The University of Nebraska–Lincoln has a rich tradition of educational research and is again pleased to actively participate in the AERA Annual Meeting. The College of Education and Human Sciences (CEHS) is sending a vibrant team of researchers to share its recent scholarship. Please use this document to explore the opportunities available at AERA to learn more about educational research at UNL.

Presentations below are listed by time and date. For more complete program details, visit the AERA program online at http://go.unl.edu/aera2015.

Please note the invitation at the bottom of this document for the CEHS reception from 5-7 p.m. on Friday, April 17. The reception will also include a celebration of the new book “Revisiting Education in the New Latino Diaspora,” edited by CEHS’s Ted Hamann with contributions from several CEHS faculty and students. The celebration will also include “The Construction, Negotiation and Representation of Immigrant Student Identities in South African Schools,” a book by colleagues and collaborators at the University of Pretoria in South Africa. Both titles are published by IAP. For more information, see the bottom of this document.
AERA presentations featuring faculty and students from the University of Nebraska–Lincoln

Source: 2015 AERA Program

More Justice and Understanding: Complicating the Role of Relationship in Research
Thursday, April 16, 12-1:30 p.m.
Hyatt, West Tower Gold Level, San Francisco

"Intellectual Midwifery" in Educational Research: Theorizing the Maieutic Researcher Position
Tricia Gray, University of Nebraska–Lincoln; Aprille J. Phillips, University of Nebraska–Lincoln

Writing and Literacies in New Learning Environments
Thursday, April 16, 12-1:30 p.m.
Hyatt, East Tower Green Level, Plaza A

Visualizing Revision: Re-Mediating Self-Evaluation via Between-Drafts Concept Mapping
Justin Olmanson, University of Nebraska–Lincoln; Katrina Kennett, University of Illinois at Urbana Champaign; Sarah J. McCarthey, University of Illinois at Urbana Champaign

Challenging the Discourse on Latinas/os in Community College
Friday, April 17, 8:15-10:15 a.m.
Swissotel, Event Centre First Level, Zurich E

Mapping Changes in Inequity and Disparity of Latina/o Participation in Community Colleges Among Students, Faculty, and Administrators: 2003 to 2013
Deryl Keith Hatch, University of Nebraska–Lincoln

Student Learning via New Tools and Approaches
Friday, April 17, 8:15-9:45 a.m.
Sheraton, Second Level, Colorado

Chair: Qizhen Deng, University of Nebraska–Lincoln

The Innovational Pivot: The Design and Implementation of a Digital Writing Tool
Justin Olmanson, University of Nebraska Lincoln; Katrina Kennett, University of Illinois at Urbana-Champaign; William Cope, University of Illinois at Urbana-Champaign; Rita van Haren, Common Ground Publishing; Duane Searsmith, University of Illinois at Urbana-Champaign

African American Male Students in P–12 Schools
Friday, April 17, 10:35 a.m.-12:05 p.m.
Swissotel, Event Centre Second Level, Montreux 3

High-Achieving African American Boys: Factors That Contribute to Their Excellence in the Early Years
Iheoma U. Iruka, University of Nebraska–Lincoln
Marvelous Multilevel Modeling
Friday, April 17, 10:35 a.m.-12:05 p.m.
Marriott, Sixth Level, Northwestern/Ohio State

A Comparison of Population-Averaged and Cluster-Specific Approaches in the Context of Unequal Probabilities of Selection
*Natalie Anne Koziol, University of Nebraska–Lincoln; James A. Bovaird, University of Nebraska–Lincoln; HyeSun Lee, University of Nebraska–Lincoln*

Link Functions in Multilevel Modeling for Binary Data
*HyeSun Lee, University of Nebraska–Lincoln; Lesa Hoffman, The University of Kansas*

Perceptions of Distributed Leadership and Educational Outcomes
Friday, April 17, 10:35 a.m.-12:05 p.m.
Swissotel, Lucerne Level, Alpine I

District–Principal’s Decision-Making Power Relationship: A National Study Based on Principals’ Perceptions
*Jiangang Xia, University of Nebraska–Lincoln; Jianping Shen, Western Michigan University*

Self-Regulated Learning Across Contexts, Teachers, and Students
Friday, April 17, 10:35 a.m.-12:05 p.m.
Sheraton, Second Level, Arkansas

The Relation Between Self-Regulation and Academic Achievement: A Meta-Analysis
*Amy L. Dent, University of Nebraska–Lincoln; Rick H. Hoyle, Duke University*

