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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 responsibilities 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 education 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, or elementary and secondary education. Jack Laska became the first secretary–treasurer of AATC. AATC continues to produce scholarship in teaching and curriculum and serve the general public through its conferences, journals, and the interaction of its members.

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 Thirteenth Annual Conference is dedicated to advancing the ideals of the Association and its purpose.



Hyatt Charlotte

DIRECTIONS

From Charlotte/Douglas International Airport: Take airport freeway to Billy Graham Pkwy. South. Exit Coliseum/Tyvola Rd. and turn right. Tyvola turns into Fairview Rd. Turn left on Barclay Downs Drive and left on Carnegie Boulevard. Hotel is on left.



AATC Conference Schedule

13th Annual Meeting

Thursday, October 12, 2005



7:30-5:00 Registration
8:00-9:45 Executive Council Meeting—**Monarch Board Room**
10:00-11:00 Opening Session—**Cotillion Ballroom**



Welcome to AATC in Charlotte
 Dr. Lynne Bailey, Program Chair

Opening Address:
 Dr. William Veal, AATC President

11:00-5:30 Book Fair - **Citadel**
11:00-12:00 Breakout Sessions
12:00-12:50 Lunch on your own
1:00-5:30 Breakout Sessions
6:00 Reception—**Cotillion Ballroom**



Friday, October 13, 2005



7:30-5:00 Registration
7:30-9:00 Continental Breakfast—**Cotillion Ballroom Foyer**
8:00-9:00 Business Meeting—**Monarch Board Room**
9:00-5:30 Book Fair - **Citadel**
9:00-12:20 Breakout Sessions
12:20-1:20 Lunch on your own
1:20-5:40 Breakout Sessions
7:00 Dinner—AATC Banquet—**Queen's Court**
 Speaker: Michael Connelly

Book Sale following the banquet



Saturday, October 14, 2005



7:30-10:00 Registration
7:30-9:00 Continental Breakfast—**Cotillion Ballroom Foyer**
7:30-9:00 Professors of Curriculum Meeting—**Monarch Board Room**
9:00-12:10 Breakout Sessions
12:20-2:00 AATC Luncheon—**Cotillion Ballroom**
 Speaker: David Hansen
2:30-4:30 AATC Board Meeting—**Monarch Board Room**

Welcome

Thursday, October 12, 2006

- | | |
|--------------------|--|
| 7:30-5:00 | Registration |
| 8:00-9:45 | Executive Council Meeting—Monarch Board Room |
| 10:00-11:00 | Opening Session—Cotillion Ballroom

Welcome to AATC in Charlotte:
Dr. Lynne Bailey, Program Chair

Opening Address:
Dr. William Veal, AATC President

“The Angle of Incidence of Progressivism
in Rural Science Education” |
| 11:00-5:30 | Book Fair - Citadel |
| 11:00-12:00 | Breakout Sessions |
| 12:00-12:50 | Lunch on your own |
| 1:00-5:30 | Breakout Sessions |
| 6:00 | Reception—Cotillion Ballroom |

Breakout Sessions

Thursday, October 12, 2006

1.1 11:00-12:00 – Monarch Board Room

Kathie Good – Eastern New Mexico University

Kathy Peca – Eastern New Mexico University

Paper

The Hidden Hypocrisy of University Faculty Regarding On-line Instruction

Are higher education faculty hypocritical by offering on-line coursework while discounting the validity of on-online coursework during the tenure-track hiring process?

Erin Niemiec – West Virginia University

Paper

Middle School Teachers' Perceptions of the Online Number and Algebra Course Offered Through the Institute for Math Learning at West Virginia University

This study interviewed five middle school mathematics teachers in order to gain a better understanding of their perceptions of a mathematics course that they took via distance.

Moderator: Ahmed Abdulai

1.2 11:00-12:00 – Queen Charlotte

Jumanne Sledge – Oakland University

Pamela Morehead – Oakland University

Issues & Ideas

Teacher Leadership: Changing the Focus for Educational Leadership Programs

A new opportunity exists for schools of education as they transform current teacher education and educational leadership programs to value the essential work of teacher leaders.

Thursday, October 12, 2006

1.3 11:00-12:00 – Crown

Alan W. Garrett – Eastern New Mexico University
Issues and Ideas

Enriching School Board Members' Understandings of Curriculum

Participants will consider ways which enhance school board members' thinking about curriculum issues.

1.4 11:00-12:00 – Queen Victoria

Barbara Slater Stern – James Madison University
Karen Riley – Auburn University at Montgomery
Paper

Contrasts in Coeducation: Integrating Men into Women's Colleges

This presentation relates the story of increasing educational opportunity in Virginia by comparing the contrasting the approaches to coeducation at two previously all female normal schools from their founding within the context of the Virginia university system and its penchant for tradition, gender and racial segregation.

Barri Tinkler – Shepherd University
Paper

The Impact of Service-Learning on Pre-Service Teacher Perceptions of Diversity

This qualitative study explores the impact of a service-learning experience on pre-service teachers' understanding of and receptiveness to issues of diversity and social justice.

