

**AATC**  
**American Association of Teaching and Curriculum**  
**23<sup>rd</sup> Annual Conference**  
**Grand Rapids, Michigan**  
**October 13-15, 2016**



<http://www.experiencegr.com/>

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Program is not official until the end of the conference. Final program will be found at [AATChome.org](http://AATChome.org) following the conference.

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## WELCOME

### **President's Greetings**

On behalf of the AATC Executive Council, I extend a warm welcome to all conference attendees. Thank you for coming to Grand Rapids, Michigan, a city that has long been a place where people come together. From its early history when the area was an important gathering place for members of the Hopewell people to the present time, the area has cultivated a rich and vibrant history that speaks to the importance of the past and the promise of the future. It is my fervent hope that as we gather in this wonderful city, we will take time to reflect upon the theme of AATC's 23<sup>rd</sup> annual conference and consider how each of us can contribute to a more socially just and peaceful tomorrow.

This year's conference comes at a time when national discourse on all too many topics has descended not into reasoned and respectful dialog, but rather harshly drawn lines that are animated by hatred, distrust, and frenzied support of entrenched positions. As the Executive Council began planning this year's conference, we were thoughtful and intentional about the ways in which we, as an organization that supports diversity in its many forms, approached the conference theme and the traditions of AATC. Given the way that we value dialog, we have included AATC CROSS TALK sessions that are scattered throughout the conference program. These informal meetings aim to provide a place where we can discuss the relationships between information and ideas from numerous sessions in a setting that creates bridges between and among ideas and AATC members.

In addition to wonderful breakout sessions on a range of topics too vast to mention, AATC welcomes Dr. Ken Saltman as our featured keynote speaker. Dr. Saltman is a Professor in the Department of Educational Leadership at the University of Massachusetts, Dartmouth. His research interests are not only prolific, but widely recognized as bringing a distinct and in depth analysis to the pressing challenges related to the economic, cultural, and political dimensions of school privatization. Dr. Saltman's research has resulted in numerous books, including *The Politics of Education: A Critical Introduction*, *Neoliberalism, Education, Terrorism*, and *The Failure of Corporate School Reform* (the 2011 American Educational Studies Critics Choice Book Award winner). I am sure that we will all learn and benefit from Dr. Saltman's contributions to the intellectual vitality of AATC's 2016 annual conference.

It is also my pleasure to acknowledge several recipients of AATC awards. First, I would like to congratulate Jerry Rosiek and Kathy Kinslow, winners of the 2016 O.L. Davis Jr. Book Award. Their book, *Resegregation as Curriculum: The Meaning of the New Racial Segregation in US Public Schools*, is, as one committee member noted, a work that "takes policy (segregation/desegregation) and moves it to the realm of curriculum" by considering the "content of what children are taught in schools." The O.L. Davis Award is given in recognition of scholarship that adds substantively to the body of knowledge about practices and theories of curriculum and teaching. Second, it is my distinct pleasure to congratulate the two recipients, Rhonda Webb (Curriculum) and Kari Colley (Teaching), of the John L. Laska Dissertation Awards. And finally, I would recognize Paul Parkison and Elizabeth Dorman as the winners of the Hunkins Distinguished Article Award. The contributions of all of these dedicated educators

truly move our field forward and give us ample opportunity to reflect upon the state of our profession and the promise it holds.

In my brief message, *Kinship and Hope*, in the current edition of *Curriculum and Teaching Dialogue*, I noted the importance of AATC in my professional and intellectual development. As I enter my second decade as part of the AATC family, I can truly say the annual conference is a place and time where I rejuvenate my spirit, reconnect with lifelong friends, and create new intellectual partnerships that encourage me even in the dark days of what appears to be a long educational winter. It is my deep hope you will benefit from the conference as much as I and that the sessions, conversations, and interactions during the conference will inspire you to make the world of teaching and curriculum a better place for all.

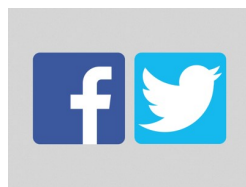
And finally, conference attendees come from a wide-range of backgrounds. Take the time to meet someone, to enjoy the conversations that will lead us into the future, and to make a friend, mentor, or colleague who will sustain you even as national dialog continues to question the power, promise, and purpose of public education.

William White, AATC President 2016

**Don't Forget to Visit the AATC Book Fair on Friday, October 14,  
2016 in the Thornapple Room**



**Don't forget to follow AATC on social media.  
Keep up the conversations!  
Facebook: AATC 1993    Twitter @AATC1993**



**Create an account and get connected.**

# **AATC LEADERSHIP 2016**

## ***Past President***

*Chara Haeussler Bohan, Georgia State University*

## ***President***

*William L. White, James Madison University*

## ***President Elect***

*Kevin Cloninger, Anthropedia Foundation*

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### ***Shelley Harris***

*Texas A&M University, San Antonio*

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*Candace Schlein, University of Missouri-Kansas City*

*Elaine Chan, University of Nebraska-Lincoln*

## ***Curriculum and Teaching Dialogue***

*Co-Editors: David Flinders, Indiana University and Christine M. Moroye, University of Northern Colorado*

*Associate Editor:*

*Kate Kauper, Cornell College*

## **Editorial Review Board**

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*University of Southern Indiana*

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*University of San Diego*

### ***Lyn Forester***

*Doane College*

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*Eastern New Mexico University*

### ***J. Randall Koetting, Professor Emeritus***

*University of Nevada, Reno*

### ***William Veal***

*College of Charleston*

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### ***D. Jean Clandinin***

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### ***William Pinar***

*University of British Columbia*

### ***Steve Selden, Professor Emeritus***

*University of Maryland, College Park*

**\*\* Leadership Changes at the Saturday Executive Council Meeting at the close of the conference**

Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.

# **INCOMING AATC LEADERSHIP**

## ***Past President***

*William L. White, James Madison University*

## ***President***

*Kevin Cloninger, Anthropedia Foundation*

## ***President Elect***

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## ***2017 Program Chair***

*Matt Spurlin, University of Denver*

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*University of British Columbia*

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*University of Maryland, College Park*

## **AATC HISTORY**

The American Association for Teaching and Curriculum  
[www.aatchome.org](http://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 including 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 Twenty-second Annual Conference is dedicated to advancing the ideals of the Association and its purpose. The intent of AATC sessions is to engage conversation and explore new ideas and share information. The founders of AATC wanted conversations to begin and continue long after the conference is over. The arrangement is a deliberate intent to avoid the common practice of "Speak and Run" which has permeated so many of the professional 5 organizations. Hopefully, attendees will want to stay and engage for the entire conference. Much can be learned! Enjoy the conference.

**2017 AATC Conference, Denver, Colorado**  
**Deadline for Proposals**  
**April 14, 2017**  
**Online Submission System at [aatchome.org](http://aatchome.org)**



## AATC PRESIDENTS

2018 John Pecore, University of West Florida  
2017 Kevin Cloninger, Anthropedia Foundation  
2016 William L. White, James Madison University  
2015 Chara Haeussler Bohan, Georgia State  
2014 Barbara Slater Stern, James Madison  
2013 Amy L. Masko, Grand Valley State  
2012 Richard Biffle III, Thomas College  
2011 Wesley Null, Baylor University  
2010 David M. Callejo Pérez, Saginaw Valley  
2009 Robert Boostrom, Southern Indiana  
2008 Karen Riley, Auburn-Montgomery  
2007 Alan W. Garrett, Eastern New Mexico  
2006 William Veal, North Carolina

2005 Cheryl Craig, University of Houston  
2004 David Flinders, Indiana University  
2003 Gretchen Schwarz, Oklahoma State  
2002 Ron Wilhelm, University of North Texas  
2001 P. Bruce Uhrmacher, University of Denver  
2000 Stephen Fain, Florida International  
1999 William Segall, Oklahoma State  
1998 Sylvia Hutchinson, University of Georgia  
1997 Ann Converse Shelly, Ashland University  
1996 Fran Hunkins, University of Washington  
1995 O. L. Davis Jr., University of Texas  
1994 John Laska, University of Texas

# Welcome Reception



**6:00-7:00pm**

**Thursday, October 13 n Salon A/B**  
**Cash Bar and Light Hors d'Oeuvres**

## **KEYNOTE SPEAKER: KENNETH SALTMAN**



Kenneth J. Saltman is a Professor in the Department of Educational Leadership where he teaches courses in the Educational Leadership and Policy Studies PhD program. He received his PhD and MA in Curriculum and Instruction from Pennsylvania State University and his BA Honors in Philosophy from McGill University. He grew up in southern New England and prior to graduate school taught English as a Second Language in Pusan, South Korea. He taught graduate and undergraduate courses at DePaul University in Chicago and St. Joseph's University in Philadelphia.