Challenging and Dismantling Gates: Reframing Assessment, Evaluation, and Teacher Certification
Friday, April 17, 12:25-1:55 p.m.
Marriott, Fifth Level, Chicago FGH

Fidelity, Teacher Perceptions, and Child Literacy Outcomes: A Mixed-Methods Study
*Dawn Davis, University of Nebraska–Lincoln; Helen Raikes, University of Nebraska–Lincoln; Lisa Knoche, University of Nebraska–Lincoln*

Roundtable Session 10
Friday, April 17, 12:25-1:55 p.m.
Hyatt, East Tower Purple Level, Riverside West

Beyond Borders: Exploring Academic Resiliency and Educational Experiences of Kenyan and U.S. Adolescent Girls
*Tonia Renee Durden, University of Nebraska–Lincoln; Teresa A. Fisher, Northern Illinois University; Jane Rose Njue, Northern Illinois University; Teresa Akinyi Wasonga, Northern Illinois University*

The South Is Different: Preparing Teachers to Work With English Learners in the Southeastern United States
Friday, April 17, 12:25-1:55 p.m.
Marriott, Sixth Level, Minnesota

Discussant: *Edmund T. Hamann, University of Nebraska–Lincoln*
Poster Session 6  
Friday, April 17, 2:15-3:45 p.m.  
Sheraton, Fourth Level, Chicago VI&VII

Educator Efficacy in Southern Belize  
*Betty Jean Usher-Tate, University of Nebraska–Lincoln*

**Powerful Practices in Science Teaching**  
Friday, April 17, 2:15-3:45 p.m.  
Sheraton, Second Level, Erie

Exploring Elementary Teachers' Knowledge and Practices for Model-Based Science Instruction About the Water Cycle  
*Cory T. Forbes, University of Nebraska–Lincoln; Tina Vo, University of Nebraska–Lincoln; Christina V. Schwarz, Michigan State University; Laura Zangori, University of Nebraska–Lincoln*

**Roundtable Session 11**  
Friday, April 17, 2:15-3:45 p.m.  
Hyatt, East Tower Purple Level, Riverside East

The Promotion of Putonghua as the National Language of China: A Critical Multimodal Analysis  
*Jia Lu, University of Nebraska–Lincoln; Fei YU, University of Nebraska–Lincoln*

**Roundtable Session 12**  
Friday, April 17, 2:15-3:45 p.m.  
Hyatt, East Tower Purple Level, Riverside West

Chair: *Kathleen M. Wilson, University of Nebraska–Lincoln*

**Roundtable Session 13**  
Friday, April 17, 4:05-5:35 p.m.  
Hyatt, East Tower Purple Level, Riverside East

What Drives Preservice Teacher Attitude Toward English Learners in Elementary Mainstream Classrooms?  
*Qizhen Deng, University of Nebraska–Lincoln; Guy Trainin, University of Nebraska–Lincoln; Jenelle R. Reeves, University of Nebraska–Lincoln; Stephanie Wessels, University of Nebraska–Lincoln*

**Roundtable Session 14**  
Friday, April 17, 4:05-5:35 p.m.  
Hyatt, East Tower Purple Level, Riverside West

Connect/Question/Play/Create Presentation: Aesthetic Expression as Curricular Medium  
*Soon Ye Hwang, University of Nebraska–Lincoln*

