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

[Signature] 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

Lunch (on your own) /
Executive Committee Meeting

1:00-1:50  Paper Presentations
Session 1 Room 236

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  Paper Presentations
Session 2 Room 231

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. Fikins, Donna S. Wasson, University of Southern Indiana
Using process writing in preservice education to improve writing and pedagogical
1:00-1:50  
Session 3 Room 226  

**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  

**How Do Stories Teach?**—Robert Boostrum, 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  

**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  

**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
Reception
(CASH BAR)

Banquet

Presiding: William E. Segall
President-Elect AATC
Oklahoma State University

Speaker: Robert Donmoyer
The Ohio State University

Friday, October 17, 1997
8:00 to 5:00 Registration

8:30-9:20
Session 10 Room 236

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. Niertheimer, 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 Kigated, 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 S$, 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  
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 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
1:00-1:50
Session 19 Room 236

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

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

Writing Cases: Developing Preservice Teachers’ Reflections on Inclusion—Patti Pagin, Kate Hubbard, Stephanie Kurtts, 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 238

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

Technology and Teaching: Some Cautionary Notes—Alan Garrett, Eastern New Mexico University; Wes Null, Pfugerville 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

"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 Tabbott, Rock Lake Middle School, Florida

3:00-4:50
Session 25 Room 231

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

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

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**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
Issues and Ideas

9:00-9:50
Session 31 Room 236

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

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

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 Niersteheimer, 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

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

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
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