

Welcome

PRESIDENT'S GREETINGS

October 2011

AATC Conference Attendees:

Welcome to Denver! As an avid fly fisherman, I must say that the Denver area is one of my favorite destinations. Although this trip won't allow any time for fishing, I do know that I am excited about our conference!

This year we have built on the tremendous work of our past-president, David Callejo Perez. David put before me an impossible act to follow. I have done my best to build upon everything that Dave put into place. Be sure to note that we have moved the luncheon (traditionally held on Saturday) to Thursday. Be sure to book your flights early enough to arrive in time to begin on Thursday morning and attend the luncheon. I've also extended in some areas that seem to make sense at this time in the life of AATC. Our popular Writer's Workshop, ably lead by Cheryl Craig and Bruce Uhrmacher, will continue again this year. Now in its third consecutive year, the Writer's Workshop is a highlight of the conference for many attendees. Thank you to Cheryl, Bruce, and everyone else involved for making this Workshop such a worthwhile part of our conference. Our guest speakers this year—Peter Hlebowitsh (Marcella Kysilka Lecture) of the University of Iowa and Dan Liston of the University of Colorado at Boulder—will provide thoughtful lectures that will give us lots to consider as we discuss the past and future of AATC.

This year's winner of the O.L. Davis, Jr. book award is Diane Ravitch with her book entitled *The Dean and Life of the Great American School System*. I want to thank Chara Bohan and the book award committee for the time they took to review and discuss numerous high-quality submissions. At this year's conference, we also will recognize inaugural winners of the Francis P. Hunkins AATC Distinguished Article Award: Robert Boostrom for his article on curriculum and Candace Schlein for her article on teaching. Both articles appeared in Volume 12 of *Curriculum and Teaching Dialogue* and the award recipients have been invited to discuss their articles in a special session. Additionally, highlights of this year's program include invited panels that will discuss the work of our invited speakers, special sessions for our dissertation award winners, a writing and publishing panel with the *CTD* editor(s), and a special session on Community Outreach led by our hard-working Outreach Committee.

I also want to say special congratulations to our dissertation award winners for 2011. They are Anita Charles in the area of curriculum and Jill Martin in the field of teaching. Congratulations, Anita and Jill! You should be very proud of this accomplishment.

Finally, I want to say how honored I have been to serve as AATC president for the past year. I could never say thank you enough to all of you for the tireless (and entirely voluntary!) work you do to make AATC successful. I am very appreciative of your time and diligence. All of you are what makes AATC a success. May we continue to grow stronger and wiser every year.

Enjoy the conference!

Wesley Null, AATC President 2011

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Writing for Publication (CTD)	
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AATC LEADERSHIP • 2011-2012

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Curriculum and Teaching Dialogue

Co-Editors: David Flinders, Indiana University and P. Bruce Uhrmacher, University of Denver Associate Editor: Christine Moroye, Regis University

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AATC History

The American Association for Teaching and Curriculum

www.aatchome.org

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:

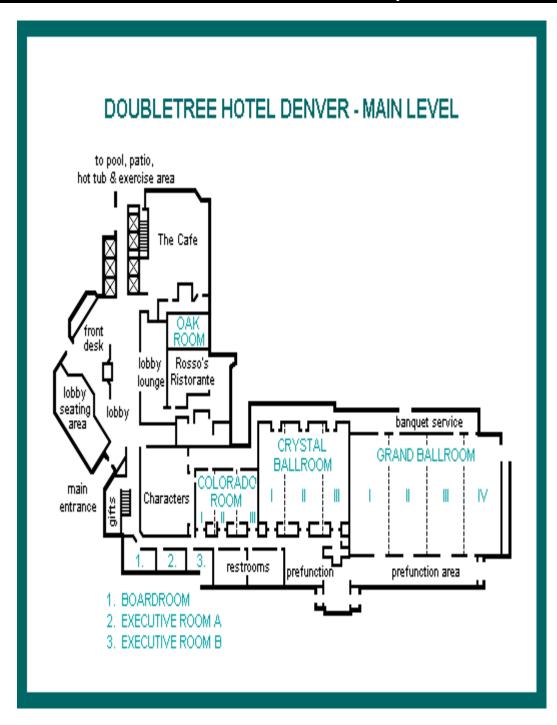
To promote the scholarly study of teaching and curriculum

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

AATC Presidents

2013	Amy Masko, Grand Valley State	2003	Gretchen Schwarz, Oklahoma State
2012	Richard Biffle III, Thomas College	2002	Ron Wilhelm, University of North Texas
2011	Wesley Null, Baylor University	2001	P. Bruce Uhrmacher, Denver
2010	David Callejo Perez, Saginaw Valley	2000	Stephen Fain, Florida International
2009	Robert Boostrom, Southern Indiana	1999	William Segall, Oklahoma State
2008	Karen Riley, Auburn-Montgomery	1998	Sylvia Hutchinson, University of Georgia
2007	Alan W. Garrett, Eastern New Mexico	1997	Ann Converse Shelly, Ashland
2006	William Veal, North Carolina	1996	Fran Hunkins, University of Washington
2005	Cheryl Craig, University of Houston	1995	O. L. Davis Jr., University of Texas
2004	David Flinders, Indiana University	1994	John Laska, University of Texas