The Emptying Classroom as Curricular  
*Rita Cihlar Hermann, University of Nebraska–Lincoln*
School-Wide Innovation: The Impact of Structure, Design, Methodology, and Data-Based Decision Making  
Friday, April 17, 4:05-6:05 p.m.  
Swissotel, Event Centre Second Level, Vevey 4  
Is There an Association Between Data-Informed Decision Making at the School and District Levels? A National Three-Level Hierarchical Linear Modeling Study  
Xingyuan Gao, Western Michigan University; Jiangang Xia, University of Nebraska–Lincoln; Jianping Shen, Western Michigan University  
Joint Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG  
Business Meeting  
Friday, April 17, 6:15-7:45 p.m.  
Marriott, Fifth Level, Los Angeles/Miami  
Speaker: Barbara S. Plake, University of Nebraska–Lincoln  
American Psychological Association Task Force Report: Assessing and Evaluating Teacher Education Programs  
Saturday, April 18, 8:15-10:15 a.m.  
Marriott, Sixth Level, Indiana/Iowa  
Assessing and Evaluating Teacher Preparation Programs  
Mary M. Brabeck, New York University; Carol A. Dwyer; Kurt F. Geisinger, Buros Center for Testing, University of Nebraska–Lincoln; Ronald W. Marx, The University of Arizona; George Noell, Louisiana State University; Robert Pianta, University of Virginia; Frank C. Worrell, University of California Berkeley; Rena F. Subotnik, American Psychological Association  
Methodological Issues and Meta-Analysis  
Saturday, April 18, 8:15-9:45 a.m.  
Marriott, Sixth Level, Illinois  
Exploring Inconsistencies in the Way Constructs Are Labeled, Defined, and Measured Through Meta-Analysis  
Amy L. Dent, University of Nebraska–Lincoln  
Roundtable Session 16  
Saturday, April 18, 8:15-9:45 a.m.  
Hyatt, East Tower Purple Level, Riverside West  
Definitional, Dispositional, and Design Understandings: English Teaching Competencies That Mobilize Creative Experience  
Sarah L. Thomas, University of Nebraska–Lincoln; Jillian Harpster, Lincoln Public Schools
Charter Schools: Organizational Issues and Attracting Students  
Saturday, April 18, 10:35 a.m.-12:05 p.m.  
Swissotel, Event Centre Second Level, Vevey 3

Are Charter Schools More Autonomous? A National Study Based on Principals' Perceptions  
Jiangang Xia, University of Nebraska–Lincoln; Jianping Shen, Western Michigan University

Gender Matters: Transformations of Leaders in Higher Education  
Saturday, April 18, 10:35 a.m.-12:05 p.m.  
Swissotel, Event Centre First Level, Zurich E

Leadership Stories: Defining Gender in the University Presidency  
Tania Reis, University of Nebraska–Lincoln

Roundtable Session 18  
Saturday, April 18, 2:45-4:15 p.m.  
Hyatt, East Tower Purple Level, Riverside West

The Effect of Organizational, Informational, and Personal Factors on Assessment Use  
Jessica Loraine Jonson, University of Nebraska–Lincoln; Robert J Thompson, Duke University; Timothy Guetterman, University of Nebraska–Lincoln; Nancy Mitchell; Andrea Greenhoot; Daniel Bernstein; Ying Xiong

Early Education and Child Development SIG Business Meeting. Pre-K in Practice: A Conversation About Pre-Kindergarten Systems, Teacher Development, and Teaching Pre-Kindergarteners  
Saturday, April 18, 6:30- 8:30 p.m.  
Hyatt, West Tower Bronze Level, Buckingham

Participant: Christine Maxwell, Buffett Early Childhood Institute at the University of Nebraska

Contesting STEM Cultures: Scientific Desires  
Sunday, April 19, 8:15-10:15 a.m.  
Marriott, Fourth Level, Clark

Chair: Justin Olmanson, University of Nebraska–Lincoln

Learning Through Disciplinary Practices of Science  
Sunday, April 19, 8:15-9:45 a.m.  
Sheraton, Second Level, Superior A

Supporting Third-Grade Students' Model-Based Explanations About the Water Cycle: A Quasi-Experimental Study of a Curricular Intervention  
Laura Zangori, University of Nebraska–Lincoln; Cory T. Forbes, University of Nebraska–Lincoln; Christina V. Schwarz, Michigan State University; Tina Vo, University of Nebraska–Lincoln
Roundtable Session 20  
Sunday, April 19, 8:15-9:45 a.m.  
Hyatt, East Tower Purple Level, Riverside West  
"Better English Is the Better Mind": English Language Skills and Chinese Students' Sense of Belonging  
Christina Yao, University of Nebraska–Lincoln  

Poster Session 12  
Sunday, April 19, 10:35 a.m.-12:05 p.m.  
Sheraton, Fourth Level, Chicago VI&VII  
Evaluating the Moderating Effects of School Accountability Policies on the Relationship Between Teacher Practices and Student Outcomes in the United States  
Leslie R. Hawley, University of Nebraska–Lincoln; Betty Jean Usher-Tate, University of Nebraska–Lincoln; Carina M. McCormick, University of Nebraska–Lincoln; Sara E. Gonzalez, University of Nebraska–Lincoln; Kirstie L Bash, University of Nebraska–Lincoln  

Meet Journal Editors: Journal Talks 6  
Sunday, April 19, 12:25-1:55 p.m.  
Hyatt, East Tower Purple Level, Riverside East  
Applied Measurement in Education  
Kurt F. Geisinger, Buros Center for Testing, University of Nebraska–Lincoln  

