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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.
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
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
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 Poinbeau**

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
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.
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.
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
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
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*. 
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

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Thursday and Friday – Citadel

You are invited to visit the Book Fair!
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
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.
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.
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
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


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
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 exits 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*
  - 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)
  - 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.
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
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
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 Poinbeauf – 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

### AATC Leadership for 2005–2006

**President**  
Cheryl Craig, *University of Houston*

**Past President**  
David Flinders, *Indiana University*

**President Elect**  
William Veal, *College of Charleston*

**Executive Secretary**  
Marcela Kysilka, *University of Central Florida*

**Program Chair**  
J. Wesley Null, *Baylor University*

**Publication Chair and Newsletter Editor**  
Jeanne Tunks, *University of North Texas*

**Executive Committee**

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**Editor, Curriculum and Teaching Dialogue**  
Barbara Stern, *James Madison University*

**Associate Editor, Curriculum and Teaching Dialogue**  
J. Wesley Null, *Baylor University*

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<td><em>University of Maryland, College Park</em></td>
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Past Conference Highlights

Keynote Speakers

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

Dissertation Award Winners

Curriculum

2006
Michelle Sharpswain

2005
Stephanie Soliven

2004

2003
Stacey Elsasser

2002
Wesley Null

Teaching

2006
Sandra I Musanti

2005
Sarah J. Ramsey

2004

2003
April Luehmann

2002

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

AATC Presidents

Alan W. Garrett, 2007
William Veal, 2006
Cheryl Craig, 2005
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
O. L. Davis, 1996
### Names of Presenters and Email Addresses