Denver Doubletree Hotel Map



18th Annual Conference at a Glance

	Thursday, October 13, 2011		
7:30-5:00	Registration—Crystal Ballroom Foyer		
	Book Fair— Crystal Ballroom Foyer		
8:15-9:45 Executive Council Meeting—Boardroom			
10:00-10:50 Welcome and Presidential Address—Grand IV			
Wesley Null, AATC President			
	"The Search for Content in Curriculum Making"		
11:00-12:15 Concurrent Sessions			
12:30-2:15 AATC Luncheon—Grand IV			
Keynote - Dan Liston, Associate Dean, Graduate Studies and			
	Professor of Foundations, University of Colorado-Boulder		
	"Recipes, Obituaries, and Curricula: Reflections on Craft and Life"		
2:15-5:15	Breakout Sessions		
6:00-7:30	AATC Welcome Reception (open to all)— Grand IV		
Friday, October 14, 2011			
7:30-5:00	Registration— Crystal Ballroom Foyer		
	Book Fair— Crystal Ballroom Foyer		
7:30-9:00	Continental Breakfast — Crystal Ballroom Foyer		
8:00-9:00	Business Meeting (open to all)—Crystal I		
9:00-12:20	Breakout Sessions		
12:20-1:50 Lunch on your own			
1:50-5:40	Breakout Sessions		
3:00-3:30	Afternoon Coffee/Tea and Snacks—Crystal Ballroom Foyer		
7:00	AATC Awards Banquet & Marcella Kysilka Lecture—		
	Crystal III		
	Peter Hlebowitsh, Professor and Departmental Executive		
	Officer of the Department of Teaching and Learning,		
	University of Iowa		
	"When Best Practices Aren't: A Schwabian Perspective on		
	Teaching"		
	Saturday, October 15, 2011		

Saturday, October 15, 2011				
7:30-11:00	Registration— Crystal Ballroom Foyer			
8:00-9:00	Professors of Curriculum Meeting (open to all)—Crystal I			
	David Callejo Perez, Moderator "How Can We Expand the Impact of AATC?"			
9:00-12:30	Breakout Sessions			
9:00-9:30	Mid-Morning Break (with refreshments) — Crystal Ballroom Foyer			
12:00-1:30 2:30-4:00	Graduate Student Luncheon—Rosso's Ristorante AATC Board Meeting—Boardroom			

Opening Session: Presidential Address

Please join us for the Opening Session

On

Thursday, October 13, 2011

At

10:00 a.m.

in

Grand IV

With

AATC President
Wesley Null, Baylor University

"The Search for Content in Curriculum Making"

Thursday 10/13• Session A• 11:00 a.m.- 12:15 p.m.

Special Panel Session: Colorado Ballroom I

The Work of Dan Liston

Facilitator: Wesley Null

Participants:

Jennie Whitcomb, University of Colorado at Boulder

Michael Dale, Appalachian State University Michelle Reidel, Georgia Southern University

Paul Michalec, University of Denver Kevin Cloninger, Anthropedia

Paper Session: Colorado Ballroom II

Restoring a Declining Virtue in Society and Education: The Moral Imperative of Civility in Democracy and Teaching

James Moore, Cleveland State University

Education Ethics from Aristotle to Dewey

Jason Grinnell, Buffalo State College William White, Buffalo State College

Paper Session: Colorado Ballroom I

Coaching as Intervention: Understanding Relationships as a Part of Reform Models

Kimberly Hartnett-Edwards, University of Denver

The Maverick Matures: An Innovative School Turns 30

Jennifer Deets

Special Session: Conference Room 827

Graduate Student Coffee and Discussion:

John Pecore, Temple University

An open session with graduate students to meet each other and discuss any topics about graduate school, research, job market with AATC members and graduate students.

Thursday 10/13 • Luncheon • 12:30 p.m. - 2:15 p.m.

AATC Luncheon

Please join us in the

Grand IV

Events

Introductions and Welcome

Richard Biffle

Acknowledgments
Thanking Departing Board Members
Welcoming New Board Members

Keynote Speaker:

Dan Liston

"Recipes, Obituaries, and Curricula: Reflections on Craft and Life"

Daniel P. Liston (Dan) is Associate Dean, Graduate Studies and Professor in the School of Education at the University of Colorado at Boulder. He utilizes philosophy, social theory and literature to examine educational issues. His past work includes articles and books in which he examines the social and political context of schooling, and rationales for reflective teacher education. Liston's current scholarship focuses on the role of reason and emotion in education as well as features of contemplative teaching. He is currently the Co-Director (along with Paul Michalec) of Colorado Courage, a program of professional renewal for the serving professions.

Thursday 10/13 • Session B • 2:15 p.m. - 3:15 p.m.

Panel Session: Colorado Ballroom I

Colleagues Organized for Research and Knowledge

Steven Page, Augusta State University Andrew Kemp, Augusta State University Rebecca Harper, Augusta State University

Ideas and Issues Session: Colorado Ballroom II

Whose Accountability? A Cross-Cultural Analysis of Teacher and Student Accountability in the United States and Ghana

Amy Masko, Grand Valley State University

Liberating Freire: The Challenges of Utilizing Freireian Ideals in American Curriculum and Society

Joseph Flynn, Northern Illinois University Molly Swick, Northern Illinois University

Moderator: Michelle Tenam-Zemach, Nova Southeastern University

Paper Session: Colorado Ballroom III

Curriculum Integration, Learner-Centered, and Curriculum-Centered Approaches in a High School Mathematics Course

Alicia Martin, University of Houston - Clear Lake and Goose Creek Consolidated ISD

Identifying Stereotypes in Mathematics Using Draw-A-Mathematician Test: Instrument Validation

Alison Trcka, Randolph College Peggy Schimmoeller, Randolph College

Special Panel Session: Conference Room 827

Writer's Workshop (Pre-Registration Required)

Cheryl Craig, University of Houston
P. Bruce Uhrmacher, University of Denver
Laurie Bennett, University of Denver
Chara Bohan, Georgia State University
Workshop covers three afternoon sessions (Sessions B, C, and D)

Thursday 10/13 • Session C • 3:15 - 4:15 p.m.

