

# *Welcome to AATC and Orlando*

And, to our returning participants, welcome back! As you look around the Harley Hotel, you will see great changes under way as a part of the total renovation of the hotel. We had hoped for completion in time for our conference but no such luck. In Orlando, we have learned to live with the interference of construction while at the same time enjoying the excitement of growth and change. As you walk outside the hotel, look up and see the new additions to the skyline. The downtown area, home of the Harley, is making a marvelous comeback. Orlando may gain fame soon as something beyond the home of a famous mouse.

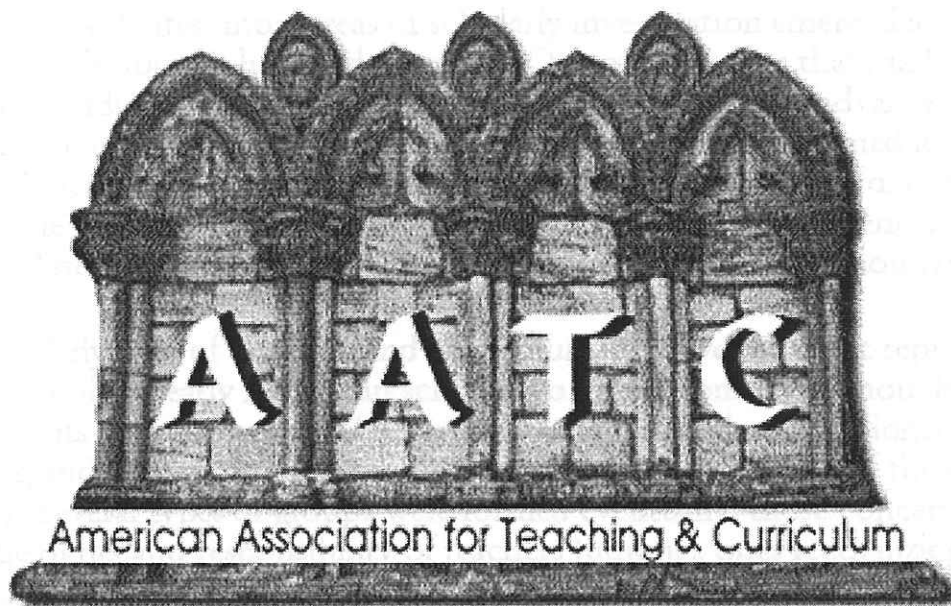
In addition to new attractions, particularly designed for the evening hours, at Disney and Universal Studios, the Downtown area has everything from good restaurants, jazz and other music, live theater, a modern library to parlors for tattooing and body-piercing. Most of our general shopping spots and our museums are out of the downtown district, but some are only a short distance away. Ask our local members or the hotel staff for suggestions and possibilities for transportation for any of your interests.

Orlando maintains much of its small town graciousness and its history in Eola Park at the east end of the hotel. For jogging, strolling, or resting, the Park is the place to go. There is an outdoor Cafe with sandwiches, drinks, and ice cream. There are Swan Boats to rent and peddle around the lake. The original boats were there many years earlier when the Orlando Pythian 30 piece Band played for the strollers and the Police Department arrived at 4:00 to feed the ducks and swans, much to the delight of both children and adults. There are still swans and ducks who will be happy for any birdseed you might like to share.

The land and lake were the home of Jacob Summerlin and family in the 1800s. He was known as the "Cattle King" and was a founding father of Orlando. By 1884, he had built a bathhouse, "fitted out tastefully for gents and ladies with changing rooms, a parlor, and reading room". The land was given to the city for a park in 1892 and a street one block east of the park was named for Mr. Summerlin. No one knows, for sure, the origin of the name Eola (or Orlando, either, for that matter) but the strongest data seems to support that Eola was a friend of the Summerlin sons, but no one ever found her to confirm that.

There is a band shell and an amphitheater for performances as well as ceremonial occasions, with over 300 marriages at the amphitheater last year. There is a Chinese Ting, a marble obelisk from our sister city in Taiwan, a monument for the Confederate heroes of the Civil War. The latest addition is the Millennium Count-down Clock (you can't miss it if you look south), a Disney contribution. There will soon be a World War II Memorial in the northeast corner of the park. The most famous landmark is the Centennial Fountain turned on in 1957, recycling lake water, high in the air with four colors now computer controlled. It was designed to be "the largest, most impressive, illuminated fountain in the South". There is no doubt that its splendor has been surpassed by many other fountains, but to the people of Orlando and surrounding towns, it still is inspiring.

