Sunbin Lim, University at Buffalo - SUNY; Minseok Yang, University of Wisconsin - Madison; Soo Jung Park, Chungnam National University
- *Using Structural Equation Modeling to Explore the Implementation of the Teaching Quality Standard in Alberta, Canada* - Sharon Friesen, University of Calgary; Man-Wai Chu, University of Calgary; Mawuli Tay, University of Calgary; Maryam Hachem, University of Calgary; Darryl Hunter, University of Alberta
- *What Is Open Pedagogy? Exploring the Dialogues* - Tataleni I. Asino, Oklahoma State University; Philip Tietjen, Stockton University

THURSDAY, APRIL 8 - 5:00PM TO 6:00PM EDT

SIG Sessions

Session Type: Poster Session

Sub-Unit: SIG-Educational Change

Papers:

- *Comparing Assimilation Processes: Why Are Some Migrants More Vulnerable to Assimilation?* - Adnan Turan, University of Minnesota - Twin Cities
- *COVID-19 and Online Teaching: Factors Supporting Implementation of a Forced Educational Change on Disadvantaged Students* - Nahid Nariman, non profit organization; Jaymee Nanasi Davis, University of Hawaii
- *Examining Challenges and Opportunities to Transform an Arizona Community College Into a Guided Pathways Model* - Kenichi Maruyama, Northern Arizona University
- *Professional Capital, Collective Efficacy, and Systematic Capacity: Navigation From Shanghai Teachers' Research System* - JIYUE LYU, East China Normal University
- *Sustainability of Educational Improvement: A Data Use Example* - Anne Tappel, University of Twente; Kim Schildkamp, Universiteit Twente; Cindy Louise Poortman, University of Twente; Adrie Visscher, Universiteit Twente

Friday, April 9, 2021 - 9:30 to 10:30am EDT

Facilitating Education Change Through Various Perspectives

SIG Sessions

Session Type: Roundtable Session

Sub-Unit: SIG-Educational Change

Chair: Jennie Weiner, University of Connecticut

Papers:

- *Bridging Educational Change and Social Justice: A Call to the Field* - Amanda L. Datnow, University of California - San Diego; Mariko Yoshisato, University of California - San Diego; Brandie Macdonald, Museum of Us; Jessica Trejos, University of California - San Diego; Benjamin C Kennedy, University of California, San Diego

- *Growing Innovation in Rural Sites of Learning: The Role of Professional Learning Networks in Educational Change* - Leyton Schnellert, The University of British Columbia; Graham Giles, York University; Donna Lynn Kozak, The University of British Columbia - Okanagan; Mehjabeen Dato, University of Toronto; Miriam Miller, The University of British Columbia
- *Leading Collaborative Learning for Equity and Excellence: Education Change at Scale* - Alma Harris, Swansea Metropolitan University; Lyn Sharratt, Ontario Institute for Studies in Education, University of Toronto, Canada; Michelle Suzette Jones, University of Swansea; Angella Cooze, University of Swansea
- *Team Emotion Matters: Exploring Teachers' Collaborative Efforts to Improve Over Time* - Hayley Ryan Weddle, University of California - San Diego
- *University-School Partnership in China: Personal and Contextual Factors That Explain the Change in Teaching Quality* - Xin Zhang, Leiden University; Wilfried Admiraal, Leiden University; Nadira Saab, Leiden University

Friday, April 9 - 10:40am to 12:10pm EDT

Varied Perspectives on Educational Change

SIG Sessions

Session Type: Paper and Symposium Sessions

Sub-Unit: SIG-Educational Change

Papers:

- *Educational Responsibility for Addressing Complex Problems: STEM Research With Underserved Schools* - Ellen B. Meier, Teachers College, Columbia University; Caron M. Mineo, Teachers College, Columbia University; Karina Gabriela Diaz Yanez, Columbia University; Xiaoxue Du, Teachers College, Columbia University; Yue Ma, Teachers College, Columbia University
- *Positive Leadership and the Mobilization of Innovative Teaching and Learning Practices* - Stephen William MacGregor, Queen's University - Kingston; Chris Brown, Durham University; Jane Flood, Durham University
- *Teachers' Lived Experiences of Educational Change and Borrowing: Insights From Singapore* - Tang T. Heng, Nanyang Technological University - National Institute of Education

- *Teachers' Perspective-Taking and Workgroup Characteristics as Antecedents of Readiness for Change* - Rima'a Da'as, The Hebrew University of Jerusalem
- *The Promise of Networked Learning: Results From a Two-Year Evaluation of Networks for School Improvement* - Ayeola Kinlaw; Meghan Snyder, Columbia University; Elizabeth Marie Chu, Columbia University; Matty Lau, Columbia University Law School; Shurin Lee; Pavithra Nagarajan, Teachers College, Columbia University
- *PLEs for the PLCs: What Is Collaborative Capital?* - Samuel Stichter, New Mexico State University; David W. Rutledge, New Mexico State University; Kristin L. Kew, New Mexico State University

Friday, April 9 - 6:15 to 8:15pm EDT

SIG Sessions

Session Type: Business Meeting

Sub-Unit: SIG-Educational Change

KeyNote Speakers: Christina L. Dobbs, Boston University
Christine Montecillo Leider, Boston University



Saturday, April 10 - 10:40am to 12:10pm EDT

**Change From Within: The Power of Collaborative Professional Learning
SIG Sessions**

Sub-Unit: SIG-Educational Change

Session Type: Paper and Symposium Sessions

Abstract

Schools face unprecedented need for change in response to COVID-19. This session explores the power of educators in professional learning communities (PLCs) to lead this change and improve the quality and equity of instruction. Research papers feature California districts that successfully shifted to Common Core standards and Arkansas schools that reaped early benefits from PLC initiatives. Together the studies describe how PLCs can lead change, as well as the structures and practices of effective PLCs. Study methods include a quasi-experimental evaluation, a cross-case analysis of district “positive outliers,” a mixed-methods implementation study, and an intensive district case study. The session also includes voices of practitioners in study sites who discuss how PLCs have adapted, persisted, and lead change during COVID-19.

