



PUBLIC SCHOLARSHIP TO EDUCATE DIVERSE DEMOCRACIES

2016 AERA PRESIDENTIAL SESSIONS

AERA ANNUAL MEETING | APRIL 8-12, 2016 | WASHINGTON, DC

From the challenges facing black girls in education to the rise of testing, to improving outcomes for English learners, the AERA Presidential Sessions at the 2016 Annual Meeting will engage attendees in major issues facing education researchers, practitioners, and policymakers through interactive and participatory formats, featuring speakers and facilitators from diverse backgrounds. These sessions are intended to have a lasting impact beyond the Annual Meeting. Influential journalists from NPR, the New York Times Magazine, and the Washington Post, and federal policy leaders from the U.S. Department of Education and U.S. Department of Justice are among the confirmed participants.

The AERA Presidential Sessions described here highlight this year's [theme](#) – emphasizing both public scholarship and a focus on diverse democracies. To mark AERA's Centennial Year, the 2016 Meeting will illuminate and enhance the role of education researchers as public scholars who contribute to public understanding, political debate, and professional practice in increasingly diverse democracies in the U.S. and around the globe.

SATURDAY, APRIL 9 | 2:15 PM

"This Is What Democracy Looks Like": How John Dewey's Democracy and Education Lives in Education Organizing, Activism, and Opting Out.

Convention Center, Level Two, Room 201 | 2:15 – 3:45 pm

A century ago, Dewey's *Democracy and Education* offered a vision of public education's role in building a diverse democracy. This session explores the enduring resources—and potential shortcomings—of Dewey's vision in conversation with democratic engagement efforts in education. Deweyan scholars undertaking research with/in communities consider the democratic aims and challenges when parents, students, and teachers engage in organizing and activism around "opt-out" movements and education justice. The session integrates diverse scholars alongside community organizers and activists to craft an interactive, media-rich symposium that takes up some of the key democratic questions involved in these movements against corporatized school reform and towards justice, as well as how research and expertise interact with the mobilization efforts of parents, teachers, and students.

CHAIRS: Michele S. Moses, *University of Colorado Boulder*; Terri S. Wilson, *University of Colorado Boulder*

PARTICIPANTS: Terri S. Wilson, *University of Colorado Boulder*; Michele S. Moses, *University of Colorado Boulder*; Jessica Hochman, *Pratt Institute*; Doris A. Santoro, *Bowdoin College*; John S. Rogers, *University of California – Los Angeles*; Veronica Terriquez, *University of California – Santa Cruz*; Wagma Mommandi, *University of Colorado Boulder*

Public Scholarship ED-Talks: Relationships and Research Use in Policymaking.

Convention Center, Level Two, Room 207 B | 2:15 – 3:45 pm

This series of talks will explain the political uses of education research, and how to recognize trustworthy scholarly methods, evidence, analyses, and reporting. These talks examine the disconnect between research and policy and provide possible solutions for turning research into good policy and practice.

CHAIRS: Steven Barnett, *Rutgers University*; Dorothy L. Espelage, *University of Illinois at Urbana-Champaign*; Kevin G. Welner, *University of Colorado Boulder*

PARTICIPANTS: Kara S. Finnigan, *University of Rochester*; Jeffrey R. Henig, *Teachers College, Columbia University*; Ruth Lopez Turley, *Rice University*; William R. Penuel, *University of Colorado Boulder*

The Ethnic Studies Revival: Tucson and Beyond.

Convention Center, Level Two, Room 202 A | 2:15 – 3:45 pm

U.S. education policy has focused, largely without success, on closing racial/ethnic achievement gaps. Missing has been recognition of the interplay between culture, ethnic identity, teaching, and learning. Ethnic studies in Tucson catapulted attention this interplay to the national stage. Facing continuing opposition from state policymakers, rigorous research was instrumental in reinventing ethnic studies (culturally relevant courses). This session will focus on hard work ahead – enhancing educators' capabilities while building institutional culture and structures and community

