

*American Association for
Teaching and Curriculum*

Fourteenth Annual Conference



*Cleveland, Ohio
October 4-6, 2007*

President's Greetings

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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Alan W. Garrett, Eastern New Mexico University

Past President

William R. Veal, College of Charleston

President Elect

Karen Riley, Auburn University - Montgomery

Executive Secretary

Marcella Kysilka, Professor Emerita, University of Central Florida

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Lynne M. Bailey, University of North Carolina at
Charlotte

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Jeanne Tunks, University of North Texas

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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

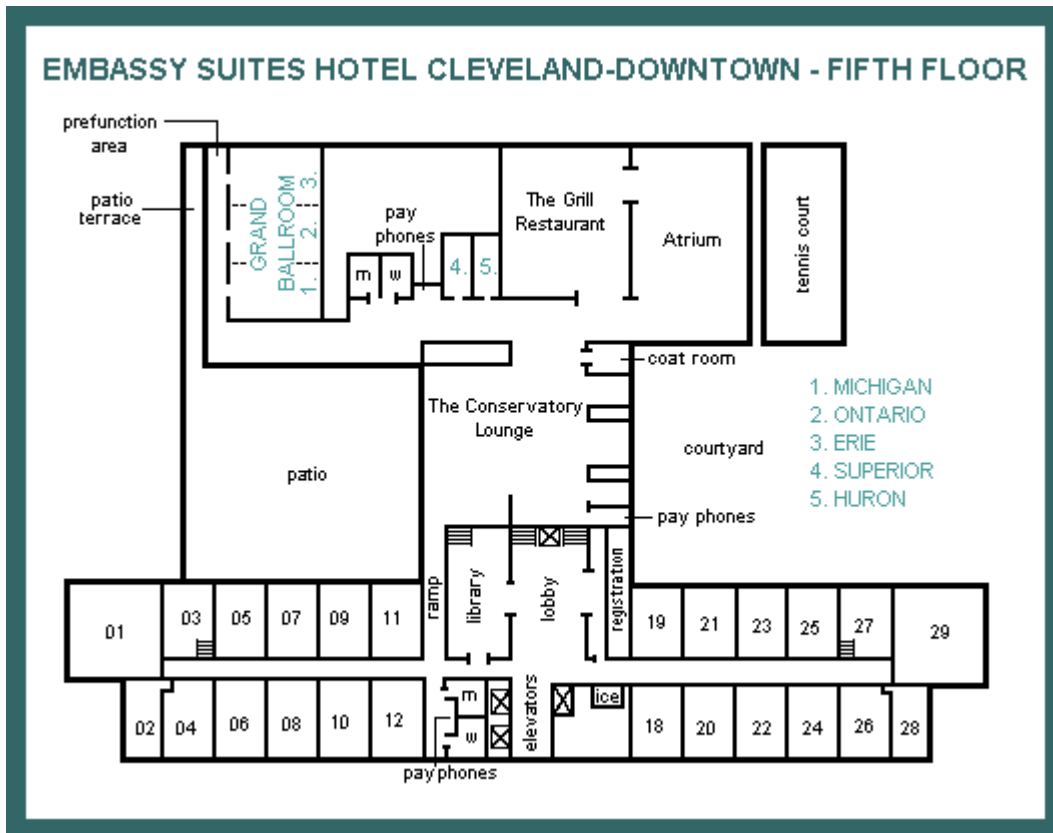
1701 East 12th Street, Cleveland, Ohio, USA 44114
Tel: +1-216-523-8000 Fax: +1-216-523-1698

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



7:30-5:00
8:00-9:45
10:00-11:00

Thursday, October 4, 2007

Registration-**Pre-function Area**
 Executive Council Meeting—**Michigan Ontario Ballroom**
 Opening Session—**Michigan Ontario Ballroom**



11:00-5:40
11:00-12:00
12:00-12:50

Welcome to AATC in Cleveland
 Lynne Bailey, Program Chair

Opening Address:
 Alan Garrett, AATC President

Book Fair – **Huron Boardroom**

Breakout Sessions

Lunch on your own

Breakout Sessions

6:00

Reception—**Conservatory Lounge**



Friday, October 5, 2007

7:30-5:00
7:30-9:00
8:00-9:00
9:00-5:30
9:00-12:20
12:20-1:15
1:20-6:10
7:00

Registration-**Pre-function Area**

Breakfast—**Atrium**

Business Meeting—**Michigan Ontario Ballroom**

Book Fair – **Huron Boardroom**

Breakout Sessions

Lunch on your own

Breakout Sessions

Dinner—AATC Banquet—**Grand Ballroom**

Speaker: Carl Glickman



Book Sale following the banquet

Saturday, October 6, 2007

7:30-10:00
7:30-9:00
8:00-9:00
9:00-12:20
12:30-2:15
2:30-4:30

Registration

Breakfast—**Atrium**

Professors of Curriculum Meeting—**Salon A**

Breakout Sessions

AATC Luncheon—**Michigan Ontario Ballroom**

Speaker: Suzanne Wilson

AATC Board Meeting—**Salon A**



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 |

Breakout Sessions

Thursday, October 4, 2007

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

Thursday, October 4, 2007

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

Thursday, October 4, 2007

1.4 11:00-12:00 – Salon C

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

Thursday, October 4, 2007

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?

