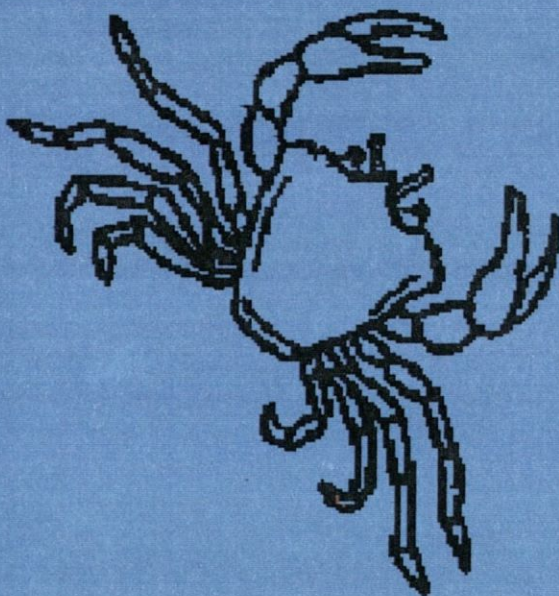


# AATC

American Association for Teaching and Curriculum

**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

## President

Gretchen Schwarz, *Oklahoma State University*

## President-Elect

David Flinders, *Indiana University*

## Past-President

Ron Wilhelm, *University of North Texas*

## Executive Secretary

Marcella Kysilka, *University of Central Florida*

## Executive Committee

David Callejo-Perez

*University of Nebraska (03)*

Martha Combs

*University of Nevada-Reno (04)*

Cheryl Craig

*University of Houston (03)*

Alan Garret

*Eastern New Mexico University (05)*

Robert Gutierrez

*Florida State University (05)*

Jeffrey Kaplan

*University of Central Florida (03)*

J. Randall Koetting

*University of Nevada-Reno (04)*

Margaret Scott

*Oklahoma State University (05)*

Judith J. Slater

*Florida International University (04)*

## Newsletter Editors

Margaret Scott

*Oklahoma State University*

Gretchen Schwarz

*Oklahoma State University*

## Curriculum and Teaching Dialogue

### Editor

Susan C. Brown

*University of Portland*

### Associated Editor

Barbara Slater Stern

*James Madison University*

## Editorial Review Board

Robert Boostrom

*University of Southern Indiana*

Monica Brown

*University of the West Indies*

Lynn M Burlbaw

*Texas A & M University*

Jennifer Deets

*University of Central Florida*

Robert Donmoyer

*University of San Diego*

Terry Fogg

*Minnesota State University-Mankato*

Lyn Forester

*Doane College*

Doug Ganss

*Mankato State University*

Julia R. Harbeck

*James Madison University*

Jeffrey Kaplan

*University of Central Florida*

J. Randall Koetting

*University of Nevada-Reno*

Robert Martineau

*Universite du Quebec a Montreal*

Margaret R. Olsen

*St. Francis Xavier University*

Jeanne L. Tunks

*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 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), 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 (12<sup>th</sup> floor)

Lunch on your own or with new friends and colleagues

1:30-5:20 Concurrent Sessions

5:30- 6:30 Reception – McHenry (13<sup>th</sup> floor, rooftop)



**Friday, October 3**

7:30-6:00 Registration

7:30-9:00 Continental Breakfast

8:00-8:45 Business Meeting McHenry I (13<sup>th</sup> floor)

9:30-11:40 Concurrent Sessions

Lunch on your own or with new friends and colleagues

1:10-5:00 Concurrent Sessions

7:00-9:00 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**

	Executive Meeting	Harbor I
10:30-12:00	<b>Opening Session</b> Welcome to AATC and Baltimore Gretchen Schwarz, President Presiding: Peggy Schimmoeller, Program Chair	Harbor I

*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.

*Session 3*

1:30-2:30

Paper Presentations

**Room: Harbor II A**

Moderator

*Pam Brown*

*Oklahoma State University*

**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)*  
*Ellice 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)*

*Session 9*

3:50-4:50

Issues and Ideas

**Room: Harbor I A**

*Participant Moderated*

**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 made 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.

*Session 10*

3:50-4:50

Paper Presentations

**Room: Harbor I B**

Moderator

*William Veal*

*University of North Carolina - Chapel Hill*

**Applying the Case Study Approach to Teaching Technology in the Library Sciences: Using Context to Create Confidence**

*Joseph A. Provenzano (The American University)*

and evaluation of a summer science teaching course focused on helping teachers evolve from LOCS to HOCS learning.