Let us know how we can help you enjoy your stay. A special tip for you, in you want to sound "local", natives pronounce Orlando as if it ended in an "a" and you should check with someone before trying to pronounce the name of a neighboring town, Kissimmee!



The base of the logo for AATC is the arch, an architectural form seen in academic buildings from the early historically revered institutions to the strikingly modern ones of today. The arch symbolizes continuity, in the case of AATC, the continuity of learning both through time and bridging the differing academic disciplines, the “walls” of academia. Standing and looking through arches gives a sense of unity and continuity allowing an unlimited vista free from obstructions whether looking forward or backwards in time or space.

The arch is also noted for its strength in supporting the weights of the walls and overhead structures dependent upon it. The arch seems the ideal symbol for AATC as it seeks to look to the future, studying the learnings from the past and present, uniting the elements of teaching within a curriculum.

## The American Association for Teaching and Curriculum

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. Examples of the newly formed 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 formation of the early American scholarly organizations, 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. Several types of groups were formed eventually, those concerned primarily with the rights and responsibility of teachers (unions), ones recognizing honor performance (e.g., Kappa Delta Pi) and organizations whose members interests are primarily K-12 content and methods (e.g., ASCD, IRA) or had a narrow focus in one field of education, such as philosophy or educational policy.

An important historical event in the development of organizations dealing with 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 AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study, 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. Jack Laska, became the first secretary-treasurer of AATC.

The purpose of the organization as originally defined in Article 1, Section 2 of the AATC Constitution:

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 Sixth Annual Conference is dedicated to advancing the concepts of the organization and its purpose.

# Executive Committee The American Association for Teaching and Curriculum

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(3 yrs.)

# AATC Conference Schedule

## Thursday, October 7

8:00-3:00 Registration  
(Limited numbers of Luncheon and Dinner tickets  
are available at the AATC Registration Desk)

9:00-10:15 Executive Committee Meeting

10:30-11:30 Opening Session

Lunch  
(on your own)

1:30-5:15 Concurrent Sessions (1-12)

5:30-6:30 Reception (Cash Bar)

1:30-2:30 mine  
2:40-3:40  
discussant

## Friday, October 8

7:30-10:00 Registration  
(Refreshments provided in the meetings area)

8:00-12:15 Concurrent Sessions (13-24)

Lunch  
(on your own)

1:30-5:15 Concurrent Sessions (25-34)

7:00-9:00 Dinner  
Michael Apple, Speaker

8:00-9:30  
Richard

10:50-11:50  
discussant

9:40-10:40  
conversation

## Saturday, October 9

8:00-10:40 Concurrent Sessions (35-42)

10:50-11:50 Business Meeting

12:00-2:00 Luncheon  
Steven Selden, Speaker

2:30-3:30 Executive Committee Meeting

Work desk!

Symposia are scheduled for longer periods of time than other sessions, so please check the Program for exact times



## *Curriculum Conversations*

### *A New Feature of the 1999 Conference*

One of the goals of AATC is to maintain a closeness between members, between attendees and presenters, novices and recognized leaders. That goal was the basis for our new feature, *Curriculum Conversations*. *Conversations* are opportunities to meet and chat informally with individuals who have earned recognition in the study of curriculum and teaching and have had an active role in developing and supporting AATC. Attending a conversation, scattered throughout the program schedule, will give you a chance to make new friends, share ideas, add to your networking, interact with people about whom you have only heard or read, or to renew old friendships

**Admission is by special no-cost ticket.** The purpose of the "ticketing" is to limit the number of participants to maintain the ideal of conversation rather than lecture and questions. Tickets for any session are available at the AATC Registration Desk. All sessions will be in the **Board Room**, located in the hallway leading to and from the hotel's front desk/lobby area.

