

# **American Association for Teaching & Curriculum**



## **Fifteenth Annual Conference**

**Austin Texas  
October 9-11, 2008**

# **PRESIDENT'S GREETINGS**

October 2008

AATC Conference Attendees:

DRAFT

# **AATC LEADERSHIP FOR 2008–2009**

## **President**

**Robert Boostrom, University of Southern Indiana**

## **Past President**

**Karen Riley, Auburn University - Montgomery**

## **President Elect**

**David Callejo Perez, West Virginia University**

## **Executive Secretary**

**Marcella Kysilka, Professor Emerita, University of Central Florida**

**Lynne Bailey, American Public University System**

## **Program Chair**

**Stacey Elsasser, Defiance College**

## **Communications Chair**

**Jeanne Tunks, University of North Texas**

## **Executive Committee**

**Jackie Bach, Louisiana State University**  
**Rich Biffle, University of Hawaii at Hilo**  
**Kevin Cloninger, University of Denver**  
**Andrew Kemp, Northern Illinois University**  
**Denise McDonald, University of Houston: Clear Lake**

**Sarah Ramsay, University of North Carolina at Charlotte**  
**Vicki Ross, Northern Arizona University**  
**Michelle Sharpswain, Wingra School, Madison, WI**  
**Pamela Thompson, University of Hawaii - Hilo**

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

**Associate Editor, Curriculum and Teaching Dialogue**  
**James Moore, Cleveland State University**

## **Editorial Review Board**

**Monica Brown, University of New England**  
**Jennifer Deets, Wilmington, North Carolina**  
**Moirra Fallon, SUNY–College at Brockport**  
**J. Randall Koetting, Marian College**  
**Margaret R. Olson, St. Francis Xavier University**  
**Julia D. Sweeny, James Madison University**

**Robert Boostrom, University of Southern Indiana**  
**Lynn M. Burlbaw, Texas A&M University**  
**Robert Donmoyer, University of San Diego**  
**Lyn Forester, Doane College**  
**Jeffrey Kaplan, University of Central Florida**  
**Judith J. Slater, Florida International University**  
**Jeanne L. Tunks, University of North Texas**

## **Editorial Advisory Board**

**Dr. Michael Apple, University of Wisconsin-Madison**  
**Dr. D. Jean Clandinin, University of Alberta**  
**Dr. William A. Reid, University of Texas at Austin**

**Dr. Thomas Barone, Arizona State University**  
**Dr. Elliot Eisner, Stanford University**  
**Dr. Steve Selden, University of Maryland, College Park**

## 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.

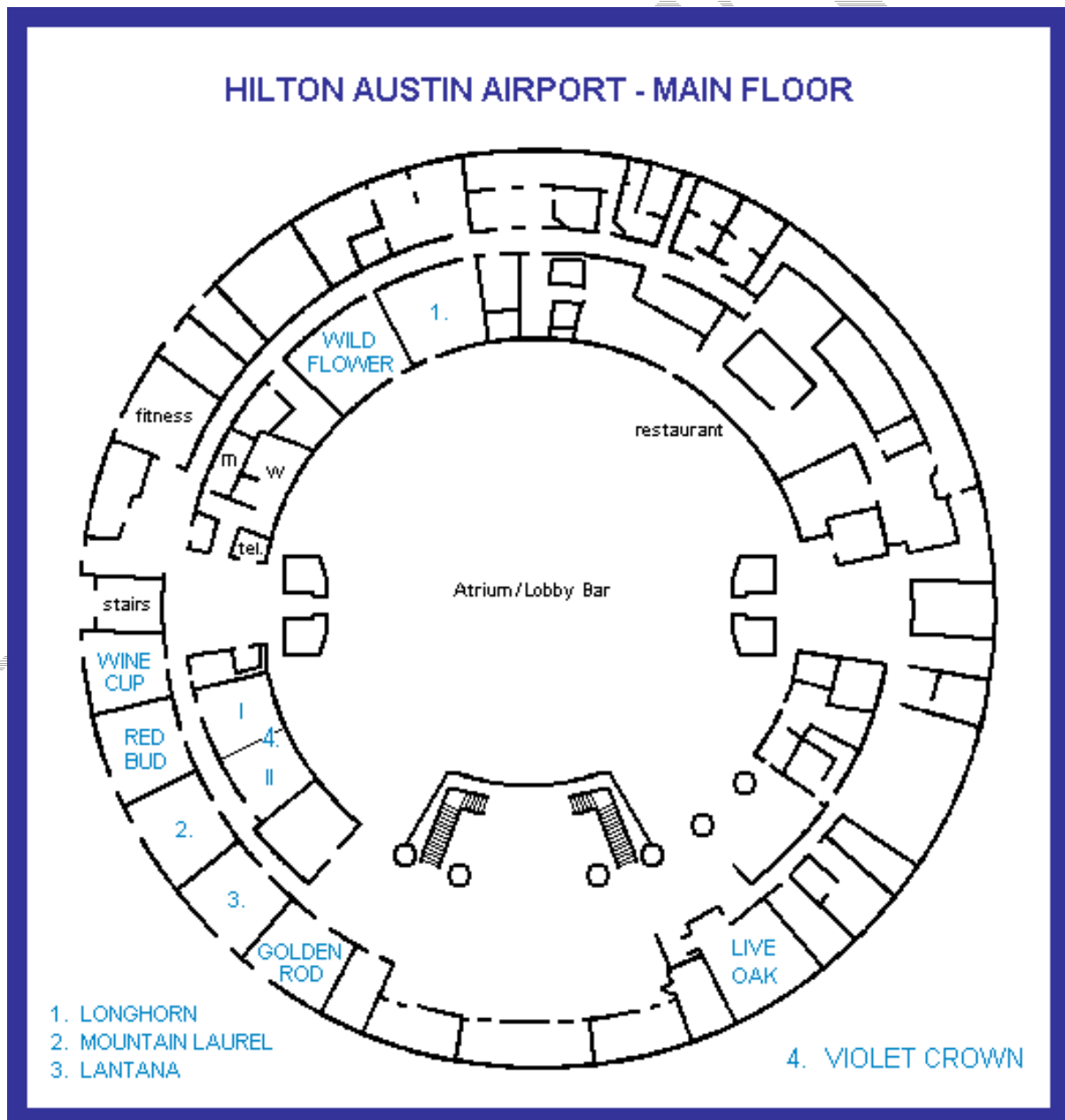
An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the American Association for Teaching and Curriculum (AATC) on October 1, 1993. The members of the AATC believed that the time was long overdue to recognize 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:

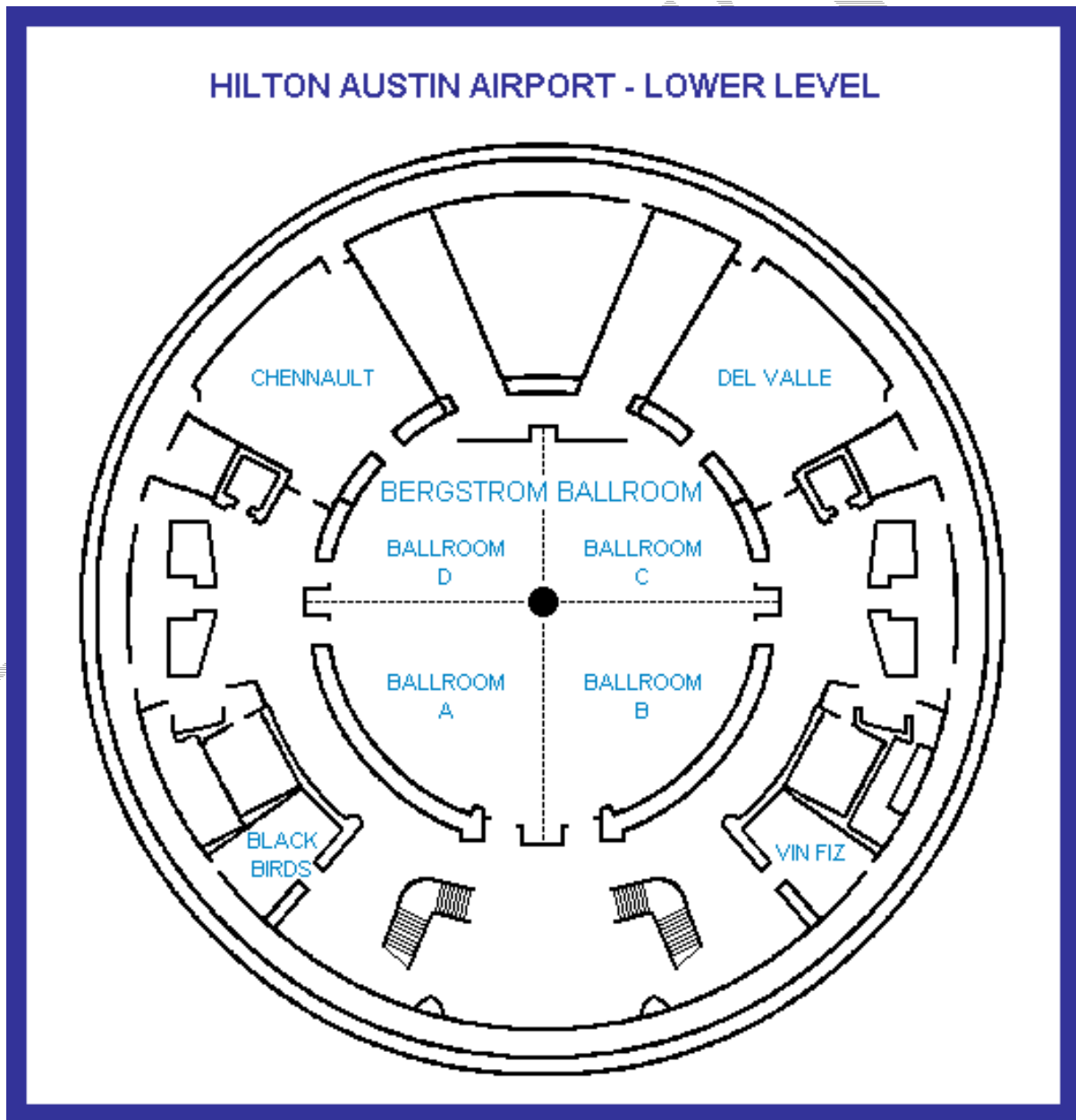
*To promote the scholarly study of teaching and curriculum; all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum shall be encouraged.*

