American Association for Teaching and Curriculum

Fourteenth Annual Conference

Cleveland, Ohio
October 4-6, 2007
October 2007

AATC Conference Attendees:

As President of AATC, I welcome you to our 2007 Annual Conference in Cleveland, Ohio. Our program includes a number of interesting and informative sessions as always. We are honored to have Carl Glickman and Suzanne M. Wilson as keynote speakers this year and also welcome several guests who will address our keynote speakers’ influence on their careers and thought. Whether this is your first AATC conference or you are a veteran attendee, we are glad you are here.

AATC owes sincere thanks to two individuals who did much to make this conference a reality. Lynne Bailey served as program chair and organized the outstanding program you will encounter over the next few days. Marcy Kysilka, our Executive Secretary, does much to keep AATC alive and well. Additionally, she located this venue that I hope you will find as enjoyable as I did during a previous visit. Both Lynne and Marcy worked long and diligently to make sure this conference reached the standards you have come to expect from AATC. Additionally, I would like to thank the members of the Executive Council who willingly serve.

Again, welcome to the 2007 AATC conference. We hope this conference satisfies your expectations and that you will continue to take an active role in AATC.

Alan W. Garrett, President
Eastern New Mexico University
AATC LEADERSHIP FOR 2007–2008

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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 Fourteenth Annual Conference is dedicated to advancing the ideals of the Association and its purpose.
Embassy Suites Cleveland – Downtown

1701 East 12th Street, Cleveland, Ohio, USA 44114
Tel: +1-216-523-8000  Fax: +1-216-523-1698

Salons A, B, C, D 4th Floor

Huron Boardroom 5th Floor

Michigan Ontario Ballroom 5th Floor

Atrium Restaurant 5th Floor
### AATC Conference Schedule

#### 14th Annual Meeting

**Thursday, October 4, 2007**

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<td>7:30-5:00</td>
<td>Registration—Pre-function Area</td>
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<tr>
<td>8:00-9:45</td>
<td>Executive Council Meeting—Michigan Ontario Ballroom</td>
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<td>10:00-11:00</td>
<td>Opening Session—Michigan Ontario Ballroom</td>
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Welcome to AATC in Cleveland  
Lynne Bailey, Program Chair  

Opening Address:  
Alan Garrett, AATC President

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<td>11:00-5:40</td>
<td>Book Fair—Huron Boardroom</td>
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<td>11:00-12:00</td>
<td>Breakout Sessions</td>
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<td>12:00-12:50</td>
<td>Lunch on your own</td>
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<td>1:00-5:40</td>
<td>Breakout Sessions</td>
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<td>Reception—Conservatory Lounge</td>
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**Friday, October 5, 2007**

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<td>Breakfast—Atrium</td>
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<td>Business Meeting—Michigan Ontario Ballroom</td>
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<td>Lunch on your own</td>
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<td>1:20-6:10</td>
<td>Breakout Sessions</td>
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<td>7:00</td>
<td>Dinner—AATC Banquet—Grand Ballroom</td>
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<td>Speaker: Carl Glickman</td>
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Book Sale following the banquet

**Saturday, October 6, 2007**

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<td>7:30-9:00</td>
<td>Breakfast—Atrium</td>
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<td>8:00-9:00</td>
<td>Professors of Curriculum Meeting—Salon A</td>
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<td>9:00-12:20</td>
<td>Breakout Sessions</td>
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<tr>
<td>12:30-2:15</td>
<td>AATC Luncheon—Michigan Ontario Ballroom</td>
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<td>Speaker: Suzanne Wilson</td>
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<td>2:30-4:30</td>
<td>AATC Board Meeting—Salon A</td>
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Welcome

Thursday, October 4, 2007

7:30-5:00 Registration-Pre-function Area

8:00-9:45 Executive Council Meeting—Michigan Ontario Ballroom

10:00-11:00 Opening Session—Michigan Ontario Ballroom

Welcome to AATC in Cleveland:
Lynne Bailey, Program Chair

Opening Address:
Alan Garrett, AATC President

“The Games People Play: Educational Scholarship and School Practice”

11:00-5:40 Book Fair – Huron Boardroom

11:00-12:00 Breakout Sessions

12:00-12:50 Lunch on your own

1:00-5:40 Breakout Sessions

6:00 Reception—Conservatory Lounge
1.1 11:00-12:00 – Michigan Ontario Ballroom

Chrystal Johnson - Purdue University

Paper

*Identifying Metaphors and Personal Epistemologies to Gain Insight into Pre-service Teachers’ Character Education Knowledge Construction*

In particular, I claim metaphors, terms that speak of experiences, and personal epistemologies, social mediation—as a means to discern character education knowledge construction and how pre-service teachers make sense of character development.

Barri Tinkler - Shepherd University

Paper

*Service-Learning as Early Field Experience in Teacher Education*

This qualitative study explores the benefits of using a service-learning experience as an early field placement for pre-service teachers.

Moderator: Cheryl Craig
Thursday, October 4, 2007

1.2  11:00-12:00 – Salon A

Amy Masko - Grand Valley State University

Paper

Resistance: Critical Race Theorizing in Education Research

This paper discusses an ethnographic study and the use of CRT to discuss the theme of resistance in an urban middle school.

Wesley Null – Baylor University

Paper

Peerless Educator: Isaac Kandel on Curriculum and the Teaching Profession

This paper will reintroduce the work of forgotten educator Isaac Leon Kandel to a new generation of professional educators. It will connect Kandel’s views on curriculum and the teaching profession to contemporary issues.

Moderator: Robert Lucking
1.3  11:00-12:00 – Salon B

Carol Klages - University of Houston-Victoria

Paper

Utilizing Literature in the Social Studies Classroom: Teacher Candidates’ Perceptions, Misconceptions, and Awakenings

Literature, both children’s and adolescent, has much to offer in the current social studies curriculum. However, do teacher candidates realize the value of this learning tool? This presentation investigates how teacher candidates view utilizing literature in the social studies classroom and its role teaching and learning social studies content.

Kathryn S. Lee - Texas State University-San Marcos

Paper

Use of Cases to Effect Change in Pre-Service Secondary Teachers' Multicultural Attitudes

This paper session will describe the use of instructional cases to effect change in pre-service secondary teachers’ multicultural attitudes, and effective facilitation strategies will also be shared.

Moderator: Sebastian Diaz
Ahmed Abdulai - West Virginia University
Paper

*Global Education. Why Bother?*

The paper attempts to answer the following three questions; what is global education? Why should Americans be bothered about global education? How relevant is it to current educational program?

Nathan Taylor - Georgia State University

Paper

*A Need for Change: A Look at America’s Missed Opportunity in Global Studies*

This paper will examine the current barriers placed on global studies in secondary education, and the possible remedies to this problem.

Moderator: Randall Koetting

**Lunch** 12:00-12:55 – On Your Own
Thursday, October 4, 2007

2.1  1:00-2:30 – Michigan Ontario Ballroom

William White – Buffalo State College
Sarah Selmer – West Virginia University
Erin Niemic - West Virginia University
Cyprien Lokko - West Virginia University
Ahmed Adbullai - West Virginia University

Panel/Symposium

*Behind the Curriculum Mask: Ideas for expanding the curriculum conversation*

This panel will discuss issues that lie hidden behind the façade of curriculum by exploring experiences that shape our taken-for-granted beliefs about curriculum.