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdulai, Ahmed</td>
<td>West Virginia University</td>
<td><a href="mailto:aabdulai@mix.wvu.edu">aabdulai@mix.wvu.edu</a></td>
</tr>
<tr>
<td>Allen, Louise</td>
<td>Fayetteville State University</td>
<td><a href="mailto:lallen@uncfsu.edu">lallen@uncfsu.edu</a></td>
</tr>
<tr>
<td>Andrews, Richard</td>
<td>University of Houston</td>
<td><a href="mailto:Richard.andrews@prodigy.net">Richard.andrews@prodigy.net</a></td>
</tr>
<tr>
<td>Ausband, Leigh T.</td>
<td>University of North Carolina at Charlotte</td>
<td><a href="mailto:lausband@email.uncc.edu">lausband@email.uncc.edu</a></td>
</tr>
<tr>
<td>Bach, Jacqueline</td>
<td>Oklahoma State University</td>
<td><a href="mailto:Jacqueline.bach@okstate.edu">Jacqueline.bach@okstate.edu</a></td>
</tr>
<tr>
<td>Bailey, Lynne</td>
<td>University of North Carolina at Charlotte</td>
<td><a href="mailto:lmbailey@email.uncc.edu">lmbailey@email.uncc.edu</a></td>
</tr>
<tr>
<td>Bennett, Laurie J.</td>
<td>University of Denver</td>
<td>labennet@edu</td>
</tr>
<tr>
<td>Bickham, Blake R.</td>
<td>University of Houston</td>
<td><a href="mailto:brbickham@yahoo.com">brbickham@yahoo.com</a></td>
</tr>
<tr>
<td>Biffle, Richard L.</td>
<td>University of Denver</td>
<td>rbiffle@edu</td>
</tr>
<tr>
<td>Bohan, Chara H.</td>
<td>Baylor University</td>
<td><a href="mailto:Chara_Bohan@baylor.edu">Chara_Bohan@baylor.edu</a></td>
</tr>
<tr>
<td>Boostrom, Robert</td>
<td>University of Southern Indiana</td>
<td><a href="mailto:rboostro@usi.edu">rboostro@usi.edu</a></td>
</tr>
<tr>
<td>Borgia, Laurel</td>
<td>Western Illinois University</td>
<td><a href="mailto:LG-Borgia@wiu.edu">LG-Borgia@wiu.edu</a></td>
</tr>
<tr>
<td>Brown, Diane S.</td>
<td>Oklahoma State University</td>
<td><a href="mailto:Dsbrown303@aol.com">Dsbrown303@aol.com</a></td>
</tr>
<tr>
<td>Brown, Linda L.G.</td>
<td>University of Texas at Austin</td>
<td><a href="mailto:llgbrown@mail.utexas.edu">llgbrown@mail.utexas.edu</a></td>
</tr>
<tr>
<td>Brown, Pam</td>
<td>Oklahoma State University</td>
<td><a href="mailto:pamela.u.brown@okstate.edu">pamela.u.brown@okstate.edu</a></td>
</tr>
<tr>
<td>Brown, Sharon</td>
<td>Deer Creek Elementary, Edmond, OK</td>
<td><a href="mailto:Sharonlb81@sbcglobal.net">Sharonlb81@sbcglobal.net</a></td>
</tr>
<tr>
<td>Brown, Susan C.</td>
<td>University of Central Florida</td>
<td><a href="mailto:subrown@mail.ucf.edu">subrown@mail.ucf.edu</a></td>
</tr>
<tr>
<td>Broyles, India</td>
<td>University of New England</td>
<td><a href="mailto:ibroyles@une.edu">ibroyles@une.edu</a></td>
</tr>
<tr>
<td>Bullion-Mears, Ann</td>
<td>Angelo State University</td>
<td><a href="mailto:ann.bullion-mears@angelo.edu">ann.bullion-mears@angelo.edu</a></td>
</tr>
<tr>
<td>Burg, Hilary</td>
<td>University of Denver</td>
<td>hburg@edu</td>
</tr>
<tr>
<td>Callejo-Perez, David</td>
<td>Barry University</td>
<td>dccallejo@<a href="mailto:perez@mail.barry.edu">perez@mail.barry.edu</a></td>
</tr>
<tr>
<td>Cassel, Darlinda</td>
<td>Oklahoma State University</td>
<td><a href="mailto:darlinda.cassell@okstate.edu">darlinda.cassell@okstate.edu</a></td>
</tr>
<tr>
<td>Castle, Kathryn</td>
<td>Oklahoma State University</td>
<td><a href="mailto:kca1084@okstate.edu">kca1084@okstate.edu</a></td>
</tr>
<tr>
<td>Chan, Elaine</td>
<td>University of Nebraska-Lincoln</td>
<td><a href="mailto:echan2@unl.edu">echan2@unl.edu</a></td>
</tr>
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<td></td>
<td></td>
<td><a href="mailto:elchan@oise.utoronto.ca">elchan@oise.utoronto.ca</a></td>
</tr>
<tr>
<td>Clark, Lynn V.</td>
<td>Indiana University</td>
<td><a href="mailto:lvclark@indiana.edu">lvclark@indiana.edu</a></td>
</tr>
<tr>
<td>Clemens, Richard</td>
<td>James Madison University</td>
<td><a href="mailto:clemenrg@jmu.edu">clemenrg@jmu.edu</a></td>
</tr>
<tr>
<td>Cloninger, Kevin</td>
<td>University of Denver</td>
<td>kcloning@edu</td>
</tr>
<tr>
<td>Combs, Martha</td>
<td>Marian College</td>
<td><a href="mailto:mcombs@mariancollege.edu">mcombs@mariancollege.edu</a></td>
