

**2008 AERA Annual Meeting Program Sessions for  
SIG: Chaos and Complexity Theories**

**Complex Connections of Theory and Practice (Roundtables)**

Tuesday, March 25, 12:25 p.m. – 1:05 p.m.

Sheraton New York Hotel and Towers/Metropolitan Ballroom,  
Metropolitan East, 2<sup>nd</sup> Floor

*Modeling the complexity of educational scholarship in  
university teaching, Sören Kruse*

*Order from disorder; Equilibrium from disequilibrium:  
Journeys of reorganization following adversity and crisis,  
Derek Arndt, Kathyne Roden, & Jessie Gregory*

*Poincaré's notion of Intuition, Lian Fang Lu*

*Complexity Theories at the Intersection of Hermeneutics and  
Phenomenology, Francis Feng, & Ton Jörg*

**SIG Business Meeting & Invited Topic of Conversation**

Tuesday, March 25, 6:15 p.m. – 8:15 p.m.

New York Marriott Marquis Times Square/Duffy/Columbia Room,  
7<sup>th</sup> Floor

Bernard Ricca, *President*

Donald Gilstrap, *Secretary/Treasurer*

Jeff Bloom, *Web Master*

Sarah Pratt, *Program Chair*

William Doll, *Executive Committee*

Jayne Fleener, *Executive Committee*

Sherrie Reynolds, *Executive Committee*

Jens Rasmussen, *Executive Committee*

Topic of Conversation: *I know there's something better, but I don't  
know what it is: Are current educational research methodologies  
compatible with chaos and complexity theories?*

**Complexity and the Politics of Complexity Reduction: Towards  
a More "Just" Education in a Complex World**

Wednesday, March 26, 8:15 a.m. – 9:45 a.m.

Sheraton New York Hotel and Towers/Empire Ballroom, Empire  
West, 2<sup>nd</sup> Floor

Abstract: Complexity theory is often used to argue that educational processes cannot be controlled, are characterised by a fundamental unpredictability, etc. However, many educational practices show more predictability than might be expected. This raises the question of how this is achieved. Complexity suggests control and predictability is achieved through complexity reduction - trying to push the system from an open to a closed state. We call this the 'politics of complexity reduction'. In this symposium we examine theoretical, historical and practical aspects of complexity reduction in education. How is it done (both at the practical and the discursive level)? What is the price? Who benefits? And who doesn't?

*Five Theses on Complexity Reduction and its Politics, Gert Biesta*

*On (Not) Controlling the Future in Education and Politics,  
Deborah Osberg*

*Quality Imperialism as Complexity Reduction in Higher Education,  
Noel Gough*

*Complexity and Simplification in the "Foundations" Narratives of  
Music Education, Ruth Gustafson*

*Complexity Reduction and Environmental Education, Derick du  
Toit*

*Deconstructing and Reconceptualizing Academic Writing Towards  
a More 'Just' Teacher Education, Hillevi Lenz Taguchi*

*'Complex Global Problems, Simple Lifelong Learning Solutions'.  
Discuss, Richard Edwards*

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*Standardisation in the Workplace: Foiled Missions in Complexity  
Reduction*, Tara Jane Fenwick

*Complexity, Consciousness, and Curriculum*, Brent Davis & Dennis  
Sumara

*Complexity Reduction and Cultural Difference*, John Ianson

*Reduction of complexity is always also increase of complexity – a  
paradoxical phenomenon in decision-making*, Jens Rasmussen

*School Apparatus*, Maarten Simons

**An Exploration of Educational Research through the Lens of  
Doll's 3 S's**

Friday, March 28, 8:15 a.m. – 10:15 a.m.

Crowne Plaza Hotel Times Square/Broadway Ballroom, Act IV, 4<sup>th</sup>  
Floor

Abstract: William Doll's 3 S's - Science, Story and Spirit - are an interesting triumvirate that allows the interplay of ideas and intermingling of perspectives. The papers in this session embrace the 3 S's in diverse and unique ways. The participants will engage in a conversation about how the 3 S's are meaningful for their pursuits in educational research. Their papers will be made available through the SIG Chaos and Complexity Theories, but time spent together will be more interactive and conversational in nature.

Rosemary Reilly, *Chair*

*Learning as Forgetting: Self-organization, In-betweenness and  
Ch'an*, Lingqi Meng & Mei Hoyt

*Observers & Autopoietic Systems*, Bernard Ricca

*The Complexity of Learning to Teach in a Preservice Teacher  
Education Program*, Shawn Bullock

*Theorizing Affective Learning with Complexity*, Rachel Moll

Hongyu Wang, *Discussant*