### **Research Interests**

His research interests include sociology of education, philosophy of education, educational politics and policy, the cultural politics and political economy of education and mass media, critical pedagogy, cultural studies, critical theory, globalization and education, educational leadership, curriculum theory, the militarization of schools and society, and philosophy of sport and the body. He has been a prolific author and early outspoken critic of what has been termed neoliberal educational restructuring or corporate school reform.

Dr. Saltman's scholarship has been distinct for bringing together an analysis of the economic, cultural, and political dimensions of public school privatization, situating it in terms of broader social trends and global struggles. He is the author most recently of *The Politics of Education: A Critical Introduction* (Paradigm 2014), *The Failure of Corporate School Reform* (Paradigm Publishers 2012), and *The Gift of Education: Venture Philanthropy and Public Education* (Palgrave Macmillan 2010) which was awarded a 2011 American Educational Studies Critics Choice Book Award. He also recently co-authored *Toward a New Common School Movement* (Paradigm 2014) and *Neoliberalism, Education, Terrorism* (Paradigm 2014). He received a Fulbright Scholarship on Globalization and Culture.

**Don't Forget to Visit the AATC Book Fair on Friday, October 14, 2016 in the Thornapple Room**



## **AWARD WINNERS**

### **John L. Laska Dissertation Award**

**Dr. Kari Colley**

Student of Dr. Bruce Uhrmacher, University of Denver

*Cultivating Creativity: The Practice of Teaching for Creativity in the Elementary Classroom*

This dissertation will illuminate the practice of teaching for four exemplary elementary school teachers who cultivate creativity in their students.

**Dr. Rhonda Webb**

Student of Chara Haeussler Bohan, Georgia State University

*Red, White, and Black: The Meaning of Loyalty in Georgia Education*

This historical dissertation describes ways in which the Red Scare and Cold War eras impacted education from the 1930s through the 1960s.

### **Hunkins Distinguished Article Award**

**Elizabeth Dorman:** *Building Teachers' Social-Emotional Competence Through Mindfulness Practices*

**Abstract:** Recent research suggests that building teachers' social-emotional competence, including via mindfulness training, can improve teacher's overall effectiveness and well-being, help equip them with the tools needed to respond to the unique stressors of the teaching profession, and potentially reduce burnout and attrition. This article reports on a longitudinal action research study of integrating mindfulness practices into my teacher education courses. I discussion how the process evolved over time and present key themes in student perceptions of the practice. This study has implication for any practitioners interested in mindfulness incorporated into education settings.

**Paul Parkison:** *Catharsis in Education: Rationalizing and Reconciling*

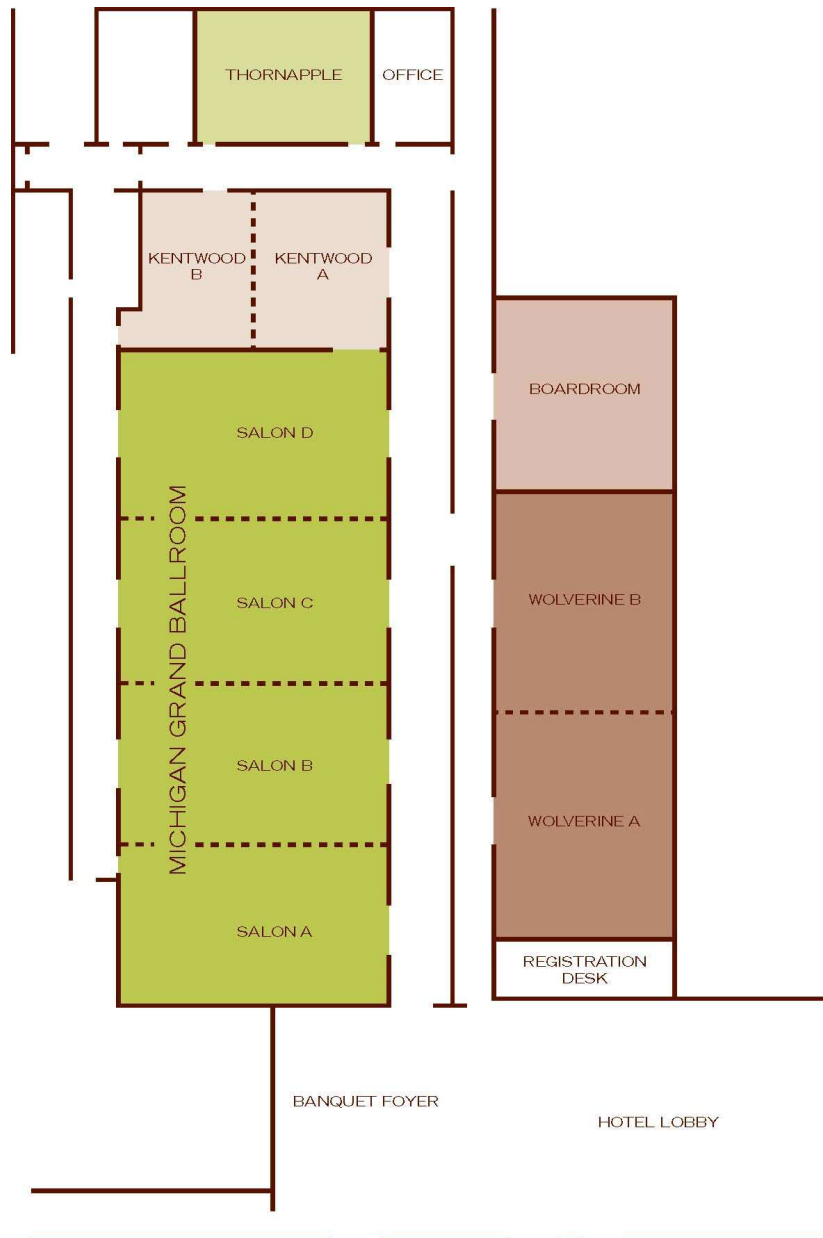
**Abstract:** The article discusses research which examined the education policy related to standards, testing and accountability. Topics discussed include the limitation in the democratic curriculum development process, restrictive policies for teachers and students and deconstruction of the rationalization of contemporary education policies with the use of a qualitative discourse analysis.

### **O.L. Davis Book Award**

*Resegregation as Curriculum: The Meaning of the New Racial Segregation in US Public Schools*  
**by Jerry Rosiek and Kathy Kinslow**

## HOTEL FLOOR PLAN

### **DoubleTree by Hilton Grand Rapids Airport**



## **THURSDAY—OCTOBER 13, 2016**

<b>Registration</b>	<b>7:30-4:30</b>
Registration	Foyer
<b>Welcome Breakfast</b>	<b>7:30-8:45</b>
Welcome Breakfast Hall	Main
<b>Executive Council Meeting</b>	<b>7:30-8:50</b>
Executive Council Meeting	Boardroom
<b>President's Welcome and Conference Announcements</b>	<b>9:00-9:30</b>
President's Welcome and Conference Announcements	Salon A/B
<b>Mid-Morning Break</b>	<b>10:50 – 11:00</b>
<b>Session A</b>	<b>9:40-10:30</b>
<b><u>New Member Orientation and Mentoring</u></b>	<b><u>Salon C</u></b>
Rubén Garza, Texas State University John Pecore, University of West Florida Shelley Harris, Texas A&M San Antonio <i>This session is designed for first time AATC members, early career faculty, and graduate students interested in mentoring support.</i>	
<b><u>Communities</u></b>	<b><u>Salon D</u></b>
<b>Developing a Teaching Community as a Global Nomad Educator</b> Jennifer Hart, Indiana University <i>Presentation exploring experiences in international teaching, focusing on developing a personal and professional learning community in that context.</i>	
<b>Creating Community: Educating Teachers in the Second Circle</b> Matt Spurlin, University of Denver <i>This study elucidates how one teacher educator utilizes the Second Circle, an acting technique, to create community and also teaches students how.</i>	
<b><u>Creating Safe Spaces</u></b>	<b><u>Wolverine A</u></b>
<b>Addressing Fragile Minds</b> Sundiata Omowale, Georgia State University <i>How do you address the fragile minds and teach sensitive historical topics such as lynching?</i>	

### **Challenging the "Safe," Space of the Classroom**

Paul Parkison, University of North Florida

*Establishing a safe balance has become the goal and operational objective of education. A broad view of safety stifles the potential of education.*

