Group Dissertation CIG
The Group Dissertation CIG examines team dissertations as an appropriate model for Scholarly Practitioners. When Scholarly Practitioners engage in collaborative research, they must acquire unique skills and dispositions. Interaction and engagement as a research team and with problem of practice stakeholders may reveal interpersonal and professional challenges. Conversely, research teams may serve as a laboratory for activism as Scholarly Practitioners.

The Group Dissertation CIG invites proposals that explore or share current practices in these areas:

- The dynamics of a research team (how are these organized; when are these organized; strategies to foster a positive work environment and responses to internal conflict)
- Identification of the research problem (generated by the research team; solicited from outside educational agencies or stakeholders)

Improvement Science CIG
The IS-CIG is sponsoring exchange proposals that explore the infusion of improvement science and other design-based approaches into school culture. Foremost, we seek proposals that demonstrate the type of bold program policies and practices required to transform our students' and graduates' use of improvement frameworks to mitigate social injustice and inequity. With a focus on the continuum spanning academic preparation to post-graduate practice - IS-CIG sponsored exchanges will seek to answer the following questions: 1) What particular CPED or local program policies and practices produce a postmodern leader with the know-how for actualizing complex improvement efforts? and conversely, 2) how are we as faculty working directly with post-graduates in districts and in higher education settings to facilitate the uptake of IS and other collaborative research methods to build a cultural paradigm for improvement?

Online/Hybrid CIG
EdD programs are increasingly being delivered in an online format. Online teaching ranges from hybrid courses offering online instruction and face -to -face to fully online (asynchronous) experiences and distance learning. The Online/Hybrid CIG invites its members to explore resources and guidelines regarding innovative approaches to developing long-range impact and social change through improvement practices. For exchanges members will consider the following questions:

- How can we evaluate student learning outcomes to demonstrate impact through improvement practices?
- What approaches and/or resources have been most helpful in bringing about change while creating impact in the communities we serve?
- When designing EdD online courses, what approaches might we use to create impact and political and social change?
- How might we align our CIG's objectives with interaction and activism at our own
- institutions?

SOCIAL JUSTICE CIG

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

Paulo Freire, Pedagogy of the Oppressed

Many EdD Programs are oriented toward the formation of educational leaders who are both committed to, and capable of, leading organizations toward equitable and socially just outcomes for students, their communities, and society. It is unclear, however, whether EdD programs are intentionally developing program curriculum and learning experiences that build leadership capacity to *disrupt* and transform present educational organizations and systems. In an effort to better understand where we are in this *pedagogy of disruption*, we invite learning exchanges that explore the following:

- EdD program curriculum, learning experiences, and dissertations in practice that increase student recognition of the system(s) as the source of inequity and injustice including (but not limited to):
    - Program and course-level practices that build understanding of non-dominant identities including Afrocentric, Indigenous, female/queer, and/or neuro/bodily-diverse ways of knowing & being in the world
    - Program and course-level practices that encourage scholar practitioners to consider their own positionality and its connection to their leadership identity formation
- EdD program curriculum, learning experiences, and dissertations in practice that build leadership capacity to disrupt and transform present educational organizations and systems
- How EdD programs justify a social justice orientation of disruption and inclusion as central to high quality, EdD programming
- Challenges and opportunities with educational partners (e.g. school districts, community colleges, universities) resulting from an EdD program's commitment to the disruption and transformation of the status quo
- Ways in which EdD programs support their students and alumni facing resistance to leadership for equitable and socially just outcomes
- Connections between leadership for disruption, activism, and education policy