



# Newsletter

Number 13 - Autumn/Winter 2010

## Editorial

While again the winter has come to Europe, a new IARTEM Newsletter sees its light. Behind the scenes the board of IARTEM is working on the next conference which will be held by the end of September in 2011. Mid February the Call for Proposals will go out as well as information about themes and fees.

We are proud having a new website. The art-designer of the Santiago conference, José María Mesías was asked to make a proposal for a new website of IARTEM. Go to [www.iartem.no](http://www.iartem.no) to see the result. Within short the website can be updated.

It is encouraging to experience that IARTEM is gaining more familiar in the world. Regularly colleagues from all over the world registrate as new members to join IARTEM. We hope that IARTEM will develop to the leading organization in the world regarding research on textbooks and educational media. We are glad that one of our colleagues from China has found the way to this Newsletter. Please take care of this remarkable request.

A sad announcement in this Newsletter relates to the death of Peder Skyum-Nielsen, one of the first board members of IARTEM and responsible for the conference of 1995.

Feel free to send us an email concerning IARTEM or this Newsletter. Send your comments to [a.reints@clu.nl](mailto:a.reints@clu.nl)

*(Arno Reints)*

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# NEWS FROM IARTEM

## Boarding-news

### Meeting in February 2011 to prepare the Kaunas conference

In February 2011 the most involved board members will meet to prepare for the 11<sup>th</sup> Biannual Conference, this time to be held at the Vytautas Magnas University of Kaunas, Lithuania. The board then will take final decisions about the conference fee, the programme and the Call for Papers.

### Santiago Volume nearly finished

The Santiago Conference Volume has been completed. All the editing has been done and a final volume is ready. The editors, Jesús Rodríguez Rodríguez, Susanne V. Knudsen and Mike Horsley, hope that the final volume will be published on the IARTEM website prior to the end of January.

A small number of printed copies will also be made through the University of Santiago. These will also be available shortly.

### Next issue e-journal is coming up

Volume 3 No 2 of the *IARTEM e-Journal* will be ready for publication by 20<sup>th</sup> December 2010.

Five new papers will be published in Volume 3 Number 2, and many more papers have been received for Volume 4 Number 1 which will be published next year on June 30<sup>th</sup> 2011.

The editors would like to thank all those peer reviewers from Universities all over the world, who contribute a great deal to the development of the *IARTEM e-Journal*. These reviewers, by using their knowledge and skills in educational research, give high quality advice to the editors and authors of the papers, so the papers published in the *e-Journal* make the *e-Journal* a high quality research vehicle to promote research on textbooks and educational media.

The e-Journal website is currently being redesigned to follow the format of the updated IARTEM website.

### IARTEM's website has been renewed

A few weeks ago the new website of IARTEM has been launched. The designer of the Santiago materials, José María Mesías has restyled and restructured IARTEM's website. In the coming weeks we will actualize and refine the information on the new website.

### Dates of IARTEM-conferences and board meetings

9/10 February 2011:	Meeting of most involved board members in Helsinki
9 May 2011:	Board meeting in Kaunas, Lithuania
28 - 30 September 2011:	11th IARTEM-Conference in Kaunas, Lithuania

### Obituary notice

Peder Skyum-Nielsen died in October this year, 62 years old. Peder was, among many other interests, active in building up research on textbooks and educational media in the 1990's. He was a member of the first board of IARTEM, and he organized research in the field. In Denmark, where Peder worked and lived, he renewed the research on textbooks into a broader discussion on educational texts, including printed and digital texts and media,

including formal and informal learning. Peder's doctoral thesis was on sentences and sayings connected to schools, typically placed above the entrance door to a school, and having a moral to tell the students and teachers. Here he used his interest in linguistics and rhetoric to analyse the sentences and sayings as educational texts. In 1995, he arranged the bi-annual IARTEM conference in Skælskør, Denmark. It was an unforgettable conference for the participants, because of the paper presented and the academic discussions, but also because of the place for the conference in a Danish folk high school, because of the sun and nighthingales, and because Peder arranged a beautiful trip around in the green and coloured summer landscape. He was the editor of *Text and Quality. Studies of Educational Texts* (1995), and he has been the co-editor of volumes and written articles within the field of educational texts. We regret his all to early death.

