

American
Association
for
Teaching
and
Curriculum

*Eighth Annual Conference
October 4-6, 2001
Landmark Hotel
Denver, Colorado*

*Caring and Sharing:
Bringing Theory and Research Together*

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AATC Conference Schedule
Landmark Hotel
Denver, Colorado

Thursday, October 4

7:30-4:00 Registration
8:00-9:45 Executive Council Meeting
10:00-11:15 opening Session

Lunch on your own or with new friends

1:00-5:30 Concurrent Sessions
5:30-6:30 Reception (Cash Bar)

Friday, October 5

7:30-12:00 Registration
7:30-9:30 Continental Breakfast
8:00-9:00 Business Meeting
9:00-12:20 Concurrent Sessions

Lunch on your own or with new friends

1:30-6:00 Concurrent Sessions
6:30-9:00 Banquet

Saturday, October 6

7:30-10:00 Registration
7:30-9:30 Continental Breakfast
8:30-9:30 AATC Contemporary Issues Forum
9:40-11:50 Concurrent Sessions
12:00-2:00 Luncheon
2:00-4:00 Executive Council Meeting

The American Association for Teaching and Curriculum

In the United States, most areas of scholarly investigation emerged as recognized fields of study about a hundred years ago. One of the events that made this possible was the founding of national learned societies devoted to the advancement of scholarship in their respective fields. Examples of the newly formed learned societies are the American Historical Association (1884), the American Economic Association (1885), the American Philosophical Association (1901), the American Political Science Association (1903), and the American Academy of Religion (1909).

The scholarly field of teaching and curriculum, however, was not represented in the formation of the early American scholarly organizations, even though university departments that encompassed both the scholarly and the professional study of teaching and curriculum had been established prior to the end of the nineteenth century. Several types of groups were formed eventually, those concerned primarily with the rights and responsibility 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 educational 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, and elementary and secondary education. Jack Laska became the first secretary-treasurer of AATC.

The purpose of the organization as originally defined in Article 1, Section 2 of the AATC Constitution:

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

The Eighth Annual Conference is dedicated to advancing the concepts of the organization and its purpose.

The Conference Program

Thursday, October 4, 2001

10:00-11:15

Creekside Room

Opening Session

Welcome to AATC and Denver
Bruce Uhrmacher, President
Presiding: Jennifer Deets, Program Chair

Session 1

1:00-2:00
Aspen

Paper Presentations

Moderator:
Stephen Fain,
Florida
International
University

Ed Tech in Oklahoma Teacher Education - 2001

Mike Desiderio and Muhammad Betz (Southeastern Oklahoma State University)

A look at the results of a study to determine whether Oklahoma University Ed Tech courses meet the needs of teachers and administrators in Oklahoma Public Schools.

The Complexity of Teaching: Influence of New Technologies

Marcella L. Kysilka (University of Central Florida), Mark Geary (Seminole County Schools, Florida), Sharon Schepise (University of Central Florida), Barbara Slater Stern (James Madison University)

An analysis of how new technologies influence the planning and delivery of course content to students.

Session 2

1:00-2:00
Esquire

Paper Presentations

Moderator:
William Veal
(University of
North Carolina at
Chapel Hill)

The Lifeworld of a Primary Teacher

Kathryn Castle and Pamela U. Brown (Oklahoma State University)

Results of a qualitative study into the lifeworld of a primary teacher focused on the existentials of lived time, space, body, and relationship.

Revealing the Hidden Curriculum of an Urban High School

Jennifer Deets (University of Central Florida)

Six first-year teachers in a unique mentorship program took photographs of their hidden curriculum in action. Through the creation of a scrapbook they explored the nuances of the idea "the hidden curriculum."

