CELEBRATING
Ten Years of Bringing Theory and Research Together!

Baltimore October 2003

Tenth Anniversary Conference
October 2-4
Inner Harbor Holiday Inn Hotel
AATC Leadership for 2002-2003

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University of North Texas
The American Association for Teacher and Curriculum

In the United States, most areas of scholarly investigation emerged as recognized fields of student 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), and the American Academy of Religion.

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 in 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. In the larger universities, faculty members identified with this field of scholarly study typically affiliated with departments of curriculum and instruction, because the first secretary-treasurer of AATC. AATC continues to serve scholarship in teaching and curriculum through its conferences, journal, and the interaction of its members.

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

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

The Tenth Annual Conference is dedicated to advancing the concepts of the organization and its purpose.
AATC Conference Schedule  
Holiday Inn Inner Harbor  
Baltimore, Maryland  
Celebrating Ten Years of Professional Conversation

**Thursday, October 2**

7:30-5:00 Registration  
8:00-9:45 Executive Council Meeting  
10:30-12:00 Opening session – Gretchen Schwarz, President’s Address – Harbor I (12th floor)  

Lunch on your own or with new friends and colleagues  

1:30-5:20 Concurrent Sessions  
5:30-6:30 Reception – McHenry (13th floor, rooftop)

**Friday, October 3**

7:30-6:00 Registration  
7:30-9:00 Continental Breakfast  
8:00-8:45 Business Meeting McHenry I (13th floor)  
9:30-11:40 Concurrent Sessions  

Lunch on your own or with new friends and colleagues  

1:10-5:00 Concurrent Sessions  
700-9:00 Banquet – Eleanor Duckworth, speaker – Chesapeake I

**Saturday, October 4**

7:30-10:00 Registration  
7:30-8:50 Continental Breakfast – Chesapeake II (Lobby level)  
7:30-8:50 Professors of Curriculum  
9:00-12:20 Concurrent Sessions  
12:30-2:00 Luncheon – O.L. Davis, speaker – Chesapeake I  
2:00-4:00 Executive Council Meeting
Distinguished Dissertation Awards

2003 Winners

Teaching
April Luehmann
Factors Affecting Secondary Science Teachers' Appraisal and Adoption of Technology-rich Project Based Learning Environments

Curriculum
Stacey Elsasser
My Body Wants To Go Wild Sometimes: Embodied Control and the Elementary School Child
The AATC Conference Program
Thursday October 2, 2003

<table>
<thead>
<tr>
<th>Executive Meeting</th>
<th>Harbor I</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30-12:00</td>
<td>Harbor I</td>
</tr>
<tr>
<td><strong>Opening Session</strong></td>
<td></td>
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<tr>
<td>Welcome to AATC and Baltimore</td>
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<tr>
<td>Gretchen Schwarz, President</td>
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<tr>
<td>Presiding: Peggy Schimmoeller, Program Chair</td>
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</tr>
</tbody>
</table>

**Session 1**

1:30-2:30

Issues and Ideas

**Room: Harbor I A**

*Participant Moderated*

**Alternative Certification... And More**

*Judith Luckett (University of Central Florida)*

The rapid growth of a graduate certificate program in teacher professional preparation presents unique coordination, staffing, and marketing challenges.

**Alternative Teacher Certification: Especially Innovative and Refreshingly Progressive or Falsely Premised and Ultimately Retrograde**

*Karen DiGiovanni (American University)*

This paper examines the history of alternative teacher certification programs, considers the need for said programs, details relevant legislation, and evaluates the programs.

**Session 2**

1:30-2:30

Paper Presentations

**Room: Harbor I B**

Moderator

*Margaret Scott
Oklahoma State University*

**Engaging Undergraduate Art Education Majors as Active Researchers**

*K.B. Basseches*

This session will describe a two-semester course sequence that introduces art education majors to research in art and perception while engaging them in authentic research.

**Integrating the Arts into the Curriculum: Transferring from the University Arts Infused Classroom to the First Year Teacher's Classroom**

*Jeanne Tunks (University of North Texas)*

From theory to practice: first year teachers experiment with integrating the arts into their curriculum and experience enlightenment and interesting awakenings.
Expected Skills, Assumed Knowledge and Valued Attributes: Perceptions of Competencies and Individual Characteristics Necessary For Beginning Teacher Productivity and Longevity

Denise McDonald (University of Houston-Clear Lake)
John Decman (University of Houston-Clear Lake)

Presentation of survey results assessing expectations of necessary teacher-candidate competencies and the implications of these results for improving teacher preparation programs and increasing retention.

Same Stories, Different Experiences: The Influence of Biography on Social Narratives and Teachers’ Interpretive Knowledge

Cheryl J. Craig (University of Houston)

I tell of two school contexts that evolved from the same social narrative history and which were given the same stories of school and stories of reform. I show how educators’ biographies individually and collectively shaped teachers’ knowledge and the schools’ narratives in fundamentally different ways.
Session 4
1:30-2:30

Paper Presentations

Room: Harbor II B

Moderator
Judy Slater
Florida International University

Service Learning Case Studies within the Communication Disciplines
Tamara L. Wandel (University of Southern Indiana)

This paper centers on case studies of service learning in the communication disciplines. Findings include teaching implications and the impact on students and the community.