### **Diversity**

### **Wolverine B**

#### **Comfort in an Uncomfortable World: Finding Common Ground**

Sandra Guzman Foster, University of the Incarnate Word

*Creating comfort in an uncomfortable world among International and American students via transformative dialogue and learning.*

#### **LGBTQ: Safe Zones: A form of tolerance or prejudice?**

Shelley Harris, Texas A&M--San Antonio

*The objective of this Issues and Ideas Session is to discuss the notion of Safe Zones and how it may aid or hinder inclusivity in the higher education*

### **Mid-morning Snack Main Hall**

**10:30-10:50**

### **Session B**

**10:50-11:40**

### **Learning Environments**

### **Salon C**

#### **Education, the Environment, and Transformational Experiences: How a Single Experience Can Spark a Movement**

Brittany Miller, University of Denver

Wendy Daniel, University of Denver

*This presentation explores the significant implications of connecting students to ecological education theories through transformational experiences.*

#### **From Outdoor Campgrounds to Digital-Age Schools: What Can Be Learned from Informal Educational Environments to Enable Greater Academic Success?**

Ian Clemente, Michigan State University

*This session discusses what makes an environment "educational", and how emulating informal learning environments might improve traditional classrooms.*

### **For Profit Universities**

### **Salon D**

#### **Repitching the Tent: Rethinking University Programming in an Era of For-Profit Competition**

Donna Breault, Ashland University

*This paper connects the work of Richard Giles and his call for churches to rethink their spaces with the spaces we create in higher education.*

#### **The Lived Experience of Faculty in For-Profit Online Doctoral Programs: A Report from the Trenches**

Stacey Elsasser, Grand Canyon University

*This Issues and Ideas Session will explore the lived experience of a faculty member in an online doctoral program at a for-profit institution.*

## Issues in Education

Wolverine A

### Curriculum to Teach the Whole Child

Dana Haraway, James Madison University

*With the passage of ESSA, teacher education programs are poised to focus on strategies to address the whole child including restorative practices.*

### Technocratic Education Reform: Tinkering in Dystopia

Karen Kusiak, Colby College

*The study investigates the consequences of one state's implementation of a system of proficiency-based education.*

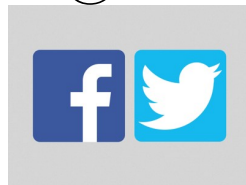
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Keep up the conversations!**

**Facebook: AATC 1993**

**Twitter @AATC1993**



**Create an account and get connected.**

**Session C**

**1:00-1:50**

**John C. Laska Dissertation Award**

**Wolverine A**

**John C. Laska Dissertation Award**

Rhonda Webb (Curriculum)

Kari Colley (Teaching)

**Teaching Spaces and Identity**

**Wolverine B**

**The Hidden Curriculum and Pre-Service Teachers' Identity**

Stephanie Scheider, SUNY at Old Westbury

*This paper will examine how pre-service teachers view the social studies curriculum and how it does, and does not relate to their own identities.*

**“A rose by any other name”: Naming and identity in virtual and hybrid teaching spaces**

Crystal Howell, Indiana University

*Via discourse analysis of recent research, this paper problematizes how we name and construct identities for virtual teachers.*

**Panel**

**Salon C**

**Action research on grammar instruction: Writing poems about images to teach diction, inference, and grammar**

Lindsey Ellis, Grand Valley State University

Corinne Cozzaglio Martinez, Grand Rapids Community College

Mary Ebejer, Grand Valley State University and Grand Rapids College

*Offers case studies of teaching grammar by writing poems about images (ekphrasis) with rationale, context, methods, findings, and analysis.*

**Urban Students and Urban Schools**

**Salon D**

**Intentions in Tension: Competing Expectations in Reforming an Urban Middle School**

Amanda Otten, Texas A&M University

Rebecca Neill, Texas A&M

*This qualitative study explores the role of the intentional facet of school ecology in the reform of an urban middle school.*

**Project Based + Social Justice + Urban Students = ?**

Joseph Bolz, University of Denver

Robert Russ, University of Denver

*As mathematics educators, we have worked to implement Project Based Learning rooted in Social Justice. We will share the outcomes for the urban student*

**2017 AATC Conference, Denver, Colorado**

**Deadline for Proposals**

**April 14, 2017**

**Online Submission System at [aatchome.org](http://aatchome.org)**



**Session D**

**2:00-2:50**

**Panel**

**Wolverine B**

**Learning from the Junior: Explorations of Curriculum and Instruction at the Community College**

Joseph Flynn, Northern Illinois University

Robin James, William Rainey Harper College

Tara Mathien, William Rainey Harper College

Pardess Mitchell, William Rainey Harper College

*A collection of papers exploring various aspects of curriculum and instruction at the community college level.*

**Issues in Education: EQ and Charter Schools**

**Salon C**

**The Heart of EQ**

Kate Bachtel, University of Denver and SoulSpark Learning & SENG

*Join us to learn research-based strategies to support student emotional development - cultivate optimism and engage intrinsic motivation!*

**Are Charter Schools Fulfilling Their Social Justice Role?**

Roger Wilson, Grand Valley State University

*Are Michigan charter schools addressing their social justice mandate and adequately serving their predominantly at-risk student population?*

**Mathematics Education**

**Salon D**

**A Tale of Two Teachers: A Narrative Analysis of Co-Teaching Challenge in a Secondary Math Classroom**

Yoko Kishishnita, Johnson State College—CAGS Program

*This study describes the challenges that emerged from my own placement as a Special Educator in a secondary math classroom.*

**M-Aesthetics**

Joseph Bolz, University of Denver

*Higher level mathematics tends to be devoid of aesthetic elements. But can the two be infused? And, if so, what are the benefits to the students?*

**Intercultural Education**

**Wolverine A**

**Intercultural Competence in Latino/a Pre-service Teachers**

Diana Linn, Texas A&M International University

*The Impact of a multicultural education course on the intercultural development of Latino/a pre-service teachers is reported.*

**Fostering cultural competence in doctoral students through implementing Culturally Sustaining Pedagogy**

Jamie Kowalczyk, Concordia College—Chicago

Carolyn Theard-Griggs, Concordia College--Chicago

*Scenarios are used to facilitate the teaching of Culturally Sustaining Pedagogy to doctoral students.*

**Mid-Afternoon Snack Main Hall**

**2:50-3:10**

**Session E**

**3:10-4:00**

**OL Davis Book Award**

**Wolverine A**

Presented by Megan Kennedy

*Resegregation as Curriculum: The Meaning of the New Racial Segregation in US Public Schools* by Jerry Rosiek and Kathy Kinslow

*Resegregation as Curriculum offers a compelling look at the formation and implementation of school resegregation as contemporary education policy, as well as its impact on the meaning of schooling for students subject to such policies. Working from a ten-year study of a school district undergoing a process of resegregation, Rosiek and Winslow examine the ways this "new racial segregation" is rationalized and the psychological and sociological effects it has on the children of all races in that community. Drawing on critical race theory, agential realism, and contemporary pragmatist semiotics, the authors expose how these events functioned as a hidden curriculum that has profound repercussions on the students' identity formation, self-worth, conceptions of citizenship, and social hope. This important account of racial stratification of educational opportunity expands our understanding of the negative consequences of racial segregation in schools and serves as a critical resource for academics, educators, and experts who are concerned about the effects of resegregation nationwide.*

**Culture and Language Issues in Education**

**Wolverine B**

**Narrative inquiry of two urban school teachers' caring pedagogy within multicultural landscapes**

Gang Zhu, University of Houston

*This narrative research examines two urban school teachers' caring pedagogy, which relates to culturally responsive teaching, and social justice.*

**Preparing Mainstream Teachers to Meet the Diverse Needs of English Language Learners: A Professional Development Program**

Rosemarie Starook, Eagle Crest Charter Academy

*Teachers are ill equipped to meet the learning needs of English learners. This professional development provides tools to become effective teachers.*

**Teacher Beliefs and Behaviors**

**Salon C**

**Opportunities to learn in urban classrooms during efforts of school reform**

Rebecca Neill, Texas A&M University

Amanda, Otten, Texas A&M University

*This presentation provides an overview of a study of teacher beliefs in relation to diverse students in a multicultural school during a reform year.*

## **Is It Worth It?: An Educational Critique of the Project based Learning Method**

Ashley Harvey, Minot State University

*Understanding the implications project based learning (PBL) has on the classroom environment and how intentions of teachers change when using PBL.*

### **Educational Issues**

### **Salon D**

#### **Evaluate the Role of Feedback in Promoting the Evolution of Teacher Candidates' Beliefs and SLA Specialized Knowledge**