Session 3
1:00-2:00
Brookside

Issues and Ideas

Moderator:
Gretchen
Schwarz
(Oklahoma State
University)

Teacher Education Paradigms of Mentoring: New Perspectives for Developing Teaching Professionals

Carolyn Walker Hopp (University of Central Florida)

Mentoring of pre-service professional requires a new synergy between (traditional) roles and functions of all who share responsibility for teacher development.

The UCF Academy for Teaching, Learning, and Leadership

George E. Pawlas (University of Central Florida)

The University of Central Florida's Academy for Teaching, Learning, and Leadership is a cornerstone of excellence in education by supporting lifelong learning, serving as a hub for partnerships, and reflecting proven and promising practices in teaching, learning, and leadership.

Session 4
1:00-2:30
Cherry Creek

Panel

Teacher Research

Cazilda Campos Steele (University of Houston), Janet Hammer (University of Texas at Austin), Stephanie Washington (University of Houston)

Three teacher researchers will present their work relating to beginning teacher mentorship, crisis management from a historical perspective, and student resiliency.

Session 5
2:10-3:10
Aspen

Paper Presentations

Moderator:
Gopa
Venugopalan
(The University
of Alabama)

School as Sanctuary: A Phenomenological Case Study of a Puerto Ricancentric High School Located in the Metropolis

René Antrup-González (Penn State University)

The purpose of this paper presentation of a Puerto Ricancentric high school located in the United States is that of exploring and attaching meaning to the lived experiences of those students and teachers involved with the school for over a 30-year period. Findings and implications for curriculum/teaching will be discussed.

"In the middle of an orange grove, across the street from a tortilla factory": The Science Academy of South Texas

Anna Rudolph Canter (The University of Texas at Austin)

This paper is a descriptive report about the Science academy of South Texas, located in Mercedes, Texas.

Session 6
2:10-3:10
Esquire

Paper Presentations

Moderator:
Richard Gallian
(University of North Texas)

The Capstone Course: From Student Teaching to a Career in Teaching

Susan C. Brown and Moira Fallon (University of Portland)

Discusses course processes where student teachers use findings of a self-assessment document of teaching competencies to produce a professional portfolio and a professional development plan.

Perceptions of Student Teaching: Analysis of Written and Oral Self-Reflections as Expressed by Pre-Service Student Teachers

Jeffrey S. Kaplan (University of Central Florida)

This paper analyzes the self-reflective thought of pre-service student teachers at the conclusion of their student internship experience. Implications for preparation of student teachers will be discussed.

Session 7
2:10-3:10
Brookside

Issues and Ideas

Moderator:
Robert Boostrom
(University of Southern Indiana)

Changing Courses Midstream: How A Discipline Switch Altered My Teaching

Judith D. Lockett (University of Central Florida)

Methodology changes, different uses of technology (even the classroom of her native language!) challenge a veteran foreign language instructor now teaching pre-service education courses.

CAMSTEP: A Graduate Teacher Education Program for Career Changers

Mark J. Reid (Cameron University)

CAMSTEP (Cameron Secondary Teacher Education Program) offers career changers an effective way to gain teacher certification and an MAT.

Session 8
2:30-4:00
Cherry Creek

Panel

Technology Infusion in the Curriculum: Thinking Outside the Box

Marilyn J. Eisenwine, Judith A Hakes, Cheryl Hines, and Nancy Hadley (Angelo State University)

A panel of four university professors will present how and why the infusion of technology is necessary to go beyond state-mandated technology standards.

Session 9

3:20-4:20

Aspen

**Paper
Presentations**

Moderator:

Barbara Stern
(James Madison
University)

Teacher-centered Classroom Climate in Taiwan

Shih-Ching Tsai (Florida International University)

Used models of teaching to analyze teaching methods in colleges in Taiwan and explores the cultural background behind it.

A Cross Cultural Study: Beliefs of Brazilian and American Teachers

Veronica Gesser (Florida International University)

This study focused on beliefs held by Brazilian and American teachers with regard to the curriculum principles articulated by Paulo Freire.