</tr>
<tr>
<td>Connelly, Michael</td>
<td>Ontario Institute for Studies of Education,</td>
<td><a href="mailto:mconnelly@oise.utoronto.ca">mconnelly@oise.utoronto.ca</a></td>
</tr>
<tr>
<td></td>
<td>University of Toronto, Canada</td>
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<td>Contreras, Gloria</td>
<td>University of North Texas</td>
<td><a href="mailto:contrera@unt.edu">contrera@unt.edu</a></td>
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<td>Barry University</td>
<td><a href="mailto:wcortezia@yahoo.com">wcortezia@yahoo.com</a></td>
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<td>Craig, Cheryl</td>
<td>University of Houston</td>
<td><a href="mailto:ccraig@uh.edu">ccraig@uh.edu</a></td>
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<td>Curtain-Thaxton, Alice</td>
<td>College of Charleston</td>
<td><a href="mailto:curtin82@yahoo.com">curtin82@yahoo.com</a></td>
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<tr>
<td>Deets, Jennifer</td>
<td>University of Central Florida</td>
<td><a href="mailto:jdeets@ec.rr.com">jdeets@ec.rr.com</a></td>
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<td>Diaz, Sebastian</td>
<td>West Virginia University</td>
<td><a href="mailto:Sebastian.Diaz@mail.wvu.edu">Sebastian.Diaz@mail.wvu.edu</a></td>
</tr>
<tr>
<td>Dunlop, Janet</td>
<td>Oklahoma State University</td>
<td><a href="mailto:MJDTuls@Yahoo.com">MJDTuls@Yahoo.com</a></td>
</tr>
<tr>
<td>Fain, Stephen</td>
<td>Florida International University</td>
<td><a href="mailto:Stephen.Fain@fiu.edu">Stephen.Fain@fiu.edu</a></td>
</tr>
<tr>
<td>Finnan, Christine</td>
<td>College of Charleston</td>
<td><a href="mailto:finnanc@cofc.edu">finnanc@cofc.edu</a></td>
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<td>Barry University</td>
<td><a href="mailto:Dafe74@yahoo.com">Dafe74@yahoo.com</a></td>
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<tr>
<td>Ford, Charles W.</td>
<td>University of New England</td>
<td>cford.une.edu</td>
</tr>
<tr>
<td>Fry, Devick Jane</td>
<td>University of Houston-Victoria</td>
<td><a href="mailto:fryj@uhv.edu">fryj@uhv.edu</a></td>
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<tr>
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<td>Eastern New Mexico University</td>
<td><a href="mailto:alan.garrett@enmu.edu">alan.garrett@enmu.edu</a></td>
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<tr>
<td>Garrison, Jim</td>
<td>Virginia Institute of Technology</td>
<td><a href="mailto:wesley@vt.edu">wesley@vt.edu</a></td>
</tr>
<tr>
<td>Garza, Ruben</td>
<td>Texas State University, San Marcos</td>
<td><a href="mailto:RubenGarza@txstate.edu">RubenGarza@txstate.edu</a></td>
</tr>
<tr>
<td>Good, Kathie</td>
<td>Eastern New Mexico University</td>
<td><a href="mailto:Kathie.Good@enmu.edu">Kathie.Good@enmu.edu</a></td>
</tr>
<tr>
<td>Grayson, Nancy</td>
<td>Oklahoma State University</td>
<td><a href="mailto:nancy.grayson@heart.org">nancy.grayson@heart.org</a></td>
</tr>
<tr>
<td>Grumet, Madeleine R.</td>
<td>University of North Carolina, Chapel Hill</td>
<td><a href="mailto:grumet@unc.edu">grumet@unc.edu</a></td>
</tr>
<tr>
<td>Gutierrez, Robert</td>
<td>Florida State University</td>
<td><a href="mailto:gutierre@coe.fsu.edu">gutierre@coe.fsu.edu</a></td>
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<tr>
<td>Halcomb, Starla</td>
<td>Oklahoma State University</td>
<td><a href="mailto:starla.fields@okstate.edu">starla.fields@okstate.edu</a></td>
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<td>Hallock, Patrice</td>
<td>Utica College</td>
<td><a href="mailto:phallock@utica.edu">phallock@utica.edu</a></td>
</tr>
<tr>
<td>Hansen, David</td>
<td>Teachers College, Columbia University</td>
<td><a href="mailto:hansen@exchange.tc.columbia.edu">hansen@exchange.tc.columbia.edu</a></td>
</tr>
<tr>
<td>Hartman, Kimberly</td>
<td>University of North Caroline at Charlotte</td>
<td><a href="mailto:khartman@email.uncc.edu">khartman@email.uncc.edu</a></td>
</tr>
<tr>
<td>He, Ming Feng</td>