Moderator: Louise Allen

Lunch 12:00-12:55 – On Your Own

Thursday, October 12, 2006

2.1 1:00-2:00 – Monarch Board Room

Barba Patton – University of Houston-Victoria
Paper

Evaluation of Lesson Plans: Is the Internet Helping or Hindering the Pre-Service Teacher?

The quality of over 300 lesson plans was evaluated according to traditional lesson plan components. Internet-cited plans were compared to non-internet-cited plans.

Laurel Borgia – Western Illinois University
Paper

Meeting of Two Minds: Research-based Literacy Activities in Practice

This paper presents original research-based literacy activities for the novel, *The Tale of Despereaux*, that were implemented in a fifth-grade classroom.

Moderator: Rita Poimbeauf

2.2 1:00-2:00 – Queen Charlotte

Peggy Schimmoeller – Randolph-Macon Woman’s College
Lee Schimmoeller – Lynchburg College
Issues and Ideas

Experiential Learning in Management: Creating Junior/Senior Partnership Relationships between Management Classes

The proposed case-based curriculum is coupled with a linked-course reporting and assessment structure, which provides college students authentic application of business review practices.

2.3 1:00-2:00 – Crown

India Broyles – University of New England
Issues & Ideas

The Application of an Ethic of Care to Curriculum and Teaching

This session describes an advanced graduate seminar on the “The Ethics of Care” and analyzes student papers revealing personal applications to curriculum and teaching.

Thursday, October 12, 2006

2.4 1:00-2:00 – Queen Victoria

Jacqueline Bach – Oklahoma State University
Paper

Putting the Teacher-Making Process on Trial: The Early Field Experience Student

This study examines pre-service teachers' writing and discussions during an early field experience using Julia Kristeva's theory of subject-in-process / on trial.

Larry C. Holt – University of Central Florida
Paper

Teachers' Perceptions of Learning Tenets

Thirty teachers identified learning tenets and the one that was most usable to them in understanding how to approach teaching and learning in their classrooms.

Moderator: Richard Andrews

Thursday, October 12, 2006

3.1 2:05-3:05 – Monarch Board Room

Carol Klages – University of Houston-Victoria
Shana Pate - Texas State University – San Marcos
Paper

Social Studies Literacy: A Personal View from Teacher Candidates

Teacher candidates at two Texas universities wrote their personal social studies histories. An awareness of their social studies beliefs will be shared and discussed.

Carol Klages – University of Houston-Victoria
Jane Fry – University of Houston- Victoria
Barba Patton – University of Houston- Victoria
Paper

Reading the Mathematics Problem: Investigating Effective Reading Strategies for Mathematical Computation

How does one read a mathematics problem? This paper will share results of an investigation into how teacher candidates reach math problems in an effort to solve those problems.

Moderator: Jacqueline Bach

3.2 2:05-3:05 – Queen Charlotte

Gretchen Schwarz – Oklahoma State University
Pam Brown – Oklahoma State University
Issues & Ideas

New Media in the Curriculum: Message, Messiah, Mistake, or ?

Presenters of this Issues and Ideas session use the example of graphic novels in secondary classrooms as a vehicle for discussion of critical media literacy.

Thursday, October 12, 2006

3.3 2:05-3:05 – Crown

Janet Dunlop – Oklahoma State University
Issues & Ideas

Using Graphic Novels with Reluctant and Low-Skilled Readers: An Action Research Study

This interactive presentation describes an action research study that provided a source of teacher renewal, teaching improvement and student empowerment.

3.4 2:05-3:05 – Queen Victoria

Angela Lopez Pedrana – University of Houston-Downtown
Issues & Ideas

Teachers of English Language Learners: Tracking Personal Practical Knowledge, Reflection and Narrative Authority

Students in teacher preparation programs live juxtaposed between being a student and being a teacher which can be daunting at best and crippling at worst.

Thursday, October 12, 2006

4.1 3:20-4:20 – Monarch Board Room

Sarah J. Ramsey – University of North Carolina at Charlotte
Paper

The Contradictory Realities of Reflection in Elementary Teacher Education

What does reflection mean to teacher educators and pre-service teachers? I will share my findings, and you will share your comments, questions, and ideas.

Robert Redmon – Midwestern State University
Paper

Mentor Teacher Modeling of Practices and Dispositions Emphasized in Professional Education Courses

Twenty pre-service teacher candidates identify ways in which their field placement mentors model the professional dispositions and behaviors taught in their associated diversity and educational psychology courses.

Moderator: Hilary Burg

4.2 3:20-4:20 – Queen Charlotte

Amy Masko – Grand Valley State University
Paper

Writing Race: How Adolescents Use Writing as a Tool to Make Sense of Their Racialized Lives

This paper discusses the ways in which middle school students write about race, both through assigned and freely chosen topics.

Ruben Garza – Texas State University – San Marcos
Paper

Culturally Responsive Caring: Latino vs. White Student Perceptions

This paper explores perceptions of caring and describes the differences between what Latino students and White students perceive as attributes of a caring teacher.

Moderator: Blake Bickham

Thursday, October 12, 2006

4.3 3:20-5:00 – Crown

William F. Pinar – University of British Columbia
Louise Allen – Fayetteville State University
Madeleine R. Grumet – University of North Carolina – Chapel Hill
E. Douglas McKnight – University of Alabama

Panel/Symposium

On the Life, Career, and Significance of Laura Bragg (1881-1978)

Panel participants will recount the main points of the life, career, and present significance of early twentieth century progressive museum educator Laura Bragg.