Session 4 Susan Brown — *Writing for Publication*  
Editor, *AATC Journal*

Session 8 Francis Hunkins — *Shared Journeys*  
University of Washington

Session 12 Wilma Longstreet — *Futures in Curriculum*  
University of New Orleans

Session 16 Ann C. Shelly, William Segall, Steve Fain — *AATC: The Future*  
Past, Present, and Future Presidents of AATC

Session 20 Robert Donmoyer — *Thinking About and Doing Research in*  
*an Era of Paradigm Proliferation*  
The Ohio State University

Session 24 Dan Marshall — *Curriculum's Cornucopia*  
Pennsylvania State University

Session 28 Edmund Short — *Guidelines for Modifying Curriculum*  
University of Central Florida

Session 38 O. L. Davis, Jr. — *Continuing Crises in Curriculum*  
The University of Texas at Austin

# THE CONFERENCE PROGRAM

**Thursday, October 7, 1999**

8:00 to 3:00 Registration

9:00-10:15

Executive Committee Meeting

VIP Suite

10:30-11:30

West Eola Ballroom

## OPENING SESSION

Welcome to AATC

Presiding: Marcella L. Kysilka, Executive Secretary of AATC  
University of Central Florida

*The End of the Age of Tolerance*

Opening address: William Segall, President of AATC  
University of Oklahoma

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Lunch (on your own)

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1:30-2:30

Session 1 East Eola Ballroom

Issues and Ideas

***Can Research Inform What Schools Teach ?*** — David Flinders, Indiana University

How recent trends in qualitative research and curriculum theory offer new approaches to the study of lesson content.

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Facilitator: Steve Fain, Florida International University

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1:30-2:30

Session 2 Carlton Room

Issues and Ideas

***Urban Residency: New teacher Induction***—Lee Cross and Carolyn Hopp, University of Central Florida

3:50-5:15

Session 9 East Eola Ballroom

Symposium

***Portfolio Performance Assessment from a Wholetheme Educational Psychology Perspective*** — Asghar Iran-Nejad, Organizer, University of Alabama

Portfolio construction based on the principles of wholetheme educational psychology and the theory and multiple facets of its assessment power.

**Wholetheme Educational Psychology Principles**—Asghar Iran-Nejad, University of Alabama

**Assessing the Reliability of Multiple Performance Facets of Wholetheme Learning Portfolios**—Asghar Iran-Nejad, Jeffrey Choron, Michael Crowson, William P. Derryberry, Patricia Neal and Gopakumar Venugopalal, University of Alabama

**Evaluating the Validity of the Wholetheme Learning Portfolio**—Jeffrey Choron, Patricia Neal, and Asghar Iran-Nejad, the University of Alabama

**The Relationship between Metaphoric Language, Personalization, and Learning Concepts in the Wholetheme Learning Portfolio**—Patricia A. Neal, Jeffrey Choron, and Asghar Iran-Nejad, University of Alabama

**Wholetheme Learning Portfolio as a Tool for Increasing Growth of Self-Efficacy in Students**—Michael Crowson, William P. Derryberry, and Asghar Iran-Nejad, University of Alabama

**The Relationship Among Multiple Sources of Learning as Evidenced in the Wholetheme Learning Portfolio**—Gopakumar Venugopalal, Jorge Correa, and Asghar Iran-Nejad, University of Alabama

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Chair/Discussant: Jenefer Husman, University of Alabama

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3:50-4:50

Session 10 Carlton Room

Paper Presentations

***Military Experience and Its Relation to Success in Teaching*** —Jennifer Deets, University of Central Florida

Preliminary findings of an ethnographic study into the descriptions and evaluations of teachers with military experience.

***Provisionally-Certified Teachers: A Year of Research*** —Judy D. Butler and JoAnne Schick, State University of West Georgia



An induction program for provisionally-certified teachers, developed, and delivered collaboratively by a large urban district and a college of education.

Chair/Discussant: Lynn Burlbaw, Texas A & M University

**3:50-4:50**

**Session 11 West Eola Ballroom**

**Paper Presentations**

***Portfolios in a Field-based Program: Evolution of a Rubric for Performance Assessment*** —Babbette M. Morgan, University of Texas at Arlington

How the emerging research on performance assessment has brought about changes in a field-based teacher-preparation program; actual instruments will be shared.

***Block Scheduling and the Practice of Teaching*** —David Flinders and William Veal, Indiana University

*Contradictions etc. 4x4*

A collaborative study on the effects of block scheduling and how teachers view these effects within the context of their day-to-day work.

Chair/Discussant: Richard Cronk, Northeastern State Univ., Oklahoma

**3:50-4:50**

**Session 12 Board Room**

***Futures in Curriculum***

**A Curriculum Conversation with Wilma Longstreet, Univ. of New Orleans**

**5:30 -6:30**

**Reception  
(Cash Bar)**

**Ballroom Mezzanine**

Enjoy an evening in the Orlando area. In addition to the new well-publicized developments at *Downtown Disney* and *City Walk* at *Universal Studios*, The city itself has interesting places to explore. For the less adventuresome, Eola Park and its fountain across from the hotel offer a nice break from the conference.