Shikun Li, University of Texas at San Antonio

*This research studies the evolution of teacher candidates' beliefs and SLA specialized knowledge, by using a mixed method design. Due to the inconsistency between results of quantitative and qualitative analysis, the interpretation of the role of video feedback in influencing teacher candidates' beliefs and SLA specialized knowledge is refined.*

#### **Improving student participation and learning in asynchronous online discussions**

Andrew Topper, Grand Valley State University

Sean Lancaster, Grand Valley State University

*This paper explores instructor persona in online graduate courses in educational technology & examines evidence, from asynchronous online discussions,*

### **Session F**

**4:10-5:00**

#### **Voices from the Field**

#### **Wolverine A**

##### **Politics and the Curriculum: A Presentation of an Edited Text**

Michelle Tenam-Zemach, Nova Southeastern University

William White, James Madison University

*Presenters provide an overview of contemporary thoughts on the problems of curriculum relating to policy and politics, nationally and internationally.*

##### **A Comparative Study of Franklin Bobbitt's curriculum theory and John Dewey**

Xing Liu, Hiroshima University

*Franklin Bobbitt and John Dewey actually share many things in common in their theories of curriculum, instead of standing oppositely as supposed.*

### **Program Chair Session on Community, Peace, and Social Justice**

**4:10-5:00**

Andrew Kemp, Augusta University

Joseph Conrad, Capital University

Shelley Harris, Texas A&M—San Antonio

Joseph Flynn, Northern Illinois University

### **AATC CrossTALK**

**5:10-5:50**

#### **Wolverine B**

William White, James Madison University

*This session offers the opportunities for conference attendees to share and connect ideas from earlier sessions. Everyone is invited to join a lively discussion about how the myriad of conference presentations are connected in a mosaic that serves to illuminate the many intersectionality of conference themes and presenters' ideas.*

**President's Welcome Reception**

**6:00 -7:00**

Cash Bar and Light Hors d'Oeuvres  
A/B

Salon

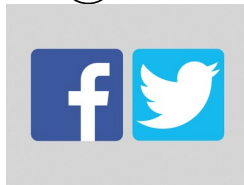
**Don't Forget to Visit the AATC Book Fair on Friday, October 14,  
2016 in the Thornapple Room**



**Don't forget to follow AATC on social media.  
Keep up the conversations!**

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**Create an account and get connected.**

## FRIDAY—OCTOBER 14, 2016

<b>Registration</b>	<b>7:30-4:30</b>
Registration	Foyer
<b>Continental Breakfast</b>	<b>7:30-8:30</b>
Continental Breakfast Hall	Main
<b>AATC Business Meeting</b>	<b>8:00-8:50</b>
Business Meeting Agenda	Salon A
<ol style="list-style-type: none"> <li>1. Review, Revision, and Approval of the Agenda</li> <li>2. President's Remarks</li> <li>3. Introductions               <ol style="list-style-type: none"> <li>a. AATC Incoming President – Kevin Cloninger</li> <li>b. AATC President Elect – John Pecore</li> <li>c. Grand Rapids Program Chair – Drew Kemp</li> <li>d. AATC Executive Secretary – Todd Hodgkinson</li> </ol> </li> <li>4. AATC Budget Update – Todd Hodgkinson</li> <li>5. Q&amp;A Session – AATC Committees</li> <li>6. AATC 2018 Annual Conference – Discussion</li> <li>7. Unfinished Business</li> <li>8. New Business</li> <li>9. Adjournment</li> </ol>	
<b>Session A</b>	<b>9:00-9:50</b>
<b>Graduate Student Orientation</b>	<b>Salon A</b>
Aubrey Southall, Aurora University	
<b>Writer's Workshop</b>	<b>Salon B</b>
<b>Writer's Workshop</b> Chara Bohan, Georgia State University Bruce Uhrmacher, University of Denver <i>Advice for writing for publication is explored in this interactive session.</i>	
<b>Issues in Education</b>	<b>Salon C</b>
<b>Tying Excellence with Accountability Mentorship (TEAM) Program</b> Darlene Turner-White, Athens State University <i>The University and surrounding Alabama School Districts developed a partnership and used mentors to help novice teachers become effective teachers.</i>	

## **A Closer Look at the Role of Social Justice in the Foreign Language Curriculum**

Janel Pettes Guikema, Grand Valley State University

Lawrence Williams, University of North Texas

*This presentation explores the role of social justice (Bell, 1997; Hackman, 2005) in high school and university foreign language programs in the US.*

## **Teacher Preparation**

## **Salon D**

### **Environmental Connectedness in a Secondary Field Science Course**

**Matthew Clay, University of Northern Colorado**

*This project studied the impacts of a field science course at a rural, public high school. The course was focused on environmental connectedness.*

### **The Tin Woodman: Analogy for Heartless Teacher Preparation**

Paul Parkison, University of North Florida

*The Tin Woodman of Oz helps illustrate the challenges facing teacher preparation in high education today.*

## **Media Literacy**

## **Wolverine A**

### **Media Literacy: A Social Reconstruction Curriculum**

Tyler Ellis, Baylor University

*Implicit within media literacy education is a concern for societal issues; I explicitly connect media literacy and social reconstruction curriculum.*

### **Teacher Education Reform: Analyzing through Media Literacy**

Gretchen Schwartz, Baylor University

Pam Brown, Oklahoma State University

*National teacher education reform is not debated through the professional literature today; it is fought out through the media. What are the messages?*

## **Graduate Education**

## **Wolverine B**

### **Lessening Graduate Research Anxiety via Cognitive Coaching Techniques**

Monica Harris, Grand Valley State University

Chasity Bailey-Fokhoury, Grand Valley State University

*Using a modified CC approach, we work to lessen graduate student research anxiety and promote positive attitudes toward research.*

### **Transformative Education at the Graduate Level**

David McGough, Johnson State University

*Using an analysis of a recently revised graduate program, this paper illuminates a practical and transformative pathway for advanced graduate study.*

## **Mid-morning Snack Main Hall**

**9:50 – 10:00**

**Session B**

**10:00-10:50**

**Panel**

**Salon A**

**Hybrid and online pre- and in-service teacher technology education**

Andrew Topper, Grand Valley State University

Sean Lancaster, Grand Valley State University

Tracy Russo, Grand Valley State University

*This panel will focus on the role of technology as a delivery system in support of in pre- and in-service teacher technology education course/programs*

**Higher Education**

**Salon B**

**Liberal Arts and the Failure of the Higher Education Curriculum**

David Callejo-Perez, Saginaw Valley State University

*This paper examines the long term impact of curricular changes in higher education.*

**Curriculum Deliberation: A Map for Reflection and Action**

Wesley Null, Baylor University

*The author will address the concept of curriculum deliberation and how it serves as the most reliable foundation for curriculum and teaching.*

**Culture and Language**

**Salon C**

**A Narrative Inquiry into a Secondary ELA Teacher's Fostering Her "Best-Loved Self-Image"**

Jing Li, University of Houston

*This is a narrative inquiry into how a secondary ELA teacher fosters her "best-loved self-image" in different stages of her teaching life.*

**A Narrative Inquiry of One Student-teacher's Learning-to-Teach Experience in One Culturally and Linguistically Diverse Classroom**

Gang Zhu, University of Houston

*This research narrates one ELA student-teacher's learning-to-teach experience in one culturally and linguistically diverse classroom in America.*

**Educational Issues**

**Salon D**

**Qualitative styles of inquiry: which method is right for you?**

Bruce Uhrmacher, University of Denver

Alicia Saxe, University of Denver

*Faced with various qualitative research methods how might researchers decide which one is best? This discussion focuses on four continua.*

**Waiting for super policy: Venture philanthropy and the ecology of the third grade classroom**

Joseph Zajdel, Minot State University

Daniel Conn, Minot State University

*We employ ed. connoisseurship and criticism (Eisner 1998) to study the effects of venture philanthropy on the ecology of the 3rd grade classroom.*

## **Social Justice and Cultural Awareness**

**Wolverine A**

### **Promoting Social Justice through Constructivist Approaches in Teacher Education: The essential role of trust**

Rebecca Pruitt, Lewis University

*A comparison study of constructivist elements within online and f2f classrooms will be discussed in light of the essential role of trust.*

### **Rachel Davis Dubois and Intercultural Education.**

Charles Hight, Georgia State University

*Rachel Davis Dubois pioneered and implemented a Cultural awareness curriculum in the mid 20th century.*

## **Educational Issues**

**Wolverine B**

### **Leveling the Playing Field: Section 504 in K-12 Education**

Paul Thompson, University of Denver

*This presentation examines how staff can identify and support students under Section 504.*