Special Panel Session (continued): Conference Room 827

Writer's Workshop (Pre-Registration Required)

Cheryl Craig, University of Houston
P. Bruce Uhrmacher, University of Denver
Laurie Bennett, University of Denver
Chara Bohan, Georgia State University
Workshop covers three afternoon sessions (Sessions B, C, and D)

Paper Session: Colorado Ballroom I

Muted Muses: Women Who Inspired the Progressive Education Movement

Pamela Thompson, Thomas College

Historias: Heritage Learners Tell Their Stories

Antonio Rodriguez, University of Colorado at Boulder

Paper Session: Colorado Ballroom II

Coming to Grips with Curriculum

Vicki Ross, Northern Arizona University Jennifer Prior, Northern Arizona University

Identity and Dimensionality: Recognition Pedagogy

Paul Parkison, University of Southern Indiana

Paper Session: Colorado Ballroom III

Understanding Chinese Parents' Experiences Facilitating Their Children to Learn English

Shu Hui Lin, Kent State University

"Talk Good": Collaboration and Trust in a Secondary ESL network

Jeremy Ortloff, Indiana University

Thursday 10/13 • Session D • 4:15 - 5:15 p.m.

Special Panel Session (continued): Conference Room 827

Writer's Workshop (Pre-Registration Required)

Cheryl Craig, University of Houston
P. Bruce Uhrmacher, University of Denver
Laurie Bennett, University of Denver
Chara Bohan, Georgia State University

Workshop covers three afternoon sessions (Sessions B, C, and D)

Paper Session: Colorado Ballroom I

Buttressing the Teacher as Curriculum Maker Metaphor: 5th-Grade Geometry Up Close and Personal

Vicki Ross, Northern Arizona University Elissa Fenton, Northern Arizona University

Learning Together: Practice-Centered Professional Development to Enhance Mathematics Instruction

Donna Gee, Angelo State University Jerita Whaley, Walden University

Paper Session: Colorado Ballroom II

Relational Skills Matter: Investigating the Relationship Between Teachers' Relational Characteristics and Classroom Climate

Terri Burchfield, University of Houston - Clear Lake Denise McDonald, University of Houston - Clear Lake Carol Carman, University of Houston - Clear Lake

Teachers' Perceptions of Professional Growth Through Standards-Based Teacher Evaluation

Amanda Davis, University of Houston - Clear Lake Denise McDonald, University of Houston - Clear Lake Gary Schumacher, University of Houston - Clear Lake

Issues and Ideas Session: Colorado Ballroom III

America's Rise [Race] to the Top: Our Fall from Grace

Michelle Tenam-Zemach, Nova Southeastern University Joseph Flynn, Northern Illinois University

Dehumanizing Education: Taking the Teacher Out of Teaching

Andrew Kemp, Augusta State University Steven Page, Augusta State University Rebecca Harper, Augusta State University

Welcome Reception 6:00 - 7:30 p.m.

AATC Welcome Reception

All are invited to attend

Grand IV

Complimentary Hors d'œuvres and Cash Bar

Sponsored by



Friday 10/14 • Continental Breakfast • 7:30 - 9:00 a.m.

Continental Breakfast

Served in the Crystal Ballroom Foyer

Enjoy Complimentary Breakfast with AATC Attendees

Friday 10/14• Business Meeting• 8:00 - 9:00 a.m.

Business Meeting Agenda

(Open to all AATC Conference Participants)

Crystal I

Welcome and Thanks Wesley Null

Financial Report and Conferences Sites Lynne Bailey

Dissertation and Elections Rich Biffle

CTD Report David Flinders &

Bruce Uhrmacher

Fran Hunkins Award David Flinders &

Bruce Uhrmacher

Committee Reports

Website Mark Seaman

Newsletter Pamela Thompson
Program Denise McDonald
O.L. Davis, Jr. Award Chara Bohan

AATC Archives

Other Business

Discussion

Friday 10/14 Session E 9:00 a.m. - 10:00 a.m.

Paper Session: Conference Room 827

Incorporating Metaphors Into Teacher Education

Shelley Blackburn Harris, Texas A&M University San Antonio Debbie Vera, Texas A&M University San Antonio

On the Benefits and Weaknesses of Arts Integration

Erika Ruiz, University of Houston

Paper Session: Colorado Ballroom I

An Exploratory Study of Pre-Service Students' Teaching Perspectives in an Inquiry-Focused Program

John Pecore, Temple University Angela Shelton, Temple University

A Model of Inquiry: Promoting Teacher Candidate Reflection

Jane Devick-Fry, University of Houston - Victoria Carol Klages, University of Houston - Victoria Sandy Venneman, University of Houston - Victoria

Paper Session: Colorado Ballroom II

Integrated Science and Mathematics Curriculum: Can We Have the Numbers?"