**Friday, October 8, 1999**

**7:30-10:00 Registration**

**Refreshments Provided in Meeting Rooms Area**

**8:00-9:30**

**Session 13 East Eola Ballroom**

**Symposium**

***Building Professional Partnerships with Secondary Schools in Georgia: A Professional Development School Model*** —Richard D. Cronk, Northeastern State University, Oklahoma, and Dorothy R. Tonniss, University of St. Thomas, Minneapolis, MN

A higher education institution's collaborative efforts with four school districts to create a network of professional development schools for the design, implementations and evaluation of initial teacher preparation programs.

————— Chair/Discussant: Bruce Uhrmacher, University of Denver —————

**8:30-9:30**

**Session 14 Carlton Room**

**Issues and Ideas**

***Opening the Classroom Door***—Penelope Masden, Austin Peay State University, and Jeanne Fiene, Western Kentucky University

Improving student work through collegial yet critical reviews of student products and teacher instructional methods.

————— Facilitator: Steve Hawley, Wright State University —————

**8:30-9:30**

**Session 15 West Eola Ballroom**

**Paper Presentations**

***Schools and the Formation of Black Identity during the Civil Rights Movement*** — David Callejo-Pérez, Florida International University

Schools and the formation of Black identity during the Civil Rights movement: change and resistance in the South.

***The Influence of Cumulative Waves of Reform on a "Story of School": The Case of an African-American Campus*** —Cheryl Craig, Rice University

The story of a campus situated in the largest African-American community in the US is examined with respect to the different waves of school reform that have impacted how its story has been lived and told over time.

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

8:30-9:30

Session 16 Board Room

**AATC: The Future**

A Curriculum Conversation with Ann C. Shelly, William Segall, Steve Fain  
Past, Present and Future Presidents of AATC

9:40-10:40

Session 17 East Eola Ballroom

Paper Presentations

***Putting the Pieces Together: Portfolios for Preservice and Practicing Teacher  
that Demonstrate Reflection and Effective Classroom Practices*** —Andrea  
DeBruin-Parecki and Donald Schmits, University of Northern Iowa

A means of constructing teacher portfolios while in college and the value of  
maintaining them in future practice.

***Portfolios: Reflection Opportunities for Freshmen Seminar Students*** —Debbie  
Hahs, University of Alabama

The details and description of using portfolios in a freshman seminar course  
with examples of student portfolios.

————— Chair/Discussant: William Segall, Oklahoma State University —————

9:40-10:40

Session 18 Carlton Room

Paper Presentations

***The Curriculum Worker: Transformative Leader in a Transactional World***  
— Stephen Fain and David Callejo-Pérez, Florida International University

The role of the curriculum worker in today's world.

***Consensus Dynamics in Practitioner Curriculum Deliberation*** — Mark J. Reid,  
Richarte High School, Georgetown, Texas

A framework for understanding the complexity of consensus as a goal in  
the real world curriculum deliberations of teachers.

————— Chair/Discussant: Francis Hunkins, University of Washington —————

9:40-10:40

Session 19 West Eola Ballroom

Paper Presentations

***Appraising Pre-Service History Teachers' Conceptual Knowledge: When Two Worlds Collide!*** — Robert Martineau, Universite du Quebec a Trois-Rivieres

Evaluating the solidity and the relevance of pre-service history teachers' conceptual knowledge about history, learning, and teaching at the end of their B.Ed. programs.

***Differential Perceptions of Professorial Teaching Interactions by Masters and Doctoral Students in Their Research Classes*** — Wade Smith, Tennessee State University

Do masters and doctoral students perceive differing professorial teaching interactions from the same professor?

————— Chair/Discussant: Judith Slater, Florida International University —————

9:40-10:40

Session 20 Board Room

***Thinking about and Doing Reserach in an Era of Paradigm Prolification  
A Curriculum Conversation with Robert Donmoyer, The Ohio State Univ.***

10:50-12:15

Session 21 East Eola Ballroom

Symposium

***The Challenge of Selecting Curriculum Content*** — Francis Hunkins, The University of Washington; Patricia Hammill, Seattle Pacific University; O.L. Davis, The University of Texas at Austin; Marcella L. Kysilka, University of Central Florida; William Segall, Oklahoma State University; Bruce Uhrmacher, University of Denver

The challenges of selecting curriculum content, particularly in the next century.