Reception

Reunite old friends

Meet new ones

Plus fun dining at one of Baltimore's fine Restaurants

*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 (13<sup>th</sup> 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*

*Curriculum and Creativity in Curriculum*

*Journal of Curriculum Studies*

This special issue surveys contemporary theoretical and methodological issues in the field of curriculum studies.

with Eleanor Duckworth, *Journal of Curriculum Studies*

This special issue explores the relationship between curriculum and creativity in curriculum studies.

*Unpacking the Dimensions of Privilege and Oppression in Teaching and Learning*

March 7, 2003 University of Pennsylvania  
March 8, 2003 University of Pennsylvania

This special issue explores the relationship between curriculum and oppression in curriculum studies.

on the Need for Epistemological Integrity  
in Moral Learning (Lecture) - University of Pennsylvania

This special issue explores the relationship between curriculum and epistemological integrity in curriculum studies.

**The AATC Conference Program  
Friday, October 3, 2003**

Friday, October 3, 2003

7:30-9:30	Continental Breakfast	McHenry I
8:00-8:45	<b>Business Meeting</b> Presiding Gretchen Schwarz, President  <i>All members are invited!</i>  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.

*Session 18*  
9:30-10:30

**Room: Harbor II A**

Paper Presentations

Moderator

*Christina Clayton*

*Plano Independent School District*

**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.

---

*Session 19*  
9:30-11:00

**Room: Harbor II B**

Symposium

Moderator

*William Veal*

*University of North Carolina - Chapel Hill*

**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.

---

*Session 20*  
9:30-11:00

**Room: Camden View**

Issues and Ideas

Moderator:  
*Alan Garrett*  
*Eastern New Mexico University*

**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.

---

*Session 21*  
10:40-11:40

**Room: Harbor I A**

Issues and Ideas

Moderator  
*Richard Gallian*  
*University of North Texas*

**From Researcher to Evaluator: A Study of Role Evolution Within a Program**

*Kathleen D. Shinnors (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?

---

Session 22  
10:40-11:40

**Room: Harbor I B**

Issues and Ideas

Moderator:  
*William Veal*  
*University of North Carolina - Chapel Hill*

**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.

---

Session 23  
10:40-12:10

**Room: Harbor II A**

Panel

Moderator:  
*David Flinders*  
*Indiana University*

**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.

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 Unviersity at Montgomery)*

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

11:50-1:00



**Lunch**  
on your own or with new friends



Session 26

1:10-2:10

**Room: Harbor I A**

Issues and Ideas

*Participant Moderated*

**Service Learning & Building Community  
with Renewable Energy: The US Solar  
Decathlon**

*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.

---

Session 27

1:10-2:10

**Room: Harbor I B**

Paper Presentations

*Participant Moderated*

**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.

*Session 32*  
2:20-3:20

**Room: Harbor I B**

Paper Presentations

*Participant Moderated*

**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.

*Session 33*  
2:20-3:20

**Room: Harbor II A**

Conversation

Moderator:  
*Barbara Stern*  
*James Madison University*

**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.

---

*Session 37*

3:30-4:30

**Room: Harbor I B**

Poster Session

Moderator:

*Gail Brown*

*Randolph-Macon Woman's College*

**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**

*Ya-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.

Session 36

3:30-5:00

Room: Harbor I A

Symposium

Participant Moderated

**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.

**Preservice Teachers' Computer Self-Efficacy and Software Integration Confidence in Elementary Mathematics Methods Courses**

Robert M. Blominger (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**

Lee Holmes (Illinois 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 Jackson (University of Virginia)  
Huaying 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**

Yi-Chen Fan (University of Maryland)

This study investigated the effects of task-based instruction by comparing the output produced in oral task modes in learning Spanish as a second language.



Session 37

3:30-4:30

Room: Harbor I B

Poster Session

Moderator:

Gail Brown

Randolph-Macon Woman's College

**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**

*Ya-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.

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 Cutierrez (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 Szyrka (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 Dewy 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.