Service-Learning and Problem-Based Learning: A Natural Union in the Community
Andrea Varricchio (West Chester University)

Examples from several service-learning projects conducted with students of Spanish will be discussed. Betsy Lieux’s Features of Problem-Based Learning and the Process needed to solve the question: “What is the best way to teach English and US culture” will be discussed.

Session 5
2:40-3:40

Issues and Ideas

Room: Harbor I A

Moderator
Gail Brown
Randolph-Macon Woman’s College

Beyond the Traditional Career Ladder: Retirees as Mentors
Dante Petreti (Teachers College)

No Teacher Left Behind: Mentoring and Supporting Novice Teachers
Shirley P. Andrews (Valdosta State University)
Eliice Martin (Valdosta State University)

Just as students need support to prevent being left behind, so do novice teachers. Hear about a Teacher Support Specialist program involving collaboration between the university and school districts to maximize success of new professionals.
Session 6
2:40-3:40
Issues and Ideas
Room: Harbor I B
Moderator
David Callejo
Univ. of Nebraska

High-Stakes Testing: What Is It Doing to Education?
Jennifer Montgomery (University of Houston)
Emma Schorzman (University of Houston)

This session will discuss how testing and test data are used and the short-and long-term effects on teachers and students.

Session 7
2:40-3:40
Paper Presentations
Room: Harbor II A
Participant Moderated

How Do We Teach Active Citizenship to a Community Bereft of Social Responsibility?
Neil J. Liss (University of Houston)

As private interests colonize the public sphere and rationalize private action as democracy, education must lead a renewed inquiry into our civic responsibility.

Hey, Partner
Robert Gutierrez (Florida State University)

Paper addresses the issue of the ideal view of fellow citizens. The session reviews ideal options and makes the case for the view of partnership.

Session 8
2:40-3:40
Room: Harbor II B
Moderator
Cheryl Craig
University of Houston

Conversation

Maurice Holt (University of Colorado at Denver)
Curricular Cultural Repatriation and Curricular Cultural Recovery: Two concepts to frame a conversation about multicultural education
Ron Wilhelm (University of North Texas)

During this session, participants will re-conceptualize multicultural education by focusing on curriculum as a process to rescue/recover, preserve, and make accessible cultural memory.

Service-In-Action
RaeAnn T. Wuestman (College of Notre Dame)

Encouraged by AATC’s invitation to take intellectual risks, this presentation engages participants in conversation about a curriculum project designed to integrate action research and service learning into a year-long MAT internship.

Applying the Case Study Approach to Teaching Technology in the Library Sciences: Using Context to Create Confidence
Joseph A. Provenzano (The American University)
**Session 11**  
3:50-4:50

**Paper Presentations**

**Room: Harbor II A**

**Moderator**  
Jennifer Deets  
*University of Central Florida*

**Imaginative Engagement with Religious Diversity in Public School Classrooms**  
*Robert Kunzman (Indiana University)*

An argument for the importance of curricula that help public school students engage thoughtfully with religious diversity, and reflections on fostering such “imaginative engagement.”

**The Work of Leonardo Da Vinci as Natural Integration of Art and Science, An implication for Interdisciplinary Curriculum**  
*Son-Mey Chiu (Harvard University)*

I will present an analysis of Da Vinci’s implication for curriculum design in merging art and sciences.

**Session 12**  
3:50-5:20

**Symposium**

**Room: Harbor II B**

**Participant Moderated**

**LOCS to HOCS Paradigm Shift: What should it take in Curriculum Design for Science Teacher Training**  
*Pamela Fraser-Abder, Mary Leou, Megan Riordan, Uri Zoller (New York University)*

A description of the design, planning, implementation and evaluation of a summer science teaching course focused on helping teachers evolve from LOCS to HOCS learning.

5:30-6:30  
McHenry (13th floor, rooftop)

**Reception**

*Locate old friends*  
*Meet new ones*

*Plan for dining at one of Baltimore’s fine Restaurants*
7:00-9:00 American Association for Teaching and Curriculum

Banquet

Following good food and fellowship Eleanor Duckworth shares experiences and ideas. On:

Critical Exploration as a Basis for Curriculum
The AATC Conference Program
Friday, October 3, 2003

7:30-9:30
Continental Breakfast
McHenry I

8:00-8:45
Business Meeting
Presiding Gretchen Schwarz, President

All members are invited!

Distinguished Dissertation Award Presentation

Participate in determining the future path of AATC

Session 16
9:30-10:30
Room: Harbor I A
Issues and Ideas

Moderator:
Richard Gallian
University of North Texas

Change and Continuity in Curriculum Thought
David J. Flinders (Indiana University)
Stephen J. Thornton (Columbia University)

This session surveys contemporary illustrations of leading themes, issues, and ongoing debates in the field of curriculum studies.

Are Teachers Prepared to Teach Science?
Kim Dahl (University of Central Florida)
Larry Holt (University of Central Florida)

Reform in the education system is a chronic issue in. What are colleges and universities doing to prepare teachers to jump in and feel comfortable teaching in the area of Science?