(Susanne V. Knudsen & Staffan Selander)

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## IARTEM-Conferences

### Report of the mini-conference at Montreal

IARTEM held its first mini-conference in North America. The mini-conference was held from August 22-24, 2010 and was hosted by the Department of Education at Concordia University, Montreal, Canada. Dr. M. Ayaz Naseem and Dr. Adeela Arshad-Ayaz co-chaired the conference.



The objective of this year's IARTEM mini-conference was to provide an intellectual space for scholarship focused on **Constructions of conflict and peace in/by textbooks and educational media**. The conference theme was sub-categorized into six sub-themes that engaged with the broader conference theme. Sub themes of the conference included: (1) The role of Textbooks and educational media in post-disaster situations (2) The role of Textbooks and educational media in conflict and post-conflict societies, (3) The role of Textbooks and educational media in construction/resolution of domestic conflicts (Ethnic, Racial, Gender, Class), (4) The role of Textbooks and educational media in constructing defenses of peace, (5) The role of Textbooks and educational media in constructions and/or resolution of conflict (and war) between states, and (6) Textbooks and educational media and the construction of identities (Ethnic, national, regional, religious, etc).

This year delegates from Australia, Norway, Spain, Brazil, Germany and South Africa joined our colleagues from Canada to have an exciting three days of critical, frank and enlightening exchange of ideas. Dr. Phil Abrami, Director of the Centre for the Study of

learning and performance delivered the keynote address showcasing the Abracadabra e-learning project of the centre. Among the issues raised and addressed by the delegates were issues of cultural conflict in Brazil, cultural representations in Australia, Intersectionality in the Analysis of Minority & Majority Cultures and Identities, representation of Canadian First Nations in Quebec textbooks, the role of textbooks and educational media in exacerbating and/or solving inter-state conflict in South Asia, E-Books as a means of enhancing community or increasing isolation among students? Epistemological tensions in the STSE content in Quebec's Junior High School textbooks, the relation of Afrikaner history teachers and textbook narratives in South Africa, migration movements in Spanish textbooks, and constructions of religious conflict in Iranian textbooks.

The papers presented at the conference will be collected in a volume edited by Dr. M. Ayaz Naseem and Dr. Adeela Arshad-Ayaz.

*(M. Ayaz Naseem)*

From the hand of M. Ayaz Naseem a new book called Education and Gendered Citizenship in Pakistan has just been released by Palgrave-MacMillan (USA). In this book he has carried out a discourse analysis of the social studies and language textbooks in Pakistan in the context of gender and citizenship. More information on the book can be found at:

<http://us.macmillan.com/educationandgenderedcitizenshipinpakistan>

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### **28-30 September 2011: 11<sup>th</sup> IARTEM Conference in Lithuania**

In cooperation with one of the oldest universities in Europe, the Vytautas Magnus University, IARTEM will organize her 11<sup>th</sup> bi-annual Conference in Kaunas, Lithuania. Board member Natalija Mažeikienė has started preparing all we need for a successful conference. Coming February a first Call for Proposals will go out. Also decisions will be made about the exact title of the conference, the titles of the workshops, and the fees.

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# NEWS FROM THE FIELD

## Institutes and Organizations

### **The Association of Educational Publishers**

The American Association of Educational Publishers has a large awards program with multiple sub-categories within the larger categories of curriculum, professional development, periodicals and technology. The easiest way to see the entire scope of the awards program is by going to their website at:

<http://www.aepweb.org/awards/index.htm>

They have specific criteria for each sub-category and the judges record their evaluations online. Below is the direct link to the judging information page which should show everything:

<http://aepweb.org/awards/judging.htm>

There is also a good article on the AEP blog, an interview with Eric Hamilton, their awards chair person, that discusses the awards and the judging.

<http://edpublishing.wordpress.com/2010/10/19/aep-awards-quality-content/#more-1192>

Finally, AEP also has a fairly active government relations effort through which they have developed a formal position paper on quality instructional materials. These quality benchmarks are aligned with guidelines specific to the U.S. Department of Education. They use language from that position paper as the overarching principles of the awards process. Below you find the language from their position paper.