**The AATC Conference Program**  
**Saturday, October 4, 2003**

7:30-9:00	<b>Continental Breakfast</b>	Chesapeake II (Lobby level)
7:30-9:00	<b>Professors of Curriculum</b>	Chesapeake II (Lobby level)

<p><i>Session 41</i>            9:00-10:00</p> <p><b>Room: Harbor I A</b></p> <p>Issues and Ideas</p> <p>Moderator  <i>Terry Fogg</i>  <i>State Univ. of Minnesota, Mankato</i></p>	<p><b>A Reflective Professional Development Program for Teaching Diverse Students</b>  <i>Yen Hui Lu, Dee Williams, &amp; Shu-Huei Yen</i>  <i>(University of Maryland)</i></p> <p>How can teacher educators prepare teachers for teaching culturally diverse students? The presenters demonstrate a program model of teaching diverse students.</p> <p><b>Pre-service Teachers' Views of Diversity: A Conversation</b>  <i>Pamela Brown, Sue Christian Parsons, &amp; Virginia Worley</i>  <i>(Oklahoma State University)</i></p> <p>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</p>
---	--

<p><i>Session 42</i>            9:00-10:00</p> <p><b>Room: Harbor I B</b></p> <p>Paper Presentations</p> <p>Moderator  <i>Nathan Smith</i>  <i>University of Pennsylvania</i></p>	<p><b>Racial and Ethnic Segregation in the Miami-Dade County Public School System</b>  <i>James Moore</i>  <i>(Florida International University)</i></p> <p>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.</p> <p><b>Find out what it means to me: The role of respect in African American student descriptions of school belongingness</b>  <i>Keonya Booker</i>  <i>(University of Virginia)</i></p> <p>The present study is a qualitative exploration of African American adolescents' sense of belonging to their larger school community.</p>
---	--

---

<p><i>Session 43</i> 9:00-10:00</p> <p><b>Room: Harbor II A</b></p> <p>Paper Presentations</p> <p>Moderator <i>Wesley Null</i> <i>Baylor University</i></p>	<p><b>“I have a stream in my backyard”: Inquiry Initiated by Family Science Night</b> <i>Alison Rutter (Muhlenberg College)</i></p> <p>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.</p> <p><b>Learning Outcomes of Alternative Enacted Curriculum Models in a Mathematics Course for Preservice Elementary Teachers</b> <i>Laura Jacobsen Spielman ,Gwendolyn Lloyd, &amp; Stephanie Behm (Virginia Polytechnic Institute and State University)</i></p> <p>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.</p>
---	---

---

<p><i>Session 44</i> 9:00-10:30</p> <p><b>Room: Harbor II B</b></p> <p>Symposium</p> <p>Moderator <i>Larry Holt</i> <i>University of Central Florida</i></p>	<p><b>A Cultural Lens: Exploring the School Behavior of Urban, Low-Income, African American Students</b> <i>Yolanda Abel &amp; Nadine Finigan (Johns Hopkins University), &amp; Evette Maranda (Progressive Life Center)</i></p> <p>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.</p>
--	--

---

---

<p><i>Session 45</i> 10:10-11:10</p> <p><b>Room: Harbor I A</b></p> <p>Ideas and Issues</p> <p><i>Participant Moderated</i></p>	<p><b>Common Ground: A New Direction in Landscape Architecture Education</b> <i>Ron M. Kagawa (Virginia Tech College of Architecture and Urban Studies) &amp; Adele N. Ashkar (The George Washington University)</i></p> <p>This presentation will discuss instructional opportunities, faculty resources and the administrative structure required to sustain an educationally rigorous and economically accessible partnership.</p> <p><b>The UH-V/SWT D.L.P.. Project: Integrating Technology with Pedagogical Practices through Distance Learning Partners</b> <i>Shana Pate-Moulton &amp; Carol Klages (Southwest Texas State University at the Round Rock Higher Education Center)</i></p> <p>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.</p>
---	---