————— Facilitator: Katherine Filkins, University of Southern Indiana —————

10:50-11:50

Session 22 Carlton Room

Paper Presentations

***The Effects of Modeling on ESL College Students' Learning in a Reading Class*** — Pi-Ying Hsu and William Lan, Texas Tech University

The effectiveness of peer modeling to aid reading teachers in improving ESL

students' reading achievement and self efficacy.

**Motivation for Second Language Learning** —Sharon Toomey Clark, California State University, San Bernardino

Exploration of how to use what we know about specific language learning motivations to develop effective second language curricula.

Chair/Discussant: Cheryl Craig, Rice University

10:50-11:50

Session 23 West Eola Ballroom

Paper Presentations

**Rethinking Urban Education**—Steve Hawley, Wright State University

Inner city youth actively engaged in learning to use technology as a communication skill demonstrate positive views for future success.

**Effects of Rephrasing Word Problems on Students' Mathematics Performance and Attitudes**— Jiang Ta, ... School District, Texas

How rephrasing or ... word problems affects ESL and native English speakers' performance and attitudes.

Chair/Discussant: Gretchen Schwarz, Oklahoma State University

10:50-11:50

Session 24 Board Room

**Curriculum's Cornucopia**

A Curriculum Conversation with Dan Marshall, Penn. State University

Lunch  
(on Your Own)

1:30-2:30

Session 25 East Eola Ballroom

Paper Presentations

**The Enduring Consequences of Teaching: Some Findings from a Longitudinal, Narrative Case Study**—Thomas Barone, Arizona State University

The enduring consequences of one teacher's pedagogy especially in the development of lifelong critical dispositions.

## ***Visual Sociology: Developing Reflective Praxis in Pre-Service Teachers***

— Robert A. Schultz, Texas Tech University

Explore Visual Sociology and experience the power of reflective praxis on teaching, learning, and curriculum development. After all, a picture is worth a thousand words!

\_\_\_\_\_ Chair/Discussant: Judith Slater, Florida International University \_\_\_\_\_

**1:30-2:30**

**Session 26 Carlton Room**

**Issues and Ideas**

***From Blue Collar Worker to White Collar Professional: How to Turn Curriculum Technicians into Curriculum Decision-Makers*** — Karen Riley, Auburn University Montgomery; Marcella L. Kysilka and Gail West, University of Central Florida; Barbara Slater Stern, James Madison University

Introduction of a system and guide for assisting with curriculum development; how to analyze textbooks as well as teacher developed units of instruction for quality.

\_\_\_\_\_ Facilitator: Terry Fogg, University of Minnesota, Mankato \_\_\_\_\_

**1:30-2:30**

**Session 27 West Eola Ballroom**

**Paper Presentations**

***Are Teacher Educators Asking the Correct Questions?*** — Lynn Burlbaw, Texas A & M University

Beginning teachers, contrary to popular belief, often outline career paths which anticipate their leaving the profession within five years. Have teacher education programs adequately factored this information into their accountability?

***Teacher Preparation and Renewal—A New Perspective: The University of Central Florida's Teaching Academy*** — George Pawlas, University of Central Florida

Preparing and renewing teachers to meet the challenges of the future, the focus of the UCF Teaching Academy, its development and its uniqueness.

\_\_\_\_\_ Chair/Discussant: Susan C. Brown, University of Portland \_\_\_\_\_

**1:30-2:30**

**Session 28 Board Room**

***Guidelines for Modifying Curriculum***

***A Curriculum Conversation with Edmund Short, Univ. of Central Florida***



2:40-3:40

Session 29 East Eola Ballroom

Paper Presentations

***The Erosion of Public Space*** — Judith Slater, Florida International University

Questions the individual's limited opportunity as spectator in the public space in dialogue that informs and clarifies educational issues.

***The Response of Traditional Public Schools to Charter Schools: A Case Study***

—Diane P. Patrick, University of Texas at Arlington

Can market-driven competition improve public education? Findings from this case study explain how some public schools are likely to respond to charter school competition.

