

Preface

The theme of the 2018 Physics Education Research (PER) Conference was Having Wonderful Ideas: Connecting the Content, Outcomes, and Pedagogies of Physics. The plenary talks dipped into this theme in several ways. Rosemary Russ, in the Wednesday bridging session, focused on preservice teachers. Benedikt Harrer discussed the multiple modes of communication (speech, gestures, whiteboards, etc.) that teachers and students used to construct and respond to wonderful ideas. Déana Scipio, in the Thursday lunch plenary, explored theory and examples of epistemic agency for students from non-dominant communities in a chemical oceanography laboratory.

A recurring theme through all three plenaries was who is allowed to have wonderful ideas: who is given space to speak in our classrooms and research, what different types of "wonderfulness" say about the values of the listeners, and how making those choices consciously can empower rather than oppress. This resonates with a larger conversation that is gaining volume in physics education research, about how equity and inclusivity can be part of physics education even when springs and ramps are the material on the page. Education has always been political, and more researchers are critically engaging with this reality as our field continues to grow.

Every PERC does some things differently than the year before. In 2018, the no-banquet format continued on Wednesday night, but many people joined breakout "Dine and Discuss" groups. These groups of 6-14 people were organized around themes ranging from labs to being a religious person in physics, and were very popular. Another format shift was to keep longer juried talks, but return those papers to the main peer-reviewed section of the Proceedings. Finally, PERC has often ended with a plenary session or panel. This year, closure was more of a "choose your own adventure," where a panel of plenary speakers ran in parallel with a discussion about teaching implications, a forum for emergent questions from the conference, and an art/music room.

None of this could happen without a team of people every year who bring their vision, energy, and sweat. The 2018 PERC organizers were Amy Robertson, Leslie Atkins Elliott, Andy Elby, and Jen Richards. They were joined by the formidable organizational powers of the American Association of Physics Teachers (AAPT) and the Physics Education Research Leadership and Organizing Council (PERLOC).

The PERC Proceedings online submission and review process was supported by Lyle Barbato and Bruce Mason who work closely with the editors to ensure smooth functioning of the online system. We owe Lyle and Bruce a great deal of thanks. The editors also thank the AAPT for their sponsorship of the Proceedings, allowing it to be published open-access through the comPADRE website.

As in every year, the editors wish to thank the referees for volunteering their time and expertise to give feedback to papers submitted to the Proceedings. This year we had 251 reviewers who reviewed the 153 papers submitted to the Peer Reviewed Section. The PERC Proceedings is both an important archive of findings and also a place where many new members of the field publish their first physics education research, and we are deeply appreciative of the reviewers who make this possible.

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Finally, the Editors wish to express our special thanks to the PERC Coordination Committee chaired by Joel Corbo, who facilitated communications and coordinated logistics among multiple parties to streamline the process for future years.

See you Summer 2019 in Provo, Utah!

Adrienne Traxler
Editor-in-Chief