---

<p><i>Session 46</i> 10:10-11:10</p> <p>Paper Presentations</p> <p><b>Room: Harbor I B</b></p> <p>Moderator <i>Gail Brown</i> <i>Randolph-Macon Woman's College</i></p>	<p><b>To Teach: Taiwanese Early Childhood Teachers' Beliefs and Classroom Practice</b> <i>Ming-Fang Hsieh (Indiana University)</i></p> <p>Five Taiwanese early childhood teachers from different educational backgrounds and institutions describe the main factors affecting their classroom practice.</p> <p><b>A Magnifier to Early Childhood Classroom – Teachers' Belief and Practice</b> <i>Pei-Wen Tzuo (Indiana University)</i></p> <p>In this qualitative study I explored preschool teachers' beliefs about child-centered curriculum, and investigated the relationship between their beliefs and practices.</p>
---	---

---

*Session 47*  
10:10-11:10

Paper Presentations

**Room: Harbor II A**

*Presenter Moderated*

**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.

---

<p><i>Session 49</i> 11:20-12:20</p> <p>Paper Presentations</p> <p><b>Room: Harbor I A</b></p> <p>Moderator <i>Terry Fogg</i> <i>State Univ. of Minnesota, Mankato</i></p>	<p><b>Attempts to Address Clinical Proficiencies During Senior Year Field Experiences of Undergraduate Athletic Training Students</b> <i>Nancy H. Cummings (University of Central Florida)</i> <i>Dave Boote ( University of Central Florida)</i></p> <p>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.</p> <p><b>Workshops on Technology for Elementary Teachers: Creating a Date-Base of Writing Activities</b> <i>Laurel Borgia (Western Illinois University)</i> <i>Frances Steward (Western Illinois University)</i></p> <p>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.</p>
--	--

---

<p><i>Session 50</i> 11:20-12:20</p> <p>Paper Presentations</p> <p><b>Room: Harbor I B</b></p> <p>Moderator <i>Jennifer Deets</i> <i>University of Central Florida</i></p>	<p><b>Acquiring An Understanding of Second Language Acquisition Theory Through ‘Comprehensible Input’</b> <i>Jeanne Marie Raub (University of North Texas)</i></p> <p>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.</p> <p><b>The impact of on-site sustained collaboration for ESL/bilingual teachers’ professional development</b> <i>Sandra I. Musanti (University of New Mexico)</i></p> <p>The paper explores teachers’ oral and written narratives to understand the impact of on-site sustained ESL/bilingual teachers’ collaboration</p>
--	--

---

*Session 51*  
11:20-12:20

Paper Presentation

**Room: Harbor II A**

Moderator  
*Martha Combs*  
*University of Nevada*

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

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

*Session 52*  
11:20-12:20

Issues and Ideas

**Room: Harbor II B**

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

**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)*

12:30-2:00

**Lunch**

Chesapeake I

**O.L. Davis speaker**

2:15-4:00

**Board Meeting**

Harbor I A



Saturday October 4, 2003

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 doubled-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  
Orlando, FL 32807

Questions can be sent to e-mail address: [browns@teleport.com](mailto:browns@teleport.com)

Presenters at the Tenth Annual AATC Conference

Abel, Yolanda	Johns Hopkins University	yabel@jhu.edu
Andrews, Shirley	Valdosta State University	spandrew@valdosta.edu
Ashkar, Adele	The George Washington University	aashkar@gw-solutions.com
Basseches, K. B.	Shepherd College	kbbasseches@earthlink.net
Baty, Jerry	University of Houston	uhresearch@aol.com
Behm, Stephanie	Virginia Tech University	sbehm@vt.edu
Booker, Keonya	University of Virginia	kcb3y@Virginia.EDU
Boote, David	University of Central Florida	dboote@mail.ucf.edu
Borgia, Laurel	Western Illinois University	LG-Borgia@wiu.edu
Brooke, Penny	University of Utah College/Nursing	penny.brooke@nur.utah.edu
Brown, Gail	Randolph-Macon Woman's College	gbrown@rmwc.edu
Brown, Pamela	Oklahoma State University	pub@okstate.edu
Burchell, Helen	University of Hertfordshire, UK	
Burger, Martha	Midwestern State University	martha.burger@mweu.edu
Lynn Burlbaw	Texas A&M University	burlbaw@neo.tamu.edu
Callejo, David	University of Nebraska	dcallejo@unl.edu
Cameron, Susan	University of Utah	susan.cameron@nurs.utah.edu
Cesaitis, Alexandra	Bryn Mawr	acesaitis@brynmaur.edu
Centinkaya, Bulent	Syracuse University	bc23@su.ny.edu
Chiu, Son-Mey	Harvard University	chiuso@gse.harvard.edu
Clandinin, Jean	University of Alberta, Canada	jean.clandinin@ualberta.ca
Clayton, Christina	Plano Independent School District	cclayton@pisd.edu
Combs, Martha	University of Nevada, Reno	mwcombs@unr.edu
Craig, Cheryl J.	University of Houston	ccraig@uh.edu
Cummings, Nancy	University of Central Florida	nancycummings@aol.com
Davis, Marcine Pickron	University of Pennsylvania	mdavis@researchforaction.org
Davis, Matthew	Rowan University	davism@rowan.edu
Decman, John	University of Houston	