4.4 3:20-5:00 – Queen Victoria

Sebastian Diaz – West Virginia University
David Callejo-Perez – West Virginia University
Stephen Fain – Florida International University

Panel/Symposium

Dilemma of the Multi-University: Paradigms, Problems, and Possibilities for Teaching, Research, and Service

This panel hopes to analyze how historical precedents in higher education impact current research demands for faculty at research universities, identify strategies for connecting scholarship and teaching while integrating research and grant-seeking activities, and discuss the role of external accrediting agents on university curriculum.

Thursday, October 12, 2006

5.1 4:30-5:30 – Monarch Board Room

Christine Finnan – College of Charleston
Paper

Where Are the Advocates for Upper Elementary Students? Implications for an Overlooked Age Group

The paper explores why advocates for upper elementary students have not emerged and the implications of the lack of advocacy on curriculum, instruction, and assessment.

Moderator: Richard Biffle

5.2 4:30-5:30 – Queen Charlotte

Stacy Reeder – University of Oklahoma
Paper

The Role of Listening in One Teacher's Story of Transformation and Enactment of an Emergent Mathematics Curriculum

As one middle school mathematics teacher's story of transformation and enactment of an emergent curriculum unfolded the inherent and integral role of listening became apparent.

Darlinda Cassel – Oklahoma State University
Sharon Brown - Deer Creek Elementary, Edmond, OK
Paper

A Parent's Perspective on Mathematical Learning

We examine a parent's perspective to gain insight about her two children's mathematical understanding. Both children have had different experiences during their elementary school years.

Moderator: Kevin Cloninger

6:00 Reception – Cotillion Ballroom

NOTES

Friday

October 13, 2006

- 7:30-5:00** **Registration**
- 7:30-9:00** **Continental Breakfast—Cotillion Ballroom
Foyer**
- 8:00-9:00** **Business Meeting—Monarch Board Room**
- 9:00-5:30** **Book Fair - Citadel**
- 9:00-12:20** **Breakout Sessions**
- 12:20-1:20** **Lunch on your own**
- 1:20-5:40** **Breakout Sessions**
- 7:00** **Dinner—AATC Banquet—Queen’s Court
Speaker: Michael Connelly**
- “A Practical Inquiry into Curriculum Studies”**

Book Sale will follow the banquet – Citadel

Breakout Sessions

Friday, October 13, 2006

6.1 9:00-10:00 – Monarch Board Room

Leigh T. Ausband – University of North Carolina at Charlotte
Paper

Technology Integration and the Curriculum: Another Piece of the Puzzle

This ongoing research focuses on the relationship of school district organization to the technology integration process. Connections between technology and curriculum will be included.

Steve Purcell – James Madison University
Rich Clemens – James Madison University
Diane Wilcox – James Madison University
Robert Lucking – Old Dominion University
Paper

Defining, Examining, and Understanding Technology Intelligence

Based on Howard Gardner's work, we will explore the construct of "technology intelligence" and its implication for becoming either a technophile or a technophobe.

Moderator: Chara Bohan

6.2 9:00-10:00 – Queen Charlotte

James R. Moore – Cleveland State
Issues & Ideas

Curriculum Wars Regarding Islam: Dissent in the Academy

This paper will discuss the scholarly debate concerning curriculum and instructional issues related to the teaching of Islam in public schools.

6.3 9:00-10:00 - Writing for Publication – Queen Elizabeth

Barbara Slater Stern – James Madison University
Ron Wilhelm – University of North Texas

A discussion for beginning researchers and those who may be interested in publishing in and/or reviewing for the AATC *Curriculum and Teaching Dialogue*.

Friday, October 13, 2006

6.4 9:00-10:30 – Crown

David M. Callejo-Perez – West Virginia University
Ahmed Abdulai – West Virginia University
Cyprien Lokko - West Virginia University
Sarah Selmer - West Virginia University
William White - West Virginia University
Darlene Voorhees - West Virginia University
Panel

Darkness within Our Eyes: How Re/covering Curriculum Conversations Can Empower Change

This panel hopes to revisit some of these topics discussed in the literature and recover lost potentials in our educational history so that they may find actualization through current practice.

6.5 9:00-10:30 – Queen Victoria

Presidential Panel – Conversation with Michael Connelly and David Hansen moderated by AATC President, William Veal

Thursday and Friday – Citadel

You are invited to visit the Book Fair!



Friday, October 13, 2006

7.1 10:05-11:05 – Monarch Board Room

Robert M. Maninger – Texas Christian University
Issues & Ideas

The Millennial Generation College Student: Tech-Savvy, Gadget Driver, and a Challenge

Creating Blogs, carrying iPods, and communicating with IM, this generation of college students is a challenge. How much should our instructional methodology change with them?

7.2 10:05-11:05 – Queen Charlotte

Jeff Passe – University of North Carolina at Charlotte
Issues & Ideas

Citizenship and Current Events in the Electronic Age

Participants will explore technological changes that are making the newspaper-based current events curriculum obsolete and the adjustments to goals and instructional methods in the current events curriculum.