*AEP is the organization for professional, quality content for education. We believe that quality materials meet these criteria:*

*Clearly articulated learning goals and objectives*

*Appropriate grade and reading levels*

*Reputable sources*

*Engaging, relevant, and up-to-date content*

*Highly vetted content that is accurate, objective, and reliable*

*Differentiated learning opportunities*

*Standards- and evidence-based lessons/learning aligned with high-quality assessments*

*Well-designed and attractive materials for students, teachers and other education professionals*

*Adaptable materials for individual learning styles and needs*

*Inclusion of instructional support materials*

For more information you can contact Charlene Gaynor: [cgaynor@aepweb.org](mailto:cgaynor@aepweb.org)

## Other news

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### Newsletter Georg Eckert Institut (GEI)

The Georg Eckert Institute (Braunschweig), Germany) regularly publishes her Newsletter to colleagues in the field. From their latest Newsletter we derived the following information. If you want to receive the Newsletter: contact [info@gei.de](mailto:info@gei.de)

### **Historical German textbooks are made directly available to academia and the public.**



The stocks of the Georg Eckert Institute library will be the first to be digitalised in the course of the project 'GEI-Digital', which has been running since 2009 and is funded by the German Research Foundation. The aim is to bring together all textbooks from the 17th century to the end of the National Socialist period that are available in German libraries, to index them both formally and thematically, and to render them available as full-text versions. At the end of the first phase of the project, some 2000 books will have been digitalised. The project is thus for the first time rendering a unique stock of sources available from the desktop for international textbook research, teaching and a wider public. It forms an ideal basis for studies on social values with a view to social cohesion and political legitimacy on the part of states. As textbooks play a particularly key role as instruments of state memory policy and identity building in evolving nation-states, history textbooks from the period of German Imperialism will be digitalised during the first phase of the project.

Contact: [Robert Strötgen](mailto:Robert.Strötgen@gei.de)  
Internet: [www.gei-digital.de](http://www.gei-digital.de)

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### Call for disaster education material for international comparison

Sustainable development is becoming a global issue. PRED problem which includes population, resources, and environment and development issues has always been a hot topic for geography education and research. The level of disaster awareness is an important index for a country's civilization and progress. Disaster prevention and mitigation is the key to achieve sustainable development and it relies a lot on disaster education. Given its necessity and importance, disaster education should be part of geography education & ESD research. The disaster education under ESD system can be seen as "PRED D" (population, resources, environment, development, disaster) education. In recent years, with an increasing happenstance of natural disaster in China (south China ice & snow hazard, typhoon, 5.12 Wenchuan earthquake, Yushu earthquake etc. ), Chinese officials and some researchers are putting more emphasis on disaster education. This trend is also true in other countries in the world. Japan is becoming to enhance their school

building. South California in the U.S.A held the biggest disaster prevention drills in its history. Philippines and South Korea also incorporate disaster prevention drills in their school education. In China, how to begin effective disaster education is an urgent question. More research and reflection as well as comparative study with other countries should be done to promote a better disaster education in China.

After survey about the disaster awareness of teacher and student of middle school nation wide, we should do some theory research on disaster education material, develop guidelines for it, determine the educational objectives, and select educational materials, carry out research of teaching methods and evaluation research after and based on this.

I'll highly appreciate if someone could inform me about researches or some materials about disaster education. I want to do some international comparison on it according to my research proposal, not just for my PhD thesis research but also for the life of the kids. Any research cooperation in the future or suggestion will be welcome.

By the way, ESD center of Beijing Normal University will held an international conference on disaster education and ESD in Beijing in 2012 as planned, if some of you are interested, please contact me for detail and feel free.

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### What makes an effective textbook?

From March 1-3, 2010 a course on **textbook writing and evaluation** has been organized in Utrecht, The Netherlands. After a successful running of the courses in February and September 2008 with 30 participants from all over the world, the course was organized for the third time, with participants from South Africa, Russia, Finland, Portugal, Slovenia and Estonia. The course leaders were James McCall (Textbook Consultant) and Arno Reints (CLU. University of Utrecht). The course is meant for educational publishers, teachers, educational quality managers , ministries of education etc.

How to obtain the quality of textbooks was the leading theme of the course. The course is organized around four categories for evaluation:

- quality of content
- pedagogical approach
- design and presentation
- production standards

The next course will be held on 7-9 March 2011. For information, please send an email to [a.reints@clu.nl](mailto:a.reints@clu.nl)

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## **Best European Schoolbook Awards (BESA)**

([www.schoolbookawards.org](http://www.schoolbookawards.org))

In 2009 a new competition for the best schoolbooks in Europe was launched, and it has been continued in 2010. Educational publishers are invited to take part in this annual competition.