Vienna Galgana, University of Houston - Clear Lake

Making Math a Girl-Centered Space

Peggy Moch, Valdosta State University

Paper Session: Colorado Ballroom III

Legitimacy, Illegitimacy, and Education

William White, Buffalo State College Jason Grinnell, Buffalo State College

Knowing the World: The Disconnect Between Education and Schooling

J. Randall Koetting, Marian University Martha Combs, Cabrini College

John Laska Outstanding Dissertation Award Winners Special Session: Crystal I

It's Just What We Do: Adolescent Interactions With Multimodal Texts in Social Spaces

Anita Charles, University of New Hampshire, Curriculum Award Winner Pamela Thompson, Thomas College, Nominator

Voices of Border Crossing: Life Histories of Women Elementary Teachers Negotiating Identity and Self

Jill Martin, Oklahoma State University, Teaching Award Winner Dr. Pamela Brown, Oklahoma State University, Nominator *Facilitator*: Rich Biffle, Thomas College

Friday 10/14• Session F• 10:10 - 11:10 a.m.

Poster Session: Conference Room 827

Creative Teaching Practices in the High School Classroom

Bree Broussard, Texas Christian University

Using Educational Equity Audits to Analyze Achievement Gaps

Tara Nattrass, Vanderbilt University and Rockwood School District April Domine, Vanderbilt University

The Social Context Surrounding the Common Core State Standards In Mathematics

Mark Wolfmeyer, City University of New York

Innovations in Teaching: Gaming as Curriculum

Jessica Broussard, Auburn University Montgomery

Issues and Ideas Session: Colorado Ballroom I

Ethics in Teacher Education: Media Literacy Analysis

Gretchen Schwarz, Baylor University Pamela Brown, Oklahoma State University

Utilizing a Human Rights Educational Model to Influence Teaching Practice and Student Experience

Laura Heller, University of Denver

Paper Session: Colorado Ballroom II

Reflecting on Tony Danza's Teaching: How Much Reflection is Too Much?

Jacqueline Bach, Louisiana State University Sarah Ramsey, Oklahoma City University

Acting Like a Teacher

Linda Sanders, Metropolitan State College of Denver

Issues and Ideas Session: Colorado Ballroom III

Intervention as a Visual Perspective Approach or Audio Perspective Approach: Accepting that One Size Does not Fit All

Kimberly Hartnett-Edwards, University of Denver

Experience-Based Objectives

Benjamin Ingman, University of Denver Christy Moroye, Regis University

Special Panel Session: Crystal I

Community Outreach: How Can AATC Connect With Local Communities?

Outreach Committee Presenters:

Kevin Cloninger, Anthropedia Foundation Laurie Bennett, University of Denver Amy Masko, Grand Valley State University

Rich Biffle, Thomas College Pamela Thompson, Thomas College

Friday 10/14 • Session G • 11:20 a.m. - 12:20 p.m.

Special Session: Conference Room 827

Recipient Dialogue, First Annual Francis P. Hunkins AATC Distinguished Article Awards in Teaching and Curriculum

Session Chair: Christy Moroye, Regis University, Associate Editor of Curriculum and Teaching Dialogue and Chair of the Hunkins Award Committee

Invited Participants: Award for Curriculum: Dr. Robert Boostrom, University of Southern Indiana,

"Why I am not wearing a tie: Some thoughts about experience and judgment" Award for Teaching: Dr. Candace Schlein, University of Missouri-Kansas City,

"Resonating effects of cross-cultural teaching"

Panel Session: Colorado Ballroom I

A Global Curriculum? Understanding Teaching and Learning in the US, Taiwan, India, and Mexico

David Callejo Perez, Saginaw Valley State University Lacreta Clark, Saginaw Valley State University Jonathon Gould, Saginaw Valley State University Susan Hillman, Saginaw Valley State University Ervin Sparapani, Saginaw Valley State University

Paper Session: Colorado Ballroom II

Questioning the Questions that Determine Schools' Success

William White, Buffalo State Jason Grinnell, Buffalo State College

"Touching the Sacred Garment:" Paulo Freire, his Acolytes, and the Frankfurt School, A PEOPLES' CURRICULUM

Karen Riley, Auburn University Montgomery Jessica Broussard, Auburn University Montgomery

Issues and Ideas Session: Colorado Ballroom III

The Experience of Education: The Disconnect between Dewey's Vision and the **Current State of Education in America**

Abbie Strunc, University of North Texas Kelly Feild

Special Panel Session (continued): Crystal I

Community Outreach: How Can AATC Connect With Local Communities?

Outreach Committee Presenters: Kevin Cloninger, Anthropedia Foundation Laurie Bennett, University of Denver Amy Masko, Grand Valley State University Rich Biffle, Thomas College Pamela Thompson, Thomas College

Friday 10/14• Session H• 1:50 – 3:00 p.m.

Special Session: Conference Room 827

Review of Manuscripts and Conference Proposals: Helpful Pointers and Insight

Facilitators:

David Flinders, Indiana University

P. Bruce Uhrmacher, University of Denver

Michelle Tenam-Zemach, Nova Southeastern University

Christy Moroye, Regis University

Paper Session: Colorado Ballroom I

Entry Level Preservice Teachers' Preconceptions of Effective and Less Effective Teaching and Teachers

Mark Riney, West Texas A&M University

The Struggles of Placing Graduate Interns in Meaningful Student Teaching Placements

Roberta Parker, Randolph College Peggy Schimmoeller, Randolph College

Paper Session: Colorado Ballroom II

In Support of Teaching School Culture

Dana Lewis Haraway, James Madison University

Inquiry Interpretations as Negotiated Research Relationships

Candace Schlein, University of Missouri-Kansas City Elaine Chan, University of Nebraska-Lincoln

Panel Session: Colorado Ballroom III

Hear our Voices: Meeting the New Challenges of HomeBound Students, A Case-Study of Adolescent Children with Cancer

Jeannie Nelson, University of Houston - Clear Lake Denise McDonald, University of Houston - Clear Lake

Developing Pre-Service Teachers' Pedagogical Knowledge and Skills Through Mentoring At-Risk Youth

Ruben Garza, Texas State University - San Marcos

Issues and Ideas Session: Crystal I

Educational Philosophies: Theoretical Constructs or Tangible Beliefs Found in Educators?