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

# Hilton Austin Airport MAIN FLOOR



# Hilton Austin Airport LOWER LEVEL



# AATC Conference Schedule

## 15<sup>th</sup> Annual Meeting

### Thursday, October 9, 2008

**7:30-5:00** Registration- **Front Entrance Area**  
**8:00-9:45** Executive Council Meeting— **Goldenrod**  
**10:00-11:00** Opening Session— **Ballroom C**

Welcome to AATC in Austin  
Stacey Elsasser, Program Chair

Opening Address:  
Karen Riley, AATC President

**11:00-5:00** Book Fair - **Wildflower**  
**11:00-12:00** Breakout Sessions  
**12:00-1:15** Lunch on your own  
**1:15-5:15** Breakout Sessions  
**7:00** Reception - **Atrium**

### Friday, October 10, 2008

**7:30-5:00** Registration - **Front Entrance Area**  
**7:30-9:00** Breakfast – **Outside Chennault**  
**8:00-9:00** Business Meeting - **Chennault**  
**9:00-5:00** Book Fair - **Wildflower**  
**9:00-12:30** Breakout Sessions  
**12:30-1:45** Lunch on your own  
**1:45-5:45** Breakout Sessions  
**7:00** Dinner: AATC Banquet - **Ballroom AB**  
Speaker: O.L. Davis

**Book Sale following the banquet**

### Saturday, October 11, 2008

**7:30-10:00** Registration - **Front Entrance Area**  
**7:30-9:00** Breakfast  
**8:00-9:00** Professors of Curriculum Meeting  
**9:00-12:20** Breakout Sessions  
**12:30-2:15** AATC Luncheon –**Ballroom A**  
Speaker: Renee Clift  
**2:30-4:30** AATC Board Meeting - **Winecup**





**Thursday, October 9, 2008  
10:00 AM**

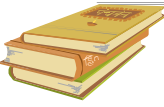
**Please join us for the Opening Session**

**AATC President, Karen Riley**

**MENTORING and AATC: Mission and Passion**



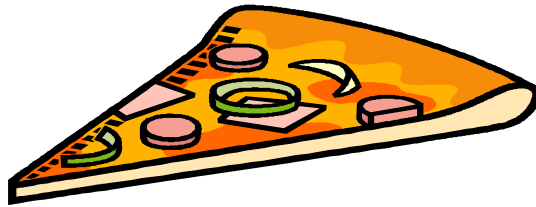
Rooms and Type of Session	<b>Thursday, Session I 11:00-12:00</b>	
<b>Chennault Paper Sessions</b>		<p><b>Actualizing a Culturally Responsive Early Childhood Ecology</b>  Belinda Bustos Flores, University of Texas at San Antonio  Mari Riojas Cortez, University of Texas at San Antonio</p> <p>Using culturally responsive and classroom management theories as theoretical framework, authors provide an overview of the multiple social dimensions contributing to the young child's development.</p> <p><b>Using Foucault's Disciplining Mechanisms to Understand How Broken Arrow's Search Policy Disciplines Students</b>  Danielle Olivier Jackson, Oklahoma State University</p> <p>Relying on Foucault's theories from Discipline and Punish (1995), I examine the one school district's policy on search of students for possession of illegal substances, weapons, and related items.</p>
		<p><b>Curriculum Deliberations of Teachers Tasked to Plan as a Grade Level</b>  Mark Reid, Texas A&amp; M University at Commerce  Nancy Shaw, Texas A&amp; M University at Commerce</p> <p>The qualitative case study explored the curriculum deliberations of six fourth-grade teachers. These teachers met routinely to touch base on their pace through the curriculum.</p> <p><b>A One-to-One Tablet/Laptop Initiative in Middle School</b>  Robert Maninger, Texas Christian University  Molly Holden, Texas Christian University</p> <p>This paper focuses on the establishment of a one-to-one tablet computer initiative at a middle school campus, including integration feedback from teachers, students and parents.</p>

<p><b>Live Oak Paper Sessions</b></p>	<p><b>Aesthetic Dimensions of Education in Action</b>  Christy Moroye, University of Iowa  Bruce Uhrmacher, University of Denver</p> <p>We present our research on the classroom implementation of six dimensions of aesthetic education: connections, risk-taking, perceptivity, imagination, sensory experience, and active engagement.</p> <p><b>Leaving it's Mark: What a Mockumentary Can Tell Us About Teaching</b>  Jacqueline Bach, Louisiana State University</p> <p>This presentation will contextualize the 2006 film <i>Chalk</i> within the tradition of cinematic high school teachers.</p>
<p><b>Longhorn Issues and Ideas Sessions</b></p>	<p><b>The Future of Policy Development in Education: How a Rural County Maximized its Resources through Collaboration</b>  David Callejo Perez, West Virginia University  Sebastian Diaz, West Virginia University  Mary Kay Deveno, West Virginia University</p> <p>This panel is a narrative account of a strategy for facilitating professional development and how the initiative served as a basis for subsequent research and evaluation that a rural district implemented in 2007. The goal was to use data for engaging in data-driven quality improvement under the pressure of NCLB.</p> <p><b>Bible Literacy, Cultural Literacy, Social Diversity, and Civic Engagement: The Struggle for Eurocentrism and the Demand for Social Change</b>  Pamela Smith, Eastern Michigan State University  Dianne Smith, University of Missouri at St. Louis</p> <p>This ideas session is designed to introduce and encourage dialogue around the Bible Literacy Movement and its uninterrogated introduction into 37 states' public schools.</p>
<p><b>Wildflower</b></p>	 <p><b>BOOK FAIR: Be sure to stop by!</b></p>

\*\*\*\*\*

**12:00 – 1:15: Lunch on Your Own**

\*\*\*\*\*

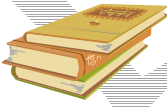


**Graduate Students are invited  
to a special FREE pizza lunch in Longhorn**

Rooms and Type of Session	<b>Thursday, Session II 1:15-2:15</b>	
<b>Chennault Panel Sessions</b>	<b>Cultivating and Scaffolding Reflective Practice</b> Cheryl Craig, University of Houston Michaelann Kelly, Eisenhower High School Paul Gray, Region 4 Donna Reid, Private Consultant Tim Martindell, Houston A+ Challenge	In this symposium, we present tools and approaches we have used to scaffold reflective practice in the teaching profession. We also discuss barriers to reflect practice that we have encountered.
		<b>Putting Personality into the Online Class</b> Barba Patton, University of Houston at Victoria Theresa LeSage, University of Houston at Victoria  Technology which can put life into the online class will be shared. Results of student evaluations and surveys of the technology will be presented.  <b>How Do We Teach Online? A Survey of Online Instructors' Attitudes and Approaches to Online Teaching</b> Amanda Rudolph, Stephen F. Austin State University  This presentation will examine research into the attitudes and approaches to teaching online by university instructors.

<p><b>Live Oak Paper Sessions</b></p>	<p><b>Fieldwork: Learning For and About Teacher Candidates</b>  Leslie Keiler, York College of City University of New York</p> <p>This paper examines learning during a preliminary, discussion-board mediated fieldwork experience, both by and about teacher candidates. The findings offer implications for future program development.</p> <p><b>Stress Cycles of Student Teachers</b>  Mary McGlamery, Angelo State University  Leeann Moore; Angelo State University  Kimberly Livengood Angelo State University</p> <p>This study examines the stress cycle during the student teaching process as measured by a stress survey and e-journaling.</p>
<p><b>Longhorn Paper Sessions</b></p>	<p><b>Teacher Research that Honors Children's Mathematical Thinking</b>  Kathryn Castle, Oklahoma State University</p> <p>This session will focus on teacher research that honors children's knowledge construction; conditions of teacher inquiry that promote children's inquiry; and teaching for children's personal and intellectual sturdiness.</p> <p><b>Pre-Service Teacher Efficacy Beliefs in Mathematics</b>  Peggy Moch, Valdosta State University</p> <p>Pre-service teachers in various stages of learning mathematics were surveyed regarding their teaching efficacy beliefs. A 23 item survey was modified and will be shared.</p>
<p><b>Wildflower</b></p>	<div data-bbox="354 1430 516 1528" data-label="Image"> </div> <p><b>BOOK FAIR: Be sure to stop by!</b></p>

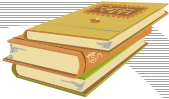
Rooms and Type of Session	<b>Thursday, Session III 2:30 – 3:30</b>	
<b>Chennault Paper Sessions</b>		<p><b>Understanding for Whom?: A Social Justice Critique of Understanding by Design</b> Jason Heisserer, University of Missouri at St. Louis</p> <p>This paper is a social justice critique of “Understanding by Design” (UbD) and uncovers ways in which it can lead to both universalist and essentialist thinking in teacher planning.</p> <p><b>The Scent of Constructivism in Narrative Inquiry through Digital Storytelling</b> Sun Hong Hwang, University of Houston Brian Plankis, University of Houston</p> <p>We will discuss major scholars such as Giambattista, Vico, and Jerome Bruner who made a profound contribution to both constructivism and narrative inquiry.</p>
		<p><b>Robert Muller’s World Core Curriculum: A Global Perspective on Education</b> Kristen Bunn, University of Denver Caitlin Lindquist, University of Denver</p> <p>This Issues and Ideas session will investigate one approach to a global curriculum. Robert Muller’s World Core curriculum was designed to prepare students for an interdependent world. In this session his curriculum will be explained and will be used to examine the issue of sustainability.</p> <p><b>Class 1944K: The Journey of A Lifetime</b> Rich Biffle, University of Hawaii at Hilo</p> <p>This historical narrative presentation will discuss some of the trials and triumphs of a group of Tuskegee Airmen during World War II --- Aviation Cadet Class 1944K. The story relives the struggles of men who wanted to serve, who demanded equality, and who yearned to fly.</p>

