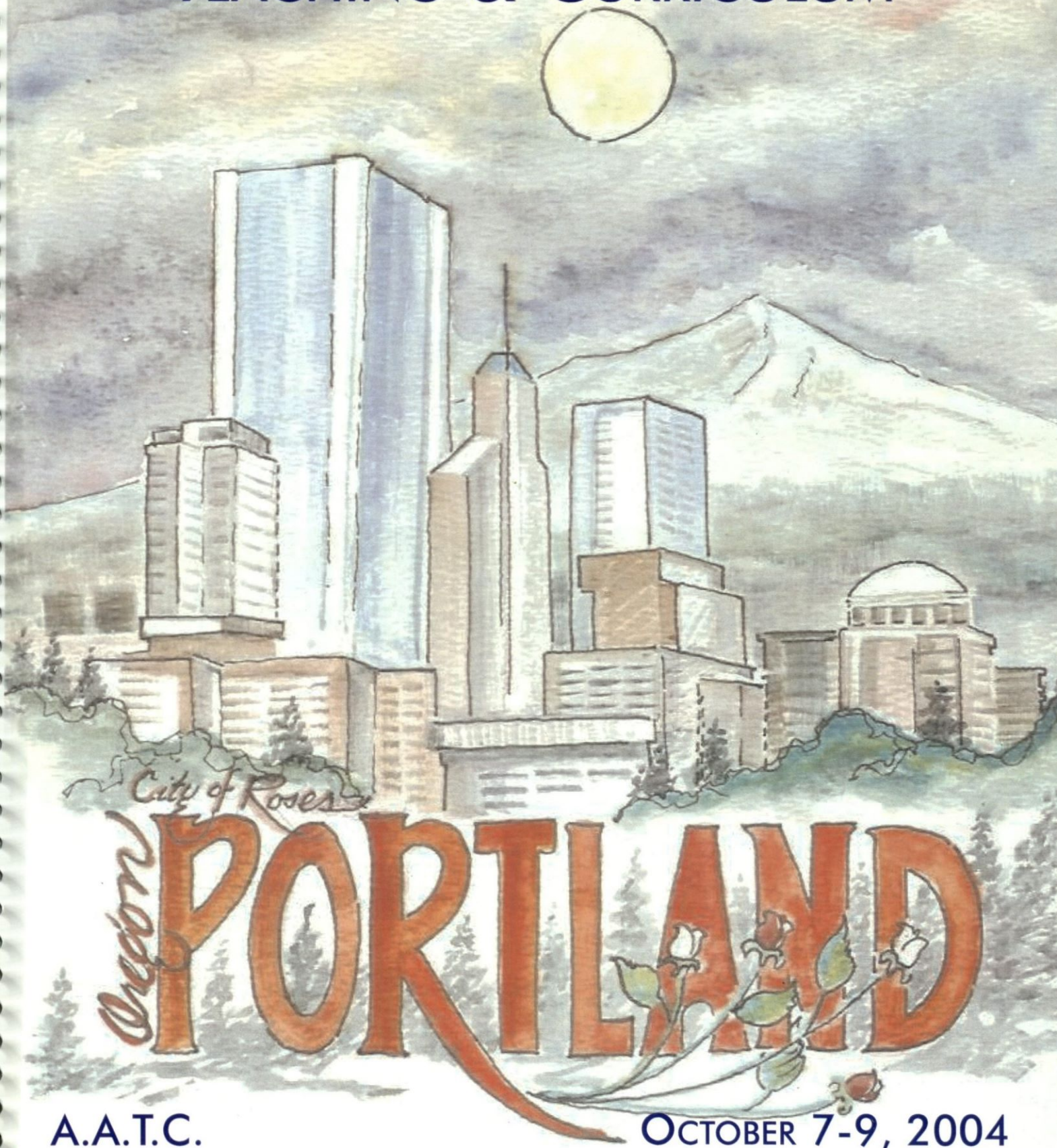


AMERICAN ASSOCIATION FOR TEACHING & CURRICULUM



A.A.T.C.

OCTOBER 7-9, 2004

AATC LEADERSHIP FOR 2003-2004

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The American Association for Teaching and Curriculum

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

The scholarly field of teaching and curriculum, however, was not represented in the formation of the early American Scholarly organizations, even though university departments that encompassed both the scholarly and the professional study of teaching and curriculum had been established prior to the end of the nineteenth century. Several types of groups were formed eventually, those concerned primarily with the rights and responsibilities of teachers (unions), ones recognizing honor performance (e.g. Kappa Delta Pi) and organizations whose members' interests are primarily K-12 content and methods (e.g. ASCD, IRA) or had a narrow focus in one field of education, such as philosophy or education policy.

An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the American Association for Teaching and Curriculum (AATC) on October 1, 1993. The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study, to constitute a national learned society for the scholarly field of teaching and curriculum (teaching is the more inclusive concept; curriculum is an integral part of teaching--the "what to teach" aspect). In the larger universities, faculty members identified with this field of scholarly study typically affiliated with departments of curriculum and instruction, teacher education, elementary and secondary education. Jack Laska became the first secretary-treasurer of AATC. AATC continues to serve scholarship in teaching and curriculum through its conferences, journals, and the interaction of its members.

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

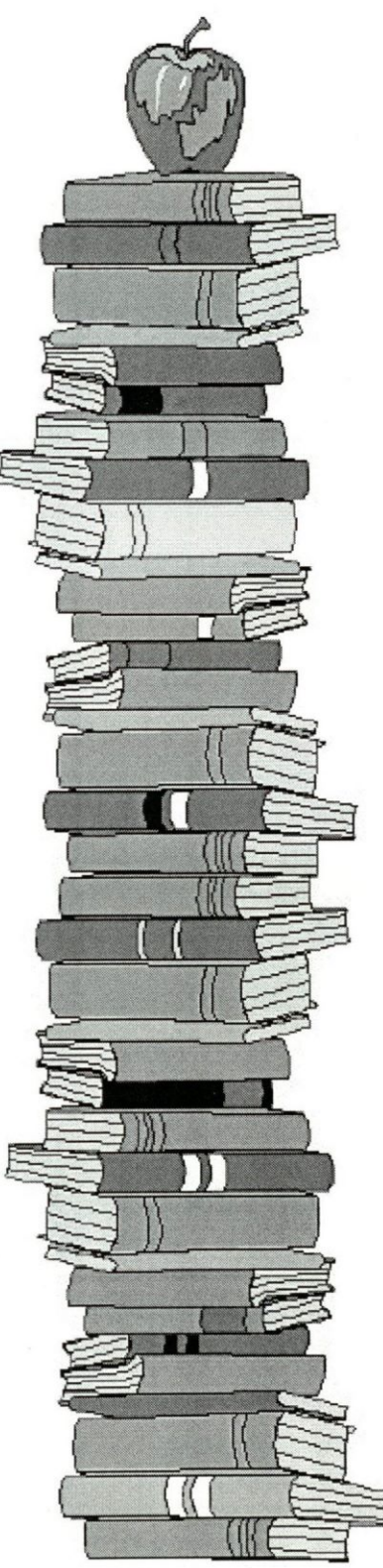
To promote the scholarly study of teaching and curriculum, all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum shall be encouraged.

