

Program

Karen Riley Stern
Barbara

Islands next year!
Carol Boones
Nominations
714 = 281
4806

The American Association for Teaching and Curriculum

In June of 1995, Jack Laska, the first secretary-treasurer of AATC described the development of the scholarly field of teaching and curriculum as follows:

In the United States, most areas of scholarly investigation emerged as recognized fields of study about a hundred years ago. One of the events that made this possible was the founding of national learned societies devoted to the advancement of scholarship in their respective fields. Some examples of the learned societies are the American Historical Association (1884), the American Economic Association (1885), the American philosophical Association (1901), the American Political Science Association (1903), and the American Academy of Religion (1909).

The scholarly field of teaching and curriculum, however, was not represented in the transformation of American scholarship that began during the latter half of the nineteenth century, even though university departments that encompassed both the scholarly and the professional study of teaching and curriculum had been established prior to the end of the nineteenth century.

An important recent event in the development of the scholarly field of teaching and curriculum was the founding of the American Association for Teaching and Curriculum (AATC) on October 1, 1993. The members of the AACT believe that the time is long overdue to recognize teaching and curriculum as a basic field of scholarly study.

Article 1, Section 2 of the Constitution of the American Association for Teaching and Curriculum states that the purpose of the organization shall be:

To constitute a national learned society for the scholarly field of teaching and curriculum (teaching is the more inclusive concept; curriculum is an integral part of teaching--the "what to teach" aspect). In the larger universities, faculty members identified with this field of scholarly study typically affiliated with departments of curriculum and instruction, teacher education, and elementary and secondary education.

To promote the scholarly study of teaching and curriculum, all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum shall be encouraged.

The Fourth Annual Conference of AATC is dedicated to advancing the concepts of the organization and its purposes.

*The Fourth Annual Conference
of the American Association of
Teaching and Curriculum*

University Place Hotel and Conference Center

*On the Campus of Indiana University-Purdue
University Indianapolis*

Indianapolis, Indiana

At University Place a world-class conference center and a 278-room AAA Four-Diamond hotel merge into one facility to become an environment for achievement.

It is a place where corporate executives strategize, academic leaders plan for the 21st century, associations exchange ideas, medical organizations hear of new discoveries, computer companies train, government officials listen to opinions and community leaders honor their leaders.

The focus at University Place is on making conferences successful. There is an emphasis on amenities, details, and service that allows meeting planners and attendees to concentrate on the content of their sessions.

Officers of the American Association of Teaching and Curriculum

President: Sylvia Hutchinson, University of Georgia, G-3 Aderhold Hall, Athens, Georgia 30602-7103
e-mail: smchutch@uga.cc.uga.edu

President-Elect: William E. Segall, Oklahoma State University, Stillwater, OK, 74978-4038
e-mail: wes@dokway.okstate.edu

Vice-President: Ann Converse Shelly, Ashland University, Ashland, Ohio 44805
e-mail: ashelly@ashland.edu

Past-President: Francis P. Hunkins, University of Washington, 115 Miller Hall DQ12, Seattle, WA 98195
e-mail: asker@u.washington.edu

Secretary-Treasurer: O.L. Davis, Jr., The University of Texas, 6014 Tonkawa Tr., Georgetown, TX 78628
e-mail: oldavisjr@mail.utexas.edu

Now Marcella Kysilka

AATC Conference Schedule

Thursday, October 16

8:00-5:00 Registration

Refreshments will be available from 9:30 until 5:00

10:00-11:30 General Session

Lunch (on your own)/
Executive Committee Meeting

1:00-3:50 Concurrent Sessions (1-9)

4:00-5:30 Business Meeting

6:00-7:00 Reception (cash bar) *Indiana Ballroom*

7:00-9:00 Banquet *←*

Friday, October 17

8:00-5:00 Registration

Refreshments will be available from 7:30 until 4:30

8:30 to 11:45 Concurrent Sessions (13-18)

