ECOLOGY, SUSTAINABILITY, CREATIVITY & WELL-BEING
The 24th Annual Conference of the American Association for Teaching and Curriculum
October 5-7, 2017
Sheraton Denver Tech Center Hotel
Greenwood Village, CO

AATC Denver 2017 logo design by Chaim Bellinsky, Student,
Arapahoe Community College, Denver, Colorado

Cover Artist’s Statement: I intended for the subject’s gender to be ambiguous to better express how creativity and sustainability depend on people in general, rather than a specific group of people. To show ecology, I added trailing pea plants from the subject’s hair and the background of succulents (which are very hardy plants that adapt easily to changing environments). My color palette is warm browns and greens, which I hope will lend the piece an overall peaceful tone for the theme of well-being.

—Kelsey VanZandt, Student, Mullen High School, Denver, Colorado

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PRESIDENT’S WELCOME

October 2017

Welcome to Denver and AATC’s Annual Conference. Colorado’s mountains are a haven for people around the world who are seeking proximity with nature. It seems, therefore, appropriate that our theme at this year’s conference is Ecology, Sustainability, Creativity, and Well-Being. We will consider what it means to live in harmony with a planet in crisis and explore the interrelationship between social and ecological justice, and personal, social, and ecological well-being.

As we come together for the 24th annual conference, let us step back and consider our roles in these tumultuous times. As I sit writing this greeting, our country has been roiled by two massive hurricanes in short succession. The tragic flooding in Florida and Texas is a potent reminder of the new dangers posed by climate change. Now more than ever, we need to reinforce ourselves and consider how to be creative and well in challenging times. This, in turn, will help to ensure we are better educators and models for our children and future generations.

This year’s conference features two renowned keynote speakers who have addressed issues of teaching, curriculum, well-being, creativity, and ecology in different ways. Both have been prolific authors and scholars, and both have taken concrete action to enact their ideas around the world. I am very pleased to welcome, as our keynote speakers, Dr. Louise Chawla, Associate Director of the Children, Youth and Environments Center for Community Engagement (CYE Center) and Professor in the Environmental Design Program at CU Boulder, and Dr. David Orr, “Counselor to the President” Oberlin College and Paul Sears Distinguished Professor of Environmental Studies & Politics at Oberlin, Emeritus. Both are excellent examples of scholars who embody their ideas in thought and action, and we are honored to have them participate in the conference. In the spirit of opening our dialogue with the communities around us, we have, for the first time, opened up the Kysilka Keynote Address to the general public. If you are a graduate student or an early career faculty member, we also have many opportunities for you in the program, including our Invited Breakfast and our Writer’s Workshop.

Congratulations are due to all those who won awards from the association this year. The O.L. Davis, Jr. Book Award recipient is Dr. Sara Childers for her book Urban Educational Identity: Seeing Students on Their Own Terms. The
John Laska Dissertation Award winners this year are Moving Beyond Personal Responsibility: A Critical Discourse Analysis of Digital Citizenship Curricula, by Dr. Kristen Mattson (Curriculum) and More than a feeling: A study on conditions that promote historical empathy about an underrepresented historical figure in middle and secondary social studies class with “The Elizabeth Jennings Project,” by Dr. Katherine Perrotta (Teaching). Finally, the Hunkins Distinguished Article Awardees are Kristina Valtierra "Beyond Survival to Thrival: An Urban Teacher's Promising Career Story" in Teaching, and in Curriculum, Sarah Barron, Jason C. Immekus, Juan Carlos Gonzalez, and Cathy K. Yun "License to Let Go in Transitional Kindergarten Programs: Supports and Barriers of Play-Based Strategies."

We intend for the ideas at the conference and the conversations you have in sessions, in the halls, and all around the community to challenge you to think differently about the role of teaching and curriculum in the 21st century. Hopefully, you can take with you the enthusiasm, ideas, and approaches you learn at the conference and share them with your students, colleagues, and loved ones.

