Call for Proposals
Professional Development and Training Courses
2019 AERA Annual Meeting

The AERA Professional Development and Training Committee seeks course proposals for the 2019 AERA Annual Meeting. The committee aims to offer a program of courses at the meeting that will be of significant skill-building value to education researchers. Professional development courses may provide training in specific research methods and skills, cover significant research issues in related disciplines (e.g., psychology, sociology); emphasize specialized areas (e.g., research on children placed at risk); address professional development issues (e.g., publication skills/strategies, research integrity); examine recent methodological developments in education research; and focus on research for the improvement of program design, practice, or implementation.

For the 2019 Annual Meeting, the Professional Development and Training Committee is particularly interested in course proposals that address research methods and data analysis across multiple areas (i.e., quantitative, qualitative, and mixed methods); statistical techniques (i.e., meta-analysis, propensity score matching, statistical modeling) and use of large-scale data sets and other "big data"; data sharing and replication; survey and research design; writing for publication; and ways of communicating and presenting research to scholarly and public audiences.

Courses may be designed for various levels (e.g., basic, intermediate, advanced). Course participants may include advanced graduate students and early career scholars as well as more senior researchers or practitioners interested in becoming stronger users and consumers of research. The committee encourages proposals that both originate from and are directed to diverse groups such as women and underrepresented minorities.

Course Formats
Proposals are sought for two course formats:
- Extended courses are 1–2 days in length and typically precede the Annual Meeting. Courses that start before the meeting (typically on Thursday, April 4, 2019) conclude on the first day of the meeting. In some instances, courses may start the morning of the first day of the meeting (Friday, April 5, 2019) and conclude at the end of the day.

- Mini-courses are short courses, 4 hours in length, and are scheduled to take place during the Annual Meeting.

AERA-VRLC (Virtual Research Learning Center)
Select courses are streamed live online and made available through the AERA-VRLC. These courses are archived and available on demand to participants. Proposals are welcome for courses that will be recorded during the Annual Meeting for both in-person and virtual participants. These courses may be of varying length and format, containing modules that facilitate online viewing. The AERA-VRLC is a resource for introductory and advanced courses on research methods, data analysis, and professional/career development in education research. Researchers around the world can access the AERA-VRLC to

enhance, expand, or refresh their research skills. Further information about the AERA-VRLC is available at www.aera.net/vrlc.

Selection Criteria

A goal of the committee is to develop a balanced and comprehensive curriculum that crosses the spectrum of research knowledge and capacity building in areas such as translating theory to research, quantitative and qualitative research methods, and statistical analysis techniques, as well as being directed to important areas of professional skill. Proposals that represent diverse perspectives or are relevant to the theme of the 2019 Annual Meeting, "Leveraging Education Research in a 'Post-Truth' Era: Multimodal Narratives to Democratize Evidence," are particularly welcome.

Proposals for sessions that represent commercial endeavors (such as the sale of services or products) will not be considered.

The course selection criteria include the following:

> • The instructional staff is skilled and competent to plan and carry out the course. • The course topic is important, topical, and aligned with AERA's purpose, i.e., it will address critical research training needs.
> • The proposal states the skills and/or knowledge that participants are expected to have to participate effectively.
> • Learning objectives are provided, are clearly stated, and drive the organization of the course.
> • The planned activities are coherent with each other and support the achievement of the learning objectives.
> • The learning objectives can be reasonably accomplished within the proposed time frame.
> • The planned activities are appropriate for the intended participants.
> • The proposal demonstrates the incorporation of effective pedagogical practices aligned with the learning objectives. Hands-on examples, opportunities to practice new skills, and active participant involvement are encouraged.
> • Prior courses by the instructor(s), if applicable, have been successfully planned, executed, and received.
> • The workshop title, abstract, proposal, and learning objectives are aligned with one another.

General information

Instructors' information and course proposals must be entered using the AERA 2019 Annual Meeting All Academic submission system no later than the deadline: July 23, 2018, at 11:59 PM Pacific Time. For proposal instructions and information on the submission system, please visit http://www.aera.net.