Lunch (on your own)

1:00-4:50 Concurrent Sessions (19-28)

Saturday, October 18

8:00-9:00 Registration

8:00-11:50 Concurrent Sessions (29-36)

12:00-2:00 Luncheon

2:00-3:00 Executive Meeting

THE CONFERENCE PROGRAM

Thursday, October 16, 1997

8:00 to 5:00 Registration

10:00-11:30

GENERAL SESSION

ROOM 118

Welcome to AATC
Presiding Officer: Ann Shelly
Vice President AATC
Ashland University, Ashland, Ohio

Playing in Spaces Defined by Important Questions
Francis P. Hunkins, Past-President, AATC
University of Washington, Seattle, Washington

*narrow questions →
narrow...*

Lunch (on your own)/
Executive Committee Meeting

1:00-1:50

Session 1 Room ²³236

Paper Presentations

Honors and Advanced Placement: Mathematics on the Block--Elizabeth Howard, Arizona State University West

The effects of block scheduling on teachers and student achievement in a magnet high school

Eight Graders as Test Writers: A Look at Constructing Knowledge about Testing Jeanne L. Tunks, Southern Methodist University

Eighth grade students gain insight into testing by constructing test items

Session Chair/Discussant: Barba Patton, University of Houston, Victoria

1:00-1:50

* Session 2 Room 231

Paper Presentations

Multiple Intelligence, Mythopoetics, and Metaphors: Why Dance is Curriculum and Instruction--James Birch, Kent State University, Ashtabula

An examination of the relationship between multiple intelligences, mythopoetics and metaphor to dance as an integrating agent of curriculum and instruction

Modeling Process Writing--Kathleen M. Filkins, Donna S. Wasson, University of Southern Indiana

Using process writing in preservice education to improve writing and pedagogical

understanding

_____ Session Chair/Discussant: John M. Lunstrum, Florida State University _____

1:00-1:50

Session 3 Room 226

Paper Presentations

Students' Perceptions of Professors: Interpersonal Teaching Behaviors and Instructional Design--
Wade Smith, Texas Technological University

A discussion of the development of an instrument that can assess students' perceptions of professors' interpersonal teaching behaviors.

Demons of Change--Ann C. Shelly, Ashland University

An analysis of education administrators' reaction to change

_____ Session Chair/Discussant: Dan Marshall, Pennsylvania State University _____

2:00-2:50

Session 4 Room 236

Issues and Ideas

How Do Stories Teach? --Robert Boostrom, University of Southern Indiana

An examination of the nature of stories and how we should use them in teaching

_____ Chair: O.L. Davis, Jr., University of Texas at Austin _____

2:00-2:50

Session 5 Room 231

Issues and Ideas

Questions of Quality: Uses and Abuses of TQM in Education--Alan Garrett, Eastern New Mexico University

This session will address basic ideas related to total quality management (TQM) and potential uses and limitations of TQM in educational settings

_____ Chair: Ron Wilhelm, University of North Texas _____

2:00-2:50

Session 6 Room 226

Issues and Ideas

Students with Special Needs Say, "Look at Me--Listen to Me!"--Richard Gallian, University of North Texas

Resolution of confusion over infusion and inclusion

_____ Chair: William E. Segall, Oklahoma State University _____

4:00-5:30

Business Meeting

Room 231

6:00-7:00	Reception (CASH BAR)	LOBBY
7:00 - 9:00	Banquet Presiding: William E. Segall President-Elect AATC Oklahoma State University Speaker: Robert Donmoyer The Ohio State University	BALLROOM

Friday, October 17, 1997

8:00 to 5:00 Registration

8:30-9:20

Session 10 Room ²³236

Paper Presentations

Fostering Learning: An "At-Risk" Parent's Contribution to Her Child's Literary Development--
Brenda P. Dixey, Oklahoma State University

A case study of a single, low income parent's influence in her children's literary development