Session 17
9:30-10:30
Room: Harbor I B
Issues and Ideas

Moderator:
Fred Jacobs
American University

Unpacking the Dimensions of Privilege and Oppression in Teaching and Learning
Marcine P. Davis (University of Pennsylvania)
Nathaniel W. Smith (University of Pennsylvania)

This session will provide the opportunity to participate in critical inquiry about constructions of identity, power, and privilege..

On the Need for Epistemological Curiosity
J. Randall Koetting (University of Nevada-Reno)
Martha Combs (University of Nevada-Reno)

University teaching is a demanding endeavor. This session will engage participants in a discussion of the dynamics and complexities of the theory/practice of teaching in seminar.
The Importance of An Internship Component to a Liberal Arts Major

Michelle M. Pulaski (Pace University)
Maria Luskay (Pace University)

An internship database was developed to assist Communication majors in securing work-study. The development of the major, the database, and the role, significance and success of the internship are discussed.

Curriculum Design as Re-Writing: Digital and Political Interventions in the Teaching and Reading of To Kill A Mockingbird

Alice Lesnick, Alexandra Cesaitis, Rashidah Miller
Uma Jagtiani (Bryn Mawr College)

This interpretive study examines a collaborative, computer-mediated curriculum design, its contents, and its implications concerning the historical contingency of curricular goals and materials.

Creating Reflective Spaces: Professional Learning in High Education

Cheryl J. Craig (University of Houston)
Helen Burchell (University of Hertfordshire-United Kingdom) & Janet Dyson (University of Hertfordshire-United Kingdom)

Narrative accounts of three projects from UK, Canada and the USA that focus on professional learning of faculty in communities of inquiry and invites conversation about the nature and value of the scholarship of teaching.
No Teacher Left Behind: Mentoring and Supporting Novice Teachers
Shirley P. Andrews (Valdosta State University)
Ellice P. Martin (Valdosta State University)

Just as students need support to prevent being left behind, so do novice teachers. Hear about a Teacher Support Specialist program involving collaboration between the university and school districts to maximize success of new professionals.

Kissing butt and having fun: preservice teachers experience the hidden curriculum
Sarah J. Ramsey (Oklahoma State University)
Mark Malaby (Oklahoma State University)

Artistic representations of pre-service teacher’s metaphorical concepts of the hidden curriculum will be shown for your analysis and discussion.

From Researcher to Evaluator: A Study of Role Evolution Within a Program
Kathleen D. Shinners (Independent)
Judith Slater (Florida International University)

This presentation addresses those who experience changing roles within organizations. The presenters address the necessary transformation they may likely experience.

Successful Teachers in Low Socioeconomic Schools: Sharing Perspectives
Gail F. Brown (Randolph-Macon Woman’s College)

When reform programs in low socioeconomic schools are successful, what do the teachers say about their roles, curriculum, school policies, and the students? What attitudes and beliefs do these teachers have to share?
Implications of Neuroscience Findings for the Design of Curriculum (we are doing alright, so far...)
Terry Fogg (State Univ. of Minnesota, Mankato)

Recent advances in neural imaging have permitted a more precise understanding of the physiological basis for learning. Implications for the design of instruction are first apparent for the role of attention, affect, and the fostering of basic skills in reading and mathematics. This Issues and Ideas session will provide an overview of brain architecture as it pertains to learning and will provide discussion of how concept teaching and curriculum theory might be involved and affected.

The Slow School: A Concept Whose Time Has Come?
Maurice Holt (University of Colorado at Denver)

The slow school, by analogy with slow food, would focus on the quality of the learning encounter-on understanding and insight rather than standardized testing.

Retrospective panels on the work of Eleanor Duckworth
Panel participants: Son-Mey Chiu, Susan Mayer and Isabella Knox
**Session 24**
10:40-11:40

**Room: Harbor II B**

Paper Presentations

Moderator
Margaret Scott
Oklahoma State University

**What It Means to Be In A Post-Baccalaureate Teacher Certification Program**

Larry J. Kelly (Texas A & M University)

This paper reports the factors that comprise the post-baccalaureate experience. What are the relationships and how they relate to each in a pattern of influence of cause and effect, and do these relationships vary by gender?

**Teachers professional discretion and the curriculum: Implications for professional development and policy**

David Boote (University of Central Florida)

Current debates about curriculum policy and professional development presume an inadequate concept of teachers' professional development. This paper analyzes the social and individual requirements for teachers to make good curriculum decisions.

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**Session 25**
10:40-11:40

**Room: Camden View**

Issues and Ideas

Moderator
Marcella Kysilka
University of Central Florida

**Allowing Standards to Dictate Curriculum in Teacher Education: Pros and Cons**

Barbara Slater Stern (James Madison University)
Alvin Pettus (James Madison University)
Karen Riley (Auburn University at Montgomery)

On the surface, standards and related accountability assessments for teacher preparation programs seem highly meritorious, but critical reflection raises serious curriculum concerns.

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11:50-1:00 **Lunch**

on your own or with new friends
Ron M Kagawa (Virginia Polytechnic Institute and State University)
Henry R. Hollander (Virginia Polytechnic Institute and State University)

The Solar Decathlon was a two year service learning project. Using the Solar Decathlon as a model, relative advantages and disadvantages of service learning in design education will be discussed.