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

AATC Conference Schedule

The Benson Hotel Portland, Oregon

11th Annual Meeting of the Minds



Thursday, October 7th

- 7:30am - 5:00pm Registration
- 8:00am - 9:45am Executive Council Meeting
- 10:30am - 12noon Opening Session - **Crystal Ballroom**
Welcome to AATC in Portland
 Dr. Larry Holt, AATC Program Chair

"The failings of no child left behind"
David Flinders, President
- 12noon - 12:50pm Lunch on your own
- 1:00pm - 5:50pm Break-out Sessions
- 6:00pm Reception - **Crystal Ballroom**

Friday, October 8th

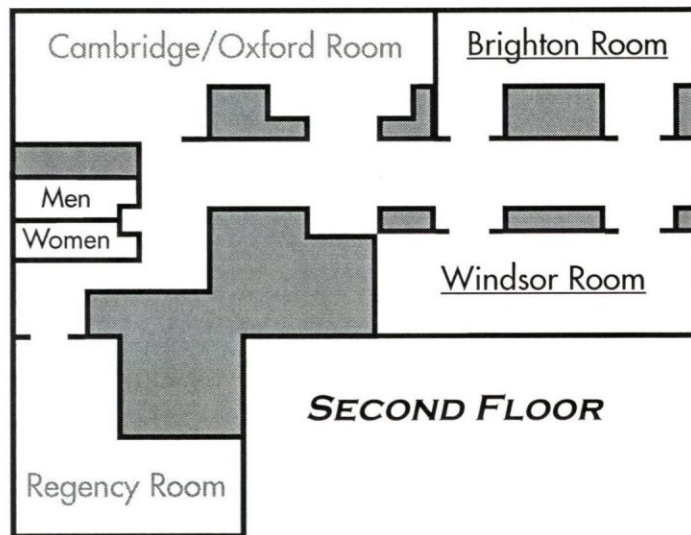
- 7:30am - 5:00pm Registration
- 7:30am - 9:00am Continental Breakfast
- 8:30am - 9:15am Business Meeting - **Crystal Ballroom**
 Distinguished Dissertation Award Presentation
- 9:30am - 12noon Break-out Sessions
- 12noon - 1:00pm Lunch on your own
- 1:15pm - 6:00pm Break-out Sessions
- 7:00pm - 9:00pm Banquet - **Crystal Ballroom- Geneva Gay**

Saturday, October 9th

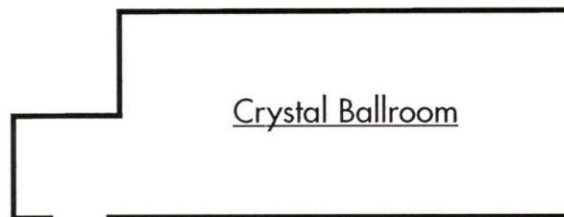
- 7:30am - 10:00am Registration
- 7:30am - 9:00am Continental Breakfast
- 7:30am - 8:00am Professors of Curriculum dialogue
- 8:00am - 9:15am Professors of Curriculum dialogue
- 9:20am - 12:00pm Break-out Sessions
- 12:30pm Luncheon and Closing Session
Madeleine Grumet

THE BENSON HOTEL

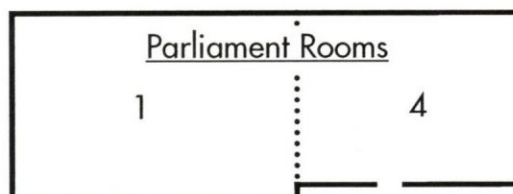
CONFERENCE AND MEETING FACILITIES



LOBBY LEVEL



LOWER LEVEL



BREAK-OUT SESSION QUICK GLANCE REFERENCE SHEET

Thursday's Sessions

		PARLIAMENT 1	BRIGHTON	WINDSOR	PARLIAMENT 4	
SESSIONS	1	1:00 2:00	Schimmoeller Biraimah	Hadley, Sanders	Noordhoff Combs, Koetting	Bailey Raouda
	2	2:05 3:05	Caskey Nicholson, Russell	Brown, Kysilka	Flinders, Ouellette	Gaythwaite Moch
	3	3:15 4:15	Kunzman	Brown, Kysilka, Stern, Null	Deets	Brown Moroye
	4	4:20 5:50	Callejo-Perez, Combs, Fain, Gutierrez, Koetting, Slater	Stern, Veal, Riley, Purcell	Ackley, Fallon	Tunks, Wilhelm, Jackson, Hoggan, Dunlap Fiedler