Andrew Kemp, Augusta State University Steven Page, Augusta State University

A Geo-Ethnographer's Guide to the University: *Preparing Educators for the Curricular Challenges of the 21st Century*

Richard Biffle, Thomas College Pamela Thompson, Thomas College

Friday 10/14 • Session I • 3:10 - 4:20 p.m.

Issues and Ideas Session: Conference Room 827

Exploring Our Academic Sandbox: Scholarly Identities Developed Through Play, Tantrums, Building Castles and Rebuffing Backyard Bullies

Denise McDonald, University of Houston - Clear Lake

Chervl Craig. University of Houston

Donna Smith, University of Houston - Clear Lake

Margie Garcia, University of Houston - Clear Lake

Kent Divoll, University of Houston - Clear Lake

Debby Shulsky, University of Houston - Clear Lake

Lillian Benavente-McEnery, University of Houston - Clear Lake

Paper Session: Colorado Ballroom I

Peter Ramus, the Puritans, and Pedagogy: A Connection to Curriculum

Kathy Spillman, Pittsburg State University

Four Portraits of Belief and Unbelief: The Experiences of Preservice Teachers with Religious Diversity in a Teacher Education Program

Kate Kauper, Cornell College

Paper Session: Colorado Ballroom II

Teach Vocabulary?!? But I'm Not an English Teacher!

Sylvia Bull, Texas A&M University - San Antonio

Shelley Blackburn Harris, Texas A&M University - San Antonio

The Site of Struggle that is English Language Arts: What Preservice Teachers Need to **Know about the History and Why**

Sara Staley, University of Colorado at Boulder

Paper Session: Colorado Ballroom III

Reflecting on the Unfulfilled Promise of a New Era for Social Studies: Massialas and Cox: The Reflective Inquiry Model

Barbara Slater Stern, James Madison University

21st Century Learning and New Literacies: Teacher Candidates Use of Blogs to **Enhance Social Studies Teaching and Learning**

Carol Klages, University of Houston - Victoria Jane Devick-Fry, University of Houston - Victoria Shana Pate, University of Houston - Victoria

Special Panel Session: Crystal I

O.L. Davis, Jr. AATC Book Award Winner Discussion

Facilitator: Chara Bohan, Georgia State University; Chair O.L. Davis Book Award Committee Committee members: John Pecore, Temple University and Cassie Trousas, Center for Teaching & Learning, University of Oregon

Winner: Diane Ravitch, The Death and Life of the Great American School System

Honorable mention: Wesley Null, Curriculum: From Theory to Practice

Friday 10/14 • Session J • 4:30 - 5:40 p.m.

Issues and Ideas Session: Conference Room 827

New Literacies: Mobile, Media, and Museum Practices

Labotta Taylor, University of North Texas

Art in the Classroom

Tina Floridia, University of Houston - Clear Lake

Paper Session: Colorado Ballroom I

Identity, Space and Voice in an Online Classroom

Thomas Keopuhiwa, West Virginia University Nitin Srivastava, West Virginia University Melissa Chesanko, West Virginia University Irene Maundu, West Virginia University R. Saya Bobick, West Virginia University Harrison Oonge, West Virginia University

Tracking Student Teacher Learning and Creating Knowledge Communities Using Online Discussion Boards

Blake Bickham, Colorado Mesa University

Creating Successful Writers Online Without Losing Your Sanity

Terri Edwards-Bubb, University of Houston - Clear Lake Denise McDonald, University of Houston - Clear Lake

Paper Session: Colorado Ballroom II

The Gift of the Instructor: How 'Present" are You?

Kristi Preisman, Peru State College

Reaching for Global Citizenship and an Inter-Relationality Principle: Twenty-two Prospective Teachers on "Diversity," the "Self," and the "Other"

Tim Price, University of Denver

Paper Session: Colorado Ballroom III

Between History and Collective Memory: How Students in Japan and Korea Make Sense of World War II

Yonghee Suh, Old Dominion University Makito Yurita, Shimane University

The "With-in-time-ness" of Historical Thinking and Empathy

Sherri Colby, Texas A&M University-Commerce

Special Panel Session: Crystal I

The Curriculum Work of Peter Hlebowitsh

Participants:

Peter Hlebowitsh, University of Iowa David Callejo Perez, Saginaw Valley State University Christy Moroye, Regis University Wesley Null, Baylor University William Wraga, University of Georgia

Friday 10/14● Awards Banquet and Marcella Kysilka Lecture ● 7:00 p.m.