Preservice Teachers' Perspectives on Teaching Children At-Risk of Failing to Learn to Read --
Carol J. Hopkins, Susan L. Nierstheimer, Purdue University

An examination of preservice teachers' beliefs about at-risk learners

Session Chair/Discussant Jane Hogan, SUNY, Geneseo

8:30-9:20
Session 11 Room 231

Issues and Ideas

The Use of Political Cartoons by Elementary and Secondary Students to Construct Historical Meaning—Carol Klages, Shana Pate, The University of Texas at Austin

An analysis of elementary and secondary students' interpretations of political cartoons

Chair: Burga Jung, Texas Technological University

8:30-9:20
Session 12 Room 208

Issues and Ideas

Beyond \$\$, What Price Do Teachers Pay for Implementation of a New District-Wide Textbook Series?—Martha Combs, University of Nevada, Reno

An examination of the effect of textbook adoption on continued curriculum development and instructional improvement in reading/language arts programs in elementary schools

Chair: Charyl Tabscott, Rock Lake Middle School, Florida

9:30-10:20 ²³
Session 13 Room 236

Paper Presentation

National Identity and the Curriculum: A conversation —O.L. Davis, Jr., The University of Texas at Austin

An exploration of the dimensions of national identity and attributed and their relationship to the American school curriculum

Session Chair/Discussant: Steve Fain, Florida International University

9:30-10:20
Session 14 Room 231

Paper Presentations

The Scream, American Gothic, and Two Hundred Campbell's Soup Cans: Art as it Validates Diversity in Preservice Education—James Loomis, Kent State University, Ashtabula

This paper employs art as a means for introducing the notion of of diversity as an essential component of Preservice education

"Blues" as a Metaphor for Curriculum Development—Rick Brenault, University of Indianapolis

Using recordings and curriculum samples, the blues are offered as a metaphor for curriculum development

Session Chair/Discussant: Don Jones, SUNY, Geneseo

9:30-10:20
Session 15 Room 208

Paper Presentations

An Analysis of the Debate Over Multicultural Education in Social Studies--John P. Lunstrum,
Florida State University

An objective analysis and clarification of the major arguments over the introduction
of multicultural education into the social studies curriculum

A Case Study in Multicultural Curriculum Development: Hilda Taba's Intergroup Education Project--
Mark Isham, Eastern New Mexico University

An examination of the processes and principles followed in the development of the
Intergroup Education Project of 1945-1951

Session Chair/Discussant: Karen Riley, Auburn University, Montgomery

10:30-11:20
Session 16 Room 236

Ideas and Issues

Cybercamp: An Approach to Professional Development in Educational Technology--Steve Hawley,
Hamilton/Clermont Cooperative Association of Boards of Education, Ohio

This presentation will share the model, approach, activities, and results of the
Cybercamp program

Chair: Mark Geary, Indian Trails Middle School, Florida

10:30-11:20
Session 17 Room 208

Paper Presentation

Character Education-Reform and Reconceptualization: Can An American Tradition Sustain in Post-Modern Times?--Steve Fain, Florida International University

An investigation into teacher effectiveness as visioned through interactivity with
students and its affect on their cognitive and affective learning

Session Chair/Discussant: Ron Wilhelm, University of North Texas

10:30-11:45
Session 18 Room 231

Symposium

Technology in the Classroom--Mark Isham, Eastern New Mexico University; Charyl Tabscott, Rock
Lake Middle School, Florida

An examination of how infusion of technologies affect teaching and learning in the
language arts classroom

Chair: Dan Marshall, Pennsylvania State University

Lunch
(On your own)

1:00-1:50
Session 19 Room 236

Ideas and Issues

Assumptions, Values and Beliefs: Reflective Strategies in the University Classroom--Judy Pollak, Cyndi Giorgis, University of Nevada, Las Vegas

An exploration of the constructionist viewpoint regarding assumptions, values, and beliefs and modeling of reflective strategies for teacher educators.