Kevin Cloninger, PhD

AATC President 2017
2017 GRADUATE STUDENT DONORS

The American Association for Teaching & Curriculum gratefully recognizes the following members for their contributions in support of graduate students:

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ASSOCIATE EDITOR
Michelle Tenam-Zemach, Nova Southeastern University
WEB LIAISON
John Pecore, University of West Florida

Leadership changes at the concluding Executive Council meeting of the conference.
2017 AATC AWARDS

O.L. DAVIS, JR. OUTSTANDING BOOK AWARD
Urban Educational Identity: Seeing Students On Their Own Terms
by Sara M. Childers

HUNKINS DISTINGUISHED ARTICLE AWARD
TEACHING
"Beyond Survival to Thrival: An Urban Teacher's Promising Career Story"
by Kristina M. Valtierra

HUNKINS DISTINGUISHED ARTICLE AWARD
CURRICULUM
"License to Let Go in Transitional Kindergarten Programs: Supports and Barriers of Play-Based Strategies"
by Sarah Barron, Jason C. Immekus, Juan Carlos González, and Cathy K. Yun

JOHN LASKA DISTINGUISHED DISSERTATION AWARD
TEACHING
More Than a Feeling: A Study on Conditions That Promote Historical Empathy About an Underrepresented Historical Figure in Middle and Secondary Social Studies Class With “The Elizabeth Jennings Project”, by Dr. Katherine Perrotta

JOHN LASKA DISTINGUISHED DISSERTATION AWARD
CURRICULUM
Moving Beyond Personal Responsibility: A Critical Discourse Analysis of Digital Citizenship Curricula, by Dr. Kristen Mattson
Thu, Oct 05, 2017

7:00am

**Registration**

⏰ 7:00am - 4:30pm, Oct 5

📍 Foyer

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**Executive Council Meeting**

⏰ 7:00am - 8:00am, Oct 5

📍 Elbert

For current AATC Executive Council Members.

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**Speaker:**

- **Kevin Cloninger**
  AATC President, Anthropedia Foundation

- **John Pecore**
  AATC President-Elect; Associate Professor, University of West Florida

- **Todd Hodgkinson**
  Associate Professor of Secondary Education, Drake University

- **Bradley Conrad**
  Associate Professor, Capital University

- **William L. White**
  James Madison University

- **Michelle Tenam-Zemach**
  AATC Executive Council Member; Associate Editor of Curriculum and Teaching Dialogue (Incoming); Associate Professor, Nova Southeastern University

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Drew Kemp
AATC Executive Council Member; Associate Professor, Augusta University

Meg Jacobs
AATC Executive Council Member; Assistant Professor, University of Auckland

Daniel Conn
Associate Professor, Minot State University

Paul Parkison
AATC Executive Council Member; Associate Professor, University of North Florida

Dana Haraway
AATC Executive Council Member; Associate Professor, James Madison University

Megan Kennedy
Associate Professor, Westfield State University

Delane Ingalls Vanada
AATC Executive Council Member; Professor of Art and Design Education, UNC Charlotte

Vicki Ross
AATC Historian; Associate Professor, Northern Arizona University

Christy McConnell Moroye
Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, University of Northern Colorado

Kate Kauper
Associate Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, Cornell College

Candace Schlein
AATC Historian; Associate Professor, University of Missouri - Kansas City

Elaine Chan
AATC Historian; Associate Professor, University of Nebraska - Lincoln
Graduate Student & First-Time Attendee Invited Breakfast

8:00am - 9:00pm, Oct 5
Snowmass

All graduate students and first-time conference attendees are invited to share in a welcome breakfast with current and incoming AATC Executive Council members and leadership.

Speaker:

Kevin Cloninger
AATC President, Anthropedia Foundation

John Pecore
AATC President-Elect, Associate Professor, University of West Florida

Todd Hodgkinson
Associate Professor of Secondary Education, Drake University

Aubrey Southall
Assistant Professor, Aurora University

Joseph Flynn
Associate Professor, Northern Illinois University

Daniel Conn
Associate Professor, Minot State University

Bradley Conrad
Associate Professor, Capital University

William L. White
James Madison University
Megan Kennedy
Associate Professor, Westfield State University

Michelle Tenam-Zemach
AATC Executive Council Member; Associate Editor of Curriculum and Teaching Dialogue (Incoming); Associate Professor, Nova Southeastern University

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Professor, Indiana University

Trudi Gaines
University of West Florida

Drew Kemp
AATC Executive Council Member; Associate Professor, Augusta University

Meg Jacobs
AATC Executive Council Member; Assistant Professor, University of Auckland