Please join us for the Awards Banquet in Crystal III

Events

Dinner and Welcome Wesley Null

Introductions and Welcome Wesley Null

Acknowledgments
Thanking Departing Board Members
Welcoming New Board Members

Dissertation Awards Rich Biffle

Special Awards Lynne Bailey

Third Annual Marcella Kysilka Lecture

When Best Practices Aren't: A Schwabian Perspective on Teaching

Peter Hlebowitsh, Professor and Chair in the Department of Teaching and Learning, University of Iowa

Peter Hlebowitsh is Professor and Chair in the Department of Teaching and Learning at the University of Iowa. His research interests are in the areas of educational foundations, curriculum theory and curriculum development. Since 1995, Hlebowitsh has helped to co-direct several large-scale curriculum development projects in Central and Eastern Europe, focusing mostly on civic education reforms in post-Soviet societies, including the Czech Republic, and the Republic of Armenia and Bulgaria. He is the author of a book on curriculum theory, *Radical Curriculum Theory Reconsidered* (Teachers College Press, 1993); a textbook on curriculum design, *Designing the School Curriculum* (Allyn Bacon, 2005); and an educational foundations textbook, *Foundation of American Education* (Kendall-Hunt, 2007).

AATC 19th Annual Conference

San Antonio, Texas

October 4-6, 2012

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TBD

Email: <u>aatcconference@gmail.com</u>

Saturday 10/15 • Professors of Curriculum • 8:00 – 9:00 a.m.

Professors of Curriculum Session: Crystal I *Open to ALL conference attendees

Conversation on Curriculum Studies: How Can We Expand the Impact of AATC?

Facilitator: David Callejo Perez, Saginaw Valley State University

Saturday 10/15 • Session K • 9:00 – 10:00 a.m.

Paper Session: Conference Room 827

Got Facebook? Using Social Networking to Encourage Literacy Discussions with Preservice Teachers

Margie Garcia, University of Houston - Clear Lake Elaine Hendrix, University of Houston - Clear Lake

Simple Cell Phones for the College Classroom

Mark Geary, Dakota State University

Paper Session: Colorado Ballroom I

Carrots for Collaboration: A Curricular Change Response

Donna Smith, University of Houston - Clear Lake Jana Willis, University of Houston - Clear Lake

Walking a Virtual Mile in Someone Else's Shoes: Online Teacher becomes Online Student Mark Seaman, Stephen F. Austin State University

Paper Session: Colorado Ballroom II

Improving College Teaching through Metacognition

Kent Divoll, University of Houston - Clear Lake

Lillian Benavente-McEnery, University of Houston - Clear Lake

Paper Session: Colorado Ballroom III

Practiced Based Teaching

Susan Breck, Southern Illinois University Edwardsville Jessica Krim, Southern Illinois University Edwardsville

Innovative Curriculum and Instruction for Chinese 102 Course: Beginning Learners' Character Memorization and Production with Computer-Assisted Writing

Peggy Schimmoeller, Randolph College

Kun An, Randolph College

Special Panel Session: Crystal I

Writing for Publication: Session with CTD Editors

Co-Editors: David Flinders, Indiana University and P. Bruce Uhrmacher, University of Denver

Immediate Past Editor: Barbara Slater Stern, James Madison University

Associate Editor: Christine Moroye, Regis University

A discussion for beginning researchers and those interested in publishing and/or reviewing for Curriculum and

Teaching Dialogue

Saturday 10/15 • Continental Breakfast • 9:00 – 9:30 a.m.

Mid-Morning Break

Served in the Crystal Ballroom Foyer

Enjoy Complimentary refreshments with AATC Attendees

Saturday 10/15 • Session L• 10:00 – 11:00 a.m.

Issues and Ideas Session: Conference Room 827

The Impending Changes in Florida's Public School Educational System: The De-Professionalization of Teaching and Learning

Jeffrey Kaplan, University of Central Florida

Can "Teaching as a Moral Endeavor" Survive the Age of Accountability-Through-Assessment?

Robert Boostrom, University of Southern Indiana

Paper Session: Colorado Ballroom I

Scholarship and Experience: Reconstructing Teacher Identity and Practice

R. Anne Fraser, Fraser Education Anne Forsythe Moore, York University

Scholarship and Research: Why do Teachers go to Graduate School?

Robert Redmon, Midwestern State University

Paper Session: Colorado Ballroom II

Student-Teachers' Motivation and Commitment to Teach: Applying the Relevant Literature

Standra Johnson, University of North Texas

Designing Powerful and Effective Curriculum and Instructional Strategies for Teacher Candidates: A "360 Degree" Model of Curricular Inclusion and Innovation Richard Biffle, Thomas College

Issues and Ideas Session: Colorado Ballroom III

Living and Learning in the 21st Century: The Renewed Importance of Curricular Conversations

Martha Combs, Cabrini College J. Randall Koetting, Marian University Susan Breck, Southern Illinois University-Edwardsville Helen Gilles, Marian University

Special Panel Session: Crystal I

Finding your First Academic Job

Sarah Ramsey, Oklahoma City University Jackie Bach, Louisiana State University Vanessa Sikes, Lamar University

Saturday 10/15 • Session M• 11:00 a.m. – 12:00 noon

Paper Session: Conference Room 827

A Picture Is Worth a Thousand Words: Now, Let's Find a Thousand Words

Suzanne Sanders, University of Houston - Clear Lake Donna Smith, University of Houston - Clear Lake

Narratives From the Same Side of the Fence: A Moral Debate on Special Education

Bernardo Pohl, Langham Creek High School, Universities of Houston-Clear Lake & Houston-Downtown

Paper Session: Colorado Ballroom I

To Student-Teach or Not To Student-Teach, That is the Question: Another Dilemma for Teacher Candidates Preparing to Work with English Language Learners

Angela López Pedrana, University of Houston - Downtown Christal Burnett, University of Houston - Downtown

Was there a Lifting of the 'Curtain of Ignorance'? A textbook analysis of Holocaust Portrayals during the 1990s