Session 10

3:20-4:20

Esquire

Limited Seating

Conversation

James Mejía was elected as an at-large member of the seven person Denver Public Schools Board of Education. James helps to oversee a \$455 million budget and the education of 70,000 students in the Denver Public Schools. A native of Denver, James holds an undergraduate degree in Marketing from the University of Notre Dame and an MBA from Arizona State University. He has also studied Mexico-US relations and Spanish at the Universidad Iberoamericana in Mexico City.

Session 11

3:20-4:20

Brookside

Issues and Ideas

Moderator:

William Veal
(University of
North Carolina at
Chapel Hill)

Ethics in Qualitative Research: Beyond the Internal Review Board

David J. Flinders (Indiana University)

This session will examine the value of alternative ethical strategies in qualitative research on teaching and curriculum.

Degrees of Freedom: Exploring Relationships Between Teachers' subject-Matter Knowledge and their Classroom Practices

Jill Perry (Rowan University)

Peer into a fifth-grade classroom to explore how a teacher's (mis)understanding of and (dis)comfort with her subject matter manifest themselves in her classroom practices.

Session 12
4:00-5:30
Cherry Creek

Panel

Reconceptualizing the Familiar: Examining Teachers as Curriculum Leaders

P. Taylor Webb, Laura Jones, and Maureen Doyle (University of Washington)

Teachers need to recognize themselves as curricular leaders. The improvement of schools requires teachers to deliberately lead schools forward for the betterment of education.

Session 13
4:30-5:30
Aspen

Paper Presentations

Moderator:
Jill Perry (Rowan University)

Learning through Service to Others

Kathleen M. Filkins (Brescia University)

Encouraging service activities for preservice teachers helps students expand personal perspectives; service activities create caring classrooms and improve interactions among students with diverse backgrounds.

Learning from Expeditionary Learning

Michelle Sharpswain (University of Denver)

A qualitative study exploring what one school reform model has to teach us.

Session 14
4:30-5:30
Esquire

Paper Presentation

Moderator: Karen Riley (Auburn University)

Organizational Cultures and Planned Change Efforts

Mona Abou-Assali (Florida International University)

This paper deals with organizations as cultures that are greatly affected by the applications of planned change efforts in attempts to reform.

Session 15
4:30-5:30
Brookside

Paper Presentation

Moderator:
J. Wesley Null (Baylor University)

Evaluating the Prospects of a Multinational, World Citizen Curriculum

Ron Byrnes and Michael Hillis (Pacific Lutheran University)

Join us in examining the merits of a bold, multinational, world citizen curriculum for K-12 schools worldwide recently proposed by a group of international scholars.

5:30-6:30

Reception

Creekside Room

*Locate old friends Meet new ones
Plan for dining together at one of Denver's fine restaurants*

Friday, October 5, 2001

7:30-9:30

Continental Breakfast

Creekside Room

8:00-9:00

Business Meeting

Aspen Room

Presiding: Bruce Uhrmacher, President

All members are invited!

Congratulate our award winners
Participate in determining the future path of AATC

Session 16

9:00-10:00

Aspen

Paper Presentations

Moderator:
Jill Perry (Rowan University)

Curriculum Development as a Context for Teacher Development: Meaning-Centered Growth

Richard Sawyer (Washington State University, Vancouver)

An examination of teachers' development as they work through purposeful curriculum development

Teachers, Local Curriculum Development, and Content Standards

Sarah Wither (Educational Consultant)

Local place-based curriculum development by teachers created activities that excited teachers, students, and parents. Content standards served as positive guides for the curriculum.

Session 17

9:00-10:00

Esquire

Paper Presentations

Moderator:
Terry Fogg (Minnesota State University - Mankato)

Promoting Urban Student Motivation and Success

Andrea DeBruin-Parecki (University of Northern Iowa) and Karen Manheim Teel (Holy Names College)

This presentation reports on a four-year collaborative classroom study designed to improve the motivation of previously "low-achieving" African American students using alternative teaching strategies.