### **There's Got to Be a Better Way: Where Poverty, Neuroscience, and Education Connect**

Adam LeRoy, Oakland University

*Using a multidisciplinary approach, this presentation connects findings within the neuroscience and education fields on the impact of poverty.*

## **Session C**

**11:00 – 11:50**

### **Educational Ideas**

**Salon A**

### **Reflecting on Reflecting: How Urban Teachers Use Reflective Practice in Classrooms**

Frederic Jacobs

*This paper analyzes definitions of critical reflection created by fifteen teachers in urban schools and describes their own classroom practices using*

### **Reconceptualizing the "standard" list of United States historical figures**

Aubrey Southall, Aurora University

*This study discusses the use of culturally relevant biographies during ESOL social studies instruction its impact on students and teachers.*

### **Writing for Curriculum and Teaching Dialogue**

**Salon B**

Christy McConnell, University of Northern Colorado

David Flinders, Indiana University

Kate Kauper, Cornell College

### **Educational Issues and Social Justice**

**Salon C**

### **Teaching for Equity in the Milieu of White Fragility: Can Children's Literature Build Empathy and Break Down Resistance?**

Amy Masko, Grand Valley State University

Patrice Bloem, Grand Valley State University

*How might a children's novel break down resistance and build empathy in teacher education students?*



## **There's Got to Be a Better Way: Where Poverty, Neuroscience, and Education Connect**

Adam LeRoy, Oakland University

*Using a multidisciplinary approach, this presentation connects findings within the neuroscience and education fields on the impact of poverty.*

## **Democracy and Education**

**Salon D**

### **Teaching Core Democratic values with a Purpose**

Abalo Adewui, Central Michigan University

*Current events in our social, educational, political, economic and justice systems call for teaching the core democratic values with a purpose.*

### **Thoreau as unexpected visitor: Strategies and discourse to encourage mindful, democratic community in elementary social studies teacher education**

Lori Meier, East Tennessee State University

*This paper shares teacher education pedagogies that encourage mindful, democratic classroom community with a focus on Thoreau as unexpected pedagogue.*

## **Whiteness Studies**

**Wolverine A**

### **Breaking Bad Habit(us): White Fatigue, Habitus, and Reimagining White Resistance**

Joseph Flynn, Northern Illinois University

*An exploration of the relationship between White fatigue and Pierre Bourdieu's notion of habitus in teaching White students about race and racism.*

### **Beyond Resistance: White Prospective Teachers' Experiences Learning about Race and Racism**

Karen Pezzetti, Grand Valley State University

*This paper explores the obstacles that hindered White prospective teachers from learning new race-related content in a teacher education course.*

## **Education and the Arts**

**Wolverine B**

### **What if arts education could facilitate reconciliation?**

Janelize van der Merwe, New York University

*In this presentation I will draw on literature, philosophy and anecdotal experience to puzzle apart music education as pathway to reconciliation.*

### **Reimagining American Education: Curriculum Theory Poetry Collection**

Elizabeth Yowantas, Chapman University

*Curriculum theory poetry collection aimed to analyze, problematize, and authenticate curriculum.*

## **President's Lunch and Address**

**12:00 -1:30**

President's Lunch and Address

Salon A/B

William White, James Madison University

*Educational Montage: Constructing and Editing Exploratory Learning*

The editing technique of montage enabled film makers and photographers to find new ways of juxtaposing fragments of images to create a single composition. In so doing, these editors were seeking to mine all aspects of a given theme to create an image that represented a larger truth than the easily viewed and understood linear logics common in single frame approaches to editing. In this address, the concept of montage is extended to the curriculum and the ways in which teachers find, edit, and utilize multiple fragments to enhance the learning experiences of students.

## Session D

1:50-2:40

### **Panel—Why Black Crosses and Black Lives Matter**

**Salon A**

#### **Why Black Crosses and Black Lives Matter**

William White, James Madison University

Joseph Flynn, Northern Illinois University

Alex Means, Buffalo State College

*This panel continues a conversation begun last year about the importance of the Black Lives Matter movement.*

### **ELL**

**Salon B**

#### **The Value of Informal Supports for Immigrant Parents with Deaf or Hard of Hearing Children**

Fernando Robles, University of Southern California

*This study examined the lived experiences of Mexican immigrant parents with Deaf and Hard of Hearing children living in a large urban county.*

#### **Issues of Assessing ELLs in Content Areas**

Mingxia Zhi, Central Michigan University

*This presentation identifies issues in the assessment of ELLs in content areas in terms of the validity of assessment and accommodation strategies.*

### **Mathematics Education**

**Salon C**

#### **Using Conferencing to Foster Positive Relationships and Provide Meaningful Feedback in the Math Education Courses**

Esther Billings, Grand Valley State University

Lisa Kasmer, Grand Valley State University

*We describe how conferencing fosters positive faculty-student relationships, cultivates a safe math classroom environment, and extends learning.*

#### **Is Mathematics Only for the Elite? Problem Solving for ALL**

Ryann Shelton, Baylor University

*Teachers must actively support all students in building problem solving.*

### **Improving Instruction**

**Salon D**

#### **Implications for improving instruction for digital learners, especially students from poverty.**

Ted Smith, Baylor University

Becky Odajima, Baylor University

Michale Warren, Baylor University and Tarleton State University

*Implications for the changes in instructional practices for students in digital era of education with respect to technology and poverty.*

#### **Methods of Enhancing a Standard's Based, Technology Rich Environment**

Adam Akerson, Stephen F. Austin State University

Vicki Thomas, Stephen F. Austin State University

*Implementing a technology integration initiative with elementary teacher candidates in a field experience to reach the needs of learners.*

## **Education Voices**

## **Wolverine B**

### **A Picture IS Worth 1000 Words: Using Visual Art as an Entry Point Toward New Understandings**

Janet Navarro, Grand Valley State University

*Provoking pre-service teachers toward the critical examination of "other" as portrayed in children, Åôs literature by looking critically at visual art.*

### **Moving Beyond Templates, Rubrics, and Slogans in Teacher Education**

Joesph Zajdel, Minot State University

John Mark Hunter, Tennessee State University

*In this age of assessment and accountability systems, teachers are learning what to do without knowing what it is that they are actually doing.*

## **International Education**

## **Wolverine A**

### **Building an International Teaching Community**

Sherrie Williams, Grand Valley State University

*Preparing teachers is a task that impacts future generations. By experiencing teaching in an alternative culture, teachers will foster diversity.*

### **Research-Based Approaches in Finnish and American Teacher Education Programs**

Ashleigh Franco, University of Houston

*We will address critical aspects of Finland's research-based approaches as well as explore the use of such approaches from an American perspective.*

## **Session E**

**2:50-3:40**

## **Mindfulness and Education**

## **Salon A**

### **Development of Media Literacy Education in China: The Integration of Media Literacy into College English Curriculum**

Qingqing Chen, Baylor University

Gretchen Schwartz, Baylor University

*Based on previous research and teaching experiences, suggestions in integrating media literacy in College English curriculum are proposed in the paper*

### **Finding balance: What can educators learn about the practice of teaching through the practice of yoga?**

Daniel Conn, Minot State University

Terry Eckman, Minot State University

*This study explores the curricular and pedagogical dimensions of three yoga classes to imagine new ways of improving the practice of teaching.*

## **Pop Culture and Education**

## **Salon B**

### **The Epistemologies of Dre and Peter: Using Pop Culture to Challenge Conceptions of Race, Social Justice, Curriculum, and Pedagogy**

Joseph Flynn, Northern Illinois University

*Using challenging television programming, we examine the intersection of race, social justice, equity, curriculum, and pedagogy.*

### **Seven of Nine? The Borg and the Reality of Teachers in Contemporary Education**

Andrew Kemp, Augusta University

*Using the Borg as a metaphor, and examination of the dehumanization of the teaching profession will be addressed...you will be assimilated.*

### **Multiage Settings**

### **Salon C**

#### **Perceptions and Attitudes about Inclusion: Findings Across Grade Levels and Years of Teaching Experience**

Trudi Gaines, University of West Florida

*This paper examines regular education teachers' perceptions and attitudes about inclusion in order to better target professional development programs.*

#### **Broader strokes: The curricular characteristics of multiage educational settings**

Kayla Haugan, Minot State University

Juria Wiechmann, Minot State University

Daniel Conn, Minot State University

Leslie J. Thorpe, Minot State University

*The purpose of this study is to understand the curricular characteristics of multiage educational settings in order to inform teaching practices.*