<p><b>Live Oak Paper Sessions</b></p>	<p><b>Alonzo Crim: First African American Superintendent of a Southern City in the Desegregation Era</b> Chara Bohan, Georgia State University</p> <p>This research will explore the contributions of Alonzo Crim, not only to Atlanta Public Schools, but also to the broader educational community in the desegregation era in the Deep South.</p> <p><b>Ethnic Identification and Learning Preferences of Minority Students</b> Bob Lucking, Old Dominion University Ed Christman, Slippery Rock University Merv Wighting, Regent University</p> <p>This presentation will summarize two research projects that focus on minority students' sense of community as it relates to their ethnic group and their learning style preferences.</p>
<p><b>Longhorn Paper Sessions</b></p>	<p><b>Reformed-Based Science Teaching in High-Poverty, Rural, Secondary Schools</b> William Veal, College of Charleston</p> <p>The extent of reformed-based secondary science teaching, based upon national documents and a constructivist philosophy, was determined in rural, high poverty and minority school districts.</p> <p><b>Exploring the Math Difficulties Experienced by High School Seniors</b> Barba Patton, University of Houston at Victoria</p> <p>Texas students must pass the state tests in order to graduate. In this study eight students who had been repeatedly unsuccessful with the state test were provided with instruction in a concrete form. The findings will be presented.</p>
<p><b>Wildflower</b></p>	<p> <b>BOOK FAIR: Be sure to stop by!</b></p>

Rooms and Type of Session	<p style="text-align: center;"><b>Thursday, Session IV    3:45 –5:15</b></p>
<p style="text-align: center;"><b>Chennault Paper Sessions</b></p>	<p><b>The Possibilities of Storytelling as a Literacy Tool in Early Childhood Classrooms</b>  Peggy Lisenbee,    Oklahoma State University  Carol Ford,            Oklahoma State University</p> <p>The concept of story and storytelling used as a literacy tool influences children's behaviors whether using traditional or technological methods for storytelling in a classroom.</p> <p><b>Private Speech: Affect on Self Regulation in Written Expression</b>  Peggy Schimmoeller,    Randolph College</p> <p>An illustration of how Vygotsky's ideas related to private speech are related to emergent written expression in kindergarten and first grade learners.</p> <p><b>The Influence of Read Alouds on Preschool Children's Use of Literacy During Dramatic Play: A Form of Responding to Literature</b>  Chasidy Harp Woods,    Angelo State University</p> <p>This study examined the influence of read-alouds in preschool children's literacy practices during unstructured dramatic play, and the ways children responded to the read-alouds.</p>

<p style="text-align: center;"><b>Del Valle Paper Sessions</b></p>	<p><b>Six Years of Mixed-Method Case Studies: Student Motivation and Teacher Effectiveness</b> Susan Pass, University of Texas at San Antonio</p> <p>High-stakes testing appears to have an influence upon students' perceptions of teacher effectiveness. This qualitative and quantitative study (done with 16 teachers and 546 American high school social studies students over a period of 6 years) revealed that student perception of teacher effectiveness is complex and based on more than just factors such as school type, class size, teaching experience, and area of expertise.</p> <p><b>Academics on Their Minds: Pre-service Teachers' Perceptions of Effective Teachers</b> Michelle Bauml, University of Texas at Austin</p> <p>This presentation explores elementary pre-service teachers' beliefs about effective teacher characteristics. Findings invite reconsideration of the view that academics are beyond the scope of pre-service teachers' thinking.</p> <p><b>What Great Teacher's Do: Perceptions of Practicing Teachers and Pre-service Teacher Candidates</b> Robert Redmon, Midwestern State University</p> <p>This paper ranks dispositions and behaviors used by practicing and pre-service effective teachers to describe highly effective teachers and forwards a new, more valid and reliable approach to teacher accountability.</p>
<p style="text-align: center;"><b>Live Oak Panel Session</b></p>	<p><b>The EMPIRE Strikes Back: Transformations through Social Education</b> Susan McCormack, University of Houston at Clear Lake Sabrina Marsh, University of Houston Chris Witschonke, University of Houston at Downtown Traci Jensen, University of Houston Debby Shulsky, University of Houston Rebecca Decker, University of Houston Cameron White, University of Houston</p> <p>Come and participate in a critical discussion forum to examine topics related to the transcendence of social studies through Social Education.</p>



<p><b>Longhorn Paper Sessions</b></p>	<p><b>Promise or Peril—Transform Thinking on Information and Communication Technology in Teacher Education and Curriculum</b> Angel Chi, University of Denver</p> <p>This proposal summarized current ideas and issues on the use of information communication technologies (ICT) in the classroom. Rethinking the role of these technologies, the author will propose contrasting ideas to invite discussions bridging multiple disciplines, theories, and professional groups.</p> <p><b>A Force More Powerful: Blended Learning for the Digital Age</b> Mark Geary, Dakota State University Gabe Mydland, Dakota State University</p> <p>This presentation will discuss emerging research from concept mapping and digital media production, and show how the two can be simply joined by combining free software.</p> <p><b>Can We Elicit and Maintain High Level Learning in Online Courses?</b> Steve Trowbridge, University of Houston at Victoria John Stansell, University of Houston at Victoria</p> <p>Using both asynchronous and real time communications in on-line courses, can we help students learn at high levels consistently?</p>
<p><b>Wildflower</b></p>	<p> <b>BOOK FAIR: Be sure to stop by!</b></p>



**Please join us for a  
reception with a cash bar  
in the Atrium at 7:00 PM**

# NOTES

DRAFT



**A Continental Breakfast  
Will be served outside the Business meeting in  
Chennault  
starting at 7:30 in the morning**

## SPECIAL SESSION: 8:00 – 9:00 Business Meeting

**Rooms  
and  
Type of  
Session**

**Friday, Session I 9:00-10:00**

**Chennault  
Paper Sessions**

**Negotiating Border Control: Teaching Outside the Literary Canon**

Heather Johnston Durham, Louisiana State University

In this paper, I explore how the tightly controlled boundaries of the high school American literature canon may be renegotiated in order to portray an accurate picture of American identity.

**Multicultural Literature in Performance**

Linda Sanders, University of Denver

This paper describes the discoveries and experiences of graduate student educators as they integrate process drama and multicultural literature as a transformative approach to curriculum design across diverse perspectives.


**Del Valle  
Dissertation Award Winners  
Presentations**

**Distinguished Dissertation in Teaching: *Students as Historians: The Historical Narrative Inquiry Model's Impact on Historical Thinking and Historical Empathy***


Sherri Colby, University of North Texas (nominated by Ron Wilhelm)

**Distinguished Dissertation in Curriculum: *Aesthetic Lessons in the International Baccalaureate: An Examination of Teacher Creativity in the Promotion of Aesthetic Experience***

Steven Fleet, University of Denver (nominated by P. Bruce Uhrmacher)

<p><b>Live Oak Paper Sessions</b></p>	<p><b>Educator Dispositions and Online Education: An Exploratory Study</b> Kristi Preisman, Peru State College</p> <p>This presentation will share initial survey results about student and faculty perceptions regarding whether or not educator dispositions can be demonstrated in online education.</p> <p><b>Organizational Culture: Influence on High School Teachers' Work</b> Peggy Schimmoeller, Randolph College</p> <p>An investigation of high school effectiveness as exemplified by student outcomes. Variables of organizational culture and the balance between contemporary challenges and school effectiveness are studied.</p>
<p><b>Longhorn Issues &amp; Ideas Sessions</b></p>	<p><b>"Tale of Two Talents: How Teachers Prepare for Class</b> Josh Thompson, Texas A &amp; M University at Commerce Aggie Stryker Texas A &amp; M University at Commerce</p> <p>How to prepare for class? Each teacher approaches the teaching process differently. Some, though quite different in their approach, come out with remarkably similar results.</p> <p><b>Using Oral History with Teacher Candidates: Impact on Teacher Dispositions</b> Deborah Landry, Northeastern State University of Oklahoma</p> <p>This session will describe the use of oral history and implementing primary sources and intergenerational stories into methods courses through research with teacher candidates.</p>
<p><b>Wildflower</b></p>	<p> <b>BOOK FAIR: Be sure to stop by!</b></p>


Rooms and Type of Session	<p align="center"><b>Friday, Session II 10:15-11:15</b></p>
<p align="center"><b>Chennault Paper Sessions</b></p>	<p><b>The Power of Language in the History of Curriculum Reform</b> Kathy Spillman, Oklahoma State University</p> <p>This paper examines the language of four documents that have played a major role in the intervention of the federal government into the nation's public schools.</p> <p><b>An Unfortunate Occurrence: The Removal of Curriculum from the Hands of the Professoriate</b> William White, Buffalo State College</p> <p>This paper sheds light on the changing nature of education and specifically on the marginalization of the professoriate from educational debate.</p>
<p align="center"><b>Del Valle Paper Sessions</b></p>	<p><b>Teacher Education: Written Discourse about Research-Based Textual Material to Promote Reflective Thinking Strategies</b> Jane Fry, University of Houston at Victoria Amy Barnhill, University of Houston at Victoria Carol Klages, University of Houston at Victoria</p> <p>The purpose of this pilot study is to examine written discourse as a means to promote beginning contexts for reflective thinking among pre-service teachers.</p> <p><b>A Qualitative Content Analysis of the Course Materials Used in Preparing Pre-service Teachers to Manage Disruptive Behavior</b> Sandra Dunn, University of Texas at Austin</p> <p>A classroom management course for pre-service teachers is analyzed to highlight the significance and substance devoted to the management of disruptive classroom behavior.</p>

<p><b>Live Oak Paper Sessions</b></p>	<p><b>Silent, but Significant: Adoption and Related Diversities in Literature for Children and Young Adults</b> Sue Christian Parsons, Oklahoma State University</p> <p>Features findings from a study of how adoption, a topic encompassing a broad range of diversities, is portrayed in literature for children and young adults.</p> <p><b>What Schools Do to/for Kids Who Have Been Bullied: a Qualitative Study</b> Laurie Bennett, University of Denver</p> <p>For this qualitative study, successful students and incarcerated juveniles were interviewed about past experiences with grade school bullying and what their schools did to help or hurt.</p>
<p><b>Longhorn Panel Session</b></p>	<p><b>Enculturation and Resistance: Two Views of Educating for the Common Good</b> Ron Wilhelm, University of North Texas Gloria Contreras, University of North Texas</p> <p>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.</p>
<p><b>Wildflower</b></p>	<p> <b>BOOK FAIR: Be sure to stop by!</b></p>