Creating the Environment that Empowers -- The Urban Teaching Residency Program for Inner City Teachers

Robert Gustafson (Warner-Southern College)

Explanation of the development of a support and mentorship program for beginning teachers in urban schools.

Session 18

9:00-10:00

Brookside

Issues and Ideas

Moderator:

George Pawlas

(University of
Central Florida)

Over the Arts and Through the Years

Janet E. Newman (Vista Academy)

A longitudinal study of the effectiveness of using an arts-integrated program in the K-8 classroom with parents', teachers', administrators', and students' responses.

Session 19

9:00-10:30

Cherry Creek

Panel

Storied Lives on Storied Landscapes: Ten Years Later

D. Jean Clandinin (University of Alberta, Canada), Margaret Olson (St. Francis Xavier University, Canada), and Cheryl Craig (University of Houston)

This symposium will chronicle narrative inquiries and storied lives of three researchers whose paths and research interests crossed in 1992 when Olson and Craig were students of Clandinin. The panel members will discuss how their research programs have unfolded since then with an eye to their future plans.

Session 20

10:10-11:10

Aspen

Paper

Presentations

Moderator:

Richard Gallian

(University of
North Texas)

The Challenge of Changing Prospective Elementary Teachers' Orientation Toward Mathematics Instruction: Preparing Prospective Elementary Teachers to Foster Enduring Understanding

Babette Benken and Nancy Brown (Oakland University)

Efforts of teacher educators to integrate a mathematics content course for elementary education majors with a course in the design and assessment of authentic instruction will be presented.

Foundations of Attitudes About Elementary School Mathematics Content as Expressed by Preprofessional Elementary School Teachers

MaryE Wilkinson (University of Central Florida)

As I interviewed preprofessional teachers enrolled in an elementary school mathematics content course, I looked for patterns and stories that explain the experiences that have formed their attitudes about learning and teaching mathematics to children.

Session 21

10:10-11:10

Esquire

Paper

Presentation

Moderator:

Sue Brown

(University of
Portland)

From Teacher to Peer Support Teacher: A Case Study About Mentoring and the Construction of a "New" Professional Role

Sandra I. Musanti (University of New Mexico)

In-depth analysis of the process, meanings, and tensions of the construction of a Peer Support Teacher role within a professional development program for in-service teachers.

Session 22

10:10-11:10

Brookside

Issues and Ideas

Moderator:

Wilma

Longstreet

(University of
New Orleans)

Social Pedagogy and What It Means for Educators

Amy Masko, Tia Whittaker, and Ginny Yribia (University of Denver)

The concept of *social pedagogy*, the manner in which curriculum is delivered through social means, will be introduced for critical appraisal, along with its implications for educators. This will be of particular interest to urban educators.

Session 23

10:30-12:00

Cherry Creek

Panel

Professional Development on Technology Integration for Teacher Education Faculty

Leslie Hall, Rosalita D. Mitchell, Elizabeth Keefe, Julia Scherba de Valenzuela, and Matthew Magnuson (University of New Mexico)

This panel presents multiple perspectives on integrating technology into teacher education. Membrs include the professional development coordinator and project assistants for UNM's PT3 grant.

Session 24

11:20-12:20

Aspen

Paper

Presentations

Moderator:

Burga Jung

(Wright State
University)

Responsibility: The Fourth R

J. Allen Queen (University of North Carolina at Charlotte)

As an alternate to expulsions and suspensions, the RCM Plan is an excellent alternative. Based upon the philosophy of internal control, the Plan will provide the participants with the skills necessary to introduce the RCM Plan into their respective schools. Successfully implemented throughout the United States, the RCM Plan can be used as a classroom, team, or school-wide model.