<td>Georgia Southern University</td>
<td><a href="mailto:mfhe@georgiasouthern.edu">mfhe@georgiasouthern.edu</a></td>
</tr>
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<td>Hitz, Mary</td>
<td>Oklahoma State University</td>
<td><a href="mailto:mary@thehitz.net">mary@thehitz.net</a></td>
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<td>Holt, Larry</td>
<td>University of Central Florida</td>
<td><a href="mailto:Holt@mail.ucf.edu">Holt@mail.ucf.edu</a></td>
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<td>Hunkins, Fran</td>
<td>University of Washington</td>
<td>18719 E. 62nd Street, Kenmore, WA 98028 425-486-3836</td>
</tr>
<tr>
<td>Kalbach, Linda M.</td>
<td>Doane College</td>
<td><a href="mailto:Linda.kalbach@doane.edu">Linda.kalbach@doane.edu</a></td>
</tr>
<tr>
<td>Klages, Carol</td>
<td>University of Houston-Victoria</td>
<td><a href="mailto:Klagesc@uhv.edu">Klagesc@uhv.edu</a></td>
</tr>
<tr>
<td>Koetting, Randall</td>
<td>Marian College</td>
<td><a href="mailto:rkoetting@mariancollege.edu">rkoetting@mariancollege.edu</a></td>
</tr>
<tr>
<td>Lea, YiShan</td>
<td>Randolph-Macon Woman’s College</td>
<td><a href="mailto:ylea@rmwc.edu">ylea@rmwc.edu</a></td>
</tr>
<tr>
<td>Lisenbee, Peggy</td>
<td>Oklahoma State University</td>
<td><a href="mailto:peggy.lisenbee@okstate.edu">peggy.lisenbee@okstate.edu</a></td>
</tr>
<tr>
<td>Lokko, Cyprien</td>
<td>West Virginia University</td>
<td><a href="mailto:clokko1@mix.vwu.edu">clokko1@mix.vwu.edu</a></td>
</tr>
<tr>
<td>López Pedrana, Angela</td>
<td>University of Houston</td>
<td><a href="mailto:apedrana@uh.edu">apedrana@uh.edu</a></td>
</tr>
<tr>
<td>Lucking, Robert</td>
<td>Old Dominion University</td>
<td><a href="mailto:rlucking@odu.edu">rlucking@odu.edu</a></td>
</tr>
<tr>
<td>Majors, Sandy</td>
<td>Oklahoma State University</td>
<td><a href="mailto:teachsm@prodigy.net">teachsm@prodigy.net</a></td>
</tr>
<tr>
<td>Malaby, Mark</td>
<td>Oklahoma State University</td>
<td><a href="mailto:Malaby@yahoo.com">Malaby@yahoo.com</a></td>
</tr>
<tr>
<td>Maninger, Robert M.</td>
<td>Texas Christian University</td>
<td><a href="mailto:R.Maninger@tcu.edu">R.Maninger@tcu.edu</a></td>
</tr>
<tr>
<td>Marsh, Sabrina</td>
<td>University of Houston</td>
<td><a href="mailto:smarsh@uh.edu">smarsh@uh.edu</a></td>
</tr>
<tr>
<td>Masko, Amy L.</td>
<td>Grand Valley State University</td>
<td><a href="mailto:maskoa@gvsu.edu">maskoa@gvsu.edu</a></td>
</tr>
<tr>
<td>McDonough, Susan</td>
<td>Austin Career Education Center, Chicago</td>
<td><a href="mailto:smcdon2@comcast.net">smcdon2@comcast.net</a></td>
</tr>
<tr>
<td>McKnight, E. Douglas</td>
<td>University of Alabama</td>
<td><a href="mailto:dmcknigh@bamaed.ua.edu">dmcknigh@bamaed.ua.edu</a></td>
</tr>
<tr>
<td>Michalec, Paul</td>
<td>University of Denver</td>
<td><a href="mailto:pmichalec@du.edu">pmichalec@du.edu</a></td>
</tr>
<tr>
<td>Moore, James R.</td>
<td>Cleveland State University</td>
<td><a href="mailto:j.moore2@csuohio.edu">j.moore2@csuohio.edu</a></td>
</tr>
<tr>
<td>Morehead, Pamela</td>
<td>Oakland University</td>
<td><a href="mailto:morehead@oakland.edu">morehead@oakland.edu</a></td>
</tr>
<tr>
<td>Mullins, Heidi</td>
<td>University of Houston</td>
<td><a href="mailto:hmullins@uh.edu">hmullins@uh.edu</a></td>
</tr>
<tr>
<td>Musanti, Sandra</td>
<td>University of New Mexico</td>
<td><a href="mailto:smusanti@unm.edu">smusanti@unm.edu</a></td>
</tr>
<tr>
<td>Niemiec, Erin</td>
<td>West Virginia University</td>
<td><a href="mailto:eniemiec@math.wvu.edu">eniemiec@math.wvu.edu</a></td>
</tr>
<tr>
<td>Null, J. Wesley</td>
<td>Baylor University</td>
<td><a href="mailto:Wesley_Null@baylor.edu">Wesley_Null@baylor.edu</a></td>
</tr>
<tr>
<td>Olson, Margaret</td>
<td>St. Francis Xavier University</td>
<td><a href="mailto:molson@stfx.ca">molson@stfx.ca</a></td>
</tr>
<tr>
<td>Ozga, Janice</td>
<td>University of Illinois, Chicago</td>
<td><a href="mailto:jozgal1@uic.edu">jozgal1@uic.edu</a></td>
</tr>
</tbody>
</table>
Passe, Jeff  
University of North Carolina at Charlotte  
passe@email.uncc.edu