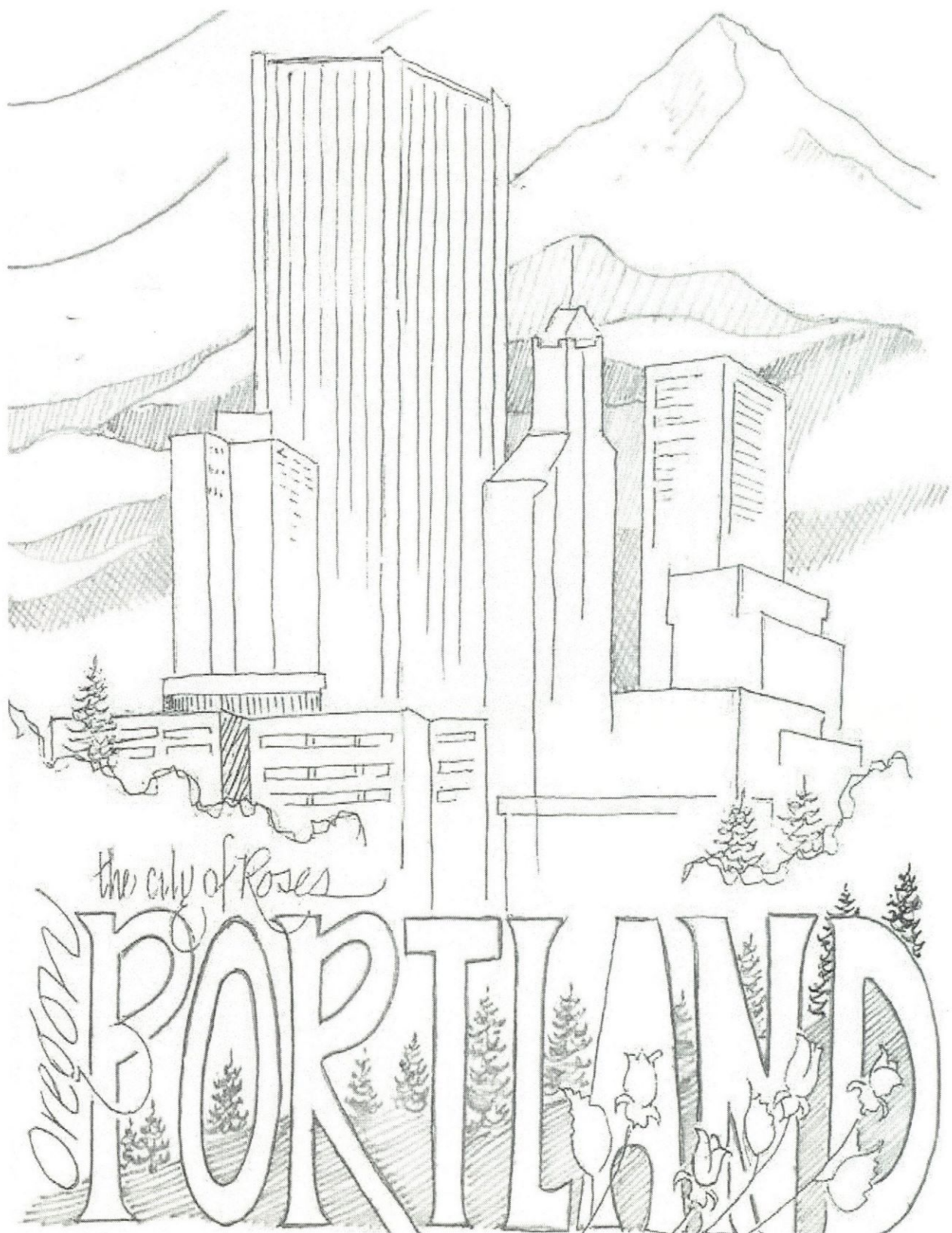
Friday's Sessions

		PARLIAMENT 1	BRIGHTON	WINDSOR	PARLIAMENT 4	
SESSIONS	5	9:30 11:00	Elges, Jen-Chen, Malisa, Harootunian, Patch, Sá	Thompson, Uhrmacher Wilhelm, Contreras	Liss Elsasser, Brown	Dunlop, Kymes
	6	11:05 12:00	Davis Pegler, Santini	Jen-Chen Ouellette	Gay, Schwarz, Gray, Woodward, Dingus, Kirkland	Koetting, Combs Brown
	7	1:15 2:15	Null Tsai, Chien	LaBarre, Birenhaum	Luckett	Nicholson Ruben
	8	2:20 3:20	Elges Ray	Niedzielski Van Kannel-Ray	Holt	Wiseman Arwood
	9	3:30 4:30	Masko Luckett, Kysilka	Kunzman Gutierrez	Rutter	Harootunian Ramsey
10	4:35 6:00	Slater, Abou-Assali, Lopez	Flinders, Elsasser, Callejo-Perez, Kienholz, Brown	Dickson (poster) Johnson (poster)	Sá Soliven	

Saturday's Sessions

		PARLIAMENT 1	BRIGHTON	WINDSOR	PARLIAMENT 4	
SESSIONS	11	9:20 10:50	Klages, Trawbridge, Stansell Klages, Pate-Moulton	Stewart, Becker Steward, Cheek, Borgia	Jen-Chen	Schwarz, Brown, Castle Harper
	12	10:55 11:55	Gay, Grumet Flinders (moderator)			

THURSDAY BREAKOUT SESSIONS



THURSDAY, OCTOBER 7TH

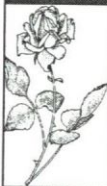
1.1

1:00-2:00 Paper Presentations
PARLIAMENT 1**Peggy Schimmoeller***(Randolph-Macon Woman's College)***FIELDWORK IN PAKISTAN AND THAILAND: AN ANALYSIS OF TEACHING, SCHOOL ORGANIZATION, AND CULTURE**

A comparative international field study investigation of school structures in Bangkok, Thailand, and Lahore, Pakistan.

Karen Biraimah*(University of Central Florida)***EQUITABLE OUTCOMES OR THE REPRODUCTION OF MORE SOCIETAL INEQUALITIES? A CRITICAL ANALYSIS OF UNESCO'S EDUCATION FOR ALL AND THE UNITED STATES' NO CHILD LEFT BEHIND PROGRAM**

UNESCO's Education for All and the United States' No child Left Behind programs suggest the promotion of equity and access in education. This paper questions the continued efficacy of using these western-based, elitist educational models to provide real positive educational change and equitable life chances for all the world's children.



1.2

1:00-2:00 Paper Presentations
BRIGHTON**Nancy Hadley, Mary Sanders***(Angelo State University)***TEACHING READING TO ADULT LEARNERS**

Presentation describes a new program at a regional university which attempts to reteach young college students reading comprehension skills.