Rooms and Type of Session	Friday, Session III 11:30-12:30
Chennault Poster Sessions	<p><b>Educating Tomorrow Citizens: High School Social Studies Teachers' Participation in a Curriculum Computer-Mediated International Exchange</b>  Therese Roberts, University of Massachusetts at Amherst</p> <p>This study examines the lived experience of four high school social studies teachers who have participated in a curriculum computer-mediated international exchange.</p> <p><b>A Case Study of a Fundamental Christian School: Reflections on the Nature of Teaching</b>  Brandon Sams, University of North Carolina at Chapel Hill</p> <p>The author presents findings of case study research in a fundamental Christian school and reflects on what teaching is to those interviewed and observed.</p> <p><b>A Comparative Analysis of the Effects of Teaching Strategies on Fifth Grade Standardized Writing Test Scores in a Low Socio-Economic School</b>  Christine Love-Thompson, Tennessee State University  Gina Dildine, Tennessee State University  Lindsay Hall, Tennessee State University  Stephen Baird, Tennessee State University</p> <p>This study analyzes data to determine the effectiveness of teaching strategies utilized to teach writing in five fifth grade classrooms in a low socioeconomic school.</p> <p><b>Classroom Management 101 – Online Support for New Teachers</b>  Allison Hanna, University of Texas at Austin</p> <p>Podcasts and Blogs offered to pre-service and novice teachers allow quick access to advice from veteran teachers and classroom management ideas.</p> <p><b>The Impact of Educative Curriculum on Pre-Service Early Childhood Teacher's Science Content Knowledge and Teaching Practices</b>  Deidre Englehart, University of Central Florida</p> <p>This case study investigation examines the role educative curriculum materials plays regarding pre-service teachers' science content knowledge, and their ability to teach science through inquiry.</p> <p><b>A Value-Added Approach to Determining the Effects of Mentoring on Novice Teacher Classroom Effectiveness</b>  Shelley Blackburn-Harris, University of Texas at Arlington</p> <p>This poster presentation relates to two primary fields of research, teacher effectiveness research and teacher induction/mentoring research, and attempts to build a bridge between them.</p>

<p style="text-align: center;"><b>Del Valle Paper Sessions</b></p>	<p><b>Intertextuality in the Implementation of K-12 Academic Standards</b> Paul Parkison, University of Southern Indiana</p> <p>This presentation provides an inter-textual perspective that helps to specify the textual forms through which academic standards enter the tasks and dialogue about grade level and content area curriculum.</p> <p><b>Curriculum and Teaching: Turing to the Practical</b> Vicki Ross, Northern Arizona University Shannon Guerrero, Northern Arizona University</p> <p>Schwab’s notion of “the practical” grounds this classroom narrative investigation of a teacher’s practice as multiple curriculums unfold.</p>
<p style="text-align: center;"><b>Live Oak Paper Sessions</b></p>	<p><b>Voices of Educator Professional Development</b> Candace Schlein, Ontario Institute for Studies in Education at the University of Toronto Anne Fraser, Ontario Institute for Studies in Education at the University of Toronto</p> <p>In this paper presentation, we discuss the findings of a narrative inquiry into influences impacting our professional identities as educators.</p> <p><b>Coming Full Circle: From Teacher Reflection to Classroom Action and Places In-Between</b> Cheryl Craig, University of Houston</p> <p>In this paper, how professional development becomes lived by one teacher over a decade is embedded in the changes undertaken by his school and urban school district.</p>



<p><b>Longhorn</b> <b>Issues &amp; Ideas Sessions</b></p>	<p><b>Inclusion of Exclusion: Black History Month in a Color Blind School?</b>  Matthew Davis, University of Missouri at St. Louis  April Harris, University of Missouri at St. Louis  Teisha Ashford, University of Missouri at St. Louis  Thomasina Hassler, University of Missouri at St. Louis</p> <p>The presenters will engage colleagues over the challenges that many of us encounter in infusing the historical experiences of African Americans into the curriculum.</p> <p><b>Two Hundred Billion and a School of One's Own: The Search for Aesthetic Space and a Sense of Place for Students in Urban Schools</b>  Cassandra Trousas, University of Denver</p> <p>This session will explore the role of aesthetic space and place in schools and how students and teachers might work to move beyond the constraints of the physical environment, creating spaces of transformation and dialogue.</p>
<p><b>Wildflower</b></p>	<p> <b>BOOK FAIR: Be sure to stop by!</b></p>

**Lunch 12:30 – 1:45**  
**On your own**


## NOTES

DRAFT

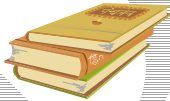
Rooms and Type of Session	<b>Friday, Session IV 1:45-2:45</b>
<b>Chennault Paper Sessions</b>	<p><b>Narratives from the Same Side of the Fence: A Moral Dialogue for the Special Education Classroom</b> Bernardo Pohl, University of Houston</p> <p>Using my own experience as a disabled teacher in special education, this paper proposes the need for a moral dialogue in the disability studies discourse.</p> <p><b>Teaching Social Studies in Inclusion Classrooms</b> James Chisholm, Georgia State University Chara Bohan, Georgia State University</p> <p>Teaching middle school social studies students is a challenge in the high stakes testing environment. Is it a fair environment for all students?</p>
<b>Del Valle Paper Sessions</b>	<p><b>Do We Really Teach as We Were Taught? An Autobiographical Narrative of Experiential Learning</b> Mark Seaman, Stephen F. Austin State University</p> <p>A narrative reflection of one teacher's experiences as a student and how those experiences possibly affected his own teaching practice.</p> <p><b>Long-term Effects of a Collaborative, Experiential Teacher Education Program</b> Juliana Utley, Oklahoma State University Sue Christian Parsons, Oklahoma State University</p> <p>Presenters will share insights from research into the impact of teacher candidate participation in a mentor-based, extended internship program on their future teaching successes, including implications for effective teacher education practice.</p>

<p><b>Live Oak Paper Sessions</b></p>	<p><b>How Multicultural Teacher Education Helps Pre-service Teachers to Build Cultural Identities? A Literature Review</b> Hsu-Pai Wu, University of Texas at Austin</p> <p>The purpose of this synthesis is to explore how pre-service teachers build their cultural identities from multicultural teacher education courses and further help their students.</p> <p><b>Multicultural Teacher Education: A Radical Change of Heart</b> Amy Masko, Grand Valley State University Kevin Cloninger, University of Denver</p> <p>This paper examines multicultural education and Critical Race Theory in terms of the limits of the movements to radically change schooling practices for people of color.</p>
<p><b>Longhorn Issues &amp; Ideas Sessions</b></p>	<p><b>The Pedagogy of Silence: A Golden Virtue or Despotism Pursuit</b> Tim Price, University of Denver</p> <p>In this Issues and Ideas forum, we will explore together the pedagogical paradoxes, perils, and promises that silence might play within student learning, teacher renewal, and a democratic learning community.</p> <p><b>From Fear in a Pedagogy of Violence to a Curriculum of Peace</b> Robin Fuxa, Oklahoma State University</p> <p>Examine how fear affects curriculum decisions, affecting violence on the other in both student and self; discuss ways to face our fears to foster peace.</p>
<p><b>Wildflower</b></p>	<div data-bbox="393 1325 558 1423" data-label="Image"> </div> <p><b>BOOK FAIR: Be sure to stop by! Sale tonight after the banquet!</b></p>

Rooms and Type of Session	<b>Friday, Session V 3:00 – 4:00</b>
<b>Chennault Issues &amp; Ideas Sessions</b>	<p><b>Curve Balls on the Learning Curve: Navigating Academia as Junior Faculty</b>            Blake Bickham, Mesa State College            Stacey Elsasser, Defiance College            Heidi Mullins, Univestiy of Arkansas            Mark Seaman, Stephen F. Austin State University            Carrie Markello University of Houston</p> <p>This session will provide a forum for junior faculty to share stories and strategies around navigating the learning curve within a new job environment.</p> <p><b>The Professoriate in Times of Crisis: Changing a Course from Traditional Delivery to Hybrid on the Fly</b>            Drew Kemp, Northern Illinois University</p> <p>Sometimes, life is unpredictable. This self-study chronicles a semester decimated by school shootings, unprecedented weather and a serious family health crisis that led to the conversion of a traditional class to a hybrid.</p>
<b>Del Valle Paper Sessions</b>	<p><b>Teacher Professional Development In the Context of School Reform: Lessons Learned in the Throes of Change</b>            Maria Elena Suarez, University of Houston</p> <p>This paper describes a self-study that uses narrative inquiry to uncover lessons learned in professional development activities taking place in the context of school reform.</p> <p><b>A Move to Smaller Schools: The Impact on Teacher Community</b>            Vanessa Sikes, University of Texas at Austin</p> <p>This qualitative case study focuses on the nature of a high school teacher community and changes associated with the implementation of a schools-within-schools model.</p>

<p><b>Live Oak Panel Session</b></p>	<p><b>Latinos, Language and Learning on La Frontera</b>  Diana Linn, Texas A &amp; M International University  Jennifer Coronado, Texas A &amp; M International University  Juan Lira, Texas A &amp; M International University  Mary Petró, Texas A &amp; M International University</p> <p>Panelists will discuss research at a Tejano border university and its implications for the preparation of pre-service teachers.</p>
<p><b>Longhorn Special Session</b></p>	<p><b>Writing for Publication</b>  Barbara Slater Stern, James Madison University  James Moore, Cleveland State University</p> <p>A discussion for beginning reserachers and those who may be interested in publishing and/orreviewing for the AATC <i>Curriculum and Teaching Dialogue</i>.</p>
<p><b>Wildflower</b></p>	<p> <b>BOOK FAIR: Be sure to stop by! Sale tonight after the banquet!</b></p>

Rooms and Type of Session	Friday, Session VI 4:15 – 5:45
Chennault Panel Session	<p><b>The Euphony and Cacophony of Community: Varied Voices, Shared Songs, and Composing Collegiality through Discourse</b></p> <p>Denise McDonald, University of Houston at Clear Lake  Susan McCormack; University of Houston at Clear Lake  Cheryl Craig, University of Houston  Christa Boske, University of Houston at Clear Lake  Andrea Foster, Sam Houston State University  Michelle Kahn, University of Houston at Clear Lake  Carrie Markello, University of Houston  Lillian McEnery, University of Houston at Clear Lake  Angela Pedrana, University of Houston at Downtown  Rita Poimbeauf, University of Houston at Clear Lake  Christopher Witschonke, University of Houston at Downtown</p> <p>Through the metaphor of music, symposium presenters will share how collaborative group experiences and dialogue supported development of individual participant talent and scholarly identity.</p>
Del Valle Paper Sessions	<p><b>Negotiating the Role of the Literacy Coach in the Middle School</b>  Lynne Bailey, American Public University System</p> <p>Situated in the context of one middle school literacy coach's experience working with sixth and seventh grade language arts teachers, this research explores the negotiation that occurs when institutions use outside consultants to facilitate ongoing faculty development.</p> <p><b>An Investigation of Reading Conferences and their Influence on Subsequent Reading Decisions and Experiences.</b>  Jeanne Fruge-Rodriguez, University of Texas at Austin</p> <p>This presentation aims to demonstrate the ways in which one-on-one conferencing individualizes the reading curriculum and influences the subsequent reading experiences of students.</p> <p><b>Title I: Opportunities Gained and Lost</b>  Kathleen Donalson, Eastern New Mexico University</p> <p>Opportunities gained and lost as a result of placement in a Title I reading program, a sixth grade case study.</p>