### **Understanding Education**

### **Salon D**

#### **The Force Awakens: Educational Connoisseurship and Criticism, Then and Now**

Christy McConnell, University of Northern Colorado

David Flinders, Indiana University

Bruce Uhrmacher, University of Denver

*We explore the awakening of Educational Connoisseurship and Criticism as a research method with the potential to spark fresh educational inquiry.*

#### **Between History and Memory: A Phenomenological Inquiry into Teachers Understandings of the Past**

Stephanie Konle, University of North Carolina at Chapel Hill

*This phenomenological study investigates teachers' connections to the past and how these address their questions and concerns about history education.*

### **Social Studies Education**

### **Wolverine A**

#### **Challenging the Neo-Liberal Social Studies Perspective**

Brooke Blevins

*Local History Education and Teachers' Public Spaces for Promoting Active Citizenship in Social Studies Curriculum*

#### **Local History Education and Teachers' Public Spaces for Promoting Active Citizenship in Social Studies Curriculum**

Omsin Jatuporn, Naresuan University

*This paper highlighted how history teachers implemented local history education and their creation of public spaces for promoting active citizenship.*

## **Issues in Identity**

## **Wolverine B**

### **Keeping My Cool: An Autoethnography of Balancing an Eating Disorder as an NCAA Student-Athlete**

Rachel Taylor, University of Denver

*The purpose of this autoethnography of an NCAA student-athlete is to deeply understand individuals in this population and its impact on college life.*

### **Teaching as a moral endeavor: Problems and possibilities**

Caroline Pollard, Baylor University

*What is labeled teacher "burnout" may actually be "demoralization," where teaching requirements change and teachers cannot access the moral rewards.*

## **Mid-afternoon Snack Mail Hall**

**3:40 – 3:50**

## **Session F**

**3:50-4:40**

### **Panel**

### **Salon A**

#### **Sowing the Seeds of Success: A Community Collaboration for College Readiness**

Susan Carson, Grand Valley State University

Gayle Schaub, Grand Valley State University

Lindy Scripps-Hoekstra, Grand Valley State University

Ben Oliver, Grand Rapids Community Foundation

Susan Vanderlende, Grand Rapids Public Schools

Shatawn Brigham, Grand Rapids Public Schools

*This panel details a unique collaboration between a university education program, university libraries, a community foundation, and a middle school.*

### **Hunkins Award Winners**

### **Salon B**

#### **Hunkins Award Presentations**

Kate Kauper, Cornell College

Paul Parkinson, University of North Florida

Elizabeth Dorman, Fort Lewis College

### **English Language Learners**

### **Salon C**

#### **Rethinking Equity and Teaching for English Language Learners**

Tzu-Ying Ho, Indiana University

*Via discourse analysis of recent research, this paper problematizes how we name and construct identities for virtual teachers.*

#### **What it means if you can't read and write in your first language: Preparing TESOL trainees to teach learners with limited first language literacy**

Laura VanderBroek, Grand Valley State University

*Pre-service teachers of ELLs need a curriculum that addresses the specialized needs of learners with limited to no literacy in their first language.*

## **Justice and Education**

## **Salon D**

### **Assessing Students' Perspectives On Justice-Oriented Citizenship**

Comfort Ateh, Providence College

*Students' reflection on cultural competence is analyzed to discuss the extent to which they appreciate the essence of a justice-oriented citizen.*

### **The “Long Arm” of Oppression: A Genealogy of the School-to-Prison Pipeline**

Clarice Thomas, Georgia State University

*This paper will present the genealogy of the school-to-prison pipeline, and guide a discussion of the phenomenon and possibilities for interruption.*

## **Teacher and Student Perceptions**

## **Wolverine B**

### **Student Generated Representations in Teaching and Learning: A Nepalese Classroom Perspective**

Ganga Gurung, University of Tasmania

*This paper presents the significance of student generated representations as a tool for learning based on the empirical classroom experience in Nepal.*

### **Elementary Pre-Service Teachers' Perceptions and Experiences of Mathematics Intervention**

Amanda Hurlbut, Texas Women's University

Jeanne Tunks, University of North Texas

*Pre-service teachers tutored elementary students as part of a mathematics methods course assignment. The study evaluated connections to RTI processes.*

## **Poster Sessions**

## **Wolverine A**

### **Questioning Practices in a C4L Pre-K Classroom**

Laura Dietart, University of Denver

*This research illustrates questioning patterns of teachers implementing Connect4Learning, an interdisciplinary curriculum.*

### **Stakeholder Knowledge of Dyslexia, Best Practices, and Resources**

Kathleen Abou-Rjaily, Northern Arizona University

*This study explores working knowledge of dyslexia identification, best practices, and leveraging of resources in elementary school daily practice.*

### **Utilizing VoiceThread for Research, Collaboration and Critical Reflection: Text Can't Replace Students!**

Sandra Gusman Foster, University of the Incarnate Word

*Engaging students, creating community and experiencing transformative learning by utilizing VoiceThread in an online classroom.*

### **Under Construction: Blowing Up a Teacher Education Program and Starting Over**

Dr. Shelley B Harris, Texas A&M University San Antonio.

Dr. Michelle Janysek, Texas A&M University San Antonio.

Dr. Janie Munoz, Texas A&M University San Antonio.

Ms. Brezinski, Texas A&M University San Antonio.

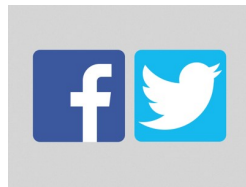
*As a university grows and becomes a comprehensive 4-year institution, changes are inevitable. One change is creating a faculty-driven educator preparation program. This poster presentation discusses the new changes in place, developing policies and procedures and the obstacles throughout the process.*

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**2017 AATC Conference, Denver, Colorado**  
Deadline for Proposals  
April 14, 2017  
Online Submission System at [aatchome.org](http://aatchome.org)



## **MARCELLA KYSILKA LECTURE**

**Ken Saltman – Keynote Address 5:00 – 6:00 pm**

### **Keynote Presentation—Ken Saltman**

Corporate Power and Corporeal Control: Aspirations for Agency and Democracy in the Era of Educational Repression



Kenneth J. Saltman is a Professor in the Department of Educational Leadership where he teaches courses in the Educational Leadership and Policy Studies PhD program. He received his PhD and MA in Curriculum and Instruction from Pennsylvania State University and his BA Honors in Philosophy from McGill University. He grew up in southern New England and prior to graduate school taught English as a Second Language in Pusan, South Korea. He taught graduate and undergraduate courses at DePaul University in Chicago and St. Joseph's University in Philadelphia.

### **Research Interests**

His research interests include sociology of education, philosophy of education, educational politics and policy, the cultural politics and political economy of education and mass media, critical pedagogy, cultural studies, critical theory, globalization and education, educational leadership, curriculum theory, the militarization of schools and society, and philosophy of sport and the body. He has been a prolific author and early outspoken critic of what has been termed neoliberal educational restructuring or corporate school reform.

Dr. Saltman's scholarship has been distinct for bringing together an analysis of the economic, cultural, and political dimensions of public school privatization, situating it in terms of broader social trends and global struggles. He is the author most recently of *The Politics of Education: A Critical Introduction* (Paradigm 2014), *The Failure of Corporate School Reform* (Paradigm Publishers 2012), and *The Gift of Education: Venture Philanthropy and Public Education* (Palgrave Macmillan 2010) which was awarded a 2011 American Educational Studies Critics Choice Book Award. He also recently co-authored *Toward a New Common School Movement* (Paradigm 2014) and *Neoliberalism, Education, Terrorism* (Paradigm 2014). He received a Fulbright Scholarship on Globalization and Culture.