THURSDAY, OCTOBER 7TH

1.3

1:00-2:00 Paper Presentations
WINDSOR

Karen Noordhoff

(Portland State University)

THE DEVELOPMENT OF IDENTITY IN GRADUATE PRE-SERVICE TEACHERS

This session describes a course for pre-service teacher candidates in which they explore their identities as persons entering the teaching profession, using principles and practices of Courage to Teach and Scottish Storyline Method, including data reflecting teacher candidates' experiences of the course.

Martha Combs, J. Randall Koetting

(University of Nevada, Reno)

EXPLORING K-12 STUDENT LEARNING WITH TEACHER CANDIDATES

Examines issues surrounding the development of Student Learning Samples, classroom-based performance assessments, that focus teacher candidates on the examination of their developing professional knowledge base.

1.4

1:00-2:00 Paper Presentations
PARLIAMENT 4

Lynne Bailey

(University of North Carolina at Charlotte)

THE GRADUATE TEACHER LEADERSHIP COURSE AND TEACHER PERCEIVED EMPOWERMENT

A pilot study of teachers who participated in a graduate teacher leadership course and their perceptions of how the course influenced their sense of empowerment as education professionals.

Najwa Raouda

(Oklahoma State University)

NATURE OF POWER IN EDUCATION

The paper is about the nature of power in education as it reflects on the effects of social class and looks at power relationships and power disparity.



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THURSDAY, OCTOBER 7TH

2.1

2:05-3:05 Paper Presentations
PARLIAMENT 1**Micki Caskey**
(Portland State University)**DIMENSIONS OF ACTION RESEARCH**

Examine the varying contexts, purposes, and outcomes of action research conducted by pre-service teachers, classroom teachers, school administrators, university faculty, and other researchers.

David W. Nicholson (Concord College)
Teresa Russell (Princeton Senior High School)**THE CONNECTION BETWEEN CRITICAL VIEWING AND LITERACY SKILLS: AN ACTION RESEARCH STUDY**

This action research study examines student transfer of literacy skills between a critical viewing elective course and an English literature course.



2.2

2:05-3:05 Paper Presentations
BRIGHTON**Susan C. Brown, Marcella L. Kysilka**
(University of Central Florida)**LOOKING AT MULTICULTURAL AND GLOBAL CONCEPTS FROM THE PAST: CARTOONS AND ILLUSTRATIONS FROM RUGG'S 1930'S TEXTBOOK SERIES**

Presenters will use Rugg's textbook illustrations to show how this important curriculum-maker addressed multicultural and global concepts such as human rights, multiple perspectives, and interdependence.

THURSDAY, OCTOBER 7TH

2.3

2:05-3:05 Issues
WINDSOR

David J. Flinders (*Indiana University*)

Dan Ouellette (*Vicksburg High School*)

TEACHING AND THE WAR IN IRAQ

Teachers examine student understandings of the war in Iraq and consider the challenges of discussing such complex issues in the classroom.

2.4

2:05-3:05 Paper Presentations
PARLIAMENT 4

Edie Gaythwaite

(*University of Central Florida*)

DIDN'T YOU SEE WHAT I MEANT? REVEALING THOUGHTS, LISTENING TO SPEECH-GESTURES

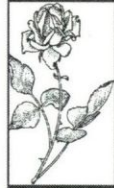
An awareness of the semiotic function of spontaneous speech-gestures can assist student and teacher in understanding attainment.

Peggy L. Moch

(*Valdosta State University*)

BREAKING THE CYCLE: MODIFYING PRE-SERVICE ELEMENTARY TEACHERS' ATTITUDES ABOUT MATHEMATICS

Data was collected from pre-service elementary teachers taking mathematics education courses about their attitudes, previous experiences, and how their attitudes have been changed about mathematics.



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THURSDAY, OCTOBER 7TH

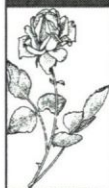
3:15-4:15 **Dissertation Winner**
PARLIAMENT 1

3.1

Robert Kunzman
(*Indiana University*)

**GRAPPLING WITH THE GOOD AND RIGHT: RELIGIOUS-ETHICAL
DIALOGUE IN PUBLIC SCHOOL CLASSROOMS**

In our world of increasing ethical and cultural diversity, K-12 students need to learn how to engage thoughtfully with religious and other ethical difference. This project offers a vision for how such engagement might take shape in a classroom.



3:15-4:15 **Paper Presentations**
BRIGHTON

3.2

Susan Brown, Marcella Kysilka (*University of Central Florida*)
Barbara Stern (*James Madison University*)
J. Wesley Null (*Baylor University*)

CURRICULUM THEORY DIALOGUE PUBLICATION

Writing for publication.

THURSDAY, OCTOBER 7TH

3.3

3:15 - 4:15 Paper Presentation
WINDSOR

Jennifer Deets

**SHADOW SEARCHING IN CURRICULUM THEORIES: AN
EXPLORATION INTO THE IDEAS OF WELLS FOSHAY AND
WILLIAM DOLL**

Examples of their curriculum matrices in use, examination of the light they shine and the shadows they cast, and suggestions for use by other educators.

3.4

3:15 - 4:15 Paper Presentations
PARLIAMENT 4

Ryan Brown
(Indiana University)

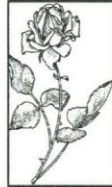
CHALLENGES AND REWARDS: THE CALL OF TEACHING

Focuses on the motives of career-changing professionals to enter the teaching ranks. The motives center on their foreseen challenges and rewards of the teaching profession.

Christy M. Moroye
(University of Denver)

**ECO-EDUCATIONAL CRITICISM AND CONNOISSEURSHIP:
EXPLORING THE ECOLOGY OF TEACHING AND LEARNING**

This presentation details the results of a study of two public school classrooms through an ecological perspective using educational criticism and connoisseurship.



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THURSDAY, OCTOBER 7TH

4.1

4:20-5:50 Symposium
PARLIAMENT 1

- David Callejo Perez** (*University of Nebraska-Lincoln*)
- Martha Combs** (*University of Nevada-Reno*)
- Stephen Fain** (*Florida International University*)
- Robert Gutierrez** (*Florida State University*)
- J. Randall Koetting** (*University of Nevada-Reno*)
- Judith Slater** (*Florida International University*)

THE SPIRITUALITY OF CURRICULUM REFORM: RECLAIMING THE CURRICULUM

Six curricularists approach the spirituality of curriculum through different voices arguing that recent educational policy has birthed reforms that raze the spiritual core of communities.