<p><b>Live Oak Paper Sessions</b></p>	<p><b>Simulation Game Research in Social Science Education</b> Joseph Feinberg, Georgia State University</p> <p>Well-designed simulation games potentially provide a means to promote thinking, motivation, and student engagement consistent with the purpose for social science education. What does the research show?</p> <p><b>From Patriotism to Paternalism</b> Linda Summers Sansing, University of Houston at Clear Lake Paul Wagner, University of Houston at Clear Lake</p> <p>For good reason policy makers are increasingly sensitive about heavy –handed tactics when detailing curriculum inclusion in the social studies. Consequently, there is a shying away from terms like patriotism.</p> <p><b>God Bless you, Mr. Vonnegut: Learning Civics from Kurt Vonnegut, Jr.</b> Paul Ramsey, University of Indiana</p> <p>Adding to the growing literature on the impact and uses of popular culture, this paper examines the civic lessons in the work of Kurt Vonnegut.</p>
<p><b>Longhorn Panel sessions</b></p>	<p><b>Millennial Pre-service Teachers, Cultural Diversity and Social Studies Education</b> Antonio Castro, University of Texas at Austin Michelle Bauml, University of Texas at Austin Sherry Field, University of Texas at Austin Debbie Morowski, University of Texas at Austin Brent Hasty, University of Texas at Austin</p> <p>The panel will explore millennial pre-service teachers perspectives on cultural diversity and social studies and various ways in which teacher educators can promote culturally responsive teaching.</p>
<p><b>Wildflower</b></p>	<p> <b>BOOK FAIR: Be sure to stop by! Sale tonight after the banquet!</b></p>



## NOTES

DRAFT



*Tonight's Banquet Festivities  
Will begin at 7:00  
In the A&B Ballroom*

\*\*\*\*\*

## **Presentation of Dissertation Awards:**

**Distinguished Dissertation in Teaching:**

***Students as Historians: The Historical Narrative Inquiry Model's Impact on  
Historical Thinking and Historical Empathy***

Sherri Colby, University of North Texas (nominated by Ron Wilhelm)

**Distinguished Dissertation in Curriculum:**

***Aesthetic Lessons in the International Baccalaureate: An Examination of  
Teacher Creativity in the Promotion of Aesthetic Experience***

Steven Fleet, University of Denver (nominated by P. Bruce Uhrmacher)

\*\*\*\*\*



**YE OLE BOOKSALE  
WILL FOLLOW IMMEDIATELY AFTER**

## Breakfast will be served outside the breakout rooms

**Professors of Curriculum Meeting (8:00 – 9:00) Longhorn Room**

### Presidential Conversation

Please join our President, Karen Riley, as she moderates a discussion between O.L. Davis and Renee Clift on issues of teaching and curriculum.

**Rooms and  
Type of  
Session**

### Saturday, Session I 9-10

**Violet Crown I  
Panel Sessions**

#### **Making Education Relevant—Place-based Education in the 21<sup>st</sup> Century**

Drew Kemp,	Northern Illinois University
Paul Theobald,	Buffalo State University
Jan Woodhouse,	Northern Illinois University
Sam Lyman,	Northern Illinois University

Place-based education is a relatively new movement in education that focuses the content on the local place, community or region of the school. One of the primary problems in education in the 21<sup>st</sup> century is making education relevant to students. This panel discussion would involve a discussion of place-based education and the necessity of making content relevant.

<p><b>Violet Crown II Paper Sessions</b></p>	<p><b>“Invisible Cage: School Counselors’ Restricted Actions of African American Males Social, Psychological, &amp; Educational Growth”</b>  April Harris, University of Missouri at St. Louis  Claude Weathersby, University of Missouri at St. Louis</p> <p>School counselors serve as educational custodians of students; yet over contemporary time periods, have not collectively demonstrated leadership in broadening students’ academic experiences.</p> <p><b>Impact of a Code-Switching Curriculum on the Writing Skills of Students Who Speak African American Vernacular English</b>  Katherine Rearick, University of Houston at Clear Lake  Denise McDonald, University of Houston at Clear Lake</p> <p>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.</p>
<p><b>Del Valle Panel Session</b></p>	<p><b>“Hawaiian Educational Practice - Voyages of the heart, mind and soul”</b>  Rich Biffle, University of Hawaii at Hilo  Pamela Thompson, University of Hawaii at Hilo</p> <p>A panel discussion related to asset models of cultural practice, knowledge and knowing in Hawai’i. Particular attention will be focused on guidelines for culturally healthy responsive and learning environments.</p>
<p><b>Live Oak Paper Sessions</b></p>	<p><b>High School Student’s Perceptions of Caring Behaviors: What Do Their Voices Echo?</b>  Ruben Garza, Texas State University at San Marcos</p> <p>The purpose of this study is to report on the implementation and development of a scale to measure high school students’ perceptions of caring behaviors.</p> <p><b>The Impact of an Ethos of Care on Creativity and Self-Expression in Visual Arts Classes for Children and Adults</b>  Juli Kramer, University of Denver</p> <p>Learn how a caring environment for visual arts programs positively impacts student self-confidence, creativity, and satisfaction. Session includes paper presentation with hands-on arts activity.</p>

<p style="text-align: center;"><b>Longhorn Paper Sessions</b></p>	<p><b>Examining Teachers’ Knowledge on a Landscape of Theory, Practice, and Policy</b>  Elaine Chan, University of Nebraska at Lincoln  Vicki Ross, Northern Arizona University</p> <p>In this study, we examine teachers’ experiences of developing culturally-relevant curriculum for their students on a landscape of theory, practice, and policy.</p> <p><b>You Can’t Teach What You Don’t know: Facing the Challenge of Infusing Content into Courses</b>  Barbara Slater Stern, James Madison University  Michelle Cude, James Madison University</p> <p>As methods professors, does our job extend beyond the traditional realm of the pedagogical knowledge base, and even perhaps beyond what is termed the pedagogical content knowledge? Where do we draw the line of responsibility between us and our colleagues in the arts and sciences departments of the university?</p>
<p style="text-align: center;"><b>Wildflower Paper Sessions</b></p>	<p><b>Constructing Social Communities and Building Learning Environments through Online Interactions</b>  Denise McDonald, University of Houston at Clear Lake  Caroline Crawford, University of Houston at Clear Lake  Ruth Gannon-Cook, DePaul University</p> <p>This paper will explore how online course interactions for required graduate-level courses influence students’ perceptions of the learning process, collegial connection, and identity formation.</p> <p><b>Educator Dispositions and Online Education: An Exploratory Study</b>  Kristi Preisman, Peru State College</p> <p>This presentation will share initial survey results about student and faculty perceptions regarding whether or not educator dispositions can be demonstrated in online education.</p>

Rooms and Type of Session	<b>Saturday, Session II 10:10 – 11:10</b>
<b>Violet Crown I Paper Sessions</b>	<p><b>Bootylicious, Chillaxing, and Fierce: Infusing Pop Culture into Pre-Service Teacher Education</b> Stacey Elsasser, Defiance College</p> <p>As the old saying goes, we “got to reach them to teach them” and as professional educators, we are tasked with the job of developing them into critically aware and outside-the-box teachers. Can using today’s pop culture be the medium that helps us “be the cheese to their macaroni?”</p> <p><b>Getting to the Right Place at the Right Time: Looking for Your First Job in Higher Education.</b> Sarah Ramsey, University of North Carolina at Charlotte</p> <p>This session is for graduate students who are interested in learning more about the job search process. Come with questions, ideas and advice to share. This session will be facilitated by junior faculty and include strategies, suggestions, ideas, and helpful hints about topics such as: negotiating salary, dual career couples, start up packages, moving expenses, on campus interviews, teaching load, and other relevant issues.</p>
<b>Violet Crown II Paper Sessions</b>	<p><b>An Inconvenient Truth: The Impossibility of Multicultural Education</b> William White, Buffalo State College Jason D. Grinnell Buffalo State College</p> <p>The presenters express the notion that for all its laudable intentions, multicultural education is impossible from a practical and philosophical perspective.</p> <p><b>Resonating Effects of Cross-Cultural Teaching</b> Candace Schlein, Ontario Institute for Studies in Education at University of Toronto</p> <p>In this paper presentation, I discuss the implicit relationship between culture and the curriculum via my experiences as an ESL teacher in Canada and Japan.</p>

<p style="text-align: center;"><b>Del Valle Paper Sessions</b></p>	<p><b>What it Means to Be in a Secondary Graduate Certification Program: A Five Year Study</b> Larry Kelly, Texas A &amp; M University</p> <p>This five year study attempts to capture the “lived experience” from the perspectives of first year teachers in a Secondary Graduate Certification Program. Do these relationships vary by gender? What comprises the experience from the student’s perspective and how do these factors relate to each other in a pattern of influence.</p> <p><b>Teaching ALL Students: An Interdisciplinary Master’s Program</b> Julie Alexandrin, University of Southern Maine</p> <p>Education is usually separated into the different disciplines. This session will discuss an interdisciplinary Master’s in special education, gifted and talented, and English language learning.</p>
<p style="text-align: center;"><b>Live Oak Issues &amp; Ideas Sessions</b></p>	<p><b>The Nature of What Teachers Know: Exploring Teacher Knowledge through Novel Metaphors</b> Jill Voorhies Martin, Oklahoma State University</p> <p>This presentation examines the power of novel metaphors to describe the multi-dimensional, tacit, and elusive nature of what teachers know.</p> <p><b>Comparing “Texts:” The Interaction of Print, Audio, and Visual Media in Instruction</b> David Nicholson, Villa Julie College</p> <p>This session will focus on the integration of print, audio, and DVD in instruction (using <u>Charlotte’s Web</u> and <u>Lord of the Flies</u> as examples).</p>