7.3 10:05-11:05 – Queen Elizabeth

Dissertation Award Winners Presentations

Curriculum

Dr. Michelle Sharpswain

"Crew, Not Passengers: Expeditionary Learning and Comprehensive School Reform"

University of Denver, P. Bruce Uhrmacher, chair

Teaching

Dr. Sandra I Musanti

"Collaboration and Inservice Teachers' Professional Development: A Qualitative Study on Knowledge, Identity and Practice"

University of New Mexico, Lucretia Pence, chair

Friday, October 13, 2006

8.1 11:20-1:20 – Queen Charlotte

Poster Sessions

Richard Andrews – University of Houston
Poster Presentation

Learning Problem-Solving Skills through Video Games

Video games offer students an active and critical learning path to problem-solving skills. Visit the path of the multiple modalities that vide games offer.

Daniela Foerch – Barry University
Maren Roedenbeck – Barry University
Andrea Wanza – Barry University
William Cortezia – Barry University
Poster Presentation

Recognizing the Objectives of High Stakes Testing and the Ramifications on Teaching and Learning

Accountability laws have caused changes to the curriculum which have led to negative consequences in students' concept. Educators will address proposals for effective changes.

Mary Hitz – Oklahoma State University
Poster Presentation

The Portrayal of Diversity in Elementary School Basal Readers

Using critical literacy approach, the author examines how both text and illustrations in basal readers portray ethnicity, gender and disabilities.

Friday, October 13, 2006

Peggy Lisenbee – Oklahoma State University
Poster Presentation

The Changing Nature of Literacy Instruction in Early Childhood Classrooms Due to Advances in Technology

Advances in technology have changed early childhood classroom literacy instructions. A focus on literacy teaching methods with an emphasis on the use of technological tools

William Veal – College of Charleston
Alice Curtain-Thaxton – College of Charleston
Poster Presentation

The State of Distance and Science Education in Rural Low Income Schools in South Carolina

This presentation describes the current state of distance education, science instruction, and science curriculum at the secondary (6-12) level in defined rural districts in South Carolina. We will discuss the uses, barriers, and availability of distance education in these schools.

Friday, October 13, 2006

8.2 11:20-12:20 – Monarch Board Room

Retrospective Panel – Michael Connelly

Ian Westbury, University of Illinois at Urbana-Champaign

Ming Fang He, Georgia Southern University

Vicki Ross, Northern Arizona University

Elaine Chang, University of Nebraska-Lincoln

Shi Jing Xu, Ontario Institute for Studies in Education, University of Toronto

8.3 11:20-12:20 – Crown

Paul Michalec – University of Denver

Hilary Burg – University of Denver

Paper

The Jazz of Discourse: Transforming Classroom Dialogue from Collegiate to Collegial

This paper describes the ways Courage to Teach practices and principles can change the dialogue from collegiate to collegial in a college classroom.

Margaret Olson – St. Francis Xavier University

Paper

Using Learning Centers in Pre-Service Teacher Education to Value Diverse Forms of Learning

In this PowerPoint Presentation, examples of pre-service teachers' learning about poverty and diverse ways of learning through the use of learning centers will be shared.

Moderator: Robert Boostrom

Friday, October 13, 2006

8.4 11:20-12:20 – Queen Victoria

Barbara Ruben – Portland State University

Paper

General Ed/Special Ed Pre-service Collaboration: A Model for Preparing Future Middle and Secondary Teachers to Use Professional Collaboration in Order to Teach Effectively in Inclusive Classrooms

Effective teaching within inclusive classrooms requires professional collaboration. A developing model will be shared for collaborative secondary level general and special education teacher preparation.

Timothy G. Thomas – James Madison University

Paper

New and Veteran Teachers' Attitudes about Delivering Multicultural Education

Multicultural education challenges teachers. This session will present current research and consider the implications of prevailing teacher attitudes on teacher preparation and professional development.

Moderator: Laurel Borgia

8.5 11:20-12:20 – Queen Elizabeth

Ann Bullion-Mears – Angelo State University

Mary Sanders – Angelo State University

Issues & Ideas

Developing Teacher Dispositions

This session seeks to examine concepts and skills that will enable teacher candidates to assume the variety of roles that teaching truly requires.

Lunch 12:20-1:20 – On Your Own

Remember to visit the Book Fair! - Citadel



Friday, October 13, 2006

9.1 1:25-2:25 – Monarch Board Room

Heidi C. Mullins – University of Houston

Paper

The Dream Catcher –Artwork and Legend as a Metaphor for the Morality in Teaching and Researching Leadership

This paper addresses how art work and legend-turned metaphor represents morality in leadership in research and education.

J. Wesley Null – Baylor University

Paper

Teaching Deliberation: Curriculum Workers as Public Educators

This paper will draw upon the curriculum work of Joseph Schwab and William Reid to argue for a vision of curriculum that is in keeping with powerful movements in American politics and culture that place the common good at its core.

Moderator: Diane Brown

9.2 1:25-2:25 – Queen Charlotte

Richard Biffle – University of Denver

Pamela B. Thompson – Utica College

Issues & Ideas

Connections, Constructions, and Collages: Initiating Dialogues on Diversity in Two Teacher Education Courses

Engaging pre-service teachers in self-expressive activities related to diversity contributes to their emergent cultural competencies. We demonstrate three multi-sensory approaches to opening diversity dialogues.