Christopher Witschonke, University of Houston - Downtown

Paper Session: Colorado Ballroom II

The Future of the Professoriate: The Last Years of the Doctorate

David Callejo Perez, Saginaw Valley State University

Pestalozzian Influences on Mary Sheldon Barnes's Teaching Methods

Jim Chisholm, Georgia State University Chara Bohan, Georgia State University

Paper: Colorado Ballroom III

Growing Teachers in the Field: Research and Experience in a Teacher Education Partnership

Sue Christian Parsons, Oklahoma State University Juliana Utley, Oklahoma State University Toni Ivey, Oklahoma State University Qiuying Wang, Oklahoma State University

Examination of the Impact of Understanding by Design on Planning and Instruction for Elementary Pre-Service Teachers

J. D. Ohn, James Madison University Michelle Hughes, James Madison University

Special Panel Session (continued): Crystal |

Finding your First Academic Job

Sarah Ramsey, Oklahoma City University Jackie Bach, Louisiana State University Vanessa Sikes, Lamar University

Saturday 10/15 ● Graduate Student Luncheon ● 12:00 noon – 1:30 p.m.

Graduate Student Luncheon

Information about AATC

Keynote Speakers				
2011	Peter Hlebowitsh, Marcella Kysilka Lecture	Dan Liston		
2010	Bill McDiarmid, Marcella Kysilka Lecture	Craig Kridel		
2009	William Schubert, Marcella Kysilka Lecture	William Ayers		
2008	O.L. Davis Jr.	Renee Clift		
2007	Carl Glickman	Suzanne Wilson		
2006	Michael Connelly	David Hansen		
2005	C. A. Bowers	William Pinar		
2004	Geneva Gay	Madeleine Grumet		
2003	Eleanor Duckworth	O. L. Davis Jr.		
2002	William Schubert	William Ayers		
2001	Nel Noddings	D. Jean Clandinin		
2000	Elliot Eisner	Maxine Greene		
1999	Michael Apple	Steve Selden		
1998	Wilma Longstreet	Celebration School Staff		
1997	Robert Donmoyer	Burga Jung		

Dissertation Award Winners

	<u>Curriculum</u>	<u>Teaching</u>
2011	Anita Charles	Jill Martin
2010	Cassandra Trousas	John Pecore
2009	Avi Mintz	Candace Schlein
2008	Steven Fleet	Sherri Colby
2007	Shijing Xu	Mark Seaman
2006	Michelle Sharpswain	Sandra Musanti
2005	Stephanie Soliven	Sarah Ramsey
2004	Donna Spirka	Hsuan Jen (Shirley) Chen
2003	Stacey Elsasser	April Luehmann
2002	Wesley Null	Kevin Kienholz

AATC Conference Sites					
2012	San Antonio	2005	Austin	1998	Orlando
2011	Denver	2004	Portland	1997	Indianapolis
2010	St. Louis	2003	Baltimore	1996	San Antonio
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2008	Austin	2001	Denver	1994	Dallas
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2006	Charlotte	1999	Orlando		

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Curriculum and Teaching Dialogue

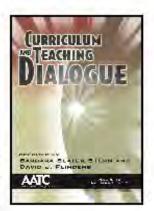
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Associate Editor: Christy M. Moroye, Regis University

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Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly field of teaching and curriculum. The field includes those working on the theory, design and evaluation of educational programs at large. At the university level, faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education. CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational research.



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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 received by October 31** of that year.

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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 must also be received by October 31st.

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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.

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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.

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Testing	Multicultural Education/ Diversity			
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- A Paper presentation is a formal paper reporting ongoing or completed research and invites reactions.
 Copies of the paper should be distributed and should not have been previously presented. Paper presentations are allotted 15-20 minutes for the presentation plus an additional 5-10 minutes for audience reactions.
- An Ideas and Issues session is a presentation of questions for inquiry and/or concepts or theories to
 engage the audience in discussion. Ideas and Issues sessions are allotted at least 30 minutes, but more as
 the program schedule permits.
- A Panel/Symposium involves several speakers discussing varied points of view on a specified issue of interest to the AATC membership. Panels/Symposia are allotted 60 minutes for presentations and audience participation.
- A Poster Session incorporates a graphic representation and an oral presentation on a current educational issue. Graduate students will present their poster in a roundtable format. Participants will move from poster to poster for a short presentation by the presenter with a chance to ask questions.

Proposal Guidelines

- Proposals are to be prepared according to the outline specified on the Proposal Application Below. Proposals that do not follow this format will not be reviewed.
- Proposals need to be submitted as MS Word documents or as Rich Text Format if MS Word is not available.
- Institutions or School Districts should not be identified in the proposal.
- All proposals for presentation at the AATC annual conference will be subjected to blind review.
- Submit electronically as two separate documents to aatcconference@gmail.com
 - 1 Proposal application
 - 1 Narrative for the presentation/proposal

General Proposal/Presentation Information

- Proposals must be received no later than: March 20, 2012.
- Presenters should pre-register for the conference. If your registration is not received by <u>September 11th, 2012</u>, your name will be removed from the program.
- Presenters should bring 15 copies of any materials for sharing at the conference.
- No A-V equipment is available.

If you have any questions and/or are willing to serve as a reviewer of proposals or as a session moderator, your help would be greatly appreciated. For any inquiries or information, please send an email message to: aatcconference@gmail.com.