————— Chair/Discussant: Steve Fain, Florida International University —————

2:40-3:40

Session 30 Carlton Room

Ideas and Issues

***Avoiding the Knock at the Door: Can Learning Disempower?*** —Manju Varma, University of Toronto

How to study the h... by the... s without traumatizing students;  
the role of teacher is... Presenter

————— Chair/Discussant: Judy Butler, State University of West Georgia —————

2:40-3:40

Session 31 West Eola Ballroom

Paper Presentations

***Going the Distance: The Problems and Possibilities of Electronic***

***Enhancement in a Graduate Curriculum Course*** —Mark Geary and Ruth Anne

Braddy, Orange County Schools, Florida; Marcella L. Kysilka, University of Central Florida

The implementation of on-line enhancement; perspectives of the professor, the student, and the instructional designer will be discussed.

***Using Doctoral Students as Internet Web-Masters*** —Larry C. Holt, University of Central Florida

This session will describe doctoral students' involvement in contributing to an enhanced web-site for a Curriculum and Instruction Ed.D. doctoral class.

————— Chair/Discussant: Steve Hawley, Wright State University —————

3:50-5:15

Session 32 East Eola Ballroom

Symposium

***The University: Educational Paradigms and Possibilities*** —Judy Slater, Steve Fain and David Callejo-Pérez, Florida International University; J. Randall Koetting and Martha Combs, the University of Nevada, Reno

\_\_\_\_\_ The potential to inform educational practice: university traditions, sources and leadership, and participants; critical discussion on future possibilities. \_\_\_\_\_

3:50-4:50

Session 33 Carlton Room

Paper Presentations

***The Learning Experiences of Five At-Risk Students: What They Say About How Their Learning Occurs*** —Kris Sloan, The University of Texas at Austin

Results of a constructionist inquiry focused on the learning experiences of at-risk, delinquent secondary students who had been placed in a juvenile justice alternative education program.

***Teaching Strategies for American Indian Students: Adapting Instruction to Culture*** —Elizabeth P. Beale, Auburn University Montgomery

A description of the development and implementation of the pre-service mentoring [program] for minority and non-traditional students in the area of Early Childhood Special Education at Auburn University Montgomery.

\_\_\_\_\_ Chair/Discussant: Ron Wilhelm, University of North Texas \_\_\_\_\_

3:50-4:50

Session 34 West Eola Ballroom

Paper Presentations

***Authentic Learning and Foundations of Education: Preservice Teachers' Learning Choices*** —Barbara Slater Stern, James Madison University

The use of authentic instruction strategy to enable students to bridge theory into practice as they study the history, philosophy, and sociology of American schooling.

***Theory into Practice: Actively Involving Graduate Students as Teachers and Learners*** —Charyl Tabscott, Rock Lake Middle School, Longwood, Florida

Graduate students selected, read, summarized, and critiqued journal articles on topics discussed in class and as a basis for the further class discussions, building on the work of Fred Newmann's "substantive conversations".

\_\_\_\_\_ Chair/Discussant: Susan C. Brown University of Portland \_\_\_\_\_

# Dinner

Presiding: William Segall, AATC President  
Oklahoma State University

## *Standards, Markets, and Inequality*

### Michael Apple

John Bascom Professor of Curriculum and Instruction and Educational Policy Studies, University of Wisconsin and the author of  
*Power, Meaning and Identity*  
*Cultural Politics and Education*

*Teachers and Texts: A Political Economy of Class and Gender Relations in Education*

7:00-9:00 P.M.  
Reflections Room

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## NOTES

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# Saturday, October 9, 1999

8:00-9:00 Registration  
Coffee Provided in Meeting Room Area

10840

8:30-9:30

Session 35 East Eola Ballroom

Paper Presentations

***The Theoretic Confronts the Practical: Teachers and Mandated Curriculum Reform*** —J. Wesley Null, The University of Texas at Austin

A classroom teacher followed six of his colleagues over a two-year period to determine each's reaction to state-mandated curriculum reform and how the theoretical advocacies were implemented; recommendations will be made for more efficacious curriculum reform.

***Effect of Perceptions of Instrumentality on Pre-Service Teachers' Achievement and Strategy Use on an Educational Psychology Class*** —Jenefer Husman and Mike Crowson, University of Alabama

Presentation addresses the relationship between pre-service teachers' perceptions of educational psychology as instrumental to future goals, self-reported effort, strategy use, and academic achievement.