Friday, October 13, 2006

9.3 1:25-2:25 – Crown

Sandy Majors – Oklahoma State University
Paper

Envisioning Imagery: Implications for Comprehension Instruction

If teachers could unlock the metaphorical files of background knowledge stored through senses, students could dash into the story world and freely roam!

Blake Bickham – University of Houston
Paper

Emails, Misunderstandings, and Researcher Revelations: Negotiating Researcher-Participant Relationships within a Narrative Inquiry

This paper presents one narrative thread of a beginning researcher's challenges and new understandings from negotiating a researcher-participant relationship with a secondary teacher.

Moderator: Linda L.G. Brown

9.4 1:25-2:25 – Queen Victoria

Jennifer Deets
Emily Anne Jones - Parsley Elementary School
Issues & Ideas

Improv in Room 106: Performing Teaching

A teacher and parent perform vignettes highlighting the importance of performance in their conceptions of their roles as well as in their interactions with students and each other.

9.5 1:25-2:25 – Queen Elizabeth

Conversation with Madeline Grumet – University of North Carolina, Chapel Hill

Friday, October 13, 2006

10.1 2:30-3:30 – Monarch Board Room

Kathryn Castle - Oklahoma State University

Paper

The Transformative Potential of Pedagogical Research

This session will describe the potential of pedagogical research to transform teaching, provide examples, and give implications for teacher education.

Christopher Witschonke – University of Houston

Paper

Lessons in Voting: What do students learn from their participating in student council elections?

This paper extends previous work examining lessons learned by students participating in student council elections. Can a new sponsor change student attitudes towards the process?

Moderator: Pam Brown

10.2 2:30-3:30 – Queen Charlotte

Ron Wilhelm – University of North Texas

Gloria Contreras – University of North Texas

Issues & Ideas

But I Don't Have a Culture: An Exploration of Factors that Contribute to Pre-Service Teachers' Cultural Identity Development

Presenters will share preliminary findings of longitudinal research to determine factors that contribute to pre-service teachers' cultural identity development.

Friday, October 13, 2006

10.3 2:30-3:30 – Crown

Juliana Utley – Oklahoma State University
Darlinda Cassel – Oklahoma State University
Paper

Pre-service Teachers' Abilities to Use Thinking Strategies and to Construct Ten

This study examines pre-service elementary teachers' abilities to use thinking strategies and their ability to construct ten.

Lynn V. Clark – Indiana University
Paper

The Long and Winding Road: From John Dewey to Elliot Eisner

This paper is an examination of John Dewey's influence on the development of Elliot Eisner's Connoisseurship Model and how the model captures Dewey's vision of inquiry.

Moderator: Ann Bullion-Mears

10.4 2:30-3:30 – Queen Victoria

Pamela Morehead – Oakland University
Jumanne Sledge – Oakland University
Issues & Ideas

“Teacher, can't you ‘see’ me?” Helping prospective teachers become culturally competent practitioners

Examination of coursework and activities that shape the prospective teacher's cultural competence in working effectively with diverse children is essential in today's teacher education programs.

10.5 2:30-3:30 – Queen Elizabeth

Retrospective Panel - David Hansen

Bob Boostrom - University of Southern Indiana
Blake Bickham - University of Houston
Jim Garrison – Virginia Institute of Technology
Janice Ozga - University of Illinois at Chicago
Susan McDonough – Austin Career Education Center, Chicago

Friday, October 13, 2006

11.1 3:35-4:35 – Monarch Board Room

Linda L.G. Brown – University of Texas at Austin

Paper

Intelligent Design v. Evolution: A Study of the Clash between Science and Religion in Public Schools

We examine the issues relating surrounding teaching of theory in public school from two perspectives – the scientific community of evolutionary theory and a religious theory known today as “intelligent design”. Both sides of this issue will be explored and described from the legal aspect of the most recent case of *Kitzmiller, et. Al v. Dover Area School District, et. al* (2005) and *Edwards v. Aguillar* (1986). The insidious nature of religion in public school is the main argument of this research study.

Linda L.G. Brown – University of Texas at Austin

Paper

Constitution Day in America: Effects of the New Federal Law Requiring Schools (and Others) to Observe Constitution Day, Citizenship Day, and Constitution Week, September 17-23, 2005.

In this paper, we examine the issues and activities related to Constitution Day 2005 from several perspectives, but focusing on elementary and secondary public schools. Reactions to the first time that “an educational program” was required by federal law question the intent and efficacy of the legislation. In light of various apparent outcomes, we conclude this paper with some analyses of policy options.

Moderator: Laurie Bennett

11.2 3:35-4:35 – Queen Charlotte

**Conversation with Michael Connelly - Ontario Institute for Studies of Education,
University of Toronto, Canada**

Friday, October 13, 2006

11.3 3:35-5:05 – Crown

Susan Brown – University of Central Florida
Lynne Bailey – University of North Carolina at Charlotte
Kim Hartman – University of North Carolina at Charlotte
Theresa Perez – University of North Carolina at Charlotte
Panel

No Child Left Behind: An Assimilationist Model in Disguise?