2.2  1:00-2:00 – Salon A

India Broyles - University of New England

Issues and Ideas

*Stages of Concern: Tools in Formative Evaluation*

This session will describe the Stages of Concern Questionnaire and train participants to use, score, and analyze results for the evaluation of the implementation of innovations in curriculum and teaching.
Thursday, October 4, 2007

2.3  1:00-2:00 – Salon B

Kevin Cloninger – University of Denver
Bruce Uhrmacher – University of Denver
Laurie Bennett – University of Denver

Issues and Ideas

The Voice of Teachers in School Reform

We will explore how teachers have been left out of the national discussion on school reform and explore how they can gain/regain their voice.

2.4  1:00-2:00 – Salon C

Robert Lucking - Old Dominion University

Paper

Prospective and Practicing Teachers’ Internet Savvy: The Pew Studies Recast

This research reports on the prospective and practicing teacher’s view, understanding, and use of the internet using the same measurements as the Pew Trust in a recent nationwide study.

Mark J. Reid – Texas A & M University – Commerce
Jency Holbert – Texas A & M University – Commerce

Paper

Efficacy of Technology Training Through a University-based Conference

Teachers attended a session on the use of PowerPoint games. Initial and follow-up surveys indicated how often teachers used the conference information to modify their instruction.

Moderator: Crystal Johnson
3.1  2:40-4:10 – Michigan Ontario Ballroom

David Callejo Perez - West Virginia University,
Sergio Arias - West Virginia University
Sebastian Diaz - West Virginia University,
George Lies - West Virginia University,
Daniel Weiner - West Virginia University,
Michael Wilhelm - West Virginia University

Panel/Symposium

Language and Culture Proficiency Initiative for First Responders in the USA

West Virginia University (WVU) proposed a comprehensive program to strengthen social and medical access of Hispanic citizens by enhancing the capacity of First Responders to provide emergency and social services. Particular attention was paid to interactions among First Responders and Hispanics in rural and suburban areas, surrounding urban centers with immigrant populations, to address community needs.

3.2  2:10-3:10 – Salon A

Allison Dickey – Ashland University
Ann Shelly – Ashland University

Issues and Ideas

A Mismatched Puzzle: Curriculum Studies and Special Education

With the shortage of personnel and increasing use of inclusive practices, what is to become of special education and what can the field of curriculum studies offer special education?

3.3  2:10-3:10 – Salon B

Judith H. Owens - University of Houston

Issues and Ideas

Paying Black Students Not To Attend School

Recent efforts to address the achievement gap focus on monetary solutions. Why not put these dollars in the hands of those affected most? Why not pay black students not to attend school?
Dr. Rita Poinbeauf - University of Houston

Issues and Ideas

Cohort Grouping: A Concept Whose Time Has Come and Gone

Cohorts create comfort and chaos. Are cohort groupings worth the efficiency in cost and instructor time or are we cheating students out of a quality experience?
Thursday, October 4, 2007

4.1 4:20-5:40 – Michigan Ontario Ballroom

Chara Bohan - Georgia State University
Joe Feinberg – Georgia State University
Frans Doppen – Ohio University
Carolyn O’Mahony – Oakland University

Panel/Symposium

*Can Social Studies Teachers Pass the Test? Citizenship and Naturalization*

Curriculum researchers sought to understand how individuals charged with teaching about citizenship understood knowledge of citizenship by administering an abbreviated version of the INS exam.

4.2 3:20-4:20 – Salon A

Margaret Macintyre Latta - University of Nebraska-Lincoln

Paper

*Negotiating the Theory/Practice Chasm: Trusting the (Teaching) Body as the Ground of Sense-Making*

Drawing on the experiences of one teacher utilizing theory as working notions to concretely negotiate within the realities of her classroom practices, the paper images-forth the ground on which embodied theory/practice relations develop, offering greater insights into the body’s role in teaching and learning.

Yi-Ping Huang – Indiana University

Paper

*A Medieval Female Knight Striving for Justice as Caring in the Post-Modern World*

This presentation shows how a Japanese novice teacher educator portrays herself as a medieval female knight striving for social justice as caring in the U.S.

Moderator: Allison Dickey
4.3  3:20-4:20 – Salon B

Robert Redmon - Midwestern State University

Paper

*Impact of Teacher Preparation upon Perceived Teacher Self-Efficacy*

This paper describes the evolution of the perceived teacher self-efficacy of pre-service teachers at various points within a teacher preparation program.

Denise McDonald - University of Houston Clear Lake

Paper

*Assignment Feedback as “Dialogic Dance”: Analysis of Form, Style and Function*

Formative feedback on pre-service teachers’ papers and reflections are analyzed for relational support of their learning and impact on their academic progress.

Moderator: Frans Doppen

4.4  3:20-4:20 – Salon C

Anita Ede - Northeastern State University, Oklahoma

Issues and Ideas

*Stop Promoting Failure: Curriculum Alternatives to Grade Retention*

This session focuses on the role of grade retention in promoting failure and explores curriculum strategies aimed at children who are not experiencing academic success.
Thursday, October 4, 2007

5.1 4:30-5:30 – Salon A

Mark L. Seaman – Stephan F. Austin State University

Paper

*Birds of a Feather? Communities of Practice and Knowledge Communities*

This work describes the concepts of Communities of Practice and Knowledge Communities, examines their common traits and their distinct characteristics.

William White – Buffalo State College

Paper

*Whose Curriculum is it Anyway?*

Using Bourdieu’s theory of field and symbolic power and Durkheim’s model of contract negotiation, this paper explores the hidden processes that enter into curriculum development.

Moderator: Anita Ede
5.2  4:30-5:30 – Salon B

Kathy Peca - Eastern New Mexico University

Paper

_In Pursuit of Common Sense_

To determine the role of common sense in educational administration thought and action, philosophical foundations and suggested best practices for administrators are reviewed.

Leighanne Regan - University of Denver
Caitlin Lindquist - University of Denver

Paper

_Decoding codes of conduct: Exposing the language of oppression in schools._

School handbooks and codes of conduct set the stage for learning in all academic institutions. The issues of language, power dynamics and privilege are explored.

_Moderator: Kathryn Lee_

5.3  4:30-5:30 – Salon C

Michelle Sharpswain – University of Denver

Issues and Ideas

_What Are “Best Practice” Teaching Strategies in Higher Ed?_

Much is being written about “best practices” for teaching in K-12 classrooms. What is “best practice” in higher education? How do we define it? How do we incorporate it?

6:00  Reception – Conservatory Lounge
**Friday**  
*October 5, 2007*

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**Speaker:** Carl Glickman  
*The Pedagogy of Democracy: Toggling between Education and Community*

Book Sale will follow the banquet – Huron Boardroom
6.1 9:00-10:00 – Michigan Ontario Ballroom

Jacob Neumann – University of Houston

Paper

*Embracing Receptivity: Ruminating on Meaningfulness in Doctoral Residency*

By allowing more open-ended doctoral residency experiences, colleges of education can facilitate increased meaningfulness for doctoral students as they complete their residency requirements.

Ka-Rhonda Porter – University of Houston

Paper

*The Chosen Few: African Americans Gaining Tenure. Are These Professors the New Talented Tenth?*

W.E.B DuBois states that only a small population of African American will be in the leadership position for the future of black America. He calls this the “Talented Tenth”. Are the African Americans that are able to receive tenure in Higher Education to be considered the new “Talented Tenth”? This paper reflects on the process that African Africans go through to achieve tenure and how those that do are the chosen few.

Moderator: Marilyn Eisenwine

6.2 9:00-10:00 – Salon A

Peggy Schimmoeller – Randolph College

Issues and Ideas

*From Women Only to Co-Ed: Detecting Classroom Gender Bias during the Transition*

As R-MWC transitions to co-ed, faculty will use objective approaches to measure levels of equity/bias present in classrooms prior to and during the first year men enroll.
6.3 9:00-10:00 - Writing for Publication – Salon B

Barbara Slater Stern – James Madison University
James Moore – Cleveland State University

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 – Salon C

Barba Patton – University of Houston – Victoria
Jeanne Tunks – University of North Texas
David Brown – University of Tulsa

Panel/Symposium

Using Technology to Eliminate the Distance Factor in the Classroom: My Teacher is Where?