The Survival of Service-Learning
Penny S. Brooke (University of Utah College of Nursing)
Susan Cameron (University of Utah College of Nursing)

Service-Learning is a teaching pedagogy that enhances the educational experience of students. When teaching work loads become over extended due to budget cuts service-learning courses are threatened. This session discusses solutions for helping service-learning courses to survive.

Paradox and Truth in Dialogic Education: A Critical Look at Critical Pedagogy
Nathaniel W. Smith (University of Pennsylvania)
Marcine Pickron Davis (University of Pennsylvania)

This session presents the basic elements of Freirean critical pedagogy, as well as the paradoxes and challenges inherent in this educational method.

Response Ability: Generating a Curriculum of Interaction
Jennifer Deets (University of Central Florida)

When scholars take seriously their responsibility to respond to each other, curriculum generation becomes lively and based upon interaction.
Session 28
1:10-2:10

Room: Harbor II A

Paper Presentations

Moderator
Cheryl Craig
University of Houston

Curriculum and its Sources: Perceptions of Student Teachers
Alan W. Garret (Eastern New Mexico University)
Mark M. Isham (Eastern New Mexico University)
Jane Thompson (Eastern New Mexico University)

Student teachers' perceptions of curriculum and its sources will be presented. Implications for teacher education and public schools will be addressed.

Collegiality at its Best: Combined Research and Curriculum Development-Engineering and Education Working Together
Marcella L. Kysilka (University of Central Florida)

A description of the collaboration between engineers and educators to integrate new information into existing courses in the engineering program.

Session 29
1:10-2:10

Room: Harbor II B

Paper Presentations

Moderator
Mark Malaby
Oklahoma State University

It Really Works! Preservice Teachers' Reactions to Using Children's Literature to Implement Service-Learning Pedagogy
Steven Michael Hart (University of South Florida)

An exploration of the impact children's literature has on facilitating the implementation of service-learning experiences in elementary classrooms.

Education For Equity and Social Justice: Newcomer Centers
Heloiza Carman (University of North Texas)

This presentation will focus on the creation, development, and implementation of a Newcomer Center for immigrant students within a large North Texas school district. Topics discussed will be funding, eligibility criteria, curricular programs, specialized staff, and community outreach/partnerships.
Session 30  
1:10-2:10  
Room: Camden View  
Paper Presentations  
Moderator  
Richard Gallian  
University of North Texas

Implementation of a K-16 Teacher Cadet Collaborative Project in the areas of elementary education and English as a second language  
Candice Hollingsead (Andrews University)  
Bradley Sheppard (Andrews University)

This session will specify proposal development, project funding, representative involvement in training, and dynamic implementation. Benefit and obstacle information experienced from involved the K-16 Professional Development School participants will be shared.

Square Peg, Round Hole: Do Traditional Pedagogies Work Effectively for Nontraditional  
Fred Jacobs (American University, Washington DC)

This study analyzes how using classroom pedagogies can affect satisfaction levels of nontraditional students, including decisions to remain enrolled. Eighty-seven traditional and nontraditional students participated.

Session 31  
2:20-3:20  
Room: Harbor I A  
Paper Presentations  
Participant Moderated

Student Personality Profiles and Success in a Virtual High School for At-Risk Students  
Marcella L. Kysilka (University of Central Florida)  
Mark Geary (University of Central Florida)  
Steve Hawley (Cincinnati Virtual High School)

An analysis of student profiles using the Long-Dziuban Reactive Behavior Pattern Inventory and their progress in virtual high school classes.

WebCT Forums as a Media for Asynchronous Group Reflection of the Student Teaching Experience  
Robert Redmon (Midwestern State University)

Thirty student teachers participated in a semester long, asynchronous reflection group using WebCT. This study describes the group’s evolution and analyzes the group’s interaction.
Schools and Communities: Understanding Essential Partnerships
Karon Nicol LeCompte (Peabody College of Vanderbilt University)

This study, presented in an informative/interactive format, seeks to investigate the experiences of elementary education students as they explore the relationship between an urban community and its elementary school.

Two Teachers, One School Context, Two Personal Experiences
Cazilda Campos Steele (University of Houston)

The end of three-year study focuses on the lives of two beginning teachers and their experiences at a high poverty urban elementary magnet school.

Conversations
Jean Clandinin

Session cancelled

New Session: Sue Brown, Editor of the AATC Journal, Curriculum and Teaching Dialogue, will share suggestions and tips for preparing manuscripts for publication.
Session 34
2:20-3:20
Room: Harbor II B
Paper Presentations
Moderator
Terry Fogg
State Univ. of Minnesota, Mankato

Mathematics: The World Presents Itself to Us Effectively
Jerry T. Baty (University of Houston)
Gini McClendon (University of Houston)
Mathematics: The World Presents Itself to Us Effectively (Teaching the school child to teach himself)

Teachers' Education in Brazil: A Competency-Based Curriculum
Elizabeth Fernandes de Macedo (State University of Rio de Janeiro)
The purpose of this paper is to analyze the National Teachers Educational Curriculum, focusing on the concept of competency which is strongly used.