Hidden in its voluminous pages, NCLB legislature implies an assimilationist model rather than a pluralistic one for our diverse American society. What does this mean?

11.4 3:35-5:05 – Queen Victoria

Starla Halcomb – Oklahoma State University
Nancy Grayson – Oklahoma State University
Donna Sayman – Oklahoma State University
Panel

Qualitative Research Experiences: Reflections, Insights, and Discoveries of Beginning Qualitative Researchers

This panel presentation will highlight the emerging discoveries, experiences, and reflections of three doctoral students who are in the beginning stages of qualitative research fieldwork.

11.5 3:35-5:05 – Queen Elizabeth

Martha Combs – Marian College
Randall Koetting – Marian College
Judith J. Slater – Florida International University
David Callejo-Perez – University of West Virginia
Stephen Fain – Florida International University
Robert Gutierrez – Florida State University
Panel

The Curriculum-In-Use, the Curriculum We need

This symposium examines the curriculum as it currently exists and explores the curriculum that is needed to reflect on and to think critically about ourselves, our families, and our society.

Friday, October 13, 2006

12.1 4:40-5:40 – Monarch Board Room

Sabrina Marsh – University of Houston

Issues & Ideas

Free to Be Me: The Rewards and Challenges of Using Curriculum-Integrated Technology to Encourage Individual Expression and Meaning Making

A member of a cross-disciplinary team of faculty from a university discusses the challenges in creating an undergraduate course that encourages individualism through technology use.

12.2 4:40-5:40 – Queen Charlotte

Linda Kalbach – Doane College

Issues & Ideas

Exploring the “Alternative”: A Portrait of an Alternative Teacher Certification Program

This presentation examines the development of an alternative teacher certification program and the issues accompanying such efforts. Particular emphasis will be placed on program design and facilitation. Strategies for building a solid pedagogical and experiential foundation will be discussed as well as the challenges of meeting the needs of adult learners.

7:00 Dinner - AATC Banquet – Queen’s Court

Presentation of Dissertation Awards

Curriculum

Dr. Michelle Sharpswain

"Crew, Not Passengers: Expeditionary Learning and Comprehensive School Reform"

University of Denver, P. Bruce Uhrmacher, chair

Teaching

Dr. Sandra I Musanti

"Collaboration and Inservice Teachers' Professional Development: A Qualitative Study on Knowledge, Identity and Practice"

University of New Mexico, Lucretia Pence, chair

Keynote Speaker: Michael Connelly

“A Practical Inquiry into Curriculum Studies”

NOTES

Saturday

October 14, 2006

7:30-10:00 Registration

7:30-9:00 Continental Breakfast – Cotillion Ballroom Foyer

7:30-9:00 Professors of Curriculum Meeting – Monarch Board Room

Agenda

- Business
- Dialogue with Connelly and Hansen
- Sage Handbook of Curriculum and Instruction:
Introduction by Michael Connelly
 - Ming Fang He [Chapter 1] *Introduction: a Practical Plan for a Field of Action*
 - Ian Westbury [Chapter 5] *The Making of Formal Curricula: Why Do States Make Curricula, and How?* (Representing Part I: Curriculum in Practice)
 - Ming Fang He, Elaine Chan, Shi Jing Xu [Chapter 15] *Immigrant Students' Experience of Curriculum* (Representing Section C, Diversifying Curriculum in Part II: Curriculum in Context)
 - Cheryl Craig, Vicki Ross [Chapter 17] *The Development of the Image of Teachers As Curriculum Makers* (Representing Section D, Teaching the Curriculum in Part II: Curriculum in Context)
 - David Hansen [Chapter 24] *Re-Envisioning the Progressive Tradition in Curriculum* (Representing Part III: Curriculum in Theory)
 - Michael Connelly [Chapter 27] *Curriculum Trend Spotting: Curriculum Practice and Curriculum Studies for Education and Society*
- Concluding Remarks by Michael Connelly

This meeting is open to all members of the Professors of Curriculum in attendance at the AATC conference.

9:00-12:10 Breakout Sessions

12:20-2:00 AATC Luncheon—Cotillion Ballroom

Speaker: David Hansen

“John Dewey and a Curriculum of Moral Knowledge”

2:30-4:30 AATC Board Meeting—Monarch Board Room

Breakout Sessions
Saturday, October 14, 2006

13.1 9:00-10:00 – Queen Charlotte

Conversation with Fran Hunkins – University of Washington

13.2 9:00-10:00 – Monarch Board Room

Maria Elena Suarez – University of Houston

Issues & Ideas

Making Connections and Building Communities with Secondary Students Through GSGs

Learn how Guidance and Support Groups (GSGs), with their focus on making connections, have the power to transform the climate and culture of secondary schools.

13.3 9:00-10:00 – Crown

Pamela B. Thompson – Utica College

Issues & Ideas

Performance as Instruction: Scenes from Pre-Service Teacher Experiences in an Urban Elementary School

This presentation highlights how performable scenes, written by pre-service teachers in an urban setting, serve instructional goals of a teacher education course in curriculum design.