Chair Anna Wilson, North Carolina State University

1:00-2:50
Session 20 Room 231

Symposium

Foshay's Curriculum Theory Matrix: A Critique--Dan Marshall, Pennsylvania State University; Marcella L. Kysilka, University of Central Florida; O.L. Davis, Jr., The University of Texas at Austin; William Wraga, The University of Georgia

An examination of Foshay's matrix of purpose, practices and substances and their relationships as part of curriculum theorizing

Chair: Jennifer Deets, The University of Texas at Austin

1:00-1:50
Session 21 Room 208

Ideas and Issues

Writing Cases: Developing Preservice Teachers' Reflections on Inclusion--Patti Fagin, Kate Hubbard, Stephanie Kurtt, University of North Carolina, Greensboro

An explanation of how cases were used to sensitize preservice teachers to issues surrounding inclusion

Chair: Ann Shelly, Ashland University

2:00-2:50
Session 22 Room 236

Issues and Ideas

Understanding Curriculum Theorizing Through the Use of a Conceptual Matrix --Donna Mathis, Dorothy Huenecke, Georgia State University

An examination of the nature of stories and how we should use them in teaching

Chair: Richard Gallian, University of North Texas

2:00-2:50
Session 23 Room 208

Issues and Ideas

Technology and Teaching: Some Cautionary Notes--Alan Garrett, Eastern New Mexico University;
Wes Null, Pflugerville Middle School, Texas

This session will address uses and limitations of technology in the classroom,
encouraging participants to consider technology as a potential means to a variety of
ends and not an end in itself

----- Chair: Steve Hawley, Hamilton/Clermont Cooperative Board, Ohio -----

3:00-3:50
Session 24 Room 236

Paper Presentations

"Mi Carmen, Su Carmen"--Jeanne Tunks, Southern Methodist University

Integrating opera into the curriculum creates real-life connections for Junior High
School students

The "Important" Foreign Language Standards--Jennifer Deets, University of Texas at Austin

An examination of the effects of community planning on elementary students' test
scores

----- Session Chair/Discussant: Charyl Tabscott, Rock Lake Middle School, Florida -----

3:00-4:50
Session 25 Room 231

Symposium

Using ERIC to Enhance Professional Practice--Laura Pinhey, Matthew Paris, ERIC Clearinghouse for
Social Studies

This presentation will familiarize educators with the many classroom and professional
applications and benefits of the ERIC system

----- Chair: Mark Geary, Indian Trails Middle School, Florida -----

3:00-3:50
Session 26 Room 208

Paper Presentations

Professionalism (for the professionally young)--Barba Patton, University of Houston, Victoria

The professionally wise elaborate on just what makes or breaks the professionally
young

Primary Mathematics: What Preservice Elementary Teachers Believe Should be Taught and How-
-Margaret Scott, Oklahoma State University

An examination of preservice elementary teachers beliefs about the curriculum and
teaching of primary mathematics

Session Chair/Discussant: Gretchen Schwarz, Oklahoma State University

4:00-4:50

Session 27 Room 236

Issues and Ideas

The 1921 Tulsa Race Riot: Two Histories--William Segall, Oklahoma State University; Anna Wilson, North Carolina State University

The purpose of this session is to identify the cultural focus that fostered African American and Euroamerican historical interpretations of the 1921 Tulsa race riots

Chair: Karen Riley, Auburn University at Montgomery

4:00-4:50

Session 28 Room 208

Issues and Ideas

Hope for the Hopeless...Help for the Helpless--Richard Gallian, University of North Texas
An examination of the changing perceptions and behaviors of young "wannabees" before they become lost

Chair: Jennifer Deets, University of Texas at Austin

Saturday, October 18, 1997

8:00 to 9:00 Registration

8:00-8:50

Session 29 Room 236

Paper Presentation

How Can Aesthetics Bring Meaning to Curriculum and Teaching --Dorothy Huenecke, Georgia State University