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Chair/Discussant: Kay Allen, University of Central Florida

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8:30-9:30

Session 36 Carlton Room

Paper Presentations

***The Stories We Tell: Idealization and Control in the Classroom*** —Robert Boostrom, University of Southern Indiana

The nature and implications of pre-service teachers' attachment to stories of heroic teachers.

***Memories of Early Schooling Research*** —Kathryn Castle and Caren Bryant, Oklahoma State University

A summary of memory research done in a graduate class on teaching; suggestions for using memory research in programs to promote reflective teaching.

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Chair/Discussant: Barbara Slater Stern, James Madison University

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8:00-9:30

Session 37 West Eola Ballroom

Symposium

***Adolescent Historical Fiction and the Quest for Economic Understanding in the Seventh Grade Curriculum*** — Lynn Bailey, Joanne McNamara, and students, Discovery Middle School, Orange County, Florida

Description of a program which intended to promote economic education through the reading of adolescent historical fiction.

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Facilitator: Susan C. Brown, University of Portland

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8:30-9:30

Session 38 Board Room

***Continuing Crises in Curriculum***

**A Curriculum Conversation with O. L. Davis, Jr., University of Texas, Austin**

9:40-11:50

Session 39 East Eola Ballroom

Poster Sessions

***Implementation of Curriculum Change: Where Does the Grant Money Go?***

— Marilyn Eisenwine and Chen-Yo Janey Wang, The University of Texas at Austin

Results of a study reflect variations in the effective use of educational grant money; communications among policy makers, administrators, and teachers are paramount.

***Using the Internet for International Classroom Collaboration Projects*** — Tom Bayston, Jr., University of Central Florida

Free on-line resources for ideas and guidelines, finding collaboration partners, and creating safe, controlled collaboration environments for e-mail, forums, live chat rooms, and Web sites.

***Art Education for Literacy*** — Diane Cardarelli, University of Central Florida

The importance of Arts Education in the daily curriculum for the development of literacy, especially for at-risk students.

***Diversity: An Active Strengths Perspective*** — Cheryl Robinson and Mayra Holzer, University of Central Florida

Process-product research on teacher effectiveness will be reviewed and methodological issues addressed to elicit ideas for a better teacher effectiveness research paradigm.

***Service Learning: Impacting Student Development*** — Phyllis Ledbetter, University of Central Florida

Integration of Service Learning into the curriculum; highlighting two initiatives for at-risk students.

**9:40-10:40**

**Session 40 Carlton Room**

**Paper Presentations**

***E-Mail Interactive Journals about Curriculum Theory*** — Susan C. Brown, University of Portland and Marcella L. Kysilka, University of Central Florida

A project involving reflective pieces on curriculum concerns written by an undergraduate curriculum class and responded to by a doctoral curriculum class.

***So You Had a Good Day? Mentoring Preservice Teachers Via Electronic Mail*** — Shelly J. Hudson, Auburn University Montgomery

E-mail correspondence by a university supervisor facilitated the supervisor's role in supporting a preservice teacher from internship through her first year of teaching.

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

**9:40-10:40**

**Session 41 West Eola Ballroom**

**Ideas and Issues**

***Using Foshay's Curriculum Matrix as an Organizing Guide for Courses in Education*** — Jennifer Deets, University of Central Florida

A look at one way of organizing education courses in order to elicit comments and engage in discussion about content, structure, and presentation of courses.

————— Facilitator: Cheryl Craig, Rice University —————

**9:40-10:40**

**Session 42 Board Room**

**Issues and Ideas**

***Celebrating Diversity: Leading the Way in the 21st Millennium*** — Yasmeen Qadri and Margaret Boudierka, Muslim Academy of Central Florida, Orlando, Florida

The effect of cross-cultural experiences on the educational experiences of children, challenges for both American teachers and immigrant students.