Session 35
2:20-3:20
Room: Camden View
Issues and Ideas
Participant Moderated

Diversifying Diversity
Deborah Becker (University of Central Florida)
Diversifying Diversity and the cultural component of learning. Concentrates on an international focus in multicultural diversity courses as reflected in our public school classrooms.

What Do We Mean by Leaving No Child Behind?
David J. Flinders (Indiana University)
This paper argues that the No Child Left Behind movement, while politically entrenched, also offers progressive educators an opportunity to acknowledge the broad range of interests and abilities that students bring to the classroom.
The effectiveness of differing ESL programs on student success on standardized tests
Christina Clayton (Plano Independent School District)

The effectiveness of differing ESL programs on student success on standardized tests is studied.

Preservice Teachers’ Computer Self-Efficacy and Software Integration Confidence in Elementary Mathematics Methods Courses
Robert M. Maninger (University of North Texas)

Preservice teachers in mathematics methods courses demonstrate confidence integrating software as a result of self-efficacy, the novel treatment, assignments, & modeling.

Improving the Quality of Teacher Preparation via Multimedia Case Studies
Levi Molenje (Syracuse University)

A Multimedia case study about a middle school teacher’s use of technology in a reform-based mathematics classroom will be presented.

Understanding Relationships Between Professionalism and Teaching Practice
Laura Jacobsen Spielman (Virginia Tech)
Huaiying Gao (Virginia Tech)

Examines results of a study assessing the relationship between teachers’ professional autonomy, sharing of classroom authority with students, and participation in professional development.

Task-based Instruction, Output Production, and L2 Development
Yae-Chin Tsai (University of Maryland)

This study investigated the effects of task-based instruction by comparing the output produced in two task modes in learning Spanish as a second language.
Parenting Teens and Schools: A Conversation about Connections
Matthew D. Davis (Rowan University)

This panel/symposium's intent is to broaden the discussion about parenting teens to include ways in which teachers enable or obstruct connections with these marginalized youth.
The effectiveness of differing ESL programs on student success on standardized tests
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Session 38
3:30-4:30

Room: Harbor II A

AATC Award for Distinguished Dissertation

Moderator
David Flinders
Indiana University

Factors Affecting Secondary Science Teachers’ Appraisal and Adoption of Technology Rich Project-Based Learning Environments
April Lynn Luehmann (Warner Graduate School of Education)

My body Wants to go Wild Sometimes: Embodied Control and the Elementary School Child
Stacey Elsasser (College of St. Rose)

Session 39
3:30-4:30

Room: Harbor II B

Symposium

Participant Moderated

The Emerging Curriculum Field in the Wake of Reform: Implications for the Future of Instruction and Curriculum
Stephen M. Fain (Florida International University)
David Callejo(Univ. of Nebraska)
Martha Combs (University of Nevada, Reno)
Robert Gutierrez (Florida State University)
L. Randall Koetting (University of Nevada, Reno)
Judith J. Slater (Florida International University)

Session 40
3:30-4:30

Room: Camden View

Issues and Ideas

Moderator:
Keonya Booker
University of Virginia

RX: Non-Traditional Teaching for Non-Traditional Students
Donna Szpyrka (University of Central Florida)
Christine Ryall (Indian River Community College)

What are the issues facing faculty when working with non-traditional students as they enter the teaching workforce? We will share some successes and ideas.

What the sophistic ideas of children freedom and teacher control in the teaching context of child centeredness in two prominent educational philosopher—John Dewey vs. Maria Montessori
Pei-Wen Tzuo (Indiana University-Bloomington)

The teacher’s role is not absent in a child-centered curriculum. I explore two prominent child-centered philosophers, John Dewey and Maria Montessori.
### Session 41
9:00-10:00

**Room: Harbor I A**

**Issues and Ideas**

**Moderator**
Terry Fogg  
*State Univ. of Minnesota, Mankato*

**A Reflective Professional Development Program for Teaching Diverse Students**  
*Yen Hui Lu, Dee Williams, & Shu-Huei Yen*  
*University of Maryland*

How can teacher educators prepare teachers for teaching culturally diverse students? The presenters demonstrate a program model of teaching diverse students.

**Pre-service Teachers’ Views of Diversity: A Conversation**  
*Pamela Brown, Sue Christian Parsons, & Virginia Worley*  
*Oklahoma State University*

Metaphor analysis is the methodology used to examine pre-service teachers’ required reflective essays on diversity. We seek conversation with others wrestling with teaching “for” diversity.

### Session 42
9:00-10:00

**Room: Harbor I B**

**Paper Presentations**

**Moderator**
Nathan Smith  
*University of Pennsylvania*

**Racial and Ethnic Segregation in the Miami-Dade County Public School System**  
*James Moore*  
*Florida International University*

The presentation will provide an overview of the extent, nature, and causes of segregation in the Miami-Dade Public Schools. This will entail an explanation of the Dissimilarity Index.

**Find out what it means to me: The role of respect in African American student descriptions of school belongingness**  
*Keonya Booker*  
*University of Virginia*

The present study is a qualitative exploration of African American adolescents’ sense of belonging to their larger school community.
<table>
<thead>
<tr>
<th>Session 43</th>
<th>9:00-10:00</th>
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**Room: Harbor II A**

Paper Presentations

Moderator  
*Wesley Null  
Baylor University*

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**“I have a stream in my backyard”: Inquiry Initiated by Family Science Night**  
*Alison Rutter (Muhlenberg College)*

This qualitative study addresses the efforts made within an undergraduate elementary science education course to help pre-service teachers connect to children’s reality of science.