Chair: Maria E. Hyler, Learning Policy Institute

Papers:

- *School Transformation Through PLC at Work® in Arkansas: Early Impacts on Student Achievement - Havalá Hanson, Education Northwest*
- *Learning by Doing: An Examination of Teacher Collaboration Within a Statewide Professional Learning Community Initiative - Kathryn Elizabeth Torres, Education Northwest*
- *Taking a Learning Stance: The Role of Professional Learning Communities in Leading Equitable Curricular Change - Caitlin Scott, Learning Policy Institute; Dion Burns, Learning Policy Institute*
- *Professional Learning Communities Sustain Effective Practices and Help Teachers Shift to Common Core State Standards - Joan E. Talbert, Stanford University; Jane David, Bay Area Research Group*

Discussant: Carlas McCauley, University of California - Davis

Sunday, April 11 - 4:10 to 5:40pm EDT

Professional Learning Networks: Facilitating Transformation in Diverse Contexts With Equity-Seeking Communities

SIG Sessions

Sub-Unit: SIG-Educational Change

Session Type: Paper and Symposium Sessions

Abstract

Professional learning networks (PLNs) offer educators the opportunity to develop professionally by positioning them as inquirers into their own practice and authors and agents of situated innovation. In this symposium, six examples of PLNs are introduced to highlight the potential of PLNs to address questions of equity, both for educators working in remote and rural communities who have limited access to professional development and other resources, and diverse learners and equity-seeking communities (e.g., Indigenous communities, non-dominant cultural groups). Scholar, practitioner, and policy audiences can draw from these case studies to inform equity-oriented PLNs centering the importance of diverse learners' and communities' funds of knowledge and identity, and rural place in educational transformation efforts.

Chair: Joelle Rodway, Memorial University of Newfoundland

Papers:

- *Working Toward Relational Accountability in Professional Learning Networks Through Local Indigenous Ways of Knowing and Being - Sara Florence Davidson, Simon Fraser University; Bonny-Lynn Donovan, UBC-Okanagan; Leyton Schnellert, The University of British Columbia*
- *Mal/practices of Collaborative Professionalism With/in Professional Learning Networks in Canada and Columbia - Shanee Adrienne Washington, University of Washington; Michael T. O'Connor, Rhode Island Department of Education*
- *Professional Learning Networks Among District Leaders: Advancing Collective Expertise and Equity-Oriented Leadership for Learning - Catherine McGregor, University of Victoria; Linda Kaser, Networks of Inquiry and Indigenous Education; Judy Lindsay Halbert, The University of British Columbia*
- *How Rural Educators Improve Professional Capital in a Blended Professional Learning Network - Karen Martin, University of Alaska Fairbanks; Min Jung Kim, Boston College*

- *Transforming Inclusive Education for Students With Intellectual Disabilities in Secondary Schools - Shelley Moore, The University of British Columbia; Deborah L. Butler, The University of British Columbia; Leyton Schnellert, The University of British Columbia*
- *Examining a Rural Mentor-Coach Professional Learning Network - Trista Hollweck, University of Ottawa*

Discussant: Elizabeth N. Farley-Ripple, University of Delaware

Monday, April 12 - 9:30 to 11:00am EDT

School Leadership of Teacher Professional Development as Contested Practice Globally: Roles of Professional Learning Networks

SIG Sessions

Sub-Unit: SIG-Educational Change

Session Type: Paper and Symposium Sessions

Abstract

Globally, the role of school leadership in teacher professional development, mentorship, and professional learning networks is considered contested practice (Kemmis et al., 2014), as principals in multiple countries disagree that this is the work of leaders (Bowers, 2020). The purpose of this session is to bring together an array of global perspectives from across multiple countries, as well as the OECD, to further global dialogue around research, policy, and practice for how schools and principals may (or may not) support collaborative teacher professional development, with a focus on the role of Professional Learning Networks (PLNs). This session brings together researchers from Chile, Norway, Romania, UK, USA, and researchers from the OECD Teaching and Learning International Survey (TALIS).

Chair: Alex J. Bowers, Teachers College, Columbia University

Papers:

- *Collaborating and Learning in Networks During Challenging Times - Mauricio Pino-Yancovic, Universidad de Chile, Centro de Investigación Avanzada en Educación (CIAE); Luis Ahumada, Pontificia Universidad Católica de Valparaíso; Juan Pablo Valenzuela, Universidad de Chile*
- *The Norwegian Perspective on School Leadership and Collaborative Teacher Professional Learning Communities - Ide Katrine Birkeland, BI Norwegian Business School*
- *Learning Together: Researchers and Teachers' Collaboration as a Mechanism of Professional Development - Mihaela Stingu, University of Bucharest; Georgeta Ion, Universitat Autònoma de Barcelona*

- *Connecting School Leadership and Professional Learning Networks: An International Perspective From the Teaching and Learning International Survey 2018* - Pablo Fraser, Organisation for Economic Co-operation and Development; Gabor Fulop, Organisation for Economic Co-operation and Development; Massimo Loi, Organisation for Economic Co-operation and Development; Noémie Le Donné, Organisation for Economic Co-operation and Development; Karine Tremblay, Organisation for Economic Co-operation and Development

Discussant: Chris Brown, Durham University