Attentive Love, Teaching, and the Curriculum

Dan Liston (University of Colorado at Boulder)

Utilizing the work of Simone Weil, Iris Murdoch, Sara Ruddick, this paper explores the ramifications of attentive love for teaching, for connecting students and the curriculum.

Session 25
11:20-12:20
Esquire

**Paper
Presentation**

Moderator:
Mark Reid
(Cameron
University)

**Third Year Report on Bancroft Artists in the Classroom:
Evidence for a Developmental Sequence in Teacher
Implementation.**

*Terry Fogg (Minnesota State University – Mankato), Marilyn Smith
(Bancroft School, Minnesota)*

This presentation will feature the extended results and new approaches to qualitative data analysis from an ongoing investigation of teacher development within an arts-infused curriculum. We tentatively identify predictors for teacher implementation through a meta-analytic comparison with a Texas-based arts-infused project.

Session 26
11:20-12:20
Brookside

Issues and Ideas

Moderator:
Nora Alder,
(Virginia
Commonwealth
University)

**Curriculum as an Expression of Evolving Public Concerns
and Aspirations: The Case of School Mathematics**

Alan W. Garrett (Eastern New Mexico University)

The American school mathematics curriculum expressed public concerns and aspirations throughout the 20th century. The questions of who should study what mathematics and for what reasons remain unresolved.

**Human-Environmental Relationships as Curriculum Context:
Education, Ethics, and the Ecological Crisis**

Thomas Nelson (University of the Pacific)

The purpose of this presentation is to engage in dialogue around issues related to the importance of situating curriculum in both an ethical and environmental context.

12:20-1:30

Lunch
on your own or with new friends

Downtown Denver

Session 28

1:30-2:30

Aspen

Paper Presentations

Moderator:

Richard Cronk
(Northeastern
State University)

Paulo Freire and the Authentic Curriculum: Considering the Traditional

Stephen M. Fain (Florida International University)

Application of the principle of authenticity as advanced by Paulo Freire to traditional curriculum models provides insights into critical commentary on the contemporary curriculum.

Give and Take: An Answer for Giroux

Robert Gutierrez (Florida State University)

A paper presentation responding, in the form of a praxis model, to Henry Giroux's criticism of cultural pluralism.

Session 29

1:30-2:30

Esquire

Paper Presentations

Moderator:

MaryE
Wilkinson
(University of
Central Florida)

Teaching Issues in Language, Literacy, and Culture: Voicing Students' Perspectives

Sylvia Celedon-Pattichis (University of New Mexico)

This case study voices students' perspectives on 1) culturally relevant curriculum, 2) cultural literacy approaches, and 3) issues of power involving language, literacy, and culture.

The Manifestation of Multicultural Teaching Practices in Teacher Education Candidates

Karon Nicol LeCompte (The University of Texas at Austin)

This study investigates the teaching practices of teacher education candidates. Culturally-relevant teaching practices will be presented as well as how these practices are embraced by the sample of candidates.

Session 30

1:30-2:30

Brookside

Issues and Ideas

Moderator:

Lynn Burlbaw
(Texas A&M
University)

Standards and Testing: Rescue or Ruin of Quality Public Education?

Jonathan Matthews (Carroll College)

The push for nationally-influenced standards and testing has dominated the past decade and appears to be intensifying with the Bush administration. Implications will be discussed.

Constructivist Learning Approaches in a Standards-Based Environment: Is a Blend Possible?

David Nicholson and Margaret Schimmoeller (Randolph-Macon Woman's College)

A discussion of how to best prepare pre-service teachers to use appropriate instructional strategies that meet mandated standards-based curriculum requirements.

Session 31
1:30-3:00
Cherry Creek

Panel

Where Do They Go From Here?: Hoped-for Transitions and Effect of Tradition in a University-School Partnership

Kathleen D. Shinnars (Educational Consultant) and Judith Slater (Florida International University)

Two researchers, using different perspectives, analyze a university graduate school of oceanography and office of marine programs partnership with four school districts.