Panelists will share methods teaching online while still meeting objectives of Face-to-Face classes. Question/answer and audience input section will be included.

6.5 9:00-10:30 – Salon D

Presidential Panel – Conversation with Carl Glickman and Suzanne Wilson moderated by AATC President, Alan Garrett

Huron Boardroom

You are invited to visit the Book Fair!
7.1 10:10-11:10 – Michigan Ontario Ballroom

Maria Elena Suarez – University of Houston

Issues and Ideas

For Adult Audiences: Considering Andragogy to Optimize the Impact of Professional Development Activities

Discover how Andragogy can significantly impact the results of professional development on your campus.

7.2 10:10-11:10 – Salon A

Sarah Ramsey – University of North Carolina at Charlotte
Mark Malaby – Ball State University

Issues and Ideas

The Dilemmas of Male Elementary Teachers

What are male elementary pre-service teachers’ perceptions of teaching? Attend this session to discuss, this, and other questions related to males in a feminized profession.

7.3 10:10-11:10 – Salon B

Lori Krzeszewski – University of North Carolina at Charlotte

Issues and Ideas

The Role of the School in Easing the Transition of Refugee Students into the American School System

Large urban school districts are faced with a variety of challenges when attempting to educate students. In addition to poverty, teacher quality, and lack of resources, schools are enrolling large populations of refugee students. This early dissertation planning session will focus specifically on the Montagnard Dega students and the strategies available which may ensure their successful transition into American schools.
Poster Sessions

LaKenji K. Hastings - Georgia State University

Poster

*Using Visuals to Create an Affective Classroom*

A picture is worth a thousand words. Become enlightened on how to use visuals to drive classroom instruction, promote meaningful discussion, and evoke student emotion.

Angela A. McKeen – West Virginia University

Poster

*Seeing Science Everywhere: Using the Arts to Teach Science in Rural Appalachia*

This poster presentation explores the impact of using the arts in teaching science with three fifth grade science teachers in rural Appalachia.

Regina Weir - Indiana University Bloomington

Poster

*Difference and Democracy in a Multiage Classroom*

Multiage education of two, sometimes three grade levels is the norm in some elementary schools. However, two educators at Littleton Elementary School decided to co-teach/co-join seven grades. This poster presentation presents a visual case study of this educational experience.

Lori Krzeszewski – University of North Carolina at Charlotte

Poster

*Effective Teaching Strategies for the Montagnard Dega Students*

This presentation will highlight pilot work completed during the 2002-2003 school year involving a homogeneous group of Montagnard Dega refugee students in grades kindergarten, first, and second. The poster summarizes strategies implemented throughout the course of that school year and their bearing on the children’s transitional experiences.
8.2  11:20-12:20 – Michigan Ontario Ballroom

Topics in Teaching and Curriculum

General Discussion

*Interdisciplinary Work, Collaboration, and Partnerships in Higher Education*

Discussant: Pamela Thompson – University of Hawaii - Hilo

8.3  11:20-12:20 – Salon B

Rubén Garza - Texas State University – San Marcos

Paper

*Latino Students’ Voices Add Spice to the Mix: Perceptions of Teacher Behaviors That Convey Caring*

This paper will present teacher behaviors Latino students view as critical to caring for them based on an instrument developed by the researcher.

David Callejo Perez - West Virginia University

Paper

*What would we talk about? Angst and Cuban search for identity in the U.S. after 1959.*

The impetus behind this paper is the trend of historically-marginalized minority groups asserting their identity in the face of an overwhelming monoculture. The power in this example of diversity lies in how Cubans have managed to retain their social culture, and at the same time become influential participants in the economic and political culture, as they deal with the loss of their identity and acculturation in a nation that is ignoring their existence in the emerging Hispanic school curriculum and texts (in comparison to Mexican- and Puerto Rican-Americans).

Moderator: Stephen Fain
**Friday, October 5, 2007**

8.4 11:20-12:20 – Salon C

Bernardo Pohl, Jr. - University of Houston

Paper

*Narratives from the Same Side of the Fence: Challenges Inside the Special Education Classroom*

This paper narrates my experience as a disabled teacher in special education, and my quest for incorporating the disabled in the critical pedagogy discourse.

William White – Buffalo State College

Paper

*Faculty Perspectives on Foreign Language Education*

This paper explores faculty perspectives on the importance and role of foreign language learning within the context of higher education.

Moderator: Joe Feinberg

8.5 11:20-12:20 – Salon D

James R. Moore - Cleveland State University

Issues and Ideas

*The Creative Impulse: Integrating the Fine Arts into Teaching Social Studies*

Integrating the fine arts – paintings, sculpture, photography, music, and literature – into teaching social studies courses stimulates student interests and can help increase academic achievement.

Lunch 12:20-1:15 – On Your Own

Graduate Student Invitation: Did your advisor leave town and it’s the last year of your doctoral program? Did you just find out you need to have 5 copies (not 2) of your dissertation bound for the library at $100 a pop? Are you tired of eating Ramen noodles the last few days of the month? If you answered yes to any of these questions, you are a Graduate Student! Join the other graduate students of AATC to confab, commiserate, and even klatch over the trials and tribulations of “the process” (whatever that may be...). Friday during the lunch break, meet in the library area on floor five to go to the nearest cheap eats and finally stop feeling like you’re the only one going through “the process!” (Jr. Faculty are also invited to share their “process” by joining us at lunch.)
9.1 1:20-2:50 – Michigan Ontario Ballroom

Ron Wilhelm – University of North Texas
Gloria Contreras – University of North Texas

Panel/Symposium

*Enculturation and Resistance: Two Views of Educating for the Common Good*

Panelists will present two case studies, one from Mexico and one from El Salvador, to demonstrate contrasting approaches to curriculum theorizing that privileges collective cultural memory to promote communal agency among traditionally dispossessed peoples.

9.2 1:20-2:20 – Salon A

Mark L. Seaman – Stephan F. Austin State University

Issues and Ideas

*Facilitating Critical Thinking in Teacher Education*

This session will examine methods that one teacher educator has successfully implemented in order to encourage critical thinking among pre-service teachers.

9.3 1:20-2:20 – Salon B

Topics in Teaching and Curriculum

General Discussion

*The Spellings Report – Issues and Implications*

Participants will discuss the Spellings Report, a report by U.S. Secretary of Education Margaret Spellings’ Commission on the Future of Higher Education. The 9/2006 document is available at [http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf](http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf) and combines the rhetorical style of *A Nation at Risk* with the economic accountability of No Child Left Behind in a document aimed at improving education in America’s colleges and universities.

Discussant: Pamela Brown – Oklahoma State University
9.4 1:20-2:20 – Salon C

Barbara Slater Stern - James Madison University
Marcella Kysilka – University of Central Florida

Issues and Ideas

Contemporary Curriculum Studies: What Content Should We Explore?

This session, based on a recently completed curriculum reader, focuses on a discussion of what content individuals choose to include in introductory curriculum courses.