4.2

4:20-5:50 Symposium
BRIGHTON

- Barbara Slater Stern** (*James Madison University*)
- William Veal** (*University of North Carolina-Chapel Hill*)
- Karen Riley** (*Auburn University-Montgomery*)
- Steve Purcell** (*James Madison University*)

INTEGRATING HANDHELD TECHNOLOGY IN THE CLASSROOM: POSSIBILITIES, PROBLEMS AND CONCERNS

Participants will explore the possibilities, problems and concerns with handheld technologies from the perspectives of social studies, science and general technology.

4.3

4:20-5:50 Issues
WINDSOR**Blaine C. Ackley, Moira Fallon**
(University of Portland)**MAKING THE CASE FOR PRE-SERVICE TEACHER DISPOSITION RUBRICS**

We do not deny that teacher education programs can be designed to have a tremendous positive influence on many candidates' personal dispositions during the course of the teacher education program (Nelson, 2002; Laason, Aldrich & Thomas 2003). Yet, we instinctively know that we could eliminate a lot of wasted time and energy if we were able to screen teacher education candidates for certain dispositions.

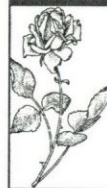
4.4

4:20-5:50 Issues
PARLIAMENT 4**Jeanne Tunks, Ron Wilhelm, Jennifer Jackson,**
Barbara Hoggan, Karen Dunlap
(University of North Texas)**THE EVOLUTION OF ARTFUL TEACHING IN A UNIVERSITY SETTING**

Professors and doctoral students will engage in conversations regarding the inclusion of art and artful teaching practices in university courses of curriculum foundations at both the undergraduate and graduate levels. technologies from the perspectives of social studies, science and general technology.

Rebecca L. Fiedler
(University of Central Florida)**TECHNOLOGY IN CURRICULUM: JUST WHAT DO WE MEAN?**

Technology appears in curriculum writings. What does it mean? Is it a tool or a process? What are the curricular implications? Explore the tool/process dichotomy.



FRIDAY BREAKOUT SESSIONS



FRIDAY, OCTOBER 8TH

5.1

9:30-11:00 Symposium
PARLIAMENT 1

Pam Elges, Hsuan-Jen Chen, Mark Malisa, Jeff Harootunian, Mike Patch, Livia Sá
(University of Nevada, Reno)

THE REALITY OF CRITICAL THEORY IN THE HALLS OF HIGHER EDUCATION

Critical theory is the focus while examining the reality of domination/subdomination, the fortunate and the less fortunate, while working as doctoral assistants in higher education.



5.2

9:30-11:00 Issues
BRIGHTON

Pamela Thompson, Bruce Uhrmacher
(University of Denver)

THREE THEORIES OF CREATIVITY: SEEKING PATHWAYS TO THE IMAGINATION

Theories pertaining to creativity from Steiner, Montessori, and Eisner encourage development of the imagination. We relate these themes and offer some implications for curricular design.

Ron W. Wilhelm, Gloria Contreras
(University of North Texas)

A CONVERSATION ON THE NATURE OF RESISTANCE TO MULTICULTURAL EDUCATION

Participants will explore various forms of learner resistance to multicultural education in order to develop research approaches that may resolve the underlying issues.

FRIDAY, OCTOBER 8TH

5.3

9:30-11:00 Issues
WINDSOR

Neil J. Liss
(University of Houston)

THE SPIRITUAL RISK OF ASSESSMENT

Does standardized testing put at risk the spirituality of society? Help begin a philosophical inquiry into the moral consequences of this movement in education.

Stacey Elsasser (The College of Saint Rose)
Pamela Brown (Oklahoma State University)

BACK TO THE TEACHER'S LOUNGE: A PROFESSIONAL CONVERSATION ABOUT THE COLLEGE CLASSROOM

This informal session allows you a chance to share teaching ideas with others who teach similar courses in college. Bring your lesson plans!

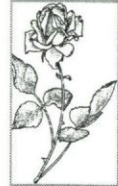
5.4

9:30-11:00 Symposium
PARLIAMENT 4

Janet C. Dunlop, Angel Kymes
(Oklahoma State University)

THE TV COURTROOM: JUSTICE FOR ALL?

An interactive humanities curriculum exercise integrating media literacy by which we deconstruct television images of crime, social inequity and justice in the U.S. legal system.



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FRIDAY, OCTOBER 8TH

6.1

11:05-12:00 Paper Presentations
PARLIAMENT 1

Sara McCormick Davis
(Portland State University)

CARING FOR A TROUBLED CHILD: LESSONS 23 YEARS LATER

Reflections on a particular, personal "teacher story." What are the implications for teacher education?

Ross Pegler, Beth Santini
(Royal Palm Exceptional School)

ESE (ECONOMICS SUPPORTED EDUCATION) PROJECT

Special education students create, manage, produce and sell educational manipulatives called Education Blocks. The receipts from sales are used monthly for "business luncheons" that are educational excursions to ethnic restaurants.



6.2

11:05-12:00 Paper Presentations
BRIGHTON

Hsuan-Jen Chen
(University of Nevada, Reno)

THE RATIONALE FOR CRITICAL PEDAGOGY IN FACILITATING CULTURAL IDENTITY DEVELOPMENT

This session examines the rationale for critical pedagogy in facilitating subordinate groups' cultural identity development. The rationale includes three underlying assumptions of critical theory.

Daniel Ouellette
(Vicksburg Community Schools)

HIGH STATUS VS. LOW STATUS: WHY THE VALUES REINFORCED BY SCHOOLS MUST CHANGE

Fundamental changes must occur in the assumptions made by our public schools, whereby our schools learn to value local "low-status" knowledge in addition to traditional "high-status" knowledge, or we must face our extinction.