————— Facilitator: Ron Wilhelm, University of North Texas —————



**10:50-11:50**

**Carlton Room**

**Business Meeting**  
**(Open to All Conference Participants)**

**12:00 - 2:00**

**Reflections Room**

**Luncheon**

**Presiding: Steve Fain, President-Elect, AATC**  
**Florida International University**

**The School Curriculum and the**  
**Construction of Race in America**

**Steven Selden**  
**Professor, University of Maryland**  
**Author of**  
***Inheriting Shame: The Story of Eugenics and Racism in America***

**2:30 - 3:30**

**Executive Committee Meeting**

**PRESENTORS (P), CONVERSATIONALISTS (CC),  
DISCUSSANTS (D) AND  
FACILITATORS (F) WITH SESSION NUMBERS**

Allen, Kay	35D	Flinders, David	1P, 11P
Apple, Michael	Dinner Speaker	Fogg, Terry	2P, 6P, 26F
Bailey, Lynne	37P	Gabriele, Anthony	7P
Barone, Thomas	25P	Geary, Mark	31P
Bayston, Tom, Jr.	39P	Glynn, Shawn	5P
Beale, Elizabeth W.	33P	Habs, Debbie	17P
Boostrom, Robert	36P	Hammill, Patricia A.	21P
Bouderka, Margaret	42P	Hawley, Steve	14D, 23P, 31D
Braddy, Ruth Anne	31P	Holt, Larry C.	31P
Brown, Susan C.	4CC, 27D, 34D, 37F, 40P	Holzer, Mayra	39P
Bryant, Caren	36P	Hopp, Carolyn	2P
Burlbaw, Lynn	5F, 10D, 27P	Hsu, Pi-Ying	22P
Butler, Judy D.	10P	Hudson, Shelly J.	40P
Callejo, David	15P, 18P, 32P	Hunkins, Francis	8CC, 18D, 21P
Cardarelli, Diane	39P	Husman, Jenefer	9D, 35P
Castle, Kathryn	35P	Iran-Nejad, Asghar	9P
Choron, Jeffrey	9P	Keehn, Kathy	6P
Clark, Sharon Toomey	22P	Koetting, J. Randall	32P
Combs, Martha	32P	Kysilka, Marcella L.	21P, 26P, 31P, 40P
Correa, Jorge	9P	Lan, William	22P
Craig, Cheryl	15P, 22D, 41F	Lawrence, Claudia	6P
Cronk, Richard	11D, 13P	Ledbetter, Phyllis	39P
Cross, Lee	2P	Longstreet, Wilma	12CC
Crowson, Michael	9P, 35P	McNamara, Joanne	37P
Culligan, Ann	6P	Marshall, Dan	24CC
Davis, O.L., Jr.	21P, 38CC	Martineau, Robert	19P
Debruin-Parecki, Andrea	7P, 17P	Masden, Penelope	14P
Deets, Jennifer	10P, 41P	Morgan, Babbette M.	11P
Dewberry, William P.	9P	Neal, Patricia A.	9P
Donmoyer, Robert	20CC	Null, James Wesley	35P
Eisenwine, Marilyn	39P	Onwuegbuzie, Anthony J.	7P
Fain, Steve	1F, 16CC, 18P, 29D, 32P	Patrick, Diane P.	29P
Fiene, Jeanne	14P	Pawlas, George	27P
Filkins, Kathleen	20F	Qadri, Yasmeen	42P

**PRESENTORS (P), CONVERSATIONALISTS (CC),  
DISCUSSANTS (D) AND  
FACILITATORS (F) WITH SESSION NUMBERS**

Reid, Mark J.	18P	Sloan, Kris	33P
Riley, Karen	3D, 26P, 40D	Smith, Marilyn	6P
Robinson, Cheryl	39P	Smith, Wade	7D, 19P
Schick, JoAnne	10P	Sperry, Tanya	7P
Schmits, Donald	17P	Stern, Barbara Slater	26P, 34P, 36D
Schultz, Robert A.	25P	Tabscott, Charyl	34P
Schwartz, Robert	7P	Tattner, Nancy	6P
Schwarz, Gretchen	3P, 6D, 23D	Tonniss, Dorothy R.	13P
Segall, William	Opening Address, 16CC, 17D, 21P	Uhrmacher, Bruce	13F, 21P
Selden, Steven	Luncheon Speaker	Varma, Manju	Canceled
Shelly, Ann C.	16CC	Veal, William	11P
Short, Edmund	28CC	Venugopalan, Gopakumar	9P
Slate, John	7P	Wang, Chen-Yo Janey	39P
Slater, Judith J.	19D, 25D, 29P, 32P	West, Gail	26P
		Wilhelm, Ron	15D, 33D, 42F

*Bruce — pres.*

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*Gerry Fogg  
Nancy Salamon  
Jeanne Tunks*

*Chair of program  
Judith*

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*Co-chair  
Jennifer Beets*

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# HARLEY HOTEL