Session 32
2:40-3:40
Aspen

Paper Presentations

Moderator:
Wade Smith
(Tennessee State University)

Two Contexts, Two Curriculum Reform Initiatives, One Fate

Cheryl Craig (University of Houston)

Two kinds of curriculum initiatives, introduced to two very different middle schools meet a similar fate. Challenges will be connected to underlying assumptions about teachers' knowledge, identities, and influence with respect to student learning within school contexts.

A Longitudinal Study on the Effects on Teaching and Learning at One High School with Three Different Schedule Types

William R. Veal (University of North Carolina at Chapel Hill) and David J. Flinders (Indiana University)

This paper reports on a three-year study conducted in a high school with three contiguous schedule types. Teachers', parents', and students' perceptions were ascertained to determine the impact of scheduling change on teachers and their classroom practices.

Session 33
2:40-3:40
Esquire

Paper Presentations

Moderator:
David Callejo-Perez (University of Nebraska-Lincoln)

Singing, Playing, Saying: Music Background and Ability to Learn a Foreign Language

Judith D. Lockett and Marcella Kysilka (University of Central Florida)

This presentation examines the relationship between musical experience and foreign language learning.

Estimation Games and Proportional Reasoning in Young Children

Sungmi A. Kim (Harvard University)

Estimation games can be designed to help develop number sense and give glimpses into proportional reasoning ability in young children.

Session 34
2:40-3:40
Brookside

Issues and Ideas

Moderator:
Rick Sawyer
(University of Washington)

Curriculum Traces of Harold Rugg and Social Reconstruction: To what extent does the past really inform our thinking and practice as teachers?

Karen L. Riley (Auburn University Montgomery) and Barbara Slater Stern (James Madison University)

This Issues and Ideas session will examine the work of Harold Rugg for the purpose of seeking connections between his social reconstructionist ideas of the 1920s and 30s, and current research and practice.

Session 35
3:00-4:30
Cherry Creek

Limited Seating

Conversation

Daniel P. Liston is a Professor of Education at the University of Colorado at Boulder. He has published articles and books on teacher education and on the social and political context of schooling. He helped design and co-direct the Roaring Fork Teacher Education Project, an innovative, community-based approach to teacher education and social justice.

Session 36
3:50-4:50
Aspen

Paper Presentations

Moderator:
Robert Gallian
(University of North Texas)

Transforming Practice through Collaborative Teacher Research Using Feminist Views of Science Education

Brenda Capobianco (University of Massachusetts Amherst)

Science teachers engage in collaborative action research to improve their own practice using pedagogical approaches that support feminist views of science and science education.

Teachers as Scholars: Doing Teacher Narrative Research

Gretchen Schwarz (Oklahoma State University)

Seldom does the public or the university respect teacher knowledge. Teachers in a graduate course, however, pursued narrative research to answer their own questions as teacher-scholars.

Session 37
3:50-4:50
Esquire

Paper Presentation

Moderator:
Ron Wilhelm
(University of North Texas)

Where Have You Gone, John Dewey?: A Philosophical Inquiry into the Contemporary Reform Movement in Teacher Education

Kevin Kienholz (Emporia State University)

The study explicates the connections that exist between John Dewey's work on education and the contemporary literature of teacher education reform. Used in analysis are Dewey's ideas concerning democracy, community, growth, the present moment, subject matter, problem solving, and reflection.

Session 38
3:50-4:50
Brookside

Issues and Ideas

Moderator:
Jeffrey Kaplan
(University of
Central Florida)

Still Stuck in Portfolios: Fresh Approaches to Assessing New Teachers' Practical Knowledge

Amy Bour and Jennie Whitcomb (University Of Denver)

This paper addresses a central issue facing teacher education programs in the next decade – how do teacher educators know that candidates have the knowledge and practice for competent teaching?