Aesthetics brings new meanings to curriculum and teaching by focusing on present possibilities rather than future outcomes

Session Chair/Discussant James Loomis, Kent State University, Ashtabula

8:00-8:50

Session 30 Room 231

Issues and Ideas

Personal Maps: Connecting Students and Geographical Journeys and Cultural Experiences with Teaching--Judy Pollak, Nancy Gallavan, University of Nevada, Las Vegas

This session outlines the effectiveness of personal maps linking students' pasts with their teaching futures

Chair: William Segall, Oklahoma State University

9:00-9:50
Session 31 Room 236

Issues and Ideas

Philosophy and Curriculum Studies: A Reconsideration of a Foundations Perspective--J. Randall Koetting, University of Nevada, Reno

The study of philosophy provides a framework for educational inquiry that is foundational, diverse, critical

Chair: Karen Riley, Auburn University, Montgomery

9:00-9:50
Session 32 Room 231

Issues and Ideas

Electronic Enhancement: Paradigms, Problems and Possibilities

Marcella L. Kysilka, University of Central Florida; Mark Geary, Indian Trails Middle School, Florida

Experiences in using electronic enhancement to cope with large class size in a graduate curriculum

Chair: Ron Wilhelm, University of North Texas

9:00-9:50
Session 33 Room 208

Issues and Ideas

Unmasking the Pain of Prejudice: A Discussion of Sensitive Terminology--Anna Wilson, North Carolina State University; William Segall, Oklahoma State University

A discussion of the ramifications of studying and writing about a very sensitive topic, race/ethnicity, in a particular unique historical period

Chair: Wade Smith, Texas Technological University

10:00-11:50
Session 34 Room 236

Symposium

Viewing the Wording of a Field-Based Teacher Education Program Through Multiple Lenses--Lynn Freeman, Cynthia Henry, University of Houston

Unanticipated insights from a field director, clinical professor, methods professor, and graduate assistant are shared

Chair: Janice Nath, University of Houston

10:00-11:50
Session 35 Room 231

Symposium

Professionalism --Susan Nierstheimer, Carol Hopkins, Purdue University; Joyce Reed, Ken Jerich, Anita Bohn, Illinois State University

An exploration of means for developing professional commitment in preservice and practicing teachers

Chair: Barbara Stern, Randolph-Macon Women's College

10:00-11:50
Session 36 Room 208

Symposium

Constructionism: The Best Approach for the Next Millennium?--Jane Hogan, Phillips Van Fossen, SUNY, Geneseo; Genevieve Manset, Indiana University; Ann Shelly, Ashland University

Professors in elementary, secondary, and special education consider the role of constructionism in preservice teacher education