9.5 1:20-2:20 – Salon D

Heather Dwyer Sadlier - University of New England

Issues and Ideas

A Call to Conversation: Creating Classroom Climates that Foster Learning through Listening and Talking

This session examines how classroom conversations—specifically, teachers listening and students talking—can support student learning outcomes in college classrooms and continue pedagogical progress toward Learning Paradigm goals.
Friday, October 5, 2007

10.1 3:00-4:30 – Michigan Ontario Ballroom

Marcella L. Kysilka - University of Central Florida
Lynne Bailey – University of North Carolina at Charlotte
Sue Brown, - University of Central Florida
Gloria Contreras – University of North Texas
Allison Dickey – Ashland University, Columbus
Peggy Moch – Valdosta State University
Gerald Ponder – University of North Carolina - Greensboro
Karen Riley – Auburn University - Montgomery
Bill Schubert – University of Illinois, Chicago Center
Gretchen Schwarz – Oklahoma State University
Barbara Stern – James Madison University
Ron Wilhelm – University of North Texas

Panel/Symposium

Critical Times in Curriculum Thinking: People, Perspectives and Policies

This presentation will focus on people, events, and policies which affected curriculum thinking during the 20th Century.
Friday, October 5, 2007

10.2 2:30-3:30 – Salon A

Barba Patton – University of Houston – Victoria
Carol Klages – University of Houston – Victoria

Paper

*Literature Connection Can Be for Middle School, Too.*

Research gained in the middle-school math classroom as low achieving students study abstract concepts with the help of literature connections and manipulatives will be presented.

Cheryl Craig – University of Houston

Paper

*Coming full circle: From reflective thinking to classroom action and back again.*

This narrative inquiry centers on a literacy teacher’s experience of a professional development activity and illuminates how that teacher, in turn, used his learning to support student growth.

Moderator: Wendy Whitmore Klassen

10.3 2:30-3:30 – Salon B

Retrospective Panel – Suzanne Wilson

Scott Metzger – Pennsylvania State University
Suzanne Kauer – Radford University
Yonghee Suh – Indiana University Northwest
Jodie Galosy – Michigan State University
William Veal – College of Charleston
10.4 2:30-3:30 – Salon C

Sun-hong Hwang - University of Houston
Bernardo Pohl – University of Houston
Maria Elena Suarez – University of Houston
Rebecca Mary Beale – University of Houston

Issues and Ideas

Providing Bilingual Education: Dewey (Do We) or Don't We Meet the Students’ Needs?

Using a Deweyan lens, the presenters will briefly analyze bilingual education in Texas and invite the participants to share their perspectives for potential reform.

10.5 2:30-3:30 – Salon D

Nancy J. Hadley – Angelo State University
Marilyn Eisenwine – Angelo State University

Paper

A Qualitative Study of Highly Distractible Students as Classroom Teachers

Longitudinal data following teaching techniques and technology infusion of two teachers who exhibited challenging multitasking behaviors as students in graduate school.

Robert M. Maninger – Texas Christian University

Paper

Preservice Teachers’ Abilities, Beliefs, and Intentions Regarding Technology Integration

The best predictors of intentions to use technology in preservice teachers’ future classrooms are self-efficacy beliefs, and value beliefs. The effectiveness of educational technology coursework is in improving not just abilities, but also beliefs and intentions.

Moderator: Jacob Neumann
Friday, October 5, 2007

11.1 4:40-6:10 – Michigan Ontario Ballroom

Judith Slater – Florida International University
David Callejo Perez – West Virginia University
Martha Combs – Marian College
Stephen M. Fain – Florida International University
Randall Koetting – Marian College

Panel/Symposium

*The War Against the Professions*

Implication for curriculum theory and practice of the loss of intellectual input in the war against the professions and the erosion of the middle class.

11.2 3:40-4:40 – Salon A

Topics in Teaching and Curriculum

General Discussion

*Stewardship and the Role of Senior Faculty*

This session will explore the importance of senior faculty stewardship for new faculty in the increasingly complex world of the new professor.

**Discussant:** Marcella Kysilka – University of Central Florida
Robert Boostrom – University of Southern Indiana

11.3 3:40-4:40 – Salon B

Blake R. Bickham – Mesa State College

Issues and Ideas

*Exploring the Moral Dimensions of Teaching with Pre-Service, Secondary Teachers*

This session will engage participants in conversations about ways that teacher educators can better prepare future teachers for the moral dimensions of teaching.
11.4 3:40-4:40 – Salon C

Karen A. Shearer - Eastbrook Elementary School
Susan C. Brown – University of Central Florida

Paper

*Parental Involvement in Their Children’s Education: Parents’ and Teachers’ Voices*

Presenters will discuss research results comparing teachers’ views on parental involvement with those of culturally and linguistically diverse parents.

Ashley Atkins Martucci – West Virginia University

Paper

*Educating Outside the Child*

A look into the Enhanced Home Visiting Project’s curriculum impact on infants and caregivers in rural Monongalia County

Moderator: Ruben Garza

11.5 3:40-4:40 – Salon D

Topics in Teaching and Curriculum

General Discussion

*Teacher Educators as Activists in Higher Education*

As professionals steeped in academic theory and practical pedagogy, teacher educators have much to offer the academy. Yet, we are often treated as the “cut and paste” discipline of ages past. As we struggle to bring our voices to the K-12 classrooms, we often forget the role we also play in our own backyards. This general discussion session will focus on how to empower ourselves as professors and bring a needed perspective to higher education.

Discussant: Stacey Elsasser
12.1 4:50-5:50 – Salon A

Kai-Ju (Kelly) Yang - Indiana University

Paper

*Teacher and Parent Beliefs on Tracking: A Taiwanese Perspective*

This study explores what Taiwanese teachers and parents believe about tracking. Using Oakes’ theory, the study findings focus on two beliefs: (1) that tracking is an inequitable but efficient, and (2) that family background influences tracking practices.

Guming Zhao – University of Alberta, Canada

Paper

*On Shifting Landscapes: A Narrative Inquiry into An Immigrant Youth’s Lived Stories in a Canadian School*

Explore an immigrant girl’s lived experiences on shifting school landscapes to help teachers better understand complexities of stories and how she was shaped by stories.

Moderator: Judith Hakes

12.2 4:50-5:50 – Salon B

Topics in Teaching and Curriculum

General Discussion

*Experiences of Junior Faculty in Established and Developing Institutions*

What are the unique challenges and experiences of those who are new to the professoriate, particularly those who are employed by rapidly evolving institutions?

Discussant: Lynne Bailey – University of North Carolina at Charlotte
Stacey Elsasser – Defiance College
12.3  4:50-5:50 – Salon C

Barba Patton – University of Houston – Victoria

Paper


Information gained in a multi-case study with low achieving fifth grade math students using illustrations in the process of solving math problems will be presented.

Peggy Moch – Valdosta State University

Paper

Using the CANE Model to Improve Pre-service Teachers’ Attitudes about Mathematics

An action research study designed to inform the researcher’s teaching practice with regard to pre-service teacher attitudes and experiences towards mathematics.

Moderator: LaKenji Hastings
Friday, October 5, 2007

7:00 Dinner - AATC Banquet – Atrium

Presentation of Dissertation Awards

Curriculum

Shijing Xu

*In Search of Home on Landscapes in Transition: Narratives of Newcomer Families’ Cross-Cultural Schooling Experience*

Chair: Michael Connelly

Teaching

Mark Seaman

*The Teacher That Jack Built*

Chair: Cheryl Craig

Speaker: Carl Glickman

The Pedagogy of Democracy: Toggling between Education and Community

Book Sale in Huron Boardroom
Saturday
October 6, 2007

7:30-10:00  Registration-Pre-function Area

7:30-9:00  Breakfast – Atrium

8:00-10:00  Professors of Curriculum – Salon A

Carl Glickman – University of Georgia
Bill Schubert – University of Illinois
Cheryl Craig – University of Houston
Judith Slater – Florida International University
Barbara Stern – James Madison University
Randy Koetting – Marian College

Critical Discussion

A collegial critique of Glickman's presentation The Pedagogy of Democracy: Toggling between Education and Community

This structured discussion will allow for constructive criticism of the ideas presented in the keynote address. A panel led by a facilitator will present initial reactions and questions, followed by Dr. Glickman’s points for discussion. Audience participation will be invited following these conversations.