**Learning Outcomes of Alternative Enacted Curriculum Models in a Mathematics Course for Preservice Elementary Teachers**  
*Laura Jacobsen Spielman, Gwendolyn Lloyd, & Stephanie Behm (Virginia Polytechnic Institute and State University)*

This session compares and contrasts the learning outcomes in two concurrent sections of a mathematics course for preservice elementary teachers using different enacted curriculum models.

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<th>Session 44</th>
<th>9:00-10:30</th>
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**Room: Harbor II B**

Symposium

Moderator  
*Larry Holt  
University of Central Florida*

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**A Cultural Lens: Exploring the School Behavior of Urban, Low-Income, African American Students**  
*Yolanda Abel & Nadine Finigan (Johns Hopkins University), & Evette Maranda (Progressive Life Center)*

This session is designed to look at some of the major developmental theories and link them with current behavioral management theories using an Afrocentric perspective.
Session 45
10:10-11:10
Room: Harbor I A

Common Ground: A New Direction in Landscape Architecture Education
Ron M. Kagawa (Virginia Tech College of Architecture and Urban Studies) & Adele N. Ashkar (The George Washington University)

This presentation will discuss instructional opportunities, faculty resources and the administrative structure required to sustain an educationally rigorous and economically accessible partnership.

The UH-V/SWT D.L.P. Project: Integrating Technology with Pedagogical Practices through Distance Learning Partners
Shana Pate-Moulton & Carol Klages (Southwest Texas State University at the Round Rock Higher Education Center)

Students at two Texas universities correspond with their DLP – Distance Learning Partner via email about their literature circle novel, personal writing projects, and class content.

Session 46
10:10-11:10

Paper Presentations

Room: Harbor I B

To Teach: Taiwanese Early Childhood Teachers’ Beliefs and Classroom Practice
Ming-Fang Hsieh (Indiana University)

Five Taiwanese early childhood teachers from different educational backgrounds and institutions describe the main factors affecting their classroom practice.

A Magnifier to Early Childhood Classroom – Teachers’ Belief and Practice
Pei-Wen Tzuo (Indiana University)

In this qualitative study I explored preschool teachers’ beliefs about child-centered curriculum, and investigated the relationship between their beliefs and practices.
**Session 47**
10:10-11:10

Paper Presentations

**Room: Harbor II A**

*Orienting Teacher Candidates to Student Learning: The Potential and Limitations of Teacher Work Samples*

*Martha Combs J. Randall Koetting (University of Nevada)*

Examination of Teacher Work Sample Methodology and accountability relationships between teacher education, teacher candidates, and diverse public school classrooms.

*Teacher-Friendly Options to Improve Teaching Through Student Data Analysis*

*Jeffrey C. Wayman (Johns Hopkins University) Samuel C. Stringfield (Johns Hopkins University)*

This paper will explore teacher use of student data to improve teaching and will describe software options which enable teachers to examine student data.

**Session 48**
10:10-11:10

Paper Presentations

**Room: Harbor II B**

*Moderator*

*Barbara Slater Stern James Madison University*

*Constant Transition Atop A Texas Cave: An Overview of the History of Southwest Texas Sate Normal School*

*Rachelle D. Meyer (Baylor University) J. Wesley Null (Baylor University)*

A brief history of the struggles and changes faced by Southwest Texas State Normal School in order to exist amongst more prestigious universities.

*The Role of Faculty in Using Service Learning to Enhance Classroom Learning*

*Silvina Ituarte (Kean University) Thomas Lateano (Kean University)*

By incorporating service learning into courses, the faculty enhance the learning process by joining theory and ideology with experience and action.
### Session 49
**11:20-12:20**

**Paper Presentations**

**Room: Harbor I A**

**Moderator**

Terry Fogg  
*State Univ. of Minnesota, Mankato*

**Attempts to Address Clinical Proficiencies During Senior Year Field Experiences of Undergraduate Athletic Training Students**  
*Nancy H. Cummings (University of Central Florida)*  
*Dave Boote (University of Central Florida)*

This study establishes both intent and actual teaching practices of clinical instructors in athletic training programs while also establishing student perceptions of the teaching practices.

**Workshops on Technology for Elementary Teachers: Creating a Date-Base of Writing Activities**  
*Laurel Borgia (Western Illinois University)*  
*Frances Steward (Western Illinois University)*

The presenters worked with 12 elementary teachers in an AACTE-Microsoft Innovative Teachers Grant helping to develop writing activities using technology for an on-line student-accessible database.

### Session 50
**11:20-12:20**

**Paper Presentations**

**Room: Harbor I B**

**Moderator**

Jennifer Deets  
*University of Central Florida*

**Acquiring An Understanding of Second Language Acquisition Theory Through ‘Comprehensible Input’**  
*Jeanne Marie Raub (University of North Texas)*

An in-depth look of the theories and hypotheses of Stephen Krashen on second language acquisition, so as to evaluate, create, and reflect on L2 pedagogy and curricula.