School Psychologists and Teachers: Facing Assessment and Finding Common Ground

Margaret F. Hardin (University of Denver)

Teachers and school psychologists work parallel jobs and carry complementary knowledge and skills. Yet limited constructive interaction occurs between the professions. New trends in mass assessment make this combination more important than ever.

Session 39
4:30-6:00
Cherry Creek

Panel

Moderator:
David Flinders
(Indiana
University)

Nel Noddings' Contributions to Education

Bridget Arvold (University of Illinois), Allison Nazzari (University of West Georgia), and Nancy Langerook (Texas A&M University)

This session will present papers on Nel Noddings' contributions to education in the areas of philosophy, feminist ethics, curriculum with an emphasis on mathematics, and teacher education. The session includes four papers, a discussant, and time for questions and discussion.

Session 40
5:00-6:00
Aspen

Paper Presentations

Moderator:
Robert Gutierrez
(Florida State
University)

Physical Education Curricular Purposes: A Cross-Sectional Construct Analysis

David C. Griffey (University of Arizona) and Terri Boggess (St. Mary's University)

Teachers with varying experience interviewed using Construct Grid technique. Curricular beliefs revealed. Development from conformance to substantive curricular purposes shown across years of experience.

Is it Social Studies if You Don't Call it Social Studies?: What is Social Studies in an Elementary Classroom?

Maria Franquiz and Cinthia Salinas (University of Colorado at Boulder)

From dueling perspectives, this presentation is a debate about social studies in elementary classrooms. Do teachers have to be explicit when teaching social studies?

Session 41
5:00-6:00
Esquire

Paper Presentations

Moderator:
Marcella Kysilka
(University of
Central Florida)

Understanding the Problem of Un-prescribing the Curriculum

Lara Ramsey (Harvard University)

How do educational ideals developed outside the classroom fit into traditional school settings? Looking at teacher-researchers who develop curriculum in response to students' developing ideas.

Curriculum Issues for Charter Schools

Lucretia Peebles (University of Denver)

This paper will examine curriculum issues faced by newly-created communities, such as charter schools. Particular attention will be given to how teachers define, develop, implement, and evaluate the curriculum.

6:30-9:00

American Association for Teaching and Curriculum

Creekside Room

Banquet

Nel Noddings joins us for a delightful evening of good food and fellowship and a chance to share her experiences and ideas.

Bruce Uhrmacher, Presiding

Saturday, October 6, 2001

7:30-9:30

Continental Breakfast

Creekside Room

Special Session

8:30-9:30

Aspen

Moderator:

Stephen Fain

(Florida

International

University)

Contemporary Issues Forum

AATC Members and Conference Participants

Through this open forum, we have created a time for explicit attention to the tragic events of September 11th and to the repercussions and implications they have had and will have on teaching and curriculum in the United States.

Session 47

9:40-10:40

Aspen

Paper

Presentations

Moderator:

Jack Milon

(Ilisagvik

College)

Synthesizing Personal Reflections to Construct Meaningful Knowledge About Classroom Practice

Andrea DeBruin-Parecki and John Henning (University of Northern Iowa)

Using discourse and thematic analysis, this work will illustrate how teachers, pre-service teachers, and students can gain better understanding of teaching through self-study and reflection.

The Flight from Experience to Representation: Recovering the Body in Research and Teacher Education

Margaret Macintyre Latta (University of Nebraska) and James C. Field (University of Calgary)

Too often prospective teachers are asked to evidence what they know and they know it. Such demands reflect a flight from experience to representation, surfacing a critique in our minds of longstanding definitions of professional practice in education.

Session 48

9:40-10:40

Esquire

Paper

Presentations

**[CONT. ON
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Restorying a "Story of School": A Case of the Rainbow Fish

Cheryl Craig (University of Houston)

Imagine an innovative campus storied to undo the ills of the American comprehensive high school. Experience the dilemmas through the metaphoric lens of The Rainbow Fish, a children's literature book.