DeCristofaro, Kathy	Burlington City High School	kdecristofaro@burlington.nj.net
Deets, Jennifer	University of Central Florida	jdeets@mail.ucf.edu
DiGiovanni, Karen	American University	karen9363@aol.com
Dyson, Janet	University of Hertfordshire, UK	
Elsasser, Stacey	College of St. Rose	elsasses@mail.strose.edu
Fain, Stephen	Florida International University	fains@fiu.edu
Fernandes, Elizabeth	State University of Rio de Janeiro	bethmacedo@pobox.com
Finigan, Nadine	Johns Hopkins University	nadine@jhu.edu
Flinders, David	Indiana University	dflinder@indiana.edu
Fraser-Abder, Pamela	New York University	Pamela.abder@nyu.edu
Gao, Huaiying	Virginia Tech University	ghy@vt.edu
Garrett, Alan W.	Eastern New Mexico University	alan.garrett@enmu.edu
Geary, Mark	University of Central Florida	mgeary@mail.ucf.edu
Gutierrez, Robert	Florida State University	gutierre@coe.fsu.edu
Hart, Steven	University of South Florida	smhart12@yahoo.com
Hawley, Steve	Cincinnati Virtual High School	StevHwly@aol.com
Hollander, Henry	Virginia Tech University	hholland@vt.edu
Hollingsead, Candace	Andrews University	hollinc@andrew.edu
Holt, Maurice	University of Colorado, Denver	mjh@fixedpoint.org
Hsieh, Ming-Fang	Indiana University	mhsieh@indiana.edu
Hui Lu, Yen	University of Maryland	yenhui@wam.umd.edu
Hunkins, Fransis	University of Washington	asker@u.washington.edu
Isham, Mark	Eastern New Mexico University	mark.isham.enmu.edu
Ituarte, Silvina	Kean University	situarte@kean.edu
Jacobs, Fred	American University	fredj@american.edu
Jagtiani, Uma	PricewaterhouseCoopers LLP	
Kagawa, Ron M.	Virginia Tech University	rmk@vt.edu
Kelly, Larry	Texas A&M University	lkelly@coe.tamu.edu

Koetting, J. Randall	University of Nevada, Reno	koetting@unr.edu
Kolbe, Tom	University of Nebraska, Lincoln	tkolbe@lps.org
Kunzman, Robert	Indiana University	rkunzman@indiana.edu
Kysilka, Marcella	University of Central Florida	kysilka@mai.ucf.edu
Lateano, Thomas	Kean University	tlateano@kean.edu
Leou, Mary	New York University	mary.leou@nyu.edu
Lesnick, Alice	Bryn Mawr	alesnick@haverford.edu
Luehmann, April	University of Rochester	April.Luehmann@Rochester.edu
Lloyd, Gwendolyn	Virginia Tech University	lloyd@vt.edu
Liss, Neil J.	University of Houston	nliss@hotmail.com
London, Brian	Veterans Memorial School	blondon@vineland.org
Luckett, Judith	University of Central Florida	jluckett@mail.ucf.edu
Luskay, Maria	Pace University	mluskay@pace.edu
Malaby, Mark	Oklahoma State University	malaby@yahoo.com
Maninger, Robert M.	University of North Texas	bmaninger@coefs.coe.unt.edu
Maranda, Evette	Progressive Life Center	
Martin, Ellice	Valdosta State University	
McDonald, Denise	University of Houston	mcdonald@cl.uh.edu
Meyer, Rachelle	Baylor University	Rachelle_Meyer@baylor.edu
Miller, Rashidah	Bryn Mawr	rmiller@brynmawr.edu
Molenje, Levi	Syracuse University	lmolenje@syr.edu
Montgomery, Jennifer	University of Houston	jmontgomery11@houston.rr.com
Moore, James	Florida International University	mooreja@fiu.edu
Musanti, Sandra	University of New Mexico	smusanti@unm.edu
Null, Wesley	Baylor University	
Pate-Moulton, Shana	Southwest Texas State University	sp14@swt.edu
Parsons, Sue	Oklahoma State University	scprsns@okstate.edu
Petretti, Dante	Teachers College	dpetretti1@aol.com