Paul Parkison
AATC Executive Council Member; Associate Professor, University of North Florida

Dana Haraway
AATC Executive Council Member; Associate Professor, James Madison University

Dolane Ingalls Vanada
AATC Executive Council Member; Professor of Art and Design Education, UNC Charlotte

Vicki Ross
AATC Historian; Associate Professor, Northern Arizona University

Christy McConnell Moroye
Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, University of Northern Colorado

Kate Kauper
Associate Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, Cornell College
Matt Spurlin  
University of Denver

Trudi Gaines  
University of West Florida

Continental Breakfast  
⏰ 8:00am - 9:00am, Oct 5  
📍 Foyer/Harvard/Princeton  
For all other conference attendees.

9:00am

President's Welcome Address  
⏰ 9:00am - 9:30am, Oct 5  
📍 Harvard/Princeton  
All conference attendees are invited.

Speaker:

Kevin Cloninger  
AATC President, Anthropedia Foundation

10:00am

Paper Session A  
⏰ 10:00am - 11:30am, Oct 5  
📍 Oxford/Yale

21 Subsessions

- Learning and Literacy Disabilities in Higher Education: One University’s Journey to Establishing Reading Interventions for Freshmen Students: Carol Klages, Jane Devick-Fry  
  ⏰ 10:00am - 10:30am, Oct 5

- An Investigation of Disciplinary Literacy as Included in Instruction of an Environmental Education Summer Camp Program: Corey Nagle, John Pecore  
  ⏰ 10:00am - 10:30am, Oct 5
● Unity and Sustainability through Arts Education: Annie Rappeport  
  10:00am - 10:30am, Oct 5

● What Does it Mean to Be Gifted?: Amanda Rudolph  
  10:00am - 10:30am, Oct 5

● The Assessment Industrial Complex: The Right’s Subversive Attempt at Privatization (Or AKA: Lies, Lies and More Lies): Daniel Conn, Michelle Tenam-Zemach  
  10:00am - 10:30am, Oct 5

● Cultural Competence of Preservice Elementary Teachers: Steven Locke  
  10:00am - 10:30am, Oct 5

● Impact of Campus-Based Field Courses in a Distance Science Education Graduate Program: Matthew Clay  
  10:00am - 10:30am, Oct 5

● Ph.D. Student Wellness—Manageable or a Mirage?: Understanding Wellness through Students’ Lived Experiences: Christina Cavallaro, Jameson Stelh  
  10:30am - 11:00am, Oct 5

● Following Trails: How Interactive Technologies Transform Aesthetic Ecological Experiences to Impact Positive Change in Science Education: Emily Bretl  
  10:30am - 11:00am, Oct 5

● Care and Growth: Applying the Philosophies of Heidegger and Dewey Towards Interpreting the Lived Experience of Teachers: Aaron Zimmerman  
  10:30am - 11:00am, Oct 5

● Exploring the Dual Realities of School Leaders in High-Performing Urban Charter Schools: Brittany Miller  
  10:30am - 11:00am, Oct 5

● Exploring Asset Pedagogies and the Culturally Sustaining Turn Through Ecosocial Dynamics Theory: Kelli Woodrow  
  10:30am - 11:00am, Oct 5

● Are We More Alike Than We Think?: Educational Philosophies of American and International Graduate Students: Sandra L. Guzman Foster  
  10:30am - 11:00am, Oct 5

● Have Teachers Lost Their Voice?: Steven Page  
  10:30am - 11:00am, Oct 5

● Guns and Higher Education: Christopher Miller  
  11:00am - 11:30am, Oct 5

● Hope as a Strategy for Retention & Well-Being in Graduate Programs: David McGough  
  11:00am - 11:30am, Oct 5

● The “Task” and Decision of Creativity: Susan Field Waite  
  11:00am - 11:30am, Oct 5

● Mobbing Phenomenon: Chackras Smith, Trudi Gaines  
  11:00am - 11:30am, Oct 5
Secondary Emergent Bilinguals' Educational Needs: Won Gyoung Kim
11:00am - 11:30am, Oct 5

Roger Wilson
11:00am - 11:30am, Oct 5

Whiteness Uncovered in K-12 Education: Erin Holland
11:00am - 11:30am, Oct 5

Issues and Ideas Session A
10:00am - 11:30am, Oct 5

3 Subsessions

Caring Teaching and Holistic Leadership in Higher Education: Paula Adamo, Melanie Witt
10:00am - 10:30am, Oct 5