Roundtable Session 22  
Sunday, April 19, 12:25-1:55 p.m.  
Hyatt, East Tower Purple Level, Riverside West  
Chair: Justin Olmanson, University of Nebraska–Lincoln  
Communal Expression Through Enacting the Laramie Project: Intertwining Voices of Creative Learning Communities  
Soon Ye Hwang, University of Nebraska–Lincoln  

Identity and Curriculum in Narrative Research  
Sunday, April 19, 2:15-3:45 p.m.  
Hyatt, West Tower Gold Level, San Francisco  
Finding the Student in an Era of Standardization: Challenges of Engaging Students in Standardized Curriculum  
Elaine Chan, University of Nebraska–Lincoln; Andrea Flanagan, University of Nebraska–Lincoln; Rita Cihlar Hermann, University of Nebraska–Lincoln
Mathematics Teacher Education: Results and Implications of an International Study  
Sunday, April 19, 2:15-3:45 p.m.  
Marriott, Third Level, Kane/McHenry

Exploring Mathematical Pedagogical Content Knowledge: An International Study of Future Teachers  
Anthony D Albano, University of Nebraska–Lincoln; Traci Shizu Kutaka, University of Nebraska–Lincoln;  
Wendy M. Smith, University of Nebraska–Lincoln; Chansuk Kang, University of Nebraska–Lincoln

Differences in Beliefs and Knowledge for Teaching Mathematics: An International Study of Future Teachers  
Traci Shizu Kutaka, University of Nebraska–Lincoln; Wendy M. Smith, University of Nebraska–Lincoln;  
Anthony D Albano, University of Nebraska–Lincoln; Chansuk Kang, University of Nebraska–Lincoln

**Roundtable Session 23**  
Sunday, April 19, 2:15- 3:45 p.m. 
Hyatt, East Tower Purple Level, Riverside East

Preparing Student Teachers and Cooperating Teachers for New Literacies Integration  
Laurie Ann Friedrich, University of Nebraska–Lincoln; Guy Trainin, University of Nebraska–Lincoln

Preservice Teachers' Use of Content Knowledge and Formative Assessment in a Life Science Methods Course  
Jaime Sabel, University of Nebraska–Lincoln; Cory T. Forbes, University of Nebraska–Lincoln; Laura  
Zangori, University of Nebraska–Lincoln

**Diverse Contexts in Professional Development for Science Education**  
Sunday, April 19, 4:05-5:35 p.m.  
Marriott, Sixth Level, Great America

Exploration of a Growth Model for Skills Acquired in Professional Development of Guided Scientific Inquiry Instruction  
Irina Kalutskaya, University of Nebraska–Lincoln; Gina Michelle Kunz, University of Nebraska–Lincoln;  
Brandi Leigh Berry, University of Nebraska–Lincoln

**Meaningful Student Engagement in Scientific Discourse and Practice**  
Sunday, April 19, 4:05-5:35 p.m.  
Hyatt, West Tower Silver Level, Horner

Exploring Third-Grade Students' Model-Based Explanations About the Interactions Between Plant Processes and the Hydrosphere  
Laura Zangori, University of Nebraska–Lincoln; Cory T. Forbes, University of Nebraska–Lincoln

**Computer and Internet Applications in Education SIG Business Meeting**  
Sunday, April 19, 6:15- 8:15 p.m.  
Marriott, Fourth Level, Armitage

Chair: Justin Olmanson, University of Nebraska–Lincoln
Narrative Research SIG Business Meeting and a Talk by Vivian Paley
Sunday, April 19, 6:15-7:45 p.m.
Hyatt, West Tower Bronze Level, Buckingham

Participant: Elaine Chan, University of Nebraska–Lincoln

Investigating Knowledge for Teaching Secondary Mathematics
Monday, April 20, 8:15-9:45 a.m.
Marriott, Third Level, Cook

How Much Can Assessment of Secondary Mathematical Knowledge for Teaching (MKT) Learn From Elementary MKT?
Yvonne Lai, University of Nebraska–Lincoln; Heather Howell, Educational Testing Service; Geoffrey C. Phelps, Educational Testing Service

The Lost Domain: Unpacking and Investigating Curricular Knowledge
Lorraine Marie Males, University of Nebraska–Lincoln

Roundtable Session 28
Monday, April 20, 8:15-9:45 a.m.
Hyatt, East Tower Gold Level, Crystal BC