Pettus, Ann	James Madison University	pettusam@jmu.edu
Provenzano, Joseph	American University	jprov51@yahoo.com
Pulaksi, Michelle	Pace University	mpulaski@pace.edu
Ramsey, Sarah	Oklahoma State University	ramsesj@okstate.edu
Raub, Jeanne	University of North Texas	jkraub@earthlink.net
Riordan, Megan	New York University	
Rutter, Alison	East Stroudsburg University	arutter@po-box.esu.edu
Redmon, Robert	Midwestern State University	bob.redmon@mwsu.edu
Riley, Karen	Auburn University-Mongomery	kriley@mail.aum.edu
Ryall, Christine	Indian River Community College	cryall@ircc.cc.fl.us
Sheppard, Bradley	Andrews University	bshep@andrews.edu
Shinners, Kathleen	Independent Education Consultant	kds@hotmail.com
Schorzman, Emma	University of Houston	
Slater, Judith	Florida International University	Judith.Slater@fiu.edu
Stern, Barbara	James Madison University	sterns@jmu.edu
Smith, Nathaniel	University of Pennsylvania	smithnathan@hotmail.com
Spielman, Laura J.	Virginia Tech University	spielman@vt.edu
Stringfield, Samuel	Johns Hopkins University	sstringfield@csos.jhu.edu
Steele, Cazilda	University of Houston	cazilida@houston.rr.com
Szpyrka, Donna	University of Central Florida	dszpyrka@mail.ucf.edu
Thompson, Jane	Eastern New Mexico University	
Thorton, Stephen	Columbia University	
Tsai, Ya-Chin	University of Maryland	tsai@wam.umd.edu
Tunks, Jeanne	University of North Texas	tunks@coefs.coe.unt.edu
Tzuo, Pei-Wen	Indiana University	ptzuo@indiana.edu
Varricchio, Andrea	West Chester University	avarricchio@wcupa.edu
Wandel, Tamara L.	University of Southern Indiana	tamarawandel@sigecom.net
Wayman, Jeffrey	Johns Hopkins University	jwayman@csoc.jhu.edu

Wilhelm, Ron	University of North Texas	wilhelm@coefs.coe.unt.edu
Williams, A. Dee	University of Maryland	
Worley, Virginia	Oklahoma State University	worleyv@okstate.edu
Wuestman, RaeAnn	College of Notre Dame	rwuestman@ndm.edu
Yen, Shu-Huei	University of Maryland	syen1@umd.edu
Zoller, Uri	New York University	



Special thanks to the board members who helped make this conference a success!

Gretchen Schwarz -President

*Oklahoma State University*

David Callejo-Perez

*University of Nebraska*

Martha Combs

*University of Nevada-Reno*

Cheryl Craig

*University of Houston*

Alan Garret

*Eastern New Mexico University*

Robert Gutierrez

*Florida State University*

Robert Boostrom

*University of Southern Indiana*

Monica Brown

*University of the West Indies*

Lynn M Burlbaw

*Texas A & M University*

Robert Donmoyer

*University of San Diego*

Terry Fogg

*Minnesota State University-Mankato*

Jeffrey Kaplan

*University of Central Florida*

J. Randall Koetting

*University of Nevada, Reno*

Margaret Scott

*Oklahoma State University*

Judith J. Slater

*Florida International University*

Doug Ganss

*Mankato State University*

Julia R. Harbeck

*James Madison University*

Jeffrey Kaplan

*University of Central Florida*

Robert Martineau

*Universite du Quebec a Montreal*

Margaret R. Olsen

*St. Francis Xavier University*

Susan C. Brown

*University of Central Florida*

Lyn Forester

*Doane College*