Chair: Don Jones, SUNY, Geneseo

12:00-2:00

BALLROOM

Luncheon

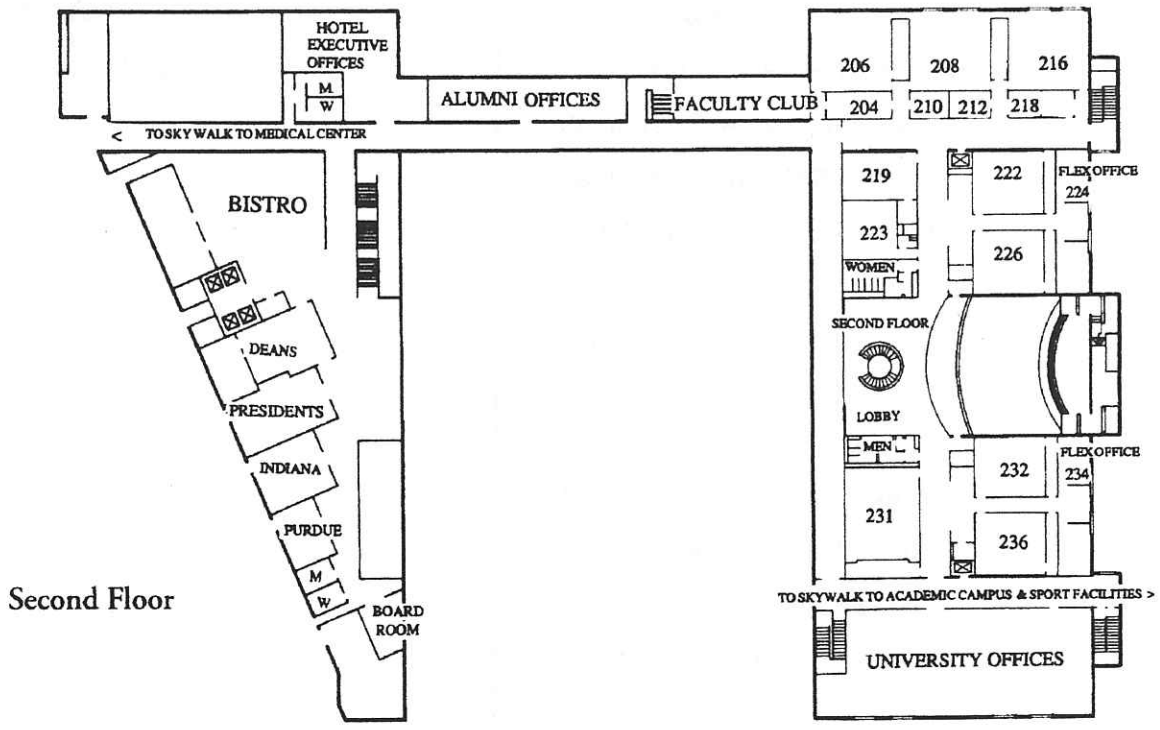
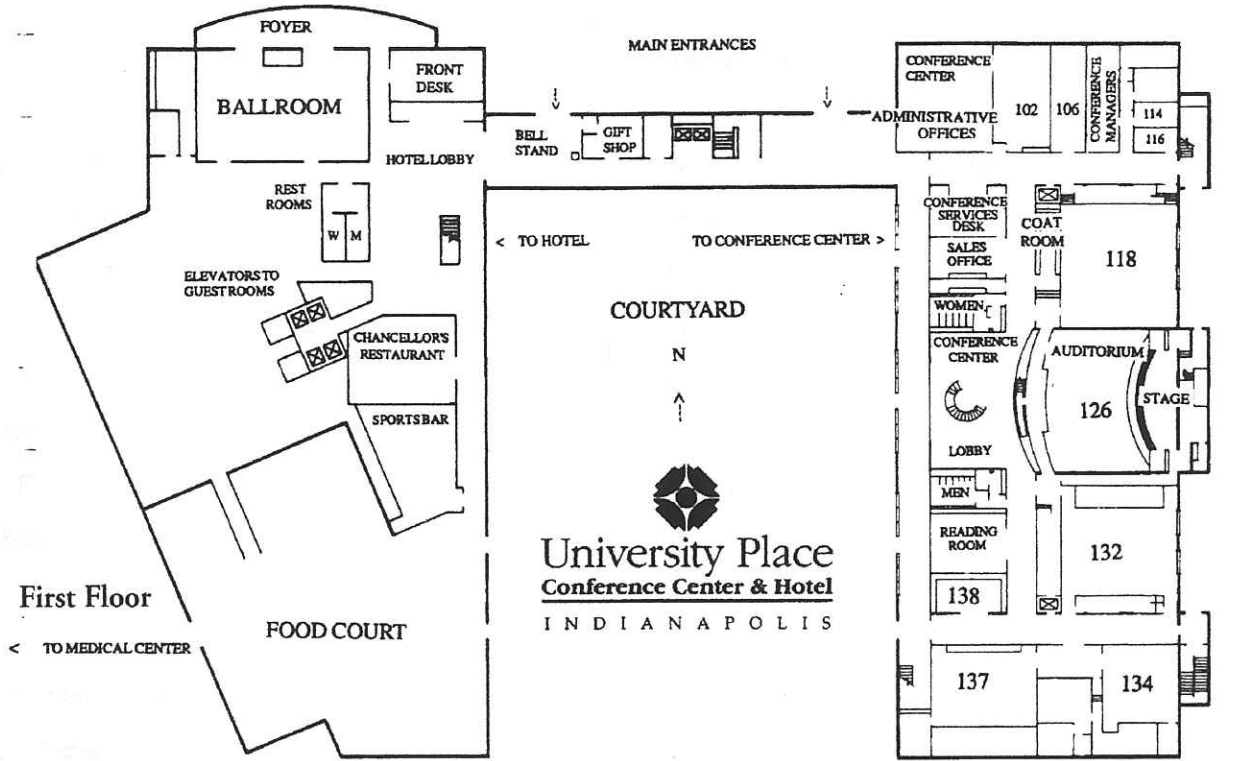
Presiding: William Segall, President-Elect, AATC
Oklahoma State University
Ann C. Shelly, Vice-President, AATC
Ashland University