<p style="text-align: center;"><b>Longhorn Paper Sessions</b></p>	<p><b>A Narrative Inquiry into an Immigrant Girl's Lived Experiences on Shifting School Landscapes</b> Guming Zhao, University of Alberta</p> <p>The paper explores one immigrant girl's lived experiences on shifting school landscapes in order to help teachers/teacher educators understand the complexities of experience and diversity.</p> <p><b>Teachers of English Language Learners: Tracking Personal Practical Knowledge, Reflection and Narrative Authority</b> Angela López Pedrana, University of Houston at Downtown</p> <p>Students in teacher preparation programs live juxtaposed between being a student and being a teacher—which can be daunting at best and crippling at worst.</p>
<p style="text-align: center;"><b>Wildflower Paper Sessions</b></p>	<p><b>The Distance Professor: Issues of Telecommuting with Students and the University</b> Charles Ford, University of New England</p> <p>Examination of faculty and organizational issues for the distance education/telecommuting professor who uses Internet delivery as a major part of a professional schedule.</p> <p><b>Creating A More Dynamic Partnership: Examining the partnership between Stovall Academy and the University of Houston-Downtown</b> Christopher Witschonke, University of Houston- at Downtown</p> <p>This study is an exploration of the partnership between a university and local school. Conclusions will be used to improve an existing university course.</p>



Rooms and Type of Session	<b>Saturday, Session III 11:20 – 12:20</b>
<b>Violet Crown I Panel Session</b>	<p><b>Critical Race Considerations: Parents and Teachers</b>  Matthew Davis, University of Missouri at St. Louis  Thomasina Hassler, University of Missouri at St. Louis  Teisha Ashford, University of Missouri at St. Louis</p> <p>Panelists will discuss the availability and efficacy of classroom teachers and the involvement of parents to achieve positive academic outcomes for students of color.</p>
<b>Violet Crown II Paper Sessions</b>	<p><b>Consciousness Policy: Imagining Teacher Education and the Future of the Profession in an Era of Anti-Intellectualism</b>  David Callejo Perez, West Virginia University</p> <p>This paper proposes teacher education engender a set of experiences that extends beyond subject areas and methods; a model for critical education that reaps from our personal narratives (historical/place-based) to understand the contradictions in the context of schooling; and promote social change within the educational system and the school culture itself.</p> <p><b>Think Different: A Comparison of the Critical Thinking Abilities of Millennials</b>  Shelly Weeks-Channel, Cheyney University of Pennsylvania</p> <p>A new generation of learners known as the “Millennial Generation” is evident on college and university campuses. Pedagogical approaches must be in place to address the critical thinking needs of students who differ markedly from previous generations.</p>
<b>Del Valle Paper Sessions</b>	<p><b>Collective Perspective Transformation: The Use of an Inquiry Framework in an International Adult Learning and Teaching Course</b>  Joellen Coryell, University of Texas at San Antonio</p> <p>This study discusses how an inquiry framework in the postsecondary study of international approaches to learning and teaching influences educators’ perspectives on teaching and curriculum.</p> <p><b>International Teachers’ Moral Struggles: A Tragic Comedy?</b>  Yi-Ping Huang, Indiana University</p> <p>This presentation introduces the intertwined genres of Comedy and Tragedy when the international teachers struggled to (learn to) teach cross-culturally.</p>

<p style="text-align: center;"><b>Live Oak Issues &amp; Ideas Sessions</b></p>	<p><b>Content vs. Instruction: What is “Highly Qualified?” and What is Best for Students in the Age of No Child Left Behind?</b>  Drew Kemp, Northern Illinois University  Carla Shaw, Northern Illinois University  Bob Blake, Texas Tech University</p> <p>This issues and ideas presentation is a debate regarding the importance of content knowledge vs. instructional technique in the age of NCLB. NCLB stresses the importance of content knowledge and a certification program for highly qualified teachers. However, many alternative certification programs have no instructional expertise as a required component.</p> <p><b>Access and Equity: Where is the Conversation between Curriculum Theory and Special Education?</b>  Allison Dickey, Ashland University  Ann Converse Shelly, Ashland University</p> <p>Special education has focused upon who, what, and where students with disabilities should be taught. Let’s prepare teachers with a new perspective of disability by linking Disability to Curriculum Studies in the context of access and equity.</p>
<p style="text-align: center;"><b>Longhorn Paper Sessions</b></p>	<p><b>Information Literacy Curricula for Undergraduate Business Students: Assessing Value, Relevance, and Pedagogical Approaches</b>  Theresa Conley, University of Denver</p> <p>This paper evaluates the real-world business relevance of information literacy as a critical skill for undergraduate business students and determines pedagogical techniques for which it can be effectively taught in a business school setting.</p> <p><b>Curriculum Bridges: Constructing Classroom RAMPs (Reading and Math Projects)</b>  Marilyn Eisenwine, Angelo State University  Judith Hakes, Angelo State University  Nancy Hadley, Angelo State University  Mary McGlamery, Angelo State University</p> <p>This session delineates specific techniques for creating reading and math projects, lessons, and activities including field-trial examples from elementary classrooms.</p>

**Wildflower  
Paper Sessions**

**Constructing Social Communities and Building Learning Environments through Online Interactions**

Denise McDonald, University of Houston at Clear Lake  
Caroline Crawford, University of Houston at Clear Lake  
Ruth Gannon-Cook, DePaul University

This paper will explore how online course interactions for required graduate-level courses influence students' perceptions of the learning process, collegial connection, and identity formation.

**Educator Dispositions and Online Education: An Exploratory Study**

Kristi Preisman, Peru State College

This presentation will share initial survey results about student and faculty perceptions regarding whether or not educator dispositions can be demonstrated in online education.



**Please join us for our luncheon today.  
Our special guest speaker will be Renee Clift.  
Lunch will be served in Ballroom A - lower level.**

**Program Chair Acknowledgements:**

I would like to thank the members of the executive council for their support and belief in me throughout this first year of being the program chair. I would especially like to thank our new Executive Secretary, Lynne Bailey, for her advice, encouragement, and friendship. This is my sixth year of being involved in AATC and each year is more interesting, refreshing, and comforting. I have grown tremendously through my involvement with AATC and would encourage anyone interested in becoming a better academic, teacher, and professor to get involved with AATC. It is a wonderful place to “hang your hat” – be it tam, cowboy, or somewhere inbetween!

*Stacey* 🍌

# AATC Conference Highlights

## Keynote Speakers:

2008: O.L. Davis,  
2007: Carl Glickman,  
2006: Michael Connelly,  
2005: C. A. Bowers,  
2004: Geneva Gay,  
2003: Eleanor Duckworth,  
2002: William Schubert,  
2001: Nel Noddings,  
2000: Elliot Eisner,  
1999: Michael Apple,  
1998: Wilma Longstreet,  
1997: Robert Donmoyer,

Renee Clift  
Suzanne Wilson  
David Hansen  
William Pinar  
Madeleine Grumet  
O. L. Davis  
William Ayers  
D. Jean Clandinin  
Maxine Greene  
Steve Selden  
Celebration School Staff  
Burga Jung

## Dissertation Award Winners:

	<u>Curriculum</u>
2008	Steven Fleet
2007	Shijing Xu
2006	Michelle Sharpswain
2005	Stephanie Soliven
2004	Donna Spirka
2003	Stacey Elsasser
2002	Wesley Null

<u>Teaching</u>
Sherri Colby
Mark Seaman
Sandra Musanti
Sarah Ramsey
April Luehmann

## AATC Conference Sites:

Austin Texas, 2008  
Cleveland, Ohio, 2007  
Charlotte, North Carolina, 2006  
Austin, Texas, 2005  
Portland, Oregon, 2004

Baltimore, Maryland, 2003  
Tulsa, Oklahoma 2002  
Denver, Colorado, 2001  
Orlando, Florida, 1998 - 2000

## AATC Presidents

David Cajello Perez 2010  
Robert Boostrom 2009  
Ron Wilhelm, 2002  
Karen Riley, 2008  
Alan W. Garrett, 2007  
William Veal, 2006  
Cheryl Craig, 2005  
David Flinders, 2004

Gretchen Schwarz, 2003  
O. L. Davis, 1996  
P. Bruce Uhrmacher, 2001  
Stephen Fain, 2000  
William Segall, 1999  
Ann Converse Shelly, 1998  
Fran Hunkins, 1997

## AFFILIATIONS AND E-MAIL ADDRESSES OF PRESENTERS

Alexandrin, Julie	University of Southern Maine	jalenandrin@usm.maine.edu
Ashford, Teisha	University of Missouri at St. Louis	teishasford711@hotmail.com
Bach, Jacqueline	Louisiana State University	jbach@lsu.edu
Bailey, Lynne	American Public University System	lbailey@apus.edu
Baird, Stephen	Tennessee State University	stephenbaird@bellsouth.net
Barnhill, Amy	University of Houston at Victoria	barnhilla@uhv.edu
Bauml, Michelle	University of Texas at Austin	mbauml@juno.com
Bennett, Laurie J.	University of Denver	labennet@du.edu
Bickham, Blake R.	Mesa State College	brbickham@gmail.com
Biffle, Richard L.	University of Hawaii at Hilo	biffle@hawaii.edu
Blackburn-Harris, Shelley	University of Texas at Arlington	harris.shell@gmail.com
Blake, Bob	Texas Tech University	bob.blake@ttu.edu
Bohan, Chara H.	Georgia State University	cbohan@gsu.edu
Boostrom, Robert	University of Southern Indiana	rboostro@usi.edu
Boske, Christa	University of Houston at Clear Lake	christaboaske@yahoo.com
Broyles, India	University of New England	ibroyles@une.edu
Bunn, Kristen	University of Denver	kbunn@du.edu
Callejo-Perez, David	West Virginia University	david.callejo@mail.wvu.edu
Castle, Kathryn	Oklahoma State University	kathryn.castle@okstate.edu
Castro, Antonio	University of Texas at Austin	tonycaastro1973@gmail.com
Chan, Elaine	University of Nebraska at Lincoln	echan2@unl.edu
Chi, Angel	University of Denver	achi@du.edu
Chisholm, James	Georgia State University	jchishom2@student.gsu.edu
Christman, Ed	Slippery Rock University	edwin.christman@sru.edu
Clausen, Jon	Ball State University	jclaus@bsu.edu
Cloninger, Kevin	University of Denver	kcloninger@vincimail.com
Conley, Theresa	University of Denver	tconley@du.edu
Contreras, Gloria	University of North Texas	contrera@coe.unt.edu
Coronado, Jennifer	Texas A & M International University	jcoronado@tamiu.edu
Cortez, Maria Riojas	University of Texas at San Antonio	mari.cortez@utsa.edu
Coryell, Joellen	University of Texas at San Antonio	joellen.coryell@utsa.edu
Craig, Cheryl	University of Houston	ccraig@uh.edu
Crawford, Caroline	University of Houston at Clear Lake	crawford@uhcl.edu
Cude, Michelle	James Madison University	cudemd@jmu.edu
Davis, Matthew	University of Missouri at St. Louis	davismat@umsl.edu
Decker, Rebecca	University of Houston	
Deveno, Mary Kay	Harrison County Schools	
Diaz, Sebastian	West Virginia University	
Dickey, Allison	Ashland University	adickey@ashland.edu
Dildine, Gina	Tennessee State University	dildineg@yahoo.com
Donalson, Kathleen	Eastern New Mexico University	kathleen.donalson@enmu.edu
Dunn, Sandra	University of Texas at Austin	sdunn@mail.utexas.edu