International Dialogue in the Foreign Language Classroom: Anna Shur
10:30am - 11:00am, Oct 5

If We Bring It, Will They Read?: Amy Barnhill, Janelle Bouknight
11:00am - 11:30am, Oct 5

Issues and Ideas Session B
10:00am - 11:30am, Oct 5

3 Subsessions

Students Accessibility to the Academic Curriculum with Support(s) from Offices of Disability Services in Higher Education: Juliana Velasco, Meaghan McKenna
10:00am - 10:30am, Oct 5

Identifying and Educating Homeless Students: Kathy Wigtil
10:30am - 11:00am, Oct 5

Assessment as Dialogue: Paul Parkison
11:00am - 11:30am, Oct 5

Issues and Ideas Session C
10:00am - 11:30am, Oct 5

2 Subsessions
● Tlacahuapahualitzli Neixtlamachiliztli: Cyclical Processes of Indigenous Knowledge Systems and Indigenous Educational Models in transforming education: Michelle Garcia-Olp, LeRoy Saiz, Christine Nelson 〇 10:00am - 10:30am, Oct 5

● Asking the Questions: Inquiry-driven Learning and the Creative Process: Delane Ingalls Vanada 〇 10:30am - 11:00am, Oct 5

Panel Session B: Cultural Strengths in Teaching and Learning
〇 10:30am - 11:30am, Oct 5
♀ Evans

This interactive workshop offers a review and application of the empirically derived Cultural Frameworks in Teaching and Learning model.

Speaker:

Susan Longerbeam
Associate Professor, University of Louisville

Alicia Fedelina Chavez
Associate Professor, Educational Leadership, University of New Mexico

11:00am

President’s Luncheon Featuring Invited Speaker Louise Chawla
〇 11:45am - 1:30pm, Oct 5
♀ Harvard/Princeton

"Nature-based Learning for Student Achievement and Ecological Citizenship," by Invited Speaker Louise Chawla. Louise Chawla is a Professor in the Environmental Design Program at the University of Colorado Boulder. She is Associate Director of the Children, Youth, and Environments Center for Community Engagement (CYE Center) and Co-editor of the journal Children, Youth and Environments.

Speaker:

Louise Chawla
Professor Emeritus, University of Colorado Boulder
Paper Session B
@ 2:00pm - 3:30pm, Oct 5
@ Oxford/Yale

19 Subsessions

- Aquatic Project WILD: Learning Through Teaching: Lucinda Sohn
  @ 2:00pm - 2:30pm, Oct 5

- If Teaching is a Moral Act, Where Does Testing Fit In?: Teachers' perspectives on the
tension between moral purpose and testing policy: Caroline Pollard @ 2:00pm - 2:30pm,
Oct 5

- Factors that Increase Value-added Achievement of Gifted and Talented Students in
Advanced Mathematics and Science Classes: Angela Molen @ 2:00pm - 2:30pm, Oct 5

- Substitute Teaching Experiences Influence on Novice Teaching: Ashleigh Franco, Lauren
Snead
  @ 2:00pm - 2:30pm, Oct 5

- Deficit Discourse in Elementary Mathematics Classrooms: Richard Kitchen, Michelle Garcia-
Olpe, Jacklyn Van Ooyik
  @ 2:00pm - 2:30pm, Oct 5

- The Ghosts of Race and Place: A Deep South White, Male Curriculum Theorist's
Complicated Conversation With Ghost and Bonesast: Douglas McKnight @ 2:00pm -
2:30pm, Oct 5

- Preservice Teacher Early Beliefs as Indicators of Learning: Melanie Fields, Julie
Williams, Laura Isbell @ 2:00pm - 2:30pm, Oct 5

- Challenges in Effective Mentoring and Retention of Novice Middle School and Secondary
  Teachers: Denise McDonald
  @ 2:00pm - 2:30pm, Oct 5

- A Dedicated Community: An Analysis of Culturally Responsive Pedagogy at Sierra High
School: Aaron Griffen
  @ 2:30pm - 3:00pm, Oct 5