FRIDAY, OCTOBER 8TH

6.3

11:05-12:00 Retrospective Panel
WINDSOR

Geneva Gay (University of Washington)

Gretchen Schwarz (Oklahoma State University)

Audra Gray, Steve Woodward, Jeannine Dingus, Kipchoge Kirkland

REFLECTIONS OF GENEVA GAY'S IMPACT ON EDUCATION

6.4

11:05-12:00 Paper Presentations
PARLIAMENT 4

J. Randall Koetting, Martha Combs
(University of Nevada, Reno)

**TEACHING AND THE TEACHER VS. LEARNING AND THE
LEARNER: CURRICULUM THEORY REVISITED**

This paper re-examines the impact of reconceptualist writings on the field of curriculum, as well as the seeming current disconnect between curriculum theory and praxis.

Pamela U. Brown
(Oklahoma State University)

**THE SHADOW CURRICULUM: PROFITING FROM THE CAPTIVE
AUDIENCE**

Textual analysis of materials used in school and by schools to sell products to students and teachers, from soda pop to packaged curriculum.



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FRIDAY, OCTOBER 8TH

7.1

1:15-2:15 Paper Presentations
PARLIAMENT 1

J. Wesley Null
(*Baylor University*)

THE BATTLE FOR TEACHER EDUCATION CURRICULUM, 1880-1930

During this session, the presenter will share with the audience his initial research into a major study on the history of teacher education curriculum. The purpose of the paper will be to provide an overview of the various battles that took place during the late 19th and early 20th centuries about the nature of teacher education curriculum. Bangkok, Thailand, and Lahore, Pakistan.

Mei-Mei Tsai (*National Taipei University of Technology, Taiwan*)
Ya-Chen Chien (*Tsu Chi University, Taiwan*)

INCORPORATING COOPERATIVE LEARNING IN TAIWAN EFL CLASSROOMS

The study provides a measure of the effectiveness of cooperative learning in English as a foreign language in university classes in Taiwan.



7.2

1:15-2:15 Paper Presentations
BRIGHTON

Mary LaBarre, Linda Birenbaum
(*Portland State University*)

SUFFERING AND DEATH: DEVELOPMENT OF A COURSE ACROSS DISCIPLINES

Presenters will share how they brought two disciplines together to develop a course for students in diverse professions. Co-teaching and learning strategies will be discussed.

FRIDAY, OCTOBER 8TH

7.3

1:15-2:15 Paper Presentations
WINDSOR

Judy Lockett
(University of Central Florida)

FISHBOWL REFLECTIONS: A HIGH SCHOOL TEACHER'S ENLIGHTENMENT DURING A FACULTY DESEGREGATION EXPERIENCE

In 1970, a televised lottery reassigned teachers by race in Orange County, Florida. An Illinois teacher became involved and was forever changed by the experience.

7.4

1:15-2:15 Paper Presentations
PARLIAMENT 4

David W. Nicholson
(Concord College)

PRE-SERVICE TEACHERS' CONCEPTIONS OF EXPERT AND NOVICE TEACHERS' KNOWLEDGE

Pre-service teachers identify their own naïve conceptions about teaching and indicate opportunities in teacher preparation programs to affect conceptual change.

Barbara Ruben
(Portland State University)

NURTURING TEACHERS WHO ARE OPEN TO CHANGE, WITHIN A PRE-SERVICE TEACHER EDUCATION PROGRAM

Presentation discusses findings from a study of teacher education program graduates to determine the existence or lack of characteristics of teachers open to change.



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2:20-3:20 Paper Presentations
PARLIAMENT 1

Pam Elges
(University of Nevada, Reno)

**CONTRADICTION IN STUDENT TEACHERS' WORK SAMPLES:
 CAN THEY PRACTICE WHAT WE PREACH?**

Work sample methodology is being implemented as a way to document intern's ability to impact student learning. Is this a possibility regarding novice teachers?

G. Thomas Ray
(Western Michigan University)

**LEARNING TO DESTROY THE WORLD: SCHOOLS' HIDDEN
 CURRICULUM OF ECOLOGICAL MIS-EDUCATION**

In this paper I argue that schools subtly and implicitly contribute to culturally grounded habits of mind that result in environmentally unsustainable behavior.



2:20-3:20 Paper Presentations
BRIGHTON

Jennifer J. Niedzielski
(Hamilton Community Schools)

**THE PROBLEMATIC RELATIONSHIP BETWEEN STANDARDIZED
 TESTING'S IMPLICIT CURRICULUM AND THE ENVIRONMENT**

In this paper I argue that the implicit curriculum of standardized testing reinforces a modernistic world view that contributes to a destructive relationship between humans and the natural environment.

Nancy Van Kannel-Ray
(Western Michigan University)

**MEANINGFUL LEARNING: RECONCILING THE CONSEQUENCES
 OF CONSTRUCTIVIST PEDAGOGY WITH ENVIRONMENTAL
 SUSTAINABILITY**

This paper addresses the limitations of constructivist pedagogy through the lens of environmental sustainability and discusses how certain patterns of thinking regarding constructivism can be rehabilitated in order to overcome these limitations.

FRIDAY, OCTOBER 8TH

8.3

2:20-3:20 Issues
WINDSOR

Larry Holt

(University of Central Florida)

TEACHER OR LEARNER FOCUSED CURRICULUM: A GAP IN PERCEPTION AND IN PRACTICE

Research on teaching for the past 30 years has focused largely on teacher behaviors. This session will discuss considerations from the learners point of view to enhance instructional delivery.

8.4

2:20-3:20 Paper Presentations
PARLIAMENT 4

Alexander Wiseman

(University of Tulsa)

CIVIC EDUCATION TEACHING AND CURRICULUM: A PROJECT OF NATIONS

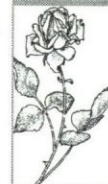
This paper discusses the ways that civic education teaching and curriculum have been tools for the incorporation and transmission of ideas that are shaped by conceptions of national, cultural, and ethnic identity in the United States compared to other nations. reteach young college students reading comprehension skills.

Ellyn Lucas Arwood

(University of Portland)

TEACHING IN THE LANGUAGE OF THE MIND

Just because a student speaks English does not mean the students' mind processes spoken assignments! Curriculum and teaching should meet the student's language of the mind.



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FRIDAY, OCTOBER 8TH

9.1

3:30-4:30 Paper Presentations
PARLIAMENT 1

Amy Masko

(Grand Valley State University)

URBAN CHILDREN'S EXPERIENCES: WHEN IT'S ABOUT RACE, DO ADULTS CARE?