Saturday, October 14, 2006

13.4 9:00-10:00 – Queen Victoria

Bernardo Pohl – University of Houston

Issues & Ideas

The Risks of Civic Education: Conflicting Views of Citizenship in the Classrooms

The presenter wishes to discuss the current views of citizenry in the classroom. What are the risks? What are we missing?

13.5 9:00-10:00 – Queen Elizabeth

Mark Malaby – Ball State University

Paper

Masculine Identity Performances in the Institutional Context of School

This paper will identify the attributes perceived by males as most advantageous for constructing hegemonic identities, and then discuss the implications of this for classroom teachers and administrators.

Gumin Zhao – University of Alberta, Canada

Paper

Intergenerational Stories: A Narrative Inquiry into an Immigrant Child's Life in Canada

This presentation is an attempt to understand immigrant children's lives in Canadian schools by exploring the lived stories in and out of school.

Moderator: Darlinda Cassel

Saturday, October 14, 2006

14.1 10:05-11:05 – Queen Charlotte

Conversation with William Pinar – University of British Columbia

14.2 10:05-11:05 – Monarch Board Room

Bruce Uhrmacher – University of Denver

Laurie Bennett – University of Denver

Issues & Ideas

Curricular Conceptual Frameworks: Can We Craft a Happy Medium Between Foshay and Eisner?

Existing curricular conceptual frameworks may be too over-inclusive (Foshay) or under-inclusive (Eisner). After reviewing these two perspectives, we will discuss and ask participants to contribute dimensions missing from existing frameworks.

14.3 10:05-11:05 – Crown

Kevin Cloninger – University of Denver

Paper

Helping Students Become Self-Aware

Achievement is the primary measure of student success. Instead, this presentation suggests that teachers and schools should focus on the growth and development of self-awareness.

Diane S. Brown – Oklahoma State University

Paper

Learning to Leadership: A Practical Model for Change

This presentation develops a theoretical model to describe the process of moving from disequilibrium through the learning task and onto mentoring others.

Moderator: Lynn Clark

Saturday, October 14, 2006

14.4 10:05-11:05 – Queen Victoria

David M. Callejo Perez – West Virginia University
Paper

The Joy of Writing My History: Ethnic Identity and Re/Living the Past through our Parents

Using cultural history, this presentation examines how politics and culture are experienced and diffused through mothers who we rarely know as individual people and influence our ethnic identity.

William White – West Virginia University
Paper

Reclaiming the In-Between in the Theory-Practice Divide

This paper demonstrates how a phenomenological approach to understanding both educational theory and practice can help bridge the gap between the two.

Moderator: William Cortesia

14.5 10:05-11:05 – Queen Elizabeth

Mindy Spearman – Clemson University
Brenda Wheat – University of North Carolina, Wilmington
Paper

A Comparison of Historical and Contemporary Elementary Music Education Programs in Houston, Texas

This paper investigates the early origins of elementary music curriculum, staffing and program structure in Houston, Texas. It then compares these findings to contemporary practice.

Patrice Hallock – Utica College
Paper

A Balanced Approach to Teacher Education: Developing Objectives in the Affective Domain

This paper presents the development of affective objectives for special education courses and the strategies to teach attitudes and dispositions for teachers in special education.

Moderator: Gloria Contreras

Saturday, October 14, 2006

15.1 11:10-12:10 – Monarch Board Room

Chara Bohan – Baylor University

Paper

A Rebellious Jersey Girl: Rachel Davis DuBois, Intercultural Education Pioneer

As founder of the intercultural education movement, Rachel Davis DuBois held fervent convictions about honoring the contributions of ethnic minorities in America. She was a social educator whose interest in people of diverse ethnic and religious ancestry developed from her early work as a social studies teacher.

YiShan Lea - Randolph-Macon Woman's College

Paper

Migrant Brides in Taiwan

Analyses on causes for migration, female labor in development, and female migrant sexuality will tease out the severe form of women's oppression in the intersection of patriarchy and globalization in the developmental context of Taiwan.

Moderator: Martha Combs

15.2 11:10-12:10 – Queen Charlotte

Laurie Bennett – University of Denver

Martin Tombari – University of Denver

Issues & Ideas

Bullying: Why do Some Victims End Up in College, and Some End Up Incarcerated?

Why do some students bounce back after being victimized? Programs for bullying prevention abound; should the focus shift to what factors ameliorate negative impacts of victimization?

Saturday, October 14, 2006

15.3 11:10-12:10 – Crown

Robert Boostrom – University of Southern Indiana
Issues & Ideas

The Five Most Important Things that Teachers Do

The objective of this Issues & Ideas session is to explore the conflict between the motivations that draw students to teaching and the realities of the work of teaching in this time of accountability-through-assessment.

15.4 11:10-12:10 – Queen Victoria

Rita Poimbeauf – University of Houston
Issues & Ideas

Professionalism vs. Reality: The Stories of Troubled Teachers

Classroom realities and the events that propelled professional teachers into termination hearings will be discussed through the lenses of these troubled teachers.

15.5 11:10-12:10 – Queen Elizabeth

Charles W. Ford – University of New England
Issues & Ideas

Practical Considerations for Pre-Retirement Planning in the Teaching Profession

Planning for the period of life after a full-time teaching career is just as important as the plans that led us into education. This presentation will focus on major planning considerations regardless of the age of the participant.