Questions may be directed to George L. Wimberly, Director of Professional Development, profdevel@aera.net, or 202-238-3200. The committee will select proposals and notify prospective course instructors by November 30, 2018.

Course Proposal Instructions

2019 AERA Professional Development and Training

Please read the Professional Development and Training Course Call for Proposals and these instructions carefully before starting the submission process. The instructor(s) and course proposal must be entered using the 2019 AERA Annual Meeting AllAcademic submission system no later than the deadline (July 23, 2018, at 11:59 PM Pacific Time). Late proposals will not be accepted.

Instructor information

Using the AllAcademic system, select or enter *all* course instructors. The individual submitting the proposal must be listed both as the "Session Organizer" *and* as an "Instructor."

Course proposal

The AERA 2019 Professional Development and Training Course Proposal consists of four components: (1) course title and description; (2) course faculty list and course format; (3) the proposal narrative; and (4) the course supporting materials. The course proposal must be submitted as one PDF document. The Committee is under no obligation to view hyperlinks.

I.   Course title and description (250 word limit)

Provide the course title and description. This information will be used on the AERA Annual Meeting Registration website, in promotional materials, and in the Annual Meeting Program. Developing a clear course description is very important as it is the only information the participant will see prior to registering for the course. Provide a concise description (250 words) that addresses the following:

- Course content
- Format (e.g. lecture, hands-on exercises, group work)
- Course objectives
- Target audience (e.g., graduate students, early career scholars, advanced researchers)
- Prerequisite skills or knowledge
- Potential assignments
- Required material and equipment (e.g., data sets and laptop)

II.   Course Faculty Course format (1 page limit)

- ***List of instructor(s), with institutional affiliation(s) and e-mail address(es)***

- ***Extended or mini-course format*** – *Extended courses* are 1–2 days in length and typically precede the Annual Meeting. *Mini-courses* are short courses, 4 hours in length, and are scheduled to take place during the Annual Meeting.

- ***AERA- VRLC (optional)*** Proposals are welcome for courses that will be streamed live online and recorded during the Annual Meeting for both in-person and virtual

participants. These courses may be of varying length and format, contain modules that facilitate online viewing. Please indicate if the proposed course should be considered for the AERA-VRLC. Hyperlinks with course descriptions to previously recorded courses are permitted for VRLC course proposals.

III. **Proposal narrative**

The proposal narrative should address the following (3-pages single spaced limit):

- ***Prerequisite skills or knowledge needed for course participation***
- ***Target course participants*** – Indicate what level of knowledge (e.g., basic, intermediate, advanced) the target audience (e.g., graduate students, emerging researchers, continuing researchers) must have in order to participate fully in the course. Also, indicate the number of course participants you can accommodate.
- ***Rationale*** – Provide a rationale for this course. Why is this course important to education research and those who work in the field?
- ***Learning objectives*** – List and clearly define the learning objectives and purpose(s) of the course.
- ***Course content*** – Describe the topics and issues that the course examines. This should include a description of the course structure (i.e., lecture, small group interactions, hands-on demonstrations), overview of the course, discussion of the course focus, and an overview of the planned activities.

IV. **Course supporting materials in Appendix (no page limit)**

Provide copies of the following:

- Pre-course readings (citations), tasks, or assignments
- Course agenda or lesson plan
- Examples of course lectures/presentation (e.g. PowerPoint slides, handouts)
- Detailed examples of activities and/or exercises
- One-page relevant CV for each instructor
- Other supporting materials

As you develop your course proposal, keep in mind there may be limits to accessing the internet, social media, electronic databases, video, and other technological applications as part of your course. You are encouraged to provide course participants any data or other multimedia content prior to the course. Remember, the four components of the course proposal must be submitted as one PDF document. Accepted courses will be announced by November 30, 2018.

If you have questions please contact profdevel@aera.net. Click here to visit the www.aera.net.