### **President's Reception and Awards Ceremony**

**6:30 – 7:45**

Cash Bar and Hors d'oeuvres

Salon A/B



## SATURDAY—OCTOBER 15, 2016

<b>Registration</b>	<b>8:00-10:00</b>
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Registration	Foyer
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<b>Continental Breakfast Main Hall</b>	<b>7:30-8:20</b>
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<b>Session A</b>	<b>8:30-9:20</b>
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<b>Assessment</b>	<b>Salon A</b>
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### **Prepare to Engage: Designing Curriculum, Instruction and Assessments that Support Students, Needs for Autonomy, Competence, and Relatedness**

Audrey Schewe, Georgia State University

*In this session, teachers will learn how to engage students in academic work by supporting their needs for autonomy, competency, and relatedness.*

### **Defining Literacy in the Science Discipline**

Corey Nagle, University of West Florida

John Pecore, University of West Florida

*This study explores themes generated in defining literacy based on discipline or place using data gathered from educators in professional development.*

<b>Community and Communication</b>	<b>Salon B</b>
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### **Toward an Ecological Approach to Lesson Study**

Robert Evans, University of Denver

*This paper develops the idea of ecological interaction between curriculum as movement toward standards and curriculum as the construction of place.*

### **The Road to Jaded: You Don't Have To Go That Way**

Kristi Preisman, College of Saint Mary

*This presentation will address optimism & resilience as a new faculty member to maintain a productive and peaceful role in one's work place community.*

<b>Media</b>	<b>Salon C</b>
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### **A Multi-media Teacher Professional Development Experience: How to Help Teachers Develop Pedagogic and Relationship Building Skills using the Sanford Inspire Professional Development Program**

Michelle Tenam—Zemach, Nova Southeastern University

Steven Hecht, Nova Southeastern University

Barbara Roca, Nova Southeastern University

*The presenters share a PD model that incorporates a multi-media approach to developing teachers' pedagogic and relationship building skills*

## **Curricular Adaptations**

## **Salon D**

### **Stealing Stories? The ethics of white researchers using stories of people of color to promote social justice**

Tara Meister, University of Denver

Kristina Stamatis, University of Colorado at Boulder

*This session will consider how white researchers and teachers can (and cannot) use stories and storytelling to promote social justice.*

### **South Korean Teachers, Curriculum Adaptation Patterns And Teacher Characteristics That Influence Them, Under The National Curriculum Reform**

Mina Min, Indiana University, Bloomington

*This study examined curriculum adaptation practices among South Korean elementary school teachers, and explored which teacher characteristics influence*

## **Testing and Standards**

## **Wolverine A**

### **The Incompleteness of Standards and the Potential of/for Deliberative Discourse**

Paul Parkison, University of North Florida

*Engaging teachers in a dialogue that recognizes the axiological yet-to-be between responsive curriculum development and standardized curricula.*

### **From the Margin: Voices of Career High School Teachers on Their Craft Before and After High-Stakes Testing**

Amanda Gardner, Baylor University

*This paper brings teachers voices from the margin to the center by synthesizing the thoughts and strategies of master teachers for new teachers.*

## **Session B**

**9:30-10:20**

## **Perspectives**

## **Salon B**

### **Framing Mentoring Paradigms Through Mentors' Lenses**

Rubén Garza, Texas State University

Raymond Reynosa, Texas State University

*Our findings suggest the type of support and guidance a teacher candidate in a residency program needed to develop during a year-long field placement.*

### **Professional Identities in the Practicum: The Chinese Free Teacher Education (FTE) Student-Teachers' Perspectives**

Gang Zhu, University of Houston

*This narrative research examines two Chinese Free Teacher Education (FTE) student-teachers' professional identities in the practicum.*

## **Education and Race**

## **Salon C**

### **Where are They? Analyzing African-American Male Teacher Attrition**

Kevin Thompson, University of Houston

*There is little conversation regarding the dearth of Black male teachers in public education. Attendees will participate in discussion on this matter.*

### **Incorporating ecologically minded metaphors in anti-racism work**

Brianna Mestas, University of Denver

*The session explores how metaphors, ecologically minded values, and an indigenous research paradigm intersect when developing anti-racism workshops.*

### **Student Voices**

### **Salon D**

#### **First-Generation College Students Voicing Values through Curating Teacher Artifact Exhibitions**

Linda Sanders, University of Northern Colorado

*This paper presents the performative journeys of first-generation college students voicing values through curating teacher artifact exhibitions.*

### **Reading and Literacy**

### **Wolverine A**

#### **Navigating Contested Spaces in Dialogic Read-Alouds of Non-Fiction Science Texts**

Justine Kane, Wayne State University

*Exploring dialogic read-alouds of science texts as a way to negotiate understandings that are inclusive of children's diverse life-world perspectives.*

#### **Who are we reading? And who not?**

Jess Smith, Baylor University

*This paper examines the authors of the books Texas high schoolers are assigned and how author demographics compare to that of the students.*

### **Planning for Denver**

**10:30 – 11:00**

#### **Planning for Denver**

#### **Wolverine B**

Kevin Cloninger

Matt Spurlin

*Join AATC President Kevin Cloninger and Denver Program Chair Matt Spurlin in a discussion of your ideas for the next AATC Annual Conference in Denver, CO.*

### **Executive Council Meeting**

**12:00-1:30**

Executive Council Meeting

Boardroom

## **CONFERENCE AT A GLANCE**

### **THURSDAY—October 13, 2016**

Registration .....	7:30-4:30
Welcome Breakfast .....	7:30-8:45
Executive Council Meeting .....	7:30-8:50
President's Welcome and Conference Announcements .....	9:00-9:30
Session A .....	9:40-10:30
Mid-morning Snack .....	10:30-10:50
Session B .....	10:50-11:40
Mid-afternoon Snack .....	3:00-3:10
Session C .....	1:00-1:50
Session D .....	2:00-2:50
Mid-Afternoon Snack .....	2:50-3:10
Session E .....	3:10-4:00
Session F .....	4:10-5:00
Program Chair Session on Community, Peace, and Social Justice .....	4:10-5:00
AATC CrossTALK .....	5:10-5:50
President's Welcome Reception .....	6:00 -7:00

### **FRIDAY—October 14, 2016**

Registration .....	7:30-4:30
Continental Breakfast .....	7:30-8:30
AATC Business Meeting .....	8:00-8:50
Session A .....	9:00-9:50
Mid-morning Snack .....	9:50 – 10:00
Session B .....	10:00-10:50
Session C .....	11:00 – 11:50
President's Lunch and Address .....	12:00 -1:30
Session D .....	1:50-2:40
Session E .....	2:50-3:40
Mid-afternoon Snack .....	3:40 – 3:50
Session F .....	3:50-4:40

#### **Marcella Kysilka Lecture**

Keynote Presentation—Ken Saltman

President's Reception and Awards Ceremony .....6:30 – 7:45

### **SATURDAY—October 15, 2016**

Registration .....8:00-10:00

Program is not official until the end of the conference. Final program will be found at [AATChome.org](http://AATChome.org) following the conference.

Continental Breakfast	.....	7:30-8:20
Session A	.....	8:30-9:20
Session B	.....	9:30-10:20
Planning for Denver	.....	10:30 – 11:00

## INFORMATION ABOUT AATC

Keynote Speakers		
2016	Kenneth Saltman, Marcella Kysilka Lecture	
2015	Nel Noddings, Marcella Kysilka Lecture	Christine Woyshner
2014	Gloria Ladson-Billings, Marcella Kysilka Lecture	Peter Taubman
2013	Janet Miller, Marcella Kysilka Lecture	Carol Lee
2012	Jane Bluestein, Marcella Kysilka Lecture	Mary Alice Sisneros
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>
2016	Rhonda Webb	Kari Colley
2015		Caroline Conner
2014	Benjamin Ingman	Jessica Meehan
2013	Limarys Caraballo	Brooke Blevins
2012	Erica DeCuir	Michele Baum
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 Chen
2003	Stacey Elsasser	April Luehmann
2002	Wesley Null	Kevin Kienholz

## 2017 AATC ANNUAL CONFERENCE



AATC Annual Conference  
Denver, Colorado  
October 5 – 7, 2017

Sheraton Denver Tech Center Hotel  
7007 South Clinton Street  
Greenwood Village, CO 80112  
303-799-6200 (Direct Line)  
866-716-8134 (Reservation Line)



2017 AATC Conference, Denver, Colorado  
Deadline for Proposals  
April 14, 2017  
Online Submission System at [aatichome.org](http://aatichome.org)

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

Editor: Christy McConnell Moroye, University of Northern Colorado  
Associate Editor: Kate Kauper, Cornell College

### Manuscript Categories

---

#### *Open Submission Papers*

Papers are welcomed 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 be received by November 15 2016.**

---

#### *Research Outtakes*

Outtakes provides researchers with an opportunity to share unusual situations, surprises, and unexpected challenges that they have encountered in conducting research but which may be out of place in a standard research report. Submissions should range between 500 to 1000 words and must be submitted by **February 1, 2017.**

---

#### *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 is open to 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 Editors and may be submitted at any time.

---

### Guidelines for Submitting a Manuscript

**All Submissions must be electronic. Send to Kate Kauper at [kkauper@cornellcollege.edu](mailto:kkauper@cornellcollege.edu)**

---

#### Submit two separate files via email:

- **Document One:** Cover page that includes title of manuscript, submission category, all authors' names in publication order, corresponding author's full mailing address, telephone number, fax, and email contact information. **Also include abstract (75 words max) and biography for each author (20 words max).**
- **Document Two:** Manuscript with title (no authors), abstract (75 words max), references, and prepared for **blind** review

#### Specifications:

- 12 point font, double-spaced, one-inch margins, page limit according to category
- References in APA style
- Word format. DO NOT send pdf files.
- Include page numbers
- 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].