Facilitator: Marcella Kysilka

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

9:00-12:20  Breakout Sessions

12:30-2:15  AATC Luncheon—Michigan Ontario Ballroom

Speaker: Suzanne Wilson
Mapping the Challenges to Teacher Education: Battling over the Control and Quality of Teacher Education

2:30-4:30  AATC Board Meeting—Salon A
Breakout Sessions
Saturday, October 6, 2007

13.1 9:00-10:30 – Salon B

Wendy Whitmore Klaasen – Indiana University
Rebecca Cramer – Indiana University
Kristal Curry – Indiana University

Panel/Symposium

Dialogic Storytelling as Curriculum: Adolescent Identity and Youth Culture

The presenters will focus on identity formation elements and dialogic storytelling techniques present in specific youth culture spaces.

13.2 9:00-10:00 – Salon C

Andrew Kemp – Northern Illinois University

Paper

Understanding Academic Writing in Education: A Description and Delineation of the Writing Style of Educational Journals for Authors, Professors and Students

This paper session will explicate the writing style found in academic journals in education. In addition, recommendations will be given to potential authors, professors and students on the writing style found in academic writing.
Christine Finnan

Paper

*What Do I Do with that Big Boy in the Back of the Class? Preparing and Supporting Teachers to Engage Over-age Students*

Most teachers will have students in their classes who have been retained, often more than once. Few teachers receive any preparation or support to work with over-age students. This paper is a first step in providing teachers some insight into over-age students’ perceptions on how to engage them in learning and about the retention process.

**Kristen E. Bunn – University of Denver**
**Bruce Uhrmacher – University of Denver**

Paper

*Beyond the One Room School*

This project highlights remarkable educational activities. Many educators are using creative practices. Unfortunately, in this standards-based environment, these kinds of opportunities are largely going unnoticed.

**Moderator: Barba Patton**
**Saturday, October 6, 2007**

**14.1 10:10-11:40 – Salon A**

Cameron White – University of Houston  
Sabrina Marsh – University of Houston  
Dustine Thomas – University of Houston  
Debbie Shulsky – University of Houston

Panel

*Rethinking Social Education: A Dialogic Process*

What is social education? Engage in a dialogic process regarding the possibilities of social education. A doctoral cohort will facilitate the experience.

**14.2 10:40-11:40 – Salon B**

Shijing Xu – University of Toronto, Canada  
Michael Connelly - University of Toronto, Canada

Paper

*Multiculturalism and Chinese Immigrant Transnational Circular Migration*

A narrative concept of reciprocal learning during transnational circular migration for immigrants, host societies and home societies, and its bearing on multicultural curriculum and teaching.

Bruce Uhrmacher - University of Denver  
Cassandra Trousas - University of Denver

Paper

*Arts-based action research: Examining a new method of inquiry for practitioners*

This session introduces a noteworthy methodology called arts-based action research. The presenters will briefly outline arts-based action research and facilitate a discussion of this methodology and issues pertaining to arts-based educational research in general.

**Moderator: Jency Holbert**
14.3 10:10-11:10 – Salon C

Marilyn J. Eisenwine – Angelo State University
Judith A. Hakes – Angelo State University
Kathleen M. Price - Angelo State University

Paper

Fit Kits: A Curriculum Extension for Physical Education

Fit Kits provide opportunities for physical fitness through games and movement skills. Children are challenged to improve health related fitness while making interdisciplinary connections.

Mary E. McGlamery - Angelo State University,
Steven E. Ball - Texas A&M University-Commerce

Paper

The case for social skills training in the Primary School Curriculum: A follow up study of attention and theory of mind skills in first grade boys

This study of young boys reveals that theory of mind skills are delayed when attention difficulties are present. Implications for social skills training are discussed.

Moderator: Yi-Ping Huang
14.4 10:10-11:10 – Salon D

Jeong-Hee Kim - Kansas State University

Paper

A Romance with Narrative Inquiry: Toward an Act of Narrative Theorizing

This paper is a methodological review of narrative inquiry, which analyzes, critiques, and integrates multiple viewpoints of narrative inquiry.

Sun-hong Hwang - University of Houston

Paper

Compare and contrast with ZDP (Zone of proximal development) and LPP (Legitimate peripheral participation).

Lave and Wenger’s situated learning theory considered as one of major contemporary learning theory. The presenter will describe their main concept LPP by comparing and contrast with Vygotsky’s Zone of proximal development.

Moderator: James Moore
Mark J. Reid - Texas A&M University—Commerce

Paper

*Professional Display of Student Science Art*

Covers student art in science classroom and its impact on student self-perception and motivation. Includes a demonstration of an inexpensive way to frame student art.

Misty Rodeheaver - West Virginia University

Paper

*The Potential Effects of Geographic Information Systems (GIS) on Social Studies Curriculum*

This presentation reports on an on-going research project regarding the potential effects of GIS on social studies curriculum.

Moderator: Jeong-Hee Kim
15.2 11:20-12:20 – Salon D

Jacqueline Bach - Louisiana State University

Paper

*Project Teach: Using Reality Shows as a Framework for Teaching Methods Courses*

Inspired by a comment made by Madeleine Grumet, this presentation will explore the redesigning an English/Language Arts course based on the Bravo show, *Project Runway*.

Katherine Rearick - University of Houston-Clear Lake
Kaarin Perkins - University of Houston-Clear Lake
Denise McDonald - University of Houston-Clear Lake

Paper

*Impact of a Code-Switching Curriculum on the Writing Skills of Students Who Speak African American Vernacular English*

The presenters will discuss the implementation of a Code-Switching Curriculum and its impact on the Writing Skills of Students Who Speak African American Vernacular English.

*Moderator: Rebecca Cramer*

12:30-2:15 AATC Luncheon – Michigan Ontario Ballroom

*Keynote Speaker: Suzanne Wilson*

Mapping the Challenges to Teacher Education: Battling over the Control and Quality of Teacher Education

*Thank you for your attendance. We hope you will join us again next year!*

*Yours in Education,*

*Lynne Bailey*

2:30-4:30 AATC Executive Board Meeting – Salon A
## Names of Presenters and Email Addresses