Thursday, October 4, 2007

3.4 2:10-3:10 – Salon C

Dr. Rita Poimbeauf - 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

Thursday, October 4, 2007

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

Thursday, October 4, 2007

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

NOTES

Friday

October 5, 2007

- 7:30-5:00 Registration-Pre-function Area**
- 7:30-9:00 Breakfast—Atrium**
- 8:00-9:00 Business Meeting—Michigan Ontario Ballroom**
- 9:00-5:30 Book Fair – Huron Boardroom**
- 9:00-12:20 Breakout Sessions**
- 12:20-1:15 Lunch on your own**
- 1:20-6:10 Breakout Sessions**
- 7:00 Dinner—AATC Banquet—Grand Ballroom**
- Speaker: Carl Glickman**
- The Pedagogy of Democracy: Toggling between**
- Education and Community**

Book Sale will follow the banquet – Huron Boardroom



Breakout Sessions

Friday, October 5, 2007

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 Americans 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.

Friday, October 5, 2007

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!



Friday, October 5, 2007

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.

Friday, October 5, 2007

8.1 11:20-1:15 – Salon A

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.

Friday, October 5, 2007

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.)*

Friday, October 5, 2007

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> 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

Friday, October 5, 2007

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

Friday, October 5, 2007

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.

Friday, October 5, 2007

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

Friday, October 5, 2007

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

Friday, October 5, 2007

12.3 4:50-5:50 – Salon C

Barba Patton – University of Houston – Victoria

Paper

Reading Math Illustrations: A Multi-case study of 12 Low Achieving Math Students.

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



NOTES

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.

Saturday, October 6, 2007

13.3 9:00-10:00 – Salon D

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

Saturday, October 6, 2007

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

Saturday, October 6, 2007

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

Saturday, October 6, 2007

15.1 11:20-12:20 – Salon C

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

Saturday, October 6, 2007

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

NOTES

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	2004 Geneva Gay Madeleine Grumet	2000 Elliot Eisner Maxine Greene
2007 Carl Glickman Suzanne Wilson	2003 Eleanor Duckworth O. L. Davis	1999 Michael Apple Steve Selden
2006 Michael Connelly David Hansen	2002 William Schubert William Ayers	1998 Wilma Longstreet Celebration School Staff 1997 Robert Donmoyer Burga Jung

Dissertation Award Winners

	<i>Curriculum</i>	<i>Teaching</i>
2007	Shijing Xu	Mark Seaman
2006	Michelle Sharpswain	Sandra I Musanti
2005	Stephanie Soliven	Sarah J. Ramsey
2004		
2003	Stacey Elsasser	April Luehmann
2002	Wesley Null	

Conference Sites

Cleveland, Ohio, 2007	Tulsa, Oklahoma, 2002
Charlotte, North Carolina, 2006	Denver, Colorado, 2001
Austin, Texas, 2005	Orlando, Florida, 2000
Portland, Oregon, 2004	Orlando, Florida, 1999
Baltimore, Maryland, 2003	Orlando, Florida, 1998

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Stephen Fain, 2000
William Segall, 1999
Ann Converse Shelly, 1998
Fran Hunkins, 1997
O. L. Davis, 1996

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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

Call for Manuscripts

Curriculum and Teaching Dialogue

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Types of Manuscript Submissions

Selected Conference Papers

These papers must have been presented at the annual conference held in October of each year. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category must be postmarked by October 31 of that year.

Open Submission Papers

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

Book Reviews

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

Dialogue Column

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

Letters to the Editor

These will be selected at the discretion of the Editor.

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

Curriculum and Teaching Dialogue

Guidelines for Submitting a Manuscript

- 1 original hard copy of manuscript with title of manuscript, submission category, name(s) of author(s), full mailing address, telephone number, fax, and e-mail address on the cover page
- 1 abstract of no more than 75 words
- 1 biography of each author, 20 words or less
- 1 electronic copy of manuscript, abstract, and biography (in Word format) sent via e-mail: ctdjournal@jmu.edu
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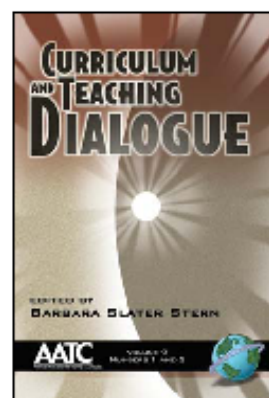
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Curriculum and Teaching Dialogue

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Edited by Barbara Slater Stern, James Madison University

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