Session 48
(cont.)
9:40-10:40

Moderator:
David Flinders
(Indiana
University)

Heroes, Heroines, and Has-Beens: Teacher Representations on Celluloid

Leeann Moore and Sarah Sandefur (Texas A&M University)

The results of our two-year study concerning the images of teachers in popular films indicate that teachers rarely consider how representations in media contribute to opinions and attitudes of the general public about teachers and schools.

Session 49
9:40-10:40

Aspen
Paper Presentations
Moderator:
Alan Garrett
(Eastern New Mexico University)

Know How, That, and To Through Photographs and Three Educational Theorists

J. Wesley Null (Baylor University)

In this presentation, the author will use historical photographs and the ideas of John Dewey, William Bagley, and Joseph Schwab to draw together an educational theory based upon the common understanding of knowledge as open "Know How," "Know That," and "Know To."

Session 50
9:40-11:10
Terrace

Panel

Is Technology Transforming Teaching?

Barbara Stern (James Madison University), Karen Riley (Auburn University Montgomery), Marcella Kysilka (University of Central Florida), and Julia D. Harbeck (James Madison University)

Is technology transforming teaching and learning? What are the gains and losses in these new approaches when compared with traditional classrooms?

Session 51
10:50-11:50
Aspen

Paper Presentations

Moderator:
Kathleen Filkins
(Brescia University)

Construction of Social History of the Brownsville, Texas, High School, Rio Grande, 1900-1930, Through the Use of Photographs

Larry Joe Kelly (The University of Texas at Austin)

Constructing a social history for Brownsville, Texas, High School through the interpretation of photographs for the period 1900-1930.

Dixie's Last Stand: Ole Miss and James Meredith

David Callejo-Perez (University of Nebraska)

Change and resistance in higher education during the second reconstruction in Mississippi

Session 52
10:50-11:50
Esquire

Paper Presentations

Moderator:
Cheryl Craig
(University of Houston)

A Follow-Up Study: Investigating the Impact of Gardner's Multiple Intelligences in a High School Environment in All Subjects in Tennessee

Wade C. Smith, Hebatella El Khateeb, Eucabeth Odhiambo (Tennessee State University)

This research was a replication of a previous study. The researchers were unable to establish the existence of multiple intelligences. Nor did they find any significant differences between students in regular and honors classes.

The Analysis, Synthesis, and Evaluation of a Learning Paradigm Driven by Inherent Psychological Patterns of Elementary Pupils

Michael Symonette (Tennessee State University)

In this paper, evidence will show that there is no significant difference between negative student behavior and student achievement.

Session 53
10:50-11:50
Aspen

Issues and Ideas

Moderator:
Judith Luckett
(University of Central Florida)

Social Studies in an Era of High Stakes Testing: Examining Practice in an Elementary School

Maria Franquiz and Cinthia Salinas (University of Colorado at Boulder)

A case study examining social studies elementary instruction in an era of "high stakes testing and accountability." Findings indicate a "squeezing out" of social studies.

Science Teaching: How Can Computer Simulation Models Facilitate the Development of Science and pedagogical Knowledge?

Margaret Schimmoeller (Randolph-Macon Woman's College)

A discussion of the effectiveness of using computer models to enhance pre-service teachers' science understanding and ability to teach science concepts.

American Association for Teaching and Curriculum

Luncheon

Jean Clandinin helps us to conclude the annual conference by sharing her experiences and ideas.

12:00-2:00

Creekside Room

Ron Wilhelm, Presiding

A Note From the AATC Program Chair 2001

Thank you to the many people who submitted proposals for review, who reviewed proposals, and who were gracious in the face of many last-minute changes. Although what began as an over-full program has become leaner, we are so glad to have the many contributions that are represented at this meeting. Enjoy the conference and make plans to enjoy a terrific program in Tulsa in 2002!