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Email Address</th>
</tr>
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<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>Arias, Sergio</td>
<td>West Virginia University</td>
<td><a href="mailto:sergio@quijote.ugto.mx">sergio@quijote.ugto.mx</a></td>
</tr>
<tr>
<td>Bach, Jacqueline</td>
<td>Louisiana State University</td>
<td><a href="mailto:jbach@lsu.edu">jbach@lsu.edu</a></td>
</tr>
<tr>
<td>Bailey, Lynne</td>
<td>University of North Caroline at Charlotte</td>
<td><a href="mailto:lmbailey@uncc.edu">lmbailey@uncc.edu</a></td>
</tr>
<tr>
<td>Ball, Steven E.</td>
<td>Texas A &amp; M University – Commerce</td>
<td><a href="mailto:Steve_Ball@tamu-commerce.edu">Steve_Ball@tamu-commerce.edu</a></td>
</tr>
<tr>
<td>Beale, Rebecca Mary</td>
<td>University of Houston</td>
<td><a href="mailto:rebeccaabeale@sbcglobal.net">rebeccaabeale@sbcglobal.net</a></td>
</tr>
<tr>
<td>Bennett, Laurie J.</td>
<td>University of Denver</td>
<td><a href="mailto:labennet@du.edu">labennet@du.edu</a></td>
</tr>
<tr>
<td>Bickham, Blake R.</td>
<td>Mesa State College</td>
<td><a href="mailto:brbickham@gmail.com">brbickham@gmail.com</a></td>
</tr>
<tr>
<td>Biffle, Richard L.</td>
<td>University of Denver</td>
<td><a href="mailto:rbiffle@du.edu">rbiffle@du.edu</a></td>
</tr>
<tr>
<td>Bohan, Chara H.</td>
<td>Georgia State University</td>
<td><a href="mailto:cbohan@gsu.edu">cbohan@gsu.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>Brown, David</td>
<td>University of Tulsa</td>
<td><a href="mailto:david-brown@utulsa.edu">david-brown@utulsa.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, 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>Bunn, Kristen</td>
<td>University of Denver</td>
<td><a href="mailto:kbunn@du.edu">kbunn@du.edu</a></td>
</tr>
<tr>
<td>Callejo-Perez, David</td>
<td>West Virginia University</td>
<td><a href="mailto:david.callejo@mail.wvu.edu">david.callejo@mail.wvu.edu</a></td>
</tr>
<tr>
<td>Cloninger, Kevin</td>
<td>University of Denver</td>
<td><a href="mailto:kcloning@du.edu">kcloning@du.edu</a></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>University of Toronto, Canada</td>
<td><a href="mailto:mconnelly@oise.utoronto.ca">mconnelly@oise.utoronto.ca</a></td>
</tr>
<tr>
<td>Contreras, Gloria</td>
<td>University of North Texas</td>
<td><a href="mailto:contrera@unt.edu">contrera@unt.edu</a></td>
</tr>
<tr>
<td>Craig, Cheryl</td>
<td>University of Houston</td>
<td><a href="mailto:ccrraig@uh.edu">ccrraig@uh.edu</a></td>
</tr>
<tr>
<td>Cramer, Rebecca</td>
<td>Indiana University</td>
<td><a href="mailto:rjcramer@indiana.edu">rjcramer@indiana.edu</a></td>
</tr>
<tr>
<td>Curry, Kristal</td>
<td>Indiana University</td>
<td><a href="mailto:kristalcurry@yahoo.com">kristalcurry@yahoo.com</a></td>
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<tr>
<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>
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<td>Dickey, Allison</td>
<td>Ashland University</td>
<td><a href="mailto:adickey@ashland.edu">adickey@ashland.edu</a></td>
</tr>
<tr>
<td>Doppen, Frans</td>
<td>Ohio University</td>
<td><a href="mailto:doppen@ohio.edu">doppen@ohio.edu</a></td>
</tr>
<tr>
<td>Ede, Anita</td>
<td>Northeastern State University, Oklahoma</td>
<td><a href="mailto:edear@nsuok.edu">edear@nsuok.edu</a></td>
</tr>
<tr>
<td>Eisenwine, Marilyn</td>
<td>Angelo State University</td>
<td><a href="mailto:marilyn.eisenwine@angelo.edu">marilyn.eisenwine@angelo.edu</a></td>
</tr>
<tr>
<td>Elsasser, Stacey</td>
<td>Defiance College</td>
<td><a href="mailto:selsasser@defiance.edu">selsasser@defiance.edu</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>Feinberg, Joe</td>
<td>Georgia State University</td>
<td><a href="mailto:jfeinberg@gsu.edu">jfeinberg@gsu.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>
</tr>
<tr>
<td>Galosy, Jodie</td>
<td>Michigan State University</td>
<td><a href="mailto:galosyjo@msu.edu">galosyjo@msu.edu</a></td>
</tr>
<tr>
<td>Garrett, Alan W.</td>
<td>Eastern New Mexico University</td>
<td><a href="mailto:alan.garrett@enmu.edu">alan.garrett@enmu.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>Glickman, Carl</td>
<td>University of Georgia</td>
<td><a href="mailto:Carlglickman@aol.com">Carlglickman@aol.com</a></td>
</tr>
<tr>
<td>Hadley, Nancy</td>
<td>Angelo State University</td>
<td><a href="mailto:nancy.hadley@angelo.edu">nancy.hadley@angelo.edu</a></td>
</tr>
<tr>
<td>Hakes, Judith</td>
<td>Angelo State University</td>
<td><a href="mailto:judith.hakes@angelo.edu">judith.hakes@angelo.edu</a></td>
</tr>
<tr>
<td>Hastings, LaKenji</td>
<td>Georgia State University</td>
<td><a href="mailto:LaKenji4msu@yahoo.com">LaKenji4msu@yahoo.com</a></td>
</tr>
<tr>
<td>Holbert, Jency</td>
<td>Texas A &amp; M University - Commerce</td>
<td><a href="mailto:jency_holbert@tamu-commerce.edu">jency_holbert@tamu-commerce.edu</a></td>
</tr>
<tr>
<td>Huang, Yi-Ping</td>
<td>Indiana University</td>
<td><a href="mailto:yiphuang@indiana.edu">yiphuang@indiana.edu</a></td>
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<td>Hwang, Sunhong</td>
<td>University of Houston</td>
<td><a href="mailto:Shh1cd@yahoo.com">Shh1cd@yahoo.com</a></td>
</tr>
<tr>
<td>Johnson, Crystal</td>
<td>Purdue University</td>
<td><a href="mailto:johnsoncs@purdue.edu">johnsoncs@purdue.edu</a></td>
</tr>
<tr>
<td>Kauer, Suzanne</td>
<td>Radford University</td>
<td><a href="mailto:skauer@radford.edu">skauer@radford.edu</a></td>
</tr>
<tr>
<td>Kemp, Andrew</td>
<td>Northern Illinois University</td>
<td><a href="mailto:dkemp@niu.edu">dkemp@niu.edu</a></td>
</tr>
<tr>
<td>Kim, Jeong-Hee</td>
<td>Kansas State University</td>
<td><a href="mailto:jhkim@ksu.edu">jhkim@ksu.edu</a></td>
</tr>
<tr>
<td>Klaasen, Wendy Whitmore</td>
<td>Indiana University</td>
<td><a href="mailto:whitmore@indiana.edu">whitmore@indiana.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>Krzeszewski, Lori</td>
<td>University of North Carolina- Charlotte</td>
<td><a href="mailto:lbkrzesz@uncc.edu">lbkrzesz@uncc.edu</a></td>
</tr>
<tr>
<td>Kysilka, Marcella</td>
<td>University of Central Florida</td>
<td><a href="mailto:kysilka@bellsouth.net">kysilka@bellsouth.net</a></td>
</tr>
<tr>
<td>Latta, Margaret</td>
<td>University of Nebraska - Lincoln</td>
<td><a href="mailto:mlatta2@unl.edu">mlatta2@unl.edu</a></td>
</tr>
<tr>
<td>Lee, Kathryn</td>
<td>Texas State University – San Marcos</td>
<td><a href="mailto:KL10@txstate.edu">KL10@txstate.edu</a></td>
</tr>
<tr>
<td>Lies, George</td>
<td>West Virginia University</td>
<td><a href="mailto:george.lies@mail.wvu.edu">george.lies@mail.wvu.edu</a></td>
</tr>
<tr>
<td>Lindquist, Caitlin</td>
<td>University of Denver</td>
<td><a href="mailto:clindqui@du.edu">clindqui@du.edu</a></td>
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<td>Lokko, Cyprien</td>
<td>West Virginia University</td>
<td><a href="mailto:clokko1@mix.wvu.edu">clokko1@mix.wvu.edu</a></td>
</tr>
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<td>Lucking, Robert</td>
<td>Old Dominion University</td>
<td><a href="mailto:rlucking@odu.edu">rlucking@odu.edu</a></td>
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<tr>
<td>Malaby, Mark</td>
<td>Ball State University</td>
<td><a href="mailto:Malaby@yahoo.com">Malaby@yahoo.com</a></td>
</tr>
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<td>Maninger, Robert</td>
<td>Texas Christian University</td>
<td><a href="mailto:R.Maninger@tcu.edu">R.Maninger@tcu.edu</a></td>
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<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>Martucci, Ashley Atkins</td>
<td>West Virginia University</td>
<td><a href="mailto:ashley_martucci@hotmail.com">ashley_martucci@hotmail.com</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>McDonald, Denise</td>
<td>University of Houston – Clear Lake</td>
<td><a href="mailto:mcdonald@cl.uh.edu">mcdonald@cl.uh.edu</a></td>
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<tr>
<td>McGlamery, Mary</td>
<td>Angelo State University</td>
<td><a href="mailto:mmcglamery@angelo.edu">mmcglamery@angelo.edu</a></td>
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<td>West Virginia University</td>
<td><a href="mailto:amckeens@mix.wvu.edu">amckeens@mix.wvu.edu</a></td>
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<td>Pennsylvania State University</td>
<td><a href="mailto:sam59@psu.edu">sam59@psu.edu</a></td>
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<td>Moch, Peggy</td>
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<td><a href="mailto:plmoch@valdosta.edu">plmoch@valdosta.edu</a></td>
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<td>Moore, James R.</td>
<td>Cleveland State University</td>
<td><a href="mailto:j.moore2@csuohio.edu">j.moore2@csuohio.edu</a></td>
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<td>University of Houston</td>
<td><a href="mailto:jwneumann@gmail.com">jwneumann@gmail.com</a></td>
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<td>Niemiec, Erin</td>
<td>West Virginia University</td>
<td><a href="mailto:eniemiec@math.wvu.edu">eniemiec@math.wvu.edu</a></td>