**The impact of on-site sustained collaboration for ESL/bilingual teachers’ professional development**  
*Sandra I. Musanti (University of New Mexico)*

The paper explores teachers’ oral and written narratives to understand the impact of on-site sustained ESL/bilingual teachers’ collaboration.
### Session 51
11:20-12:20

**Paper Presentation**

**Room:** Harbor II A

**Moderator**
*Martha Combs*
*University of Nevada*

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**The Making of a Multicultural Curriculum**
*Silvina Iturie (Kean University)*

Educators cannot forget that students often represent disenfranchised groups that are seldom discussed within mainstream culture. For these reasons, a multicultural curriculum should be adopted.

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### Session 52
11:20-12:20

**Issues and Ideas**

**Room:** Harbor II B

**Moderator**
*Marcella Kysilka*
*University of Central Florida, Emeriti*

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**Retrospective panels on the work of O.L. Davis**

Panel participants:
*Ron Wilhelm (University of North Texas), Lynn Burlbaw (Texas A & M University), Alan Garrett (Eastern New Mexico University), Fran Hunkins (University of Washington) & Karen Riley (Auburn University – Montgomery)*

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**Lunch**

Chesapeake I

**O.L. Davis speaker**

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2:15-4:00

**Board Meeting**

Harbor I A
12:00-2:00  American Association for Teaching and Curriculum

Luncheon

O.L. Davis helps us conclude the annual conference by sharing his experiences and ideas.

David Flinders, Presiding
Call for Manuscripts-2003

Curriculum and Teaching Dialogue
The Journal for the
American Association for Teaching and Curriculum
Published twice a year

Types of Manuscript Submissions

Selected Conference Papers
These papers must have been presented at the annual conference held in October of each year. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category must be postmarked by October 25 of that year.

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

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

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

Letter to the Editor
These will be selected at the discretion of the Editor.

All manuscripts will be reviewed by the Editorial Board. Accepted manuscripts will be published in either the spring or fall issue.
Curriculum and Teaching Dialogue

Guidelines for Submitting a Manuscript

- 1 original manuscript with title of manuscript, submission category, name(s) of author(s), full mailing address, telephone number, and e-mail address on the cover page
- 1 abstract of no more than 75 words
- 1 biography of each author, 15 words or less
- 3 manuscript copies with title of manuscript at top (no author)
- 12 font, double-spaced, page limit according to category
- References in APA style
- IBM compatible, Word 95 or 97 format (disk to be sent if manuscript is accepted)
- Tables, figures, and graphs attached at end of manuscript, with specific program used to create them noted and with place in manuscript indicated by [insert Table X here].
- 1 self-addressed stamped envelop for notification of manuscript arrival

Submit Manuscript Copies at the AATC Conference

OR

Mail Copies to:

Dr. Susan C. Brown Editor
Curriculum and Teaching Dialogue
562 S. Conway Road, Apt. E
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Questions can be sent to e-mail address: brownc@teleport.com
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<td>The George Washington University</td>
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<td>Shepherd College</td>
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<td>University of Utah College/Nursing</td>
<td><a href="mailto:penny.brooke@nur.utah.edu">penny.brooke@nur.utah.edu</a></td>
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<td>Randolph-Macon Woman’s College</td>
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<td>University of Pennsylvania</td>
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<td>Florida International University</td>
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<td>Johns Hopkins University</td>
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<td>New York University</td>
<td><a href="mailto:Pamela.abder@nyu.edu">Pamela.abder@nyu.edu</a></td>
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<td><a href="mailto:alan.garrett@enmu.edu">alan.garrett@enmu.edu</a></td>
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<td>Florida State University</td>
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<td>University of South Florida</td>
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<td><a href="mailto:tkolbe@lps.org">tkolbe@lps.org</a></td>
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<td>Luehmann, April</td>
<td>University of Rochester</td>
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<td>Veterans Memorial School</td>
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<td>Petretti, Dante</td>
<td>Teachers College</td>
<td><a href="mailto:dpetretti1@aol.com">dpetretti1@aol.com</a></td>
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<tr>
<td>Name</td>
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<tr>
<td>Pettus, Ann</td>
<td>James Madison University</td>
<td><a href="mailto:pettusam@jmu.edu">pettusam@jmu.edu</a></td>
</tr>
<tr>
<td>Provenzano, Joseph</td>
<td>American University</td>
<td><a href="mailto:jprov51@yahoo.com">jprov51@yahoo.com</a></td>
</tr>
<tr>
<td>Pulaksi, Michelle</td>
<td>Pace University</td>
<td><a href="mailto:mpulaski@pace.edu">mpulaski@pace.edu</a></td>
</tr>
<tr>
<td>Ramsey, Sarah</td>
<td>Oklahoma State University</td>
<td><a href="mailto:ramsesj@okstate.edu">ramsesj@okstate.edu</a></td>
</tr>
<tr>
<td>Raub, Jeanne</td>
<td>University of North Texas</td>
<td><a href="mailto:jcraub@earthlink.net">jcraub@earthlink.net</a></td>
</tr>
<tr>
<td>Riordan, Megan</td>
<td>New York University</td>
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</tr>
<tr>
<td>Rutter, Alison</td>
<td>East Stroudsburg University</td>
<td><a href="mailto:arutter@po-box.csu.edu">arutter@po-box.csu.edu</a></td>
</tr>
<tr>
<td>Redmon, Robert</td>
<td>Midwestern State University</td>
<td><a href="mailto:bob.redmon@mwsu.edu">bob.redmon@mwsu.edu</a></td>
</tr>
<tr>
<td>Riley, Karen</td>
<td>Auburn University-Montgomery</td>
<td><a href="mailto:kriley@mail.aum.edu">kriley@mail.aum.edu</a></td>
</tr>
<tr>
<td>Ryall, Christine</td>
<td>Indian River Community College</td>
<td><a href="mailto:cryall@ircc.cc.fl.us">cryall@ircc.cc.fl.us</a></td>
</tr>
<tr>
<td>Sheppard, Bradley</td>
<td>Andrews University</td>
<td><a href="mailto:bshep@andrews.edu">bshep@andrews.edu</a></td>
</tr>
<tr>
<td>Shinners, Kathleen</td>
<td>Independent Education Consultant</td>
<td><a href="mailto:kds@hotmail.com">kds@hotmail.com</a></td>
</tr>
<tr>
<td>Schorzman, Emma</td>
<td>University of Houston</td>
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<tr>
<td>Slater, Judith</td>
<td>Florida International University</td>
<td><a href="mailto:Judith.Slater@fiu.edu">Judith.Slater@fiu.edu</a></td>
</tr>
<tr>
<td>Stern, Barbara</td>
<td>James Madison University</td>
<td><a href="mailto:sterns@jmu.edu">sterns@jmu.edu</a></td>
</tr>
<tr>
<td>Smith, Nathaniel</td>
<td>University of Pennsylvania</td>
<td><a href="mailto:smithnathan@hotmail.com">smithnathan@hotmail.com</a></td>
</tr>
<tr>
<td>Spielman, Laura J.</td>
<td>Virginia Tech University</td>
<td><a href="mailto:spielman@vt.edu">spielman@vt.edu</a></td>
</tr>
<tr>
<td>Stringfield, Samuel</td>
<td>Johns Hopkins University</td>
<td><a href="mailto:sstringfield@csos.jhu.edu">sstringfield@csos.jhu.edu</a></td>
</tr>
<tr>
<td>Steele, Cazilda</td>
<td>University of Houston</td>
<td><a href="mailto:cazilida@houston.rr.com">cazilida@houston.rr.com</a></td>
</tr>
<tr>
<td>Szpyrka, Donna</td>
<td>University of Central Florida</td>
<td><a href="mailto:dszpyrka@mail.ucf.edu">dszpyrka@mail.ucf.edu</a></td>
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<tr>
<td>Thompson, Jane</td>
<td>Eastern New Mexico University</td>
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<td>Columbia University</td>
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<tr>
<td>Tsai, Ya-Chin</td>
<td>University of Maryland</td>
<td><a href="mailto:tsai@wam.umd.edu">tsai@wam.umd.edu</a></td>
</tr>
<tr>
<td>Tunks, Jeanne</td>
<td>University of North Texas</td>
<td><a href="mailto:tunks@coefs.coe.unt.edu">tunks@coefs.coe.unt.edu</a></td>
</tr>
<tr>
<td>Tzuo, Pei-Wen</td>
<td>Indiana University</td>
<td><a href="mailto:ptzuo@indiana.edu">ptzuo@indiana.edu</a></td>
</tr>
<tr>
<td>Varricchio, Andrea</td>
<td>West Chester University</td>
<td><a href="mailto:avarricchio@wcupa.edu">avarricchio@wcupa.edu</a></td>
</tr>
<tr>
<td>Wandel, Tamara L.</td>
<td>University of Southern Indiana</td>
<td><a href="mailto:tamarawandel@sigeicom.net">tamarawandel@sigeicom.net</a></td>
</tr>
<tr>
<td>Wayman, Jeffrey</td>
<td>Johns Hopkins University</td>
<td><a href="mailto:jwayman@csoc.jhu.edu">jwayman@csoc.jhu.edu</a></td>
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<td>Wilhelm, Ron</td>
<td>University of North Texas</td>
<td><a href="mailto:wilhelm@coefs.coe.unt.edu">wilhelm@coefs.coe.unt.edu</a></td>
</tr>
<tr>
<td>Williams, A. Dee</td>
<td>University of Maryland</td>
<td></td>
</tr>
<tr>
<td>Worley, Virginia</td>
<td>Oklahoma State University</td>
<td><a href="mailto:worleyv@okstate.edu">worleyv@okstate.edu</a></td>
</tr>
<tr>
<td>Wuestman, RaeAnn</td>
<td>College of Notre Dame</td>
<td><a href="mailto:rwuestman@ndm.edu">rwuestman@ndm.edu</a></td>
</tr>
<tr>
<td>Yen, Shu-Huci</td>
<td>University of Maryland</td>
<td><a href="mailto:syen1@umd.edu">syen1@umd.edu</a></td>
</tr>
<tr>
<td>Zoller, Uri</td>
<td>New York University</td>
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