Speaker: Burga Jung
Texas Technological University

2:00-3:00

EXECUTIVE COMMITTEE MEETING

Room 236



Conference Participants

Session #; C=Chair; P=Presenter; S= Speaker

Birch, James 2P
 Bohn, Anita 35P
 Boostrum, Richard 4P
 Brenault, Rick 14P
 Combs, Martha 12P
 Davis, O.L., Jr. 4C, 13P, 20P
 Deets, Jennifer 20C, 24P, 28C
 Dixey, Brenda 10P
 Donmoyer, Robert Banquet S
 Fagin, Patti 21P
 Fain, Steve 13C, 17P
 Filkins, Kathleen 2P
 Freeman, Lynn 34P
 Galavan, Nancy 30P
 Gallian, Richard 6P, 22C, 28P
 Garrett, Alan 5P, 23P
 Geary, Mark 16C, 25C, 32P
 Giorgis, Cyndi 19P
 Hawley, Steve 16P, 23C
 Henry, Cynthia 34P
 Hogan, Jane 10C, 36P
 Hopkins, Carol J. 10P, 35P
 Howard, Elizabeth 1P
 Hubbard, Kate 21P
 Huenecke, Dorothy 22, 29C
 Hunkins, Francis Gen.. Session S
 Isham, Mark 18P, 15P
 Jerich, Ken 35P
 Jones, Don 14C, 36C
 Jung, Burga 11C, Lunch S
 Klages, Carol 11P
 Koetting, J. Randall 31P

Kurtts Stephanie 21P
 Kysilka, Marcella 9P, 20P, 32P
 Loomis, James 8C, 14P, 29C
 Lunstrum, John P. 2C, 15P
 Manset, Genevieve 36P
 Marshall, Dan 3C, 7C, 18C, 20P
 Mathis, Donna 22P
 Nath, Janice 34C
 Nierstheimer, Susan 10P, 36P
 Null, Wes 23P
 Paris, Matthew 25P
 Pate, Shana 11P
 Patton, Barba 1C 26P
 Pinhey Laura 25P
 Pollak, Judy 19P, 30P
 Reed, Joyce 35P
 Riley, Karen 9P, 15C, 27C, 31C
 Schwarz, Gretchen 7P, 26C
 Scott, Margaret 26P
 Segall, William 6C, 27P, 33P
 Shelly, Ann 3P, 21C, 36P
 Slater, Judith 8P
 Smith, Wade 3P, 8P, 33C
 Stern, Barbara 9P, 35C
 Tabscott, Charyl 12C, 18P, 24C
 Tunks, Jeanne 1P, 7P, 24P
 Van Fossen, Phillips 36P
 Wasson, Donna 2P
 Wilhelm, Ron 9C, 17C, 32C
 Wilson, Anna 19C, 27P, 33P
 Wraga William 20P