

# Introducing the Florida Educational Research Association 2018 Annual Meeting Special Issue

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The FERA 2018 Special Issue is a collection of manuscripts and brief reports featuring important work presented at the 63<sup>rd</sup> Florida Educational Research Association's Annual Meeting (FERA 2018). Held in St. Petersburg on November 14–16, the FERA 2018 meeting showcased the work of over 200 researchers, educators, administrators, policymakers, and students on pressing educational issues ranging from social justice in K–12 education to the validation of educational tests and measures.

While FERA and the *Florida Journal of Educational Research* (FJER) were both established in 1959, this Special Issue is the first of its kind. We, FJER Editors, have been actively involved in FERA for many years, including regularly attending its annual meetings. Over time, and particularly at the 2018 meeting with its record-breaking attendance, we noted two things: 1) the presentations we saw were invariably interesting, provocative, educative, meaningful, and of high quality, and 2) many presenters had no concrete plans to disseminate their work beyond the conference. We were troubled that so much important work might not be shared with the educational research community beyond the bounds of the FERA conference. Our troubling, as all good troubling does, came together in a grand plan to publish a special issue every year featuring high-quality presented papers.

We are excited to introduce the first annual FERA Special Issue.

To build the FERA 2018 Special Issue, we disseminated a call for papers in December 2018, with a February 2019 deadline for submission. In the call we requested submissions in the form of brief reports (2,000–4,000 words) and full manuscripts (7,000+ words). We also specifically requested teacher inquiry submissions from the teachers who presented their classroom inquiries as part of the annual meeting's Teacher Inquiry strand. All submissions were peer-reviewed by members of the FJER Editorial Board, Teacher Inquiry Board, and Graduate Student Review panel.

We are pleased that this year's FERA 2018 Special Issue publication includes 16 thoughtful contributions from university faculty and graduate students, school district administrators and teachers. Below we list the authors and titles of the contributions, arranged by the educational contexts and topics they address. We also feature one of the Graduate Student Poster Award winners.

Collectively, we expect these contributions will foster thinking and dialogue in the Florida educational research community that informs education policy, practice, pedagogy, and inquiry in schools, districts, universities, and other educational contexts. We thank our authors for their roles in stimulating these important conversations!

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