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<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>O’Mahoney, Carolyn</td>
<td>Oakland University</td>
<td><a href="mailto:omahony@oakland.edu">omahony@oakland.edu</a></td>
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<td>Owens, Judith</td>
<td>University of Houston</td>
<td><a href="mailto:jowens5@uh.edu">jowens5@uh.edu</a></td>
</tr>
<tr>
<td>Patton, Barba</td>
<td>University of Houston-Victoria</td>
<td><a href="mailto:bb60patton@nodial.net">bb60patton@nodial.net</a></td>
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<td>Peca, Kathy</td>
<td>Eastern New Mexico University</td>
<td><a href="mailto:Kathy.Peca@enmu.edu">Kathy.Peca@enmu.edu</a></td>
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<td>Perkins, Kaarin</td>
<td>University of Houston – Clear Lake</td>
<td><a href="mailto:Perkins@cl.uh.edu">Perkins@cl.uh.edu</a></td>
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<td>University of Houston</td>
<td><a href="mailto:bernardo.pohl@cfisd.net">bernardo.pohl@cfisd.net</a></td>
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<td>University of Houston</td>
<td><a href="mailto:rpoimbeauf@msn.com">rpoimbeauf@msn.com</a></td>
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<td>University of North Carolina, Greensboro</td>
<td><a href="mailto:ponder@uncg.edu">ponder@uncg.edu</a></td>
</tr>
<tr>
<td>Porter, Ka-Rhonda</td>
<td>University of Houston</td>
<td><a href="mailto:Kaydphia@hotmail.com">Kaydphia@hotmail.com</a></td>
</tr>
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<td>Price, Kathleen</td>
<td>Angelo State University</td>
<td><a href="mailto:kathleen.price@angelo.edu">kathleen.price@angelo.edu</a></td>
</tr>
<tr>
<td>Ramsey, Sarah J.</td>
<td>University of North Carolina at Charlotte</td>
<td><a href="mailto:Sramsey3@email.uncc.edu">Sramsey3@email.uncc.edu</a></td>
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<tr>
<td>Rearick, Katherine</td>
<td>University of Houston – Clear Lake</td>
<td><a href="mailto:mrsrearick@hotmail.com">mrsrearick@hotmail.com</a></td>
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<tr>
<td>Redmon, Robert J.</td>
<td>Midwestern State University</td>
<td><a href="mailto:bob.redmon@mswu.edu">bob.redmon@mswu.edu</a></td>
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<tr>
<td>Regan, Leighanne</td>
<td>University of Denver</td>
<td><a href="mailto:lregan@du.edu">lregan@du.edu</a></td>
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<td>Name</td>
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<td>Reid, Mark</td>
<td>Texas A &amp; M University - Commerce</td>
<td><a href="mailto:mark_reid@tamu-commerce.edu">mark_reid@tamu-commerce.edu</a></td>
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<td>Riley, Karen L.</td>
<td>Auburn University-Montgomery</td>
<td><a href="mailto:kriley@mail.au.edu">kriley@mail.au.edu</a></td>
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<tr>
<td>Rodeheaver, Misty</td>
<td>West Virginia University</td>
<td><a href="mailto:misty_Rodeheaver@yahoo.com">misty_Rodeheaver@yahoo.com</a></td>
</tr>
<tr>
<td>Sadlier, Heather Dwyer</td>
<td>University of New England</td>
<td><a href="mailto:hsadlier@une.edu">hsadlier@une.edu</a></td>
</tr>
<tr>
<td>Schimmoeller, Peggy</td>
<td>Randolph College</td>
<td><a href="mailto:pschimmoeller@randolphcollege.edu">pschimmoeller@randolphcollege.edu</a></td>
</tr>
<tr>
<td>Schubert, Bill</td>
<td>University of Illinois, Chicago Center</td>
<td><a href="mailto:schubert@uic.edu">schubert@uic.edu</a></td>
</tr>
<tr>
<td>Schwarz, Gretchen</td>
<td>Oklahoma State University</td>
<td><a href="mailto:ges1004@okstate.edu">ges1004@okstate.edu</a></td>
</tr>
<tr>
<td>Seaman, Mark</td>
<td>Stephen F. Austin State University</td>
<td><a href="mailto:seamannm@sfasu.edu">seamannm@sfasu.edu</a></td>
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<td>West Virginia University</td>
<td><a href="mailto:sselman@mix.wvu.edu">sselman@mix.wvu.edu</a></td>
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<tr>
<td>Sharp, Bill</td>
<td>University of Denver</td>
<td><a href="mailto:msharpswain@gmail.com">msharpswain@gmail.com</a></td>
</tr>
<tr>
<td>Shearer, Karen</td>
<td>Eastbrook Elementary School</td>
<td><a href="mailto:Karen_shearer@scps.k12.fl.us">Karen_shearer@scps.k12.fl.us</a></td>
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<td>Shelly, Ann</td>
<td>Ashland University</td>
<td><a href="mailto:asshelly@ashland.edu">asshelly@ashland.edu</a></td>
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<td>Shulsky, Debbie</td>
<td>University of Houston</td>
<td><a href="mailto:dshulsky@sbcglobal.net">dshulsky@sbcglobal.net</a></td>
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<td>Slater, Judith J.</td>
<td>Florida International University</td>
<td><a href="mailto:slaterj@earthlink.net">slaterj@earthlink.net</a></td>
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<td>Stern, Barbara S.</td>
<td>James Madison University</td>
<td><a href="mailto:sternbs@jmu.edu">sternbs@jmu.edu</a></td>
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<tr>
<td>Suarez, Maria Elena</td>
<td>University of Houston</td>
<td><a href="mailto:mesuarez@comcast.net">mesuarez@comcast.net</a></td>
</tr>
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<td>Suh, Yonghee</td>
<td>Indiana University Northwest</td>
<td><a href="mailto:suh3@iu.edu">suh3@iu.edu</a></td>
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<tr>
<td>Taylor, Nathan</td>
<td>Georgia State University</td>
<td><a href="mailto:nateisn@yahoo.com">nateisn@yahoo.com</a></td>
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<tr>
<td>Thomas, Dustine</td>
<td>University of Houston</td>
<td><a href="mailto:dustine7@gmail.com">dustine7@gmail.com</a></td>
</tr>
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<td>Thompson, Pamela B.</td>
<td>University of Hawaii - Hilo</td>
<td><a href="mailto:pamelabt@hawaii.edu">pamelabt@hawaii.edu</a></td>
</tr>
<tr>
<td>Tinkler, Barri</td>
<td>Shepherd University</td>
<td><a href="mailto:btinkler@shepherd.edu">btinkler@shepherd.edu</a></td>
</tr>
<tr>
<td>Trounas, Cassandra</td>
<td>University of Denver</td>
<td><a href="mailto:candres@du.edu">candres@du.edu</a></td>
</tr>
<tr>
<td>Tunks, Jeanne</td>
<td>University of North Texas</td>
<td><a href="mailto:tunks@coe.unt.edu">tunks@coe.unt.edu</a></td>
</tr>
<tr>
<td>Uhrmacher, Bruce</td>
<td>College of Charleston</td>
<td><a href="mailto:vealw@cofc.edu">vealw@cofc.edu</a></td>
</tr>
<tr>
<td>Weiner, Daniel</td>
<td>West Virginia University</td>
<td><a href="mailto:Daniel.weiner@mail.wvu.edu">Daniel.weiner@mail.wvu.edu</a></td>
</tr>
<tr>
<td>Weir, Regina</td>
<td>Indiana University Bloomington</td>
<td><a href="mailto:rmweir@indiana.edu">rmweir@indiana.edu</a></td>
</tr>
<tr>
<td>White, Cameron</td>
<td>University of Houston</td>
<td><a href="mailto:cswhite@uh.edu">cswhite@uh.edu</a></td>
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<tr>
<td>White, William</td>
<td>Buffalo State College</td>
<td><a href="mailto:whitebill84@yahoo.com">whitebill84@yahoo.com</a></td>
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<td>Wilhelm, Michael</td>
<td>West Virginia University</td>
<td><a href="mailto:Michael.Wilhelm@mail.wvu.edu">Michael.Wilhelm@mail.wvu.edu</a></td>
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<tr>
<td>Wilhelm, Ron W.</td>
<td>University of North Texas</td>
<td>wilhelm @unt.edu</td>
</tr>
<tr>
<td>Wilson, Suzanne</td>
<td>Michigan State University</td>
<td><a href="mailto:swilson@mail.msu.edu">swilson@mail.msu.edu</a></td>
</tr>
<tr>
<td>Xu, Shi Jing</td>
<td>University of Toronto, Canada</td>
<td><a href="mailto:sxu@oise.utoronto.ca">sxu@oise.utoronto.ca</a></td>
</tr>
<tr>
<td>Yang, Kai-Ju (Kelly)</td>
<td>Indiana University</td>
<td><a href="mailto:kayang@indiana.edu">kayang@indiana.edu</a></td>
</tr>
<tr>
<td>Zhao, Guming</td>
<td>University of Alberta, Canada</td>
<td><a href="mailto:gzhao@ualberta.ca">gzhao@ualberta.ca</a></td>
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<tr>
<td>2005</td>
<td>C. A. Bowers, William Pinar</td>
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<td>2004</td>
<td>Geneva Gay, Madeleine Grumet</td>
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<td>2003</td>
<td>Eleanor Duckworth, O. L. Davis</td>
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<td>2002</td>
<td>William Schubert, William Ayers</td>
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<td>2007</td>
<td>Carl Glickman, Suzanne Wilson</td>
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<td>2006</td>
<td>Michael Connelly, David Hansen</td>
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<td>2001</td>
<td>Nel Noddings, D. Jean Clandinin</td>
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<td>2000</td>
<td>Elliot Eisner, Maxine Greene</td>
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<td>1999</td>
<td>Michael Apple, Steve Selden</td>
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<td>1998</td>
<td>Wilma Longstreet</td>
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### Dissertation Award Winners