Emergent Literacy Experiences of Young Latino English Learners
Stephanie Wessels, University of Nebraska–Lincoln; Guy Trainin, University of Nebraska–Lincoln

Roundtable Session 30
Monday, April 20, 10:35 a.m.-12:05 p.m.
Hyatt, East Tower Gold Level, Crystal BC

Chair: Dale E. Bazan, University of Nebraska–Lincoln

Educational States of Suspension: Tinkering and Hacking
Monday, April 20, 12:25-1:55 p.m.
Hyatt, West Tower Gold Level, New Orleans

Hack Like a Champion: Hacking Lemov
Lauren Gatti, University of Nebraska–Lincoln; Daniel Friedrich, Teachers College, Columbia University

Kindergarten Through 12th Grade
Monday, April 20, 12:25-1:55 p.m.
Swissotel, Event Centre Second Level, Montreux 3

Making Difficult Conversations Easier: Engaging High-Latino-Enrollment Nebraska High Schools in Interschool Communication About Successes
Edmund T. Hamann, University of Nebraska–Lincoln; William Richard England, University of Nebraska–Lincoln
Poster Session 17  
Monday, April 20, 12:25-1:55 p.m.  
Sheraton, Fourth Level, Chicago VI&VII

Examining the Mediating Role of Auditory Memory in How Perceived Knowledge Affects Lecture Notes Quality  
Ruomeng Zhao, University of Nebraska–Lincoln; Christy A. Horn, University of Nebraska–Lincoln; Lanyan Ding, University of Nebraska–Lincoln; Jeremy Sydik, University of Nebraska–Lincoln; Kate Sydik, University of Nebraska–Lincoln; Shiyuan Wang, University of Nebraska–Lincoln

Self-Efficacy for Metalinguistics and Its Relationship to Writing Quality: Exploring the Translation Box  
Michael S. Dempsey, University of Nebraska–Lincoln

Toward a Fair Evaluation of Teachers: Methodological Challenges in a Cross-National Study of Mathematics Teachers  
Monday, April 20, 12:25-1:55 p.m.  
Marriott, Sixth Level, Purdue/Wisconsin

The Development and Assessment of Mathematical Teaching Expertise: Educational and Scientific Importance of the Study  
Maria Teresa Tatto, Michigan State University; Mark D. Reckase, Michigan State University; Michael C. Rodriguez, University of Minnesota; Kiril Bankov, University of Sofia; Wendy M. Smith, University of Nebraska–Lincoln

Novice Mathematics Teachers' Enacted Practices: Developing an Observation Protocol to Use in International Settings  
Wendy M. Smith, University of Nebraska–Lincoln; Maria Teresa Tatto, Michigan State University

What Reviewers Want You to Know: The Dos and Don'ts of Writing Successful AERA Annual Meeting Submissions  
Monday, April 20, 2:15-3:45 p.m.  
Hyatt, West Tower Gold Level, Acapulco

Participant: Edmund T. Hamann, University of Nebraska–Lincoln
At the CEHS reception, Information Age Publishing (IAP) is pleased to present and celebrate two book titles with ties to the college. Both will be available for purchase.

“Revisiting Education in the New Latino Diaspora”

Edited by Ted Hamann, professor, Teaching, Learning and Teacher Education, and co-authored by TLTE doctoral student Jen Stacy. TLTE professor John Raible and recent CEHS graduate Erika Bruening are both chapter authors.

In the last 30 years Latinos have been resettling across the US, attending schools, and creating new patterns of inter-ethnic interaction in educational settings. Much of this interaction with this New Latino Diaspora has been initially tentative and improvisational, but too often it has left intact the patterns of lower educational success that have prevailed in the traditional Latino diaspora.

Using compelling personal accounts, this book considers the persistence, the anomie, and pragmatism of Latino newcomers on the one hand, with the variously enlightened, paternalistic, dismissive, and xenophobic responses of educators and education systems on the other.
“The Construction, Negotiation, and Representation of Immigrant Student Identities in South African Schools”

This book is an opportunity to celebrate UNL’s partnership with the University of Pretoria in South Africa. Authored by two South Africans who hosted UNL’s trip to Pretoria in 2013, this book is a groundbreaking research study on Black immigrant identities in South African schools. It is the first major book on racial integration and immigrant children in South African schools. The overall aim of this study is to investigate how immigrant students negotiate and mediate their identity within the South African schooling context.

Author Thiru Vandeyar, a professor at the University of Pretoria, will attend the reception.