Pate, Shana  
Texas State University-San Marcos  
sp14@txstate.edu

Patton, Barba  
University of Houston-Victoria  
pattonb@uhv.edu

Peca, Kathy  
Eastern New Mexico University  
Kathy.Peca@enmu.edu

Perez, Theresa  
University of North Carolina at Charlotte  
tperez@email.uncc.edu

Pierczynski-Ward, Michele  
Sam Houston State University  
onwarduic@msn.com

Pinar, William F.  
University of British Columbia  
william.pinar@ubc.ca

Pohl, Bernardo  
University of Houston  
bernardo.pohl@mail.uh.edu

Poirmeauft, Rita  
University of Houston  
rpoimbeauf@msn.com

Purcell, Steve  
James Madison University  
purcelsl@jmu.edu

Ramsey, Sarah J.  
University of North Carolina at Charlotte  
Sramsey3@email.uncc.edu

Redmon, Robert J.  
Midwestern State University  
bob.redmon@mwsu.edu

Reeder, Stacy  
University of Oklahoma  
reeder@ou.edu

Riley, Karen L.  
Auburn University-Montgomery  
kriley@mail.aum.edu

Roedenbeck, Maren  
Barry University  
marenk@aol.com

Ross, Vicki  
North Arizona University  
vicki.ross@nau.edu

Ruben, Barbara  
Portland State University  
rubenb@pdx.edu

Sanders, Mary  
Angelo State University  
Mary.Sanders@angelo.edu

Sayman, Donna  
Oklahoma State University  
dm.sayman@okstate.edu

Schimmoeller, Lee  
Lynchburg College  
schimmoeller@lynchburg.edu

Schimmoeller, Peggy  
Randolph-Macon Woman’s College  
pschimmoeller@rmwc.edu

Schwarz, Gretchen  
Oklahoma State University  
ges1004@okstate.edu

Selmer, Sarah  
West Virginia University  
sselmer@mix.wvu.edu

Sharpswain, Michelle  
University of Denver  
sharpswain@sxu.edu

Slater, Judith J.  
Florida International University  
slaterj@fiu.edu

Sledge, Jumanne  
Oakland University  
sledge@oakland.edu

Spearman, Mindy  
Clemson University  
MindySpearman@mail.utexas.edu

Stern, Barbara S.  
James Madison University  
sterbns@jmu.edu

Suarez, Maria Elena  
University of Houston  
esuarez@houston.rr.com

Thomas, Timothy G.  
James Madison University  
thomastst@jmu.edu

Thompson, Pamela B.  
Utica College  
pthompson@utica.edu

Tinkler, Barri  
Shepherd University  
btinkler@shepherd.edu

Tombari, Martin  
University of Denver  
mtonbari@du.edu

Uhrmacher, Bruce  
University of Denver  
burmach@edu

Utley, Juliana  
Oklahoma State University  
Juliana.utley@okstate.edu

Veal, William  
College of Charleston  
Vealw@cofc.edu

Voorhees, Darleen  
West Virginia University  
dvoorhee@mix.wvu.edu

Wanza, Andrea  
Barry University  
a_wanza@yahoo.com

Westbury, Ian  
University of Illinois, Urbana-Champaign  
westbury@uiuc.edu

Wheat, Brenda  
University of North Carolina, Wilmington  
wheatab@uncw.edu

White, William  
West Virginia University  
Wwhite6@mix.wvu.edu

Wilcox, Diane  
James Madison University  
wilcoxdm@jmu.edu
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilhelm, Ron W.</td>
<td>University of North Texas</td>
<td>wilhelm @coe.unt.edu</td>
</tr>
<tr>
<td>Witschonke, Christopher</td>
<td>University of Houston</td>
<td><a href="mailto:Christopher.witschonke@springbranchisd.com">Christopher.witschonke@springbranchisd.com</a></td>
</tr>
<tr>
<td>Xu, Shi Jing</td>
<td>Ontario Institute for Studies in Education</td>
<td><a href="mailto:sxu@oise.utoronto.ca">sxu@oise.utoronto.ca</a></td>
</tr>
<tr>
<td>Zhao, Gumin</td>
<td>University of Alberta, Canada</td>
<td><a href="mailto:gzhao@ualberta.ca">gzhao@ualberta.ca</a></td>
</tr>
</tbody>
</table>
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With fond regards,

Lynne
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