The author discusses an ethnography of multi-ethnic urban children's racial lives, and specifically addresses the role of adult protection, and the implications for school personnel.

Judith Lockett, Marcella L. Kysilka

(University of Central Florida)

GRADE LEVEL AND SCHOOL LEADERSHIP: EFFECTS ON CURRICULUM IN A FACULTY DESEGREGATION EFFORT

Using oral histories, content analysis of newspaper articles, and other sources, the researchers document differences in curriculum after implementation of a 1970 Florida desegregation plan.



9.2

3:30-4:30 Paper Presentations
BRIGHTON

Robert Kunzman

(Indiana University)

A CIVIC EDUCATION CURRICULUM FOR HOMESCHOOLERS: IMPLICATIONS FOR DEMOCRACY...AND PUBLIC SCHOOL

Through a description and analysis of civic education curricula for conservative religious homeschoolers, this presentation considers the implications for American democratic citizenship and public schools.

Robert Gutierrez

(Florida State University)

ELEMENTS OF A TEACHER PREPARATION COURSE EMPHASIZING CIVIC EDUCATION

A paper that identifies five elements of an ideal methods course in teacher preparation with a civic education perspective.

FRIDAY, OCTOBER 8TH

9.3

3:30-4:30 Paper Presentations
WINDSOR

Alison Rutter

(East Stroudsburg University of Pennsylvania)

TEACHING TEACHERS TO TEACH TEACHERS

Alison Rutter (East Stroudsburg University of Pennsylvania)

This study addresses the issues related to preparing classroom teachers for their role as instructor with field experience students.

9.4

3:30-4:30 Paper Presentations
PARLIAMENT 4

Jeff Harootunian

(University of Nevada, Reno)

**CONTENT, PRODUCT, AND PROCESS: DEVELOPING A
FRAMEWORK FOR FIELD EXPERIENCES IN ELEMENTARY
MATHEMATICS**

This paper will examine how an elementary mathematics field experience might be reframed from the perspective of three philosophical viewpoints toward curriculum and instruction.

Sarah J. Ramsey

(Oklahoma State University)

REFLECTIVE TEACHER EDUCATION: PARADOX OR POSSIBILITY?

Can pre-service teachers engage in meaningful reflection in their teacher education programs? Come to this session to discuss the im/possibilities of reflective teacher education.



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FRIDAY, OCTOBER 8TH

4:35-6:00 Symposium
PARLIAMENT 1

10.1

Judith J. Slater, Mona Abou-Assali, Sharon M. Lopez
(Florida International University)

**REFORM EFFORT EFFECTS ON SCHOOL STAFF CURRICULUM
AND INSTRUCTION**

Presentation of two studies based on change theory of the effects of the Florida reform efforts on school personnel, curriculum and instruction, questioning sustainability.



4:35-6:00 Symposium
BRIGHTON

10.2

David J. Flinders (Indiana University)
Stacey Elsasser (College of St. Rose)
David M. Callejo Perez (University of Nebraska-Lincoln)
Kevin Kienholz (Emporia State University)
Chair Moderators:
Susan Brown (CTD Editor, University of Central Florida)
David J. Flinders (Indiana University)

**LIFE AFTER THE DISSERTATION: THE PROSPECTS AND
CHALLENGES OF PUBLISHING**

Former AATC Dissertation Award recipients discuss their experiences.

FRIDAY, OCTOBER 8TH

10.3

4:35-6:00 Posters
WINDSOR

Violet Dickson
(University of North Texas)

**THE NATURE OF STUDENT AND TEACHER DISCOURSE IN THE
ELEMENTARY CLASSROOM**

Chrystal S. Johnson
(University of Virginia)

**TIES THAT BIND: LINKING CHARACTER EDUCATION,
CITIZENSHIP EDUCATION, AND THE SOCIAL STUDIES**

10.4

4:35-6:00 Issues
PARLIAMENT 4

Livia Marly Sa´
(University of Nevada, Reno)

**THE OPERATIONAL CONTINUUM: A SYSTEMATIC
UNDERSTANDING OF THE EDUCATIONAL ACTIVITY**

Jacob Kantor's interbehavioral hypothesis and the use of logic to promote teachers' deliberate participation in the planning of curriculum.

Stephanie Soliven
(Southwest Middle School)