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<th>Teaching</th>
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<tr>
<td>2007</td>
<td>Shijing Xu</td>
<td>Mark Seaman</td>
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<tr>
<td>2006</td>
<td>Michelle Sharpswain</td>
<td>Sandra I Musanti</td>
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<tr>
<td>2005</td>
<td>Stephanie Soliven</td>
<td>Sarah J. Ramsey</td>
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<tr>
<td>2004</td>
<td>Stacey Elsasser</td>
<td>April Luehmann</td>
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<td>2003</td>
<td>Wesley Null</td>
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### Conference Sites

- Cleveland, Ohio, 2007
- Charlotte, North Carolina, 2006
- Austin, Texas, 2005
- Portland, Oregon, 2004
- Baltimore, Maryland, 2003
- Tulsa, Oklahoma, 2002
- Denver, Colorado, 2001
- Orlando, Florida, 2000
- Orlando, Florida, 1999
- Orlando, Florida, 1998
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<td>Cheryl Craig</td>
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<td>David Flinders</td>
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<td>Stephen Fain</td>
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<td>Karen Riley</td>
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<td>Gretchen Schwarz</td>
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<td>William Segall</td>
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<td>Alan W. Garrett</td>
<td>2007</td>
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<td>Ron Wilhelm</td>
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<td>P. Bruce Uhrmacher</td>
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<td>O. L. Davis</td>
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Acknowledgements

Many sincere thanks are extended to those who assisted and contributed to this year’s conference preparations. Thanks to A.J. Geste and Lori Krzeszewski, UNCC doctoral students, for the countless hours of organizing during the review and program draft process. Once again, Stacey Elsasser has organized outstanding professional resources through the book fair. Thanks also to William Veal for the scheduling of guests and printing connections, and as always, thanks to Marcy Kysilka for all of the time spent coordinating with the hotels for both this year and future venues. One can not underestimate the value of a working team!

Chairing this conference the past two years has been my distinct pleasure and privilege. I appreciate all of the help and guidance from everyone who willingly offered their time and services to the program. I wish Stacey Elsasser much success as the next program chair for 2008-2010.

Thank you for the opportunity to have been of service,

Lynne
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___ Bilingual Education ____________________________________________ Personnel Services

___ Business Education ____________________________________________ Physical Education

___ Character Education ____________________________________________ Political Aspects/Governmental Influences on Education

___ Computer Education ____________________________________________ Reading, Emerging Literacy

___ Cross-Cultural Education ________________________________________ Religious Education

___ Curriculum Theory ____________________________________________ Research and Statistics (Specify)

___ Culturally Disadvantaged ________________________________________ Remedial Education

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___ Elementary Education __________________________________________ Special Education (Specify Areas)

___ Foreign Language Education (Specify) ____________________________ Speech and Audiology

___ Foundations of Education ________________________________________ Teacher Certification

___ Gifted and Talented Education __________________________________ Teacher Education (Specify Areas)

___ Global Education ______________________________________________ Technology in Education (Specify)

___ Health and Safety/Driver Education ______________________________ Trade and Industrial Education

___ Higher Education ______________________________________________ Other Specialties:

___ Home Economics Education ________________________________

___ Industrial Arts and Technology Education ________________________

___ International and Comparative Education _________________________

___ Junior High/Middle School Education ____________________________

___ Language Arts Education _________________________________________

___ Mathematics Education _________________________________________

___ Multicultural Education/Diversity ________________________________

___ Music Education _________________________________________________

___ Parochial Education ____________________________________________

___ Performing Arts Education (Specify) ______________________________

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