Questions may be sent to: Kate Kauper at [kkauper@cornellcollege.edu](mailto:kkauper@cornellcollege.edu)

For further information on *Curriculum & Teaching Dialogue* or AATC, visit [www.aatchome.org](http://www.aatchome.org).

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

Program is not official until the end of the conference. Final program will be found at [AATChome.org](http://AATChome.org) following the conference.



## **CURRICULUM AND TEACHING DIALOGUE MANUSCRIPT REVIEWER EXPERTISE**

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:** Kate Kauper, Cornell College, 600 First Street SW, Mount Vernon, IA 52314; **Email:** [kkauper@cornellcollege.edu](mailto:kkauper@cornellcollege.edu)

### **Reviewer Background and Fields of Interest**

Name: \_\_\_\_\_ Institution and Title:

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\_\_\_ Bilingual Education

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\_\_\_ Early Childhood Education

\_\_\_ Educational Media

\_\_\_ English as a Second Language Education

\_\_\_ Elementary Education

\_\_\_ Environmental/Ecological Education

\_\_\_ Foreign Language Education (Specify)

\_\_\_ Foundations of Education

\_\_\_ Gifted and Talented Education

\_\_\_ Social Studies/Global Education

\_\_\_ Health and Safety/ Driver Education

\_\_\_ Higher Education

\_\_\_ Home Economics Education

\_\_\_ Industrial Arts and Technology Education

\_\_\_ International and Comparative Education

\_\_\_ Junior High/Middle School Education

\_\_\_ Language Arts Education

\_\_\_ Mathematics Education

\_\_\_ Multicultural Education/ Diversity

\_\_\_ Music Education

\_\_\_ Parochial/Religious Education

\_\_\_ Performing Arts Education

\_\_\_ Educational Philosophy

\_\_\_ Physical Education

\_\_\_ Political Aspects/Governmental Influences  
on Education

\_\_\_ Reading, Literacy

\_\_\_ Qualitative Research

\_\_\_ Quantitative Research and Statistics (Specify)

\_\_\_ School Psychology/ Student Counseling

\_\_\_ School Reform

\_\_\_ Science Education

\_\_\_ Social Studies Education

\_\_\_ Special Education (Specify Area)

\_\_\_ Speech and Audiology

\_\_\_ Teacher Preparation

\_\_\_ Technology in Education

\_\_\_ Vocational Education

\_\_\_ Other Specialties: \_\_\_\_\_

## **Call for Proposals for 2017 Conference Denver, Colorado**

### ***AMERICAN ASSOCIATION FOR TEACHING AND CURRICULUM***

**Twenty-fourth Annual Conference**

**October 5-7, 2017**

**[www.aatchome.org](http://www.aatchome.org)**

Sheraton Denver Tech Center Hotel  
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303-799-6200 (Direct Line)  
866-716-8134 (Reservation Line)

**The American Association for Teaching and Curriculum (AATC)** invites proposals for the Twenty-fourth Annual Conference in Denver, CO. The types of presentations being solicited include Papers, Ideas and Issues, Panels/Symposia, and Poster Sessions.

1. A Paper presentation is a formal paper reporting ongoing or completed research and invites questions and discussion. Copies of the paper should be distributed and should not have been previously presented. Paper presentations are allotted 10-15 minutes for the presentation plus an additional 15-20 minutes for discussion.
2. 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, with more time as the program schedule permits.
3. 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.
4. 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**

1. 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.
2. Proposals need to be submitted through the AATC online website portal or as MS Word documents or as Rich Text Format if MS Word is not available.
3. Institutions or School Districts should not be identified in the proposal.
4. All proposals for presentation at the AATC annual conference will be subjected to blind review.
5. Submit electronically as two separate documents to [aatconference@gmail.com](mailto:aatconference@gmail.com)
  1. 1 Proposal application
  2. 1 Narrative for the presentation/proposal

#### **General Proposal/Presentation Information**

1. Proposals must be received no later than: April 14, 2017.
2. Presenters should pre-register for the conference. If your registration is not received by September 9<sup>th</sup>, 2017, your name will be removed from the program.

Program is not official until the end of the conference. Final program will be found at [AATChome.org](http://AATChome.org) following the conference.

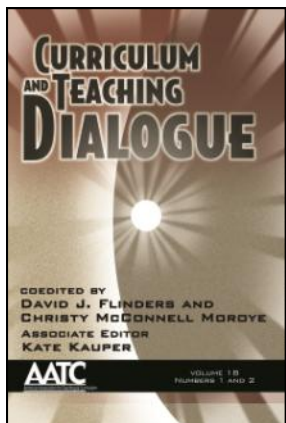
3. Presenters should bring 15 copies of any materials for sharing at the conference.
4. No A-V equipment is supplied; if necessary, please secure projectors/screens through the hotel service or on your own.

Please remember that AATC is a different kind of conference. Participants are strongly encouraged to come for the entire conference and engage in discussion about issues and ideas raised.

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: [aatconference@gmail.com](mailto:aatconference@gmail.com).

**Please send all proposals electronically by April 14, 2017.**

If you have questions, please send an email message to [aatconference@gmail.com](mailto:aatconference@gmail.com). **For updates and information about the conference, also see [www.aatchome.org](http://www.aatchome.org).**



### Curriculum and Teaching Dialogue Volume 18, Numbers 1 & 2, 2016

A Volume in Curriculum and Teaching Dialogue,  
American Association for Teaching and Curriculum (AATC)

Editors: **David J. Flinders**, *Indiana University*  
**Christy McConnell Moroye**, *University of Northern Colorado*  
Associate Editor: **Kate Kauper**, *Cornell College*

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 programs.

**CONTENTS:** Acknowledgments. President's Message—Kinship and Hope, *William White*. Editor's Notes, *David Flinders*. **VOLUME 18, NUMBER 1 2016:** Presidential Address—The Past, Present, and Future of Teaching and Teacher Education Curriculum, *Chara Haeussler Bohan*. Examining

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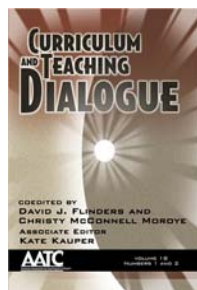
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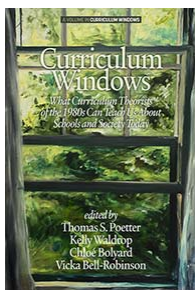
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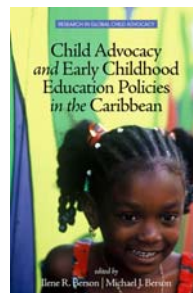
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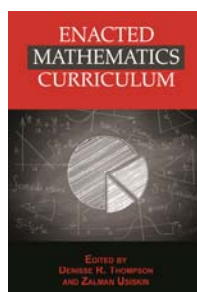
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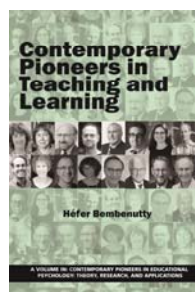
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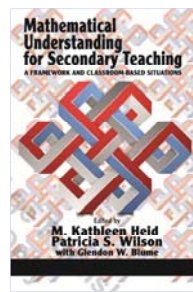
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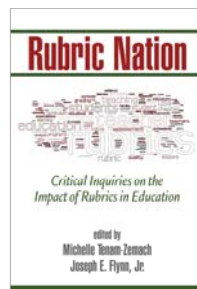
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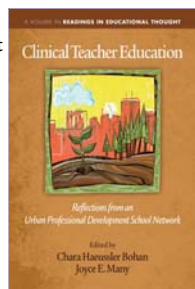
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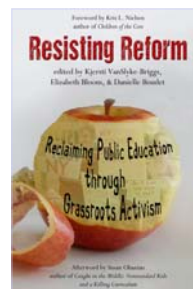
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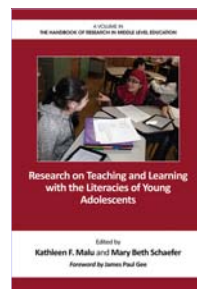
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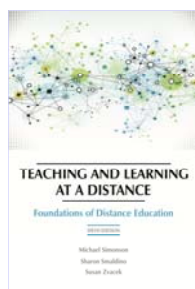
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