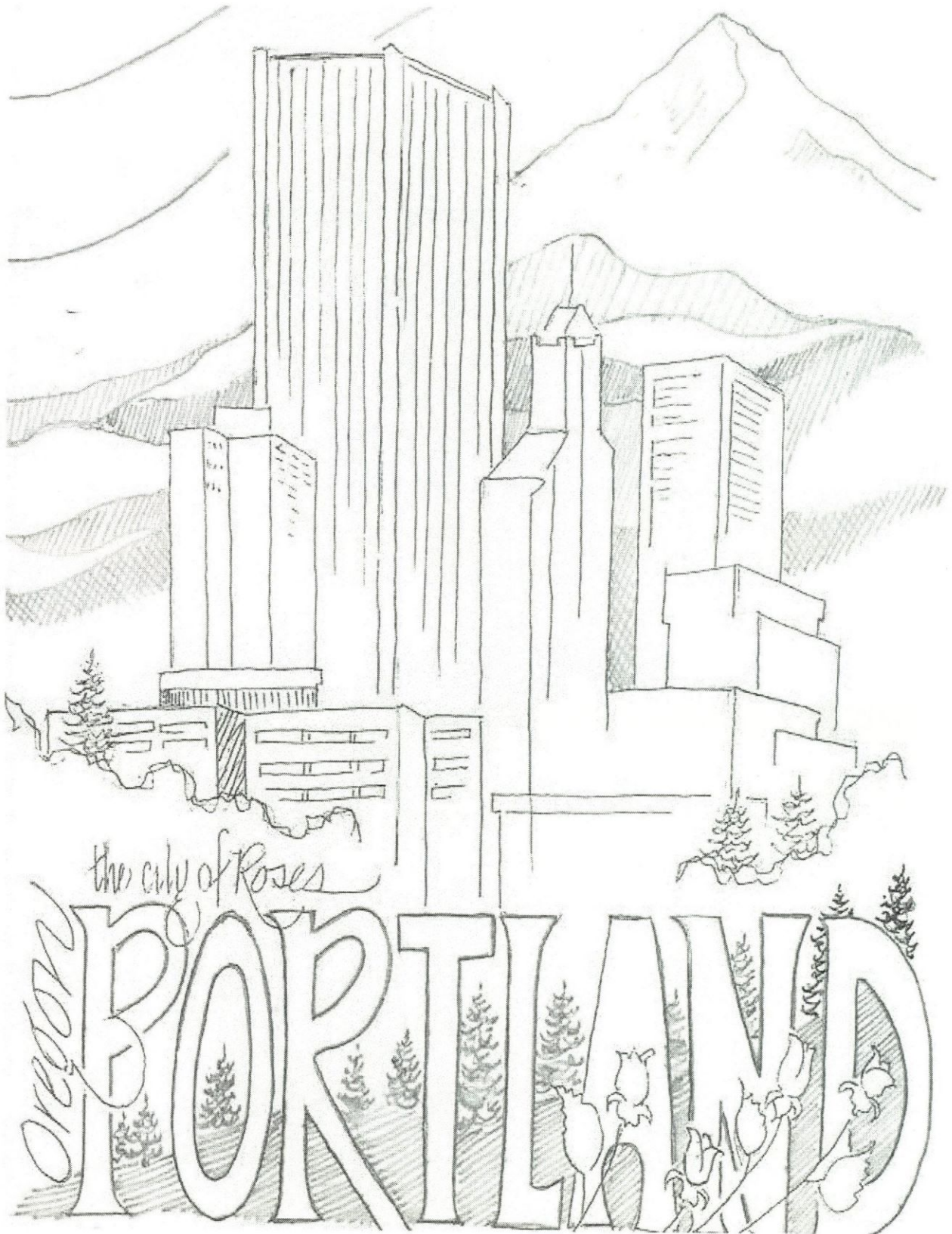
**TEACHERS AS ANALYSTS, CURRICULARISTS, AND EMPOW-
ERED CHANGE AGENTS**

Site-based curriculum deliberation can bridge theory and practice to yield measurable results while allowing educators to reconcile accountability demands with desires for an engaging educational program.



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SATURDAY BREAKOUT SESSIONS



SATURDAY, OCTOBER 9TH

11.1

9:20-10:50 Issues
PARLIAMENT 1

Carol Klages, Steve Trawbridge, John Stansell
(University of Houston-Victoria)

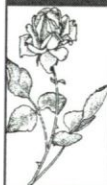
LOOKING AT THE READING OF NARRATIVE AND EXPOSITORY TEXT THROUGH THE LENS OF MISCUE ANALYSIS

A look at the types of miscues readers make when reading expository versus narrative texts and how these miscues affect the reading process.

Carol Klages, Shana Pate-Moulton
(University of Houston-Victoria)

PEDAGOGY, TECHNOLOGY, AND CURRICULUM INTEGRATION: TWO UNIVERSITIES COLLABORATE TO CREATE DISTANCE LEARNING PARTNERS

Two universities collaborate to connect reading, writing, and literature while developing a relevant webpage.



11.2

9:20-10:20 Paper Presentations
BRIGHTON

Trae Stewart, Debbie Becker
(University of Central Florida)

PERISTALTIC MODEL FOR SERVICE LEARNING INFUSION IN TEACHER EDUCATION

This paper presents a new model of service-learning infusion in required undergraduate teacher education courses that uses "peristalsis" as its conceptual foundation.

Frances Steward (Western Illinois University)
Earl H. Cheek, Jr. (Louisiana State University)
Laurel Borgia (Western Illinois University)

REFLECTIVE INTERPRETATIONS: BALANCING THE READING PROCESS AND LITERACY AREAS

Participants will explore the growth of graduate students' learning through their reflective responses, literacy concepts, lesson design, and meaningful experiences recorded during two semesters.

SATURDAY, OCTOBER 9TH

11.3

9:20-10:50 Dissertation Winner
WINDSOR

Hsuan Jen-Chen

(University of Nevada-Reno)

TOWARD A CONCEPTUAL FRAMEWORK OF ASIAN AMERICAN CULTURAL IDENTITY, SOCIETAL POWER RELATIONS AND CURRICULUM

In this study, I conceptualize Asian American cultural identity by pulling together three different strands of research using a grounded theory research design through the lens of critical theory. The three strands include: conceptualization of cultural identity, the experiences of Asian Americans related to cultural identity development, and the connections between school and cultural identity.

11.4

9:20-10:50 Issues
PARLIAMENT 4

Gretchen Schwarz *(Oklahoma State University-Tulsa)*

Pam Brown, Kathryn Castle

(Oklahoma State University-Stillwater)

TAKING CARE OF BUSINESS: THE CORPORATION AND PUBLIC EDUCATION

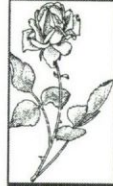
In this discussion of ideas/issues, we will explore the growing influence of business on public education-from early childhood through college-and educators' responses.

Virginia Harper

(University of Central Florida)

WHO WILL SAVE ME? SCIENTIFICALLY BASED READING INSTRUCTION AND THE HUMANISTIC GAP

In the rush to implement scientifically based reading instruction in secondary schools, teachers must not forget the humanistic approach before any progress in reading can be made.



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SATURDAY, OCTOBER 9TH

12.1

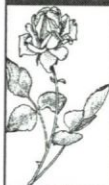
10:55-11:55 Joint Session
PARLIAMENT 1

Geneva Gay (University of Washington)

Madeleine Grumet (University of North Carolina - Chapel Hill)

David Flinders (Indiana University) - Moderator

The Future of Curriculum and Teaching Scholarship



12.2

10:55-11:55
BRIGHTON

No presentations in this room at this time

SATURDAY, OCTOBER 9TH

12.3

10:55-12:25
WINDSOR

No presentations in this room at this time

12.4

10:55-12:25
PARLIAMENT 4

No presentations in this room at this time



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CALL FOR MANUSCRIPTS-2005

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 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 25th 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 bibliography of each author, 15 words or less

3 manuscript copies with title of manuscript at top (no author)

12 point font, double-spaced, page limit according to category

References in APA style

IBM compatible, Word 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 envelope for notification of manuscript arrival

Submit Manuscript Copies at the AATC Conference

OR

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