Durham, Heather Johnston	Louisiana State University	hleigh219@yahoo.com
Eisenwine, Marilyn	Angelo State University	marilyn.eisenwine@angelo.edu
Ellis, Charles	Oklahoma State University	echuck@cs.okstate.edu
Elsasser, Stacey	Defiance College	selsasser@defiance.edu
Englehart, Deidre	University of Central Florida	dengleha@mail.ucf.edu
Feinberg, Joe	Georgia State University	jfeinberg@gsu.edu
Field, Sherry	University of Texas at Austin	sherry_field@mail.utexas.edu
Flores, Belinda Bustos	University of Texas at San Antonio	belinda.flores@utsa.edu
Ford, Carol	Oklahoma State University	cmford@okstate.edu
Ford, Charles	University of New England	cford@une.edu
Foster, Andrea	Sam Houston State University	asfo04@shsu.edu
Fraser, Anne	Ontario Institute for Studies in Education	abfraser@oise.utoronto.ca
Fruge-Rodriguez, Jeanne	University of Texas at Austin	jeannefruge@yahoo.com
Fry, Jane	University of Houston at Victoria	fryj@uhv.edu
Fuxa, Robin	Oklahoma State University	robin.fuxa@okstate.edu
Gannon-Cook, Ruth	DePaul University	rgannon@depaul.edu
Garrett, Alan W.	Eastern New Mexico University	alan.garrett@enmu.edu
Garza, Ruben	Texas State University at San Marcos	rubengarza@txstate.edu
Geary, Mark	Dakota State University	mark.geary@dsu.edu
Gray, Paul	Region 4	
Grinnell, Jason	Buffalo State College	grinnejd@buffalostate.edu
Guerrero, Shannon	Northern Arizona University	shannon.guerrero@nau.edu
Hadley, Nancy	Angelo State University	nancy.hadley@angelo.edu
Hakes, Judith	Angelo State University	judith.hakes@angelo.edu
Hall, Lindsay	Tennessee State University	lmhall23@hotmail.com
Hanna, Allison	University of Texas at Austin	ahanna@mail.utexas.edu
Harp, Chasidy	Angelo State University	chasidy.woods@angelo.edu
Harris, April	University of Missouri at St. Louis	alhteachus@yahoo.com
Hassler, Thomasina	University of Missouri at St. Louis	thomasinafh@yahoo.com
Hasty, Brent	University of Texas at Austin	brenthasty@asutin.rr.com
Heisserer, Jason	University of Missouri at St. Louis	heisserer@umsl.edu
Holden, Molly	Texas Christian University	m.holden@tcu.edu
Huang, Yi-Ping	Indiana University	yiphuang@indiana.edu
Hwang, Sun Hong	University of Houston	shh1cd@yahoo.com
Jackson, Danielle Olivier	Oklahoma State University	danioj@cox.net
Jensen, Traci	University of Houston	
Kahn, Michelle	University of Houston at Clear Lake	kahn@uhcl.edu
Keiler, Leslie	York College – CUNY	lkeiker@york.cuny.edu
Kelly, Larry	Texas A & M University	lkelly@tamu.edu
Kelly, Michaelann	Eisenhower High School	
Kemp, Andrew	Northern Illinois University	dkemp@niu.edu
Klages, Carol	University of Houston at Victoria	klagesc@uhv.edu
Kramer, Juli	University of Denver	jkramer2@du.edu
Kysilka, Marcella	University of Central Florida	kysilka@bellsouth.net
Landry, Deborah	Northeastern State University – Oklahoma	landryd@nsuok.edu

Lesage, Theresa	University of Houston at Victoria	lesaget@uhv.edu
Lindquist, Caitlin	University of Denver	clindqui@du.edu
Linn, Diana	Texas A & M International University	dlinn@tamiu.edu
Lira, Juan	Texas A & M International University	jlira@tamiu.edu
Lisenbee, Peggy	Oklahoma State University	peggy.lisenbee@oksate.edu
Livengood, Kimberly	Angelo State University	kim.livengood@angelo.edu
Love-Thompson, Christine	Tennessee State University	taekeen2@comcast.net
Lucking, Robert	Old Dominion University	rlucking@odu.edu
Lyman, Sam	Northern Illinois University	samlyman18@hotmail.com
Malaby, Mark	Ball State University	malaby@yahoo.com
Maninger, Robert	Texas Christian University	r.maninger@tcu.edu
Markello, Carrie	University of Houston	cmarkello@uh.edu
Martin , Jill Voorhies	Oklahoma State University	jill.martin@okstate.edu
Marsh, Sabrina	University of Houston	
Martindell, Tim	Houston A+ Challenge	
Masko, Amy	Grand Valley State University	maskoa@gvsu.edu
McCormack, Susan	University of Houston at Clear Lake	mccormacksu@uhcl.edu
McDonald, Denise	University of Houston at Clear Lake	mcdonald@cl.uh.edu
McEnery, Lillian	University of Houston at Clear Lake	mcenery@uhcl.edu
McGlamery, Mary	Angelo State University	mmeclamery@angelo.edu
Moch, Peggy	Valdosta State University	plmoch@valdosta.edu
Moore, Leeann	Angelo State University	leeann.moore@angelo.edu
Morowski, Debbie	University of Texas at Austin	dmorowski@austin.rr.com
Moroye, Christy	University of Iowa	christine-moroye@uiowa.edu
Mydland, Gabe	Dakota State University	gabe.mydland@dsu.edu
Nicholson, David W.	Villa Julie College	f-nichol@mail.vjc.edu
Parkison, Paul	University of Southern Indiana	pparkison@usi.edu
Parsons, Sue Christian	Oklahoma State University	sue.parsons@okstate.edu
Pass, Susan	University of Texas at San Antonio	susan.pass@utsa.edu
Patton, Barba	University of Houston at Victoria	bb6opatton@nodial.net
Pedrana, Angela	University of Houston at Downtown	pedranaa@uhd.edu
Perez, David Callejo	West Virginia University	david.callejo@mail.wvu.edu
Petrón, Mary	Texas A & M International University	mpetron@tamiu.edu
Plankis, Brian	University of Houston	
Pohl, Bernardo	University of Houston	bernardo.pohl@cfisd.net
Poimbeauf, Rita	University of Houston at Clear Lake	rpimbeauf@msn.com
Preisman, Kristi	Peru State College	kpreisman@oakmail.peru.edu
Price, Tim	University of Denver	tiprice@du.edu
Ramsey, Paul J.	University of Indiana	pauramse@indiana.edu
Ramsey, Sarah J.	University of North Carolina at Charlotte	sramsey3@email.uncc.edu
Rearick, Katherine	University of Houston at Clear Lake	mrsrearick@hotmail.com
Redmon, Robert J.	Midwestern State University	bob.redmon@mwsu.edu
Regan, Leighanne	University of Denver	lregan@du.edu
Reid, Donna	Private Consultant	
Reid, Mark	Texas A & M University at Commerce	mark_reid@tamu-commerce.edu



Riley, Karen L.	Auburn University at Montgomery	kriley@mail.aum.edu
Roberts, Therese	University of Massachusetts Amherst	thereseroberts@hotmail.com
Ross, Vicki	Northern Arizona University	vicki.ross@nau.edu
Rudolph, Amanda M.	Stephen F. Austin State University	rudolpham@sfasu.edu
Sams, Brandon	University of North Carolina - Chapel Hill	blsams@email.enc.edu
Sanders, Linda	University of Denver	lasand@aol.com
Sansing, Linda Summers	University of Houston at Clear Lake	sansing@uhcl.edu
Schimmoeller, Peggy	Randolph College	pschimmoeller@randolphcollege.edu
Schlein, Candace	Ontario Institute for Studies in Education	cschlein@oise.utoronto.ca
Seaman, Mark	Stephan F. Austin State University	seamanm@sfasu.edu
Sharpswain, Michelle	University of Denver	msharpswain@gmail.com
Shaw, Carla	Northern Illinois University	cshaw@niu.edu
Shaw, Nancy	Texas A & M at Commerce	nancy.shaw@forneyisd.net
Shelly, Ann Converse	Ashland University	
Shulsky, Debby	University of Houston	
Sikes, Vanessa	University of Texas at Austin	vanessa.sikes@gmail.com
Smith, Dianne	University of Missouri at St. Louis	
Smith, Pamela	Eastern Michigan State University	psmith21@emich.edu
Spillman, Kathy	Oklahoma State University	kspillman@pittstate.edu
Stansell, John	University of Houston at Victoria	stansellj@uhv.edu
Stern, Barbara S.	James Madison University	sternbs@jmu.edu
Stryker, Aggie	Texas A & M University at Commerce	astryker@swbell.net
Suarez, Maria Elena	University of Houston	mesuarez@comcast.net
Theobald, Paul	Buffalo State University	theobapg@buffalostate.edu
Thompson, Josh	Texas A & M University at Commerce	josh_thompson@tamu-commerce.edu
Thompson, Pamela B.	University of Hawaii at Hilo	pamelabt@hawaii.edu
Trousas, Cassandra	University of Denver	candres@du.edu
Trowbridge, Steve	University of Houston at Victoria	trowbridges@uhv.edu
Tunks, Jeanne	University of North Texas	tunks@coe.unt.edu
Urhmacher, Bruce	University of Denver	buhrmach@du.edu
Utley, Juliana	Oklahoma State University	juliana.utley@okstate.edu
Veal, William	College of Charleston	vealw@cofc.edu
Wagner, Paul	University of Houston at Clear Lake	wagner@uhcl.edu
Weatherby, Claude	University of Missouri at St. Louis	
Weeks-Channel, Shelly	Cheyney University of Pennsylvania	sweeks-channel@cheyney.edu
White, Cameron	University of Houston	
White, William	Buffalo State College	whitebill84@yahoo.com
Wighting, Merv	Regent University	mervwig@regent.edu
Wilhelm, Ron W.	University of North Texas	wilhelm @unt.edu
Witschonke, Christopher	University of Houston at Downtown	witschonkeC@uhd.edu
Woodhouse, Jan	Northern Illinois University	woodhoj@essex1.com
Wu, Hsu-Pai	University of Texas at Austin	sherry0429@gmail.com
Zhao, Guming	University of Alberta, Canada	gzhao@ualberta.ca