Proposal Application for the Nineteenth Annual AATC Conference			
Name			
Affiliation			
Title/Status			
Address Line 1			
Address Line 2			
City, State, Zip			
Telephone			
E-mail			
Type of Presentation	n □ Paper	☐Issues and Ideas ☐	Panel/Symposium □Poster
Willing to Serve as Reviewer:	□Yes		□No
Names and <u>email</u> of	co-present	ers, if applicable:	
Title of			
Presentation			
Abstract (15-25			
word description			
of presentation)			

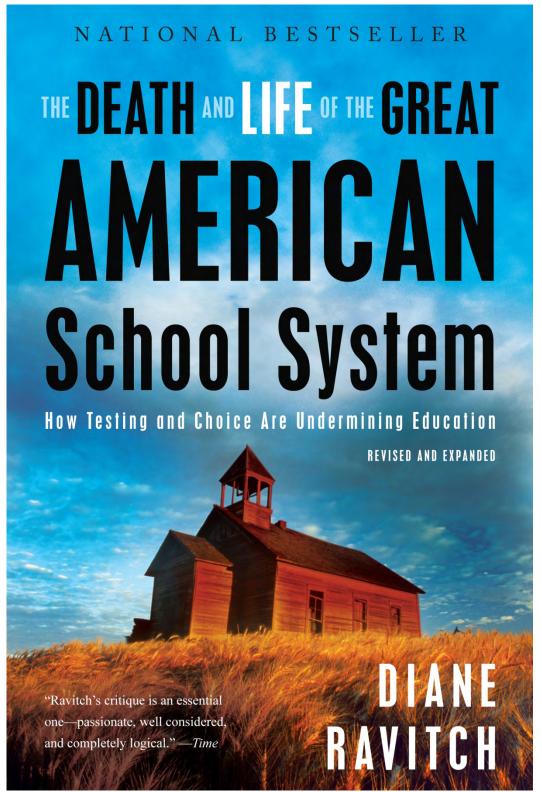
Proposal: Please send **electronically** a two-page, typed, double-spaced narrative (MS Word or RTF) to aatcconference@gmail.com. Make sure that the following is included in the proposal: (1) Title of Presentation; (2) Objectives or purposes of the Proposal; (2) the philosophical, theoretical, or practical argument; (3) literature, sources, or evidence to support the argument/analysis; and (4) conclusions, implications, and significance of proposal. Please omit any references to the authors or presenters. **Submit electronically** two separate documents: (1) **Proposal Application and (2) Narrative for the presentation/proposal to** aatcconference@gmail.com.

Audio-Visual Equipment: All AV equipment will be the responsibility of the presenters.

All communication will be conducted electronically. Each presentation proposal will be notified of receipt of proposal; receive letter of acceptance or rejection; registration materials; and draft of 2011 program.

Please send all proposals electronically by March 20, 2012.

If you have questions, please send an email message to <u>aatconference@gmail.com</u>. For updates and information about the conference, also see <u>www.aatchome.org</u>.



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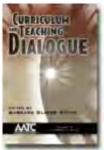


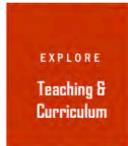


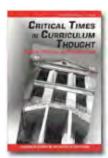








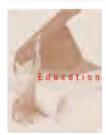




















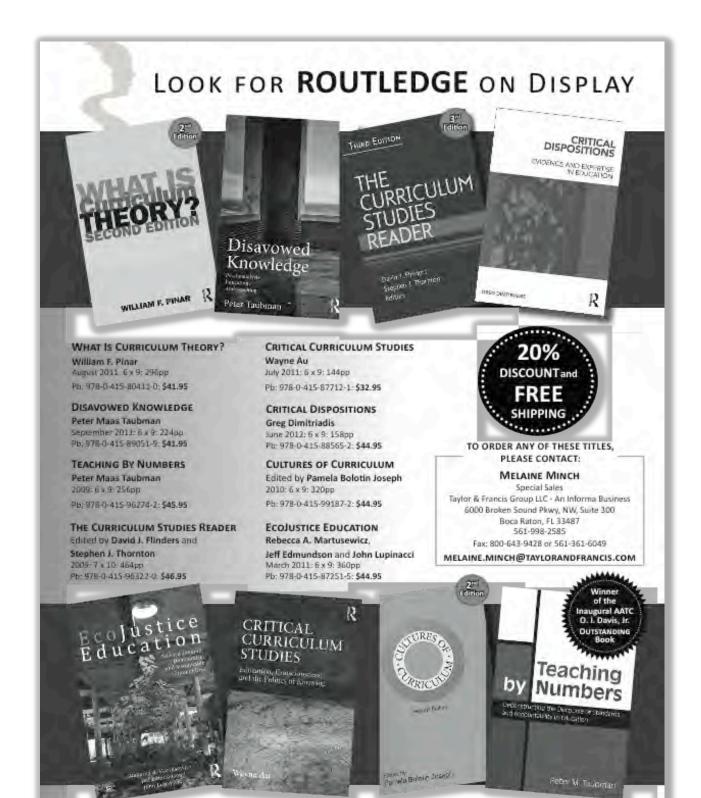
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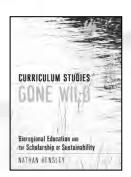
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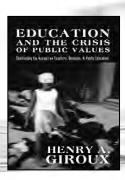
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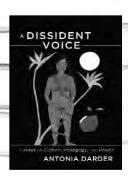
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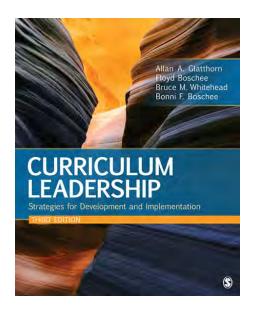
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