12:20-2:00 AATC Luncheon – Cotillion Ballroom
Keynote Speaker: David Hansen
“John Dewey and a Curriculum of Moral Knowledge”

Thank you for your attendance. We hope you will join us again next year!
Yours in Education,
Dr. Lynne Bailey

2:30-4:30 AATC Executive Board Meeting – Monarch Board Room

Past Conference Highlights

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2006
Michael Connelly
David Hansen

2005
C. A. Bowers
William Pinar

2004
Geneva Gay
Madeleine Grumet

2003
Eleanor Duckworth
O. L. Davis

2002
William Schubert
William Ayers

2001
Nel Noddings
D. Jean Clandinin

2000
Elliot Eisner
Maxine Greene

1999
Michael Apple
Steve Selden

1998
Wilma Longstreet
Celebration School Staff

1997
Robert Donmoyer
Burga Jung

Dissertation Award Winners

	<i>Curriculum</i>
2006	Michelle Sharpswain
2005	Stephanie Soliven
2004	
2003	Stacey Elsasser
2002	Wesley Null

<i>Teaching</i>
Sandra I Musanti
Sarah J. Ramsey
April Luehmann

Conference Sites

Charlotte, North Carolina, 2006
Austin, Texas, 2005
Portland, Oregon, 2004
Baltimore, Maryland, 2003
Tulsa, Oklahoma, 2002

Denver, Colorado, 2001
Alexandria, Virginia, 2000
Orlando, Florida, 1999
Orlando, Florida, 1998

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David Flinders, 2004

Gretchen Schwarz, 2003
Ron Wilhelm, 2002
P. Bruce Uhrmacher, 2001
Stephen Fain, 2000

William Segall, 1999
Ann Converse Shelly, 1998
Fran Hunkins, 1997
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Acknowledgements

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With fond regards,

Lynne

Call for Manuscripts

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Types of Manuscript Submissions

Selected Conference Papers

These papers must have been presented at the annual conference held in October of each year. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category must be postmarked by October 25 of that year.

Open Submission Papers

These papers do not have to be presented at the annual conference, but must be on topics related to teaching and/or curriculum. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category may be submitted any time.

Issues Papers

These papers do not have to be presented at the annual conference, but must be on topics related to current teaching and/or curriculum issues. The length may exceed 20 pages doubled-spaced but must be substantially more in-depth than the other two categories of papers.

Book Reviews

Reviews of books related to the teaching or curriculum fields will also be welcomed. The length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category may be submitted for review at any time.

Dialogue Column

This column will be open for anyone who wishes to respond to previously published *CTD* manuscripts or presentations at AATC conferences. The length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category may be submitted for review at any time.

Letters to the Editor

These will be selected at the discretion of the Editor.

*All manuscripts will be reviewed by the Editorial Board.
Accepted manuscripts will be published annually.*

Curriculum and Teaching Dialogue

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- 1 original hard copy of manuscript with title of manuscript, submission category, name(s) of author(s), full mailing address, telephone number, fax, and e-mail address on the cover page
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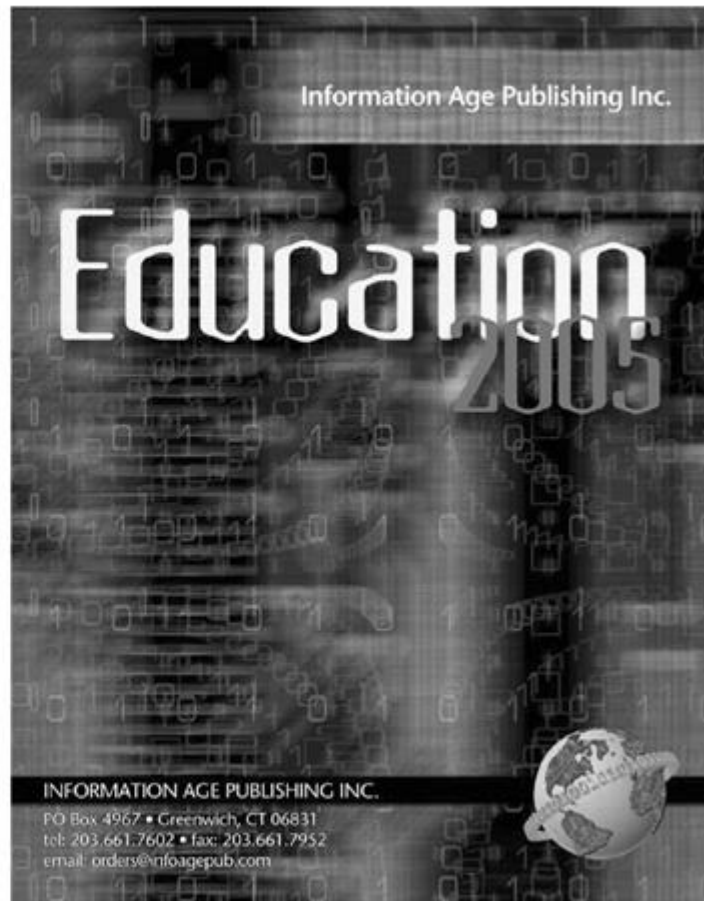
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