# **Call for Manuscripts**

## **Curriculum and Teaching Dialogue**

The Journal for the  
**American Association for Teaching and Curriculum**

### **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](mailto:ctdjournal@jmu.edu)
- 12 font, double-spaced, page limit according to category
- References in APA style
- IBM compatible, Word format (disk to be sent if manuscript is accepted)
- Tables, figures, and graphs attached at end of manuscript, with specific program used to create them noted and with place in manuscript indicated by [insert Table X here].
- 1 self-addressed stamped envelope for notification of manuscript arrival

**Please submit both Electronic Copies and Hard Copies.**

**Submit Electronic copies to: [ctdjournal@jmu.edu](mailto:ctdjournal@jmu.edu)**

**Hard Copies Mailed to:**

**Dr. Barbara S. Stern, Editor**

***Curriculum and Teaching Dialogue***

**Department of Middle, Secondary, and Math Education**

**James Madison University**

**MSC 6912**

**Harrisonburg, VA 22807**

**Questions can be sent to e-mail address: [ctdjournal@jmu.edu](mailto:ctdjournal@jmu.edu)**

**Curriculum and Teaching Dialogue**  
**Manuscript Reviewer Expertise**

As our journal continues to grow and develop, we would like to refine the editorial process. Please check the fields for which you are confident and competent to evaluate manuscripts. Write in other specialties in current educational issues and trends. Please include all of your contact information as well.

Return to: **email address [ctdjjournal@jmu.edu](mailto:ctdjjournal@jmu.edu) or by standard mail to Dr. Barbara S. Stern at Department of Middle, Secondary, and Math Education, James Madison University, MSC 6912, Harrisonburg, VA 22807.**

<input type="checkbox"/> Administration/Supervision (Specify) _____	<input type="checkbox"/> Mathematics Education
<input type="checkbox"/> _____	<input type="checkbox"/> Multicultural Education/ Diversity
<input type="checkbox"/> Alternative Schooling	<input type="checkbox"/> Music Education
<input type="checkbox"/> Assessment, Evaluation, Measurement, Testing	<input type="checkbox"/> Parochial Education
<input type="checkbox"/> Authentic Assessment	<input type="checkbox"/> Performing Arts Education (Specify) _____
<input type="checkbox"/> Art Education	<input type="checkbox"/> Personnel Services
<input type="checkbox"/> Bilingual Education	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Business Education	<input type="checkbox"/> Political Aspects/Governmental Influences on Education
<input type="checkbox"/> Character Education	<input type="checkbox"/> Reading, Emerging Literacy
<input type="checkbox"/> Computer Education	<input type="checkbox"/> Religious Education
<input type="checkbox"/> Cross-Cultural Education	<input type="checkbox"/> Research and Statistics (Specify) _____
<input type="checkbox"/> Curriculum Theory	<input type="checkbox"/> Remedial Education
<input type="checkbox"/> Culturally Disadvantaged	<input type="checkbox"/> School Psychology/ Student Counseling
<input type="checkbox"/> Early Childhood Education	<input type="checkbox"/> Science Education
<input type="checkbox"/> Educational Media	<input type="checkbox"/> Social Studies Education
<input type="checkbox"/> English as a Second Language Education	<input type="checkbox"/> Special Education (Specify Areas) _____
<input type="checkbox"/> Elementary Education	<input type="checkbox"/> _____
<input type="checkbox"/> Foreign Language Education (Specify) _____	<input type="checkbox"/> Speech and Audiology
<input type="checkbox"/> _____	<input type="checkbox"/> Teacher Certification
<input type="checkbox"/> Foundations of Education	<input type="checkbox"/> Teacher Education (Specify Areas) _____
<input type="checkbox"/> Gifted and Talented Education	<input type="checkbox"/> _____
<input type="checkbox"/> Global Education	<input type="checkbox"/> Technology in Education (Specify) _____
<input type="checkbox"/> Health and Safety/ Driver Education	<input type="checkbox"/> _____
<input type="checkbox"/> Higher Education	<input type="checkbox"/> Trade and Industrial Education
<input type="checkbox"/> Home Economics Education	<input type="checkbox"/> Other Specialties: _____
<input type="checkbox"/> Industrial Arts and Technology Education	<input type="checkbox"/> _____
<input type="checkbox"/> International and Comparative Education	<input type="checkbox"/> _____
<input type="checkbox"/> Junior High/Middle School Education	
<input type="checkbox"/> Language Arts Education	



## New Book Information

### Curriculum and Teaching Dialogue

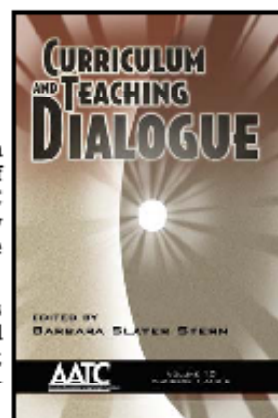
Volume 10 Issues 1&2 (now published as a book series once per year)

Edited by Barbara Slater Stern, James Madison University

*Curriculum and Teaching Dialogue* is the journal of the American Association of Teaching and Curriculum (AATC). An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the 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).

Since that AATC has produced 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."

*Curriculum and Teaching Dialogue* seeks to fulfill that mission.



**CONTENTS:** The President's Message, *Karen L. Riley*. The Editor's Notes: Searching for Truth(s), *Barbara Slater Stern*. **PART I:** The Games People Play: Educational Scholarship and School Practice, *Alan W. Garrett*. Teacher and Parent Beliefs on Tracking: A Taiwanese Perspective, *Kai-Ju Yang*. 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, *Mary E. McGlamery and Steven E. Ball*. Project Teach: Using Reality Shows as a Framework for Teaching Methods Courses, *Jacqueline Bach*. "I Don't Eat White": The Transformational Nature of Student Teaching Abroad, *Christine Moseley Stacy Reeder and Neill Armstrong*. At the Crossroads of Preservice Teacher Education, NAEA, and Terry Barrett: Exploring Metaphors of Meaning, Narratives of Hope, *Heidi C. Mullins*. How Doctoral Mentoring Supported A Cultural Transformation from Peripheral Observer to Active Learner: Learning to Teach and Research From Suzanne Wilson, *Yonghee Suh*. The Context of Mary Sheldon Barnes (1850–1898): A Hermeneutic Inquiry, *Benjamin H. Welsh and Nancy J. Brooks*. Citizens of Today and Tomorrow: An Exploration of Preservice Social Studies Teachers' Knowledge and Their Professors' Experiences With Citizenship, *Chara Haussler Bohan, Frans Doppen, Joseph Feinberg, and Carolyn O'Mahony*. What Motivates K-12 Teachers to Initiate Service-Learning Projects? *Marjori M. Krebs*. **PART II:** The Story Behind the Presentation: Forrest Gump and Un-cloistered Scholarship, *Carl Glickman*. Perspectives on the Pedagogy of Democracy, *William H. Schubert*. Connections, Constructions and Collages: Initiating Dialogues on Diversity in Teacher Education Courses, *Pamela B. Thompson and Richard L. Biffle*. Resistance at City Middle School: Critical Race Theorizing in Educational Research, *Amy L. Masko*. Giving Beyond Care: An Exploration of Love in the Classroom, *Kevin Cloninger*. Enacted Curriculum and the Search for Identity: Angst and the Cuban Search for Meaning After the Cuban Revolution, *David Cajello-Perez*. Leveraging Eclectic Arts as a Rationale for Multiple Modes of Inquiry, *Brian D. Schultz*. A Romance with Narrative Inquiry: Toward an Act of Narrative Theorizing, *Jeong-Hee Kim*. Birds of a Feather? Communities of Practice and Knowledge Communities, *Mark Seaman*. **BOOK REVIEW:** Transdimensional Curriculum: A review of The SAGE Handbook of Curriculum and Instruction, *Robert Boostrom*. Reviewer Acknowledgments. About the Authors. Call for Manuscripts.

#### Also Available:

2007, Volume 9	
Paperback ISBN: 978-1-59311-625-5 \$39.99	Hardcover ISBN: 978-1-59311-626-2 \$73.99
2006, Volume 8	
Paperback ISBN: 978-1-59311-576-0 \$39.99	Hardcover ISBN: 978-1-59311-577-7 \$73.99
2005, Volume 7	
Paperback ISBN: 1-59311-459-1 \$39.99	Hardcover ISBN: 1-59311-460-5 \$73.99
2004, Volume 6	
Paperback \$39.99	
2003, Volume 5	
Paperback \$39.99	
2002, Volume 4	
Paperback \$39.99	

#### Publication Date:

Fall 2008

#### ISBN's:

Paperback: 978-1-59311-989-8

Hardcover: 978-1-59311-990-4

#### Price:

Paperback: \$39.99

Hardcover: \$73.99

Trim Size: 6 X 9

#### Subject:

Education

URL: <http://www.infoagepub.com/products/series/s46f1959c6d6a8.php>



IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271

tel: 704-752-9125 fax: 704-752-9113 URL: [www.infoagepub.com](http://www.infoagepub.com)