- Banking With Professional Development Performance Artists: Joseph Zajdel, Daniel Conn
  @ 2:30pm - 3:00pm, Oct 5

- Taking Risks in the Classroom: Creating Space for Student Teachers to be Vulnerable: Dan
Riordan @ 2:30pm - 3:00pm, Oct 5

- A Study of an Innovative Teacher Professional Development Model: What Did We Find?
Michelle Teran-Zemach, Barbara Roca @ 2:30pm - 3:00pm, Oct 5

- Teaching Mathematics Masterfully: Reflective Self-Regulation Strategy Use in Two
  PAEMST Finalists Melissa Peterson Schneider
  @ 2:30pm - 3:00pm, Oct 5
- Bad for Education: Alternatively Certified Teachers: Marquita Foster
  2:30pm - 3:00pm, Oct 5

- Transforming the Practice of Teachers: Patty Horn
  2:30pm - 3:00pm, Oct 5

- A Critical Analysis of the Relationship Between Theory and Practice in Curriculum Implementation: Abalo Adewui
  2:30pm - 3:00pm, Oct 5

- Historical retrospect and future prospect of research on effective teaching in China ——Based on the analysis of knowledge domains map of the research over the past three decades: Xiaoduan Chen
  3:00pm - 3:30pm, Oct 5

- The Enlightened Educator: Exploring the Influence of Mindful Self-Awareness on Practicing Cultural Responsiveness: Rana Razzaque
  3:00pm - 3:30pm, Oct 5

- The Impact of Information Resources on Math Achievement for American Students at Fourth Grade in TIMSS 2011: Hanan AlGhamdi
  3:00pm - 3:30pm, Oct 5

### Issues and Ideas Session E

© 2:00pm - 3:30pm, Oct 5

- Columbia

#### 2 Subsessions

- Seeing the Unseen: The Art of Empowerment: Kate Bachtel
  2:00pm - 2:30pm, Oct 5

- The Resilience Age: Multimedia Curriculum Design: Jacqueline Simmons
  2:30pm - 3:00pm, Oct 5

### Issues and Ideas Session F

© 2:00pm - 3:30pm, Oct 5

- Lincoln

#### 3 Subsessions

- Rain Garden Curriculum and Installation: Teaching Youth the Importance of Sustainability and Water Quality: Kevin Curry
  2:00pm - 2:30pm, Oct 5

- Broadening the Concept of Creativity: Paula Adams
  2:30pm - 3:00pm, Oct 5
Panel Session C: Building Communities of Practice for the Art of Teaching for Equity

This panel presentation focuses on the development of a Community of Practice that brings faculty together in the spirit of collaboration and synthesis for development of curriculum and pedagogy that supports equity. The panel’s work emphasizes trusting relationships, transparency in teaching, and touchpoints for engagement. The purpose of this Community of Practice is to carve out time for application of theory to practice and reflection on teaching strategies to support best practice for classroom facilitation. This presentation will address the successes and challenges of this Community of Practice.

Speaker:

Stephanie Whalen
William Rainey Harper College

Pardess Mitchell
William Rainey Harper College

Robin James
William Rainey Harper College

Tara Mathien
University of Florida

Panel Session D: The Fundamentals of Curriculum Leadership: Educating for Holistic Understanding

This symposium will theorize and illustrate a teaching-curriculum-leadership gestalt as an alternative approach to curriculum development.

Speaker:
Dan Castner  
Assistant Professor of Education, Bellarmine University

James Henderson  
Professor, Kent State University

Jennifer Schneider  
Kent State University

4:00pm

Issues and Ideas Session G
⏰ 4:00pm - 5:30pm, Oct 5  
📍 Evans

3 Subsessions

- Listen to a new academic voice: People with disabilities require more accessible environments and information in order to participate fully: Naomi Petersen  
⏰ 4:00pm - 4:30pm, Oct 5

- Innovative ideas to support students' physical and psychological well-being in and beyond the classroom: Megan Mistler, Amy Plog  
⏰ 4:30pm - 5:00pm, Oct 5

- Improving Student Well-Being with Hip Hop Based Education (HHBE): Victoria Bielomaz, Grant Goble  
⏰ 5:00pm - 5:30pm, Oct 5

Issues and Ideas Session H
⏰ 4:00pm - 5:30pm, Oct 5  
📍 