

Standards for Reporting on Humanities-Oriented Research in AERA Publications

American Educational Research Association

Preamble

Standards for Reporting on Humanities-Oriented Research in AERA Publications has been developed to complement AERA's Standards for Reporting on Empirical Social Science Research in AERA Publications

The purpose of providing standards for humanities-oriented research in education is to assist researchers who are preparing manuscripts that are humanities oriented, editors and reviewers who are charged with evaluating such manuscripts for publication, and readers of humanities-oriented publications who are interested in learning from and building on such work. An additional aim of these standards is to educate newcomers and others in the broader education research community who may not be familiar with humanities-oriented genres or with the purposes, goals, and methods of humanities-oriented research. This additional aim is particularly important because humanities-oriented research in education has a long history and continues to play a unique and indispensable role.

In adopting these standards, AERA emphasizes that they are intended to provide a framework of expectations providing guidance for writers, readers, reviewers, and editors, rather than to define the conduct of humanities-oriented research, to specify its acceptable modes or formats, or to suggest that acceptability can be

- (2) studies of education that have a relatively heavy interpretive-theoretical emphasis that fall within the general purview of social science disciplines such as cultural studies and some branches or subdisciplines of cultural anthropology, sociology, economics, and political science; and
- (3) an array of other approaches to studies in education such as critical, arts-based, and narrative that are not exclusively identified with any particular discipline but that more closely resemble the general methods of the humanities relative to the methods articulated in ~~ASPA~~ ~~ASPA~~ Science Standards.

b. Purposes of Humanities-Oriented Research in Education

Throughout its history, the central purpose of humanities-oriented research has been the exploration and understanding of forms of human existence. In pursuit of this general purpose, humanities-oriented research undertakes investigations into the relationships among reason and emotion, the ethical life, the good life, the just society, the characteristics of the good citizen, and concepts of self, knowledge and its grounds, and the arts and their appreciation. Humanities-oriented research in education explores these issues within the specific domain of education, as in how reason and emotion are represented in school practices or what role education plays and ought to play in the formation of the citizenry.

Woven into the fabric of humanities-oriented research in education, as in humanities-oriented research more generally, are various forms of criticism intended to problematize unrecognized assumptions, implications, and consequences of various kinds of educational practice, policy, and research, as well as to challenge what these approaches take for granted as beyond questioning. In this way, humanities-oriented research in education is often intended to foster dissonance and discomfort with conventional practice and, in some cases, to suggest alternatives.

Exemplars of understanding the concerns that constitute the core of humanities-oriented research are found in traditions across historical contexts—from the ~~asasom i-9(i)-9(-o1a9()-170(a)-u6B.(a)-u6B.exts—fr)6(o-9(t)--9(t)--9(t)ri979(i)mT-19(udd(~~

expertise, adjusted as appropriate for AERA journals' more general audience.

1. SIGNIFICANCE

Humanities-oriented research in education occupies various and sometimes overlapping scholarly spaces: within the boundaries of formal disciplines, at the intersection of two or more humanities disciplines, and in interaction with the research traditions represented in the Social Science Standards. Thus the problems and methods of humanities-oriented research are formulated and produced in relation to multiple and interdisciplinary literatures. This bringing together of different spaces in the formulation and production of research may be viewed as joining conversations in which issues related to education and schooling are addressed. Contributing to these conversations involves drawing upon and integrating available literatures and may involve engaging scholarship from different fields of research to illuminate the particular problem at hand. However, it is important to note that works employing feminist, poststructuralist, postcolonialist, arts-based, and some other humanities-oriented approaches are often designed explicitly to explore new paths to the production of informative education research texts and thus often depart from the orthodoxies found within other

3.5 Use of Literature The manuscript should make effective and accurate use of the relevant scholarly literature in its conceptualization, particularly with respect to identifying its perspective and aims.

4. SUBSTANTIATION

Substantiation may mean establishing the warrant for arguments, the adequacy of interpretations, or the credibility and usefulness of a portrayal of educational phenomena for raising significant questions or prompting exploration of new possibilities. The standard of substantiation varies in what it requires of a particular manuscript, depending on that manuscript's conceptualization, including any theoretical framework, as well as its methods. In all cases, the standard of substantiation requires the careful selection of various materials (the scholarly literature,

abstract should be in accordance with the format and structure required for the AERA publication. Although the “structured abstract” movement has gained momentum in the education research community, structured abstracts are often inappropriate for humanities-oriented research. However, if appropriate, abstracts should identify the question or problem addressed, describe the mode of analysis or methods of interpretation, name the conceptual orientation of the study, and state conclusions and implications.

- 6.4 **High Style** Headings and subheadings should make clear the logic and structure of the manuscript and facilitate readers’ comprehension of central points in the line of reasoning.

7. ETHICS

AERA has issued a set of ethical standards for the conduct of research to which its members and those who participate in all AERA programs, including publishing, are expected to adhere (see Ethical Standards at http://www.aera.net/AboutAERA/Default.aspx?menu_id=90&id=222) It is assumed that authors seeking publication in AERA journals are familiar with and adhere to these general ethical standards. In addition, the **AERA Science Standards** describes ethical dimensions of empirically oriented social science research and spells out standards that derive from those dimensions that also apply to humanities-oriented