The competition is co-organised by the Frankfurt Book Fair, IARTEM and the EEPG (European Educational Publishers' Group). The main goal is to recognise and award high quality schoolbooks in Europe.

Participation is open to all European educational publishers and other providers of education materials and media.

The work of the jury is based upon eight general principles of quality and their relationship to the learning and teaching process. The principles are broad notions which have been developed by relating widely used concepts of quality to current learning and teaching theories. The evaluation of the titles is being carried out on the basis of the following principles: Relevance, Transparency, Reliability, Attractiveness, Flexibility, Generativeness, Participation, and Socialisation. Please see the detailed definitions of these criteria on the website of the competition: <http://www.schoolbookawards.org> .

In 2010 33 entries from 15 countries in Europe participated in the competition, which offered awards in 3 categories: one for schoolbooks for learners up to the age of 11 years, number two for learners from the age of 12 upward, and the third category for electronic materials.

The prize ceremony took place on the first day of the Frankfurt Book Fair and included short speeches by Arno Reints (member of the BESA jury as well as the Board of IARTEM) and Preben Späth (chairman of the BESA jury).

The members of the Best European Schoolbook Awards jury are listed below - five of them are working members of IARTEM:

- \* Eva Maagerø, Professor at Vestfold University College, Tønsberg (Norway)
- \* Christoph Bläsi, Prof. Dr., Study of the Book, University of Erlangen-Nuremberg (Germany)
- \* Carlo Serra Borneto, former Professor for German and Applied Linguistics at the University of Roma I "La Sapienza" (Italy)
- \* Jana Huttova, Senior Advisor, Education Support Programme, Open Society Foundation, London (United Kingdom) [member of IARTEM]
- \* Jean Claude Lasnier, former Head of the French Chamber of Commerce and Industry Language training centres network, Le Havre (France)
- \* James McCall, MA, Deputy Director of the Centre for Publishing Studies, University of Stirling (United Kingdom) [member of IARTEM]
- \* Jaan Mikk, Doctor of Education, Professor at University of Tartu (Estonia) [member of IARTEM]
- \* Arno Reints, Doctor, Director of CLU, Utrecht University (The Netherlands) [member of IARTEM]
- \* Preben Späth, Director of the EEPG, Senior Lecturer at the University of Aalborg (Denmark) [member of IARTEM]

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## Call for Chapter Proposals for Edited Book

Subject: Call for Chapter Proposals for Edited Book  
Date: Tue, 7 Dec 2010 08:56:03 -0600  
From: Hollins, Etta <hollinse@UMKC.EDU>  
To: AERA\_DIVISION\_K-ANNOUNCE@LISTSERV.AERA.NET

The New Politics of the Textbook: A Project of Critical Examination and Resistance Under contract with Sense Publishers

### Editors:

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Dr. Brad J. Porfilio Lewis University Department of Educational Leadership porfilio16@aol.com

### Overview

This collection will consider the links among politics, commercialism, and textbook curricula. In an age of standardized high-stakes testing and the commoditizing of schooling, textbooks and other products sold to schools for student consumption become the narrowed “official” knowledge circulated in schools (Apple, 1999). Given the dominance of commercial interests and the ability of dominant social groups to control knowledge production through the creation and implementation of textbooks in K-12 schools across the globe, a critical analysis of these cultural artifacts is overly needed. In the vein of the essays in *The Politics of the Textbook* (Apple & Christian-Smith, 1991), the contributors will highlight the continued power of these products to shape social views, perpetuate power in dominant groups, demonize or trivialize social groups who are oppressed on the structural axes of race, class, gender, sexuality and (dis)ability, and regulate student thought and behavior.

Chapters in this volume will make sense of the political, social, moral, and economic dimensions of textbooks. Additionally, contributors will provide lived examples from their classrooms in how they have positioned their students to critically analyze how power shapes the production of textbooks; to evaluate whether textbooks still perpetuate dominant Western narratives that normalize and privilege patriotism, militarism, consumerism, White supremacy, heterosexism, rugged individualism, technology, and a positivistic conception of the world (Kornfeld, 1998; Wong, 1991; Lugg, 2003; Meyer, 2008) and to recognize whether textbooks offer counter-hegemonic views of knowledge, citizenship, minoritized groups, and the social and economic structures and practices responsible for generating asymmetrical relations of power.

### Purpose

The purpose of this edited volume is to highlight the continued need for educators to be critical of the content of materials presented to students. As Apple (2006) notes, “in the absence of an overt national curriculum, the commercially produced textbook . . . remains the dominant definition of the curriculum in the United States” (2006, p. 46). Moreover, with large-scale Western corporate conglomerates controlling knowledge production through textbooks and other commercialized curricula in K-12 schools in countries across the globe, there is also an immediate need to critically evaluate how commercial logics, Western values, and dominant social norms are being propagated through these cultural texts. Given the increased power of textbook publishers and elite members in various social contexts to narrowly regulate curricula, textbooks must be reconsidered for the role they play in the creation of students’ political, social, and moral development and in perpetuating asymmetrical social and economic relationships, where social actors are bestowed unearned privileges and entitlements based upon their race, gender, sexuality, class, and religious and linguistic background.

### Significance

Since 1991, there has been little research on the impact of textbook content on students (Sedgwick, 1985; Apple & Christian-Smith, 1991; Frederickson, 2004; Woodrow, 2007). What research has been conducted remains unconnected to other recent studies. For example, Woodrow's work (2007) considers culture as reflected in middle school science textbooks while Frederickson (2004) examines gender in history textbooks.

Individually, these studies suggest the types of "othering" found in textbooks. Bringing these and other studies together in this volume will paint a more clear and accurate view of the impact of politics and commercialism on textbooks and students. Given the new age of testing ushered in by No Child Left Behind, the corporate dominance over textbook production inside and outside of US, and the US's quest for cultural and economic dominance since 9/11 (Chomsky, 2003) it is important to examine the materials used with children in schools for the messages both explicit and implicit in the content.

For example, the decision by the Texas State Board of Education to "water down the teaching of the civil rights movement, slavery, [and] American's relationship with the U.N" (Castro, 2010) is one example of the conservative attitudes impacting curricula. Not coincidentally, textbook manufacturers and White elite citizens were behind the attempt to propagate lies about the nature of the US society and to further narrow what students learn from textbooks. These groups support their own economic and social dominance when they stymie teachers from reflecting upon what groups enjoy unearned privileges and entitlements due to the institutional arrangements that have been in place in the US for over 400 years. Further, they position teachers to view textbooks as rarified forms of knowledge that not only should never be questioned, but also must be at the center of their instruction, where students continually regurgitate this information to pass a battery of high-stakes examinations and come to believe social and economic inequalities are individual rather than social and economic phenomena.

In a similarly narrow move, the Arizona State Legislature passed HB 2281, which prohibits a school district or charter school from including in its program of instruction any courses or classes that: promote the overthrow of the United States government; promote resentment toward a race or class of people; are designed primarily for pupils of a particular ethnic group; [or] advocate ethnic solidarity instead of the treatment of people as individuals (Arizona H.R., 2010, HB 2281). This bill limits the availability of classes that might challenge the dominant Western narrative and examine the inherent privileges associated with that narrative. In each instance described above, states are controlling the content of what students learn in school. In each instance there are clear political and social dimensions to the decisions. This volume will consider how these and other social forces impact the production and reception textbooks.

#### Structure

This volume will include 10-14 chapters of 6000-8000 words each as well as an introduction, foreword, and afterword. Upon contract, we hope to ask Michael Apple and/or Linda Christian-Smith to contribute to this text.

#### Audience

This volume will be appealing to students and educators in colleges of education. Specifically, pre-service teachers and their educators can use this book to facilitate discussion of course content selection and analysis. Further, students and professors in the areas of educational leadership and curriculum and instruction can use this text to consider policy regarding texts and the political implications of choices. School administrators are another audience for this text. Administrators can refer to the volume as a guide when considering textbook adoptions.

Likewise, state and local policy makers may find this volume useful when creating policy for textbook adoption and use at the state or district levels.

#### Marketing / Selling Points

This volume will demonstrate the political, social, moral, and economic implications of textbook adoption and use. It can be marketed directly to schools, districts, and colleges of education.

The volume will address the following questions:

1. How have standardized tests influenced the content of textbooks in Reading/Language Arts, Mathematics, Science, and Social Science among others?
2. What do scripted curricula reveal about political, social, moral, and economic dimensions of both education and culture?
3. Are traditional textbooks becoming obsolete in favor of other commercial products tailored to tests (for example, the College Board's curricula)?
4. How do textbooks perpetuate dominance based on race, class,

gender, sexuality, ability, language, religion, etc., and how are these areas of difference interconnected as they are portrayed or silenced in textbooks?

5. Are Western textbook publishers promoting dominant myths and narratives to inculcate children to support the commercialization of their schools and communities as well as to believe their heritage and culture are inferior to their Western counterparts’?

6. How are educators guiding their students to understand the political and economic forces behind the creation and implementation of textbooks?

7. Are there alternative narratives generated in textbooks that can be harnessed by educators to challenge dominant Western narratives surrounding the nature of social stratification, (his)story, citizenship, schooling, and minoritized groups?

#### Submission Process and Timeline

Interested scholars, researchers, and educators will be asked to email the editors by January 1st with the following:

1. Names, positions, mailing addresses, fax and phone numbers, and email addresses of authors.

2. Title of proposed chapter

3. Description, of no more than 250 words, of the chapter including type of research, approach, context, connection to the book, and other pertinent information

4. Acknowledgement of the requirement to formulate five questions for reflection at the end of the chapter

Within one month of the proposal submission date, authors will be notified whether or not their chapter is accepted.

Chapters and questions written using the APA Manual (6th edition) will be due three months following the acceptance of a chapter.

- Formatting should be as follows: 12 pt. Times New Roman font, 1 inch margins, double spaced text throughout (including references), header with author(s)’s last name(s) and page number. Within two months of the chapter deadline, authors will be notified whether or not their chapter will be moving forward in the volume. Those that are will be asked to complete revisions based on feedback from the editors.

Revised chapters will be due one month after a request for revisions is made.

Within two months of receiving revised chapters, a draft of the volume will be sent to foreword and afterword writers. Writers will have two months to complete their sections.

January 1, 2011 Chapter proposals due

February 1, 2011 Acceptance of chapter proposals complete

May 1, 2011 Draft chapters and questions due

July 1, 2011 Request for chapter revisions complete

July 1, 2011 Revised chapters due

August 1, 2011 Request for foreword and afterword complete October 1, 2011 Foreword and afterword due

December 1, 2011 Final draft complete

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#### Editors:

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Dr. Heather Hickman is an adjunct instructor of Education at Lewis University in Romeoville, IL and a full-time high school English teacher at Argo Community High School in Summit, IL. For the university Heather teaches courses on reading instruction, curriculum and instruction, the history of American education, and introductory research. In her ten years at Argo Community High School she has taught all levels of English language arts and literature. Dr. Hickman's teaching focus, whether at the university or high school level, takes a critical stance examining the status quo and addressing marginalization. This teaching lens was developed through her doctoral program at Lewis University in Educational Leadership for Teaching and Learning. Heather earned her Ed.D. from Lewis in May of 2009. In addition to teaching, Heather has presented and published papers on the topic of heteronormativity and critical theory in education.

Dr. Brad J. Porfilio

Lewis University Department of Educational Leadership [porfilio16@aol.com](mailto:porfilio16@aol.com)  
Dr. Brad J. Porfilio is Assistant Professor of Education at Lewis University in Romeoville, IL. He teaches courses on critical pedagogy, qualitative research, globalization and education, multicultural education, foundations of education, and curriculum theory in the Educational Leadership for Teaching and Learning Doctoral Program. The Educational Leadership Program at Lewis University is unique in its critical and transformative focus where students are prepared to become transformative educational leaders who are deeply discerning, knowledgeable and approach the educational system as a potential avenue for challenging and transforming the status quo. Dr. Porfilio received his PhD in Sociology of Education in 2005 at the University at Buffalo. During his doctoral studies, he served as an Assistant Professor of Education at Medaille College and D'Youville College, where he taught courses across the teacher education spectrum and supervised pre-service and in-service teachers from Canada and the US. He has published numerous peer-reviewed articles, book chapters, edited volumes, and conference papers on the topics of urban education, youth culture, neoliberalism and schooling, transformative education, teacher education, gender and technology, and cultural studies.

An American Educational Research Association List

If you need assistance with this list, please send an email to [listadmin@aera.net](mailto:listadmin@aera.net).