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2019 FERA Annual Meeting

Special Issue

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In the midst of a global pandemic that has us planning the Florida Educational Research Association's (FERA) first ever Virtual Forum, the 2019 face-to-face FERA conference seems so distant, both in time and possibility. It is with feelings of pride, excitement, nostalgia, and yearning for a return to 'normal' that we introduce the FERA 2019 Special Issue, a collection of manuscripts from the 64th FERA Annual Meeting. We hope this special issue serves as a reminder of the important work we engage, conduct, and support in our educational research community.

Held in St. Petersburg, FL, on November 13–15, the FERA 2019 meeting brought together over 200 researchers, educators, administrators, policymakers, and students to share their work on pressing matters in education and educational research. To build the FERA 2019 Special Issue, we disseminated a call for papers in December 2019. 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 employing a process in which the identities of the authors and reviewers were concealed from each other.

We are pleased that this year's FERA 2019 Special Issue publication includes eight thoughtful contributions from university faculty and graduate students, school district administrators and teachers. On the next page we list the authors and titles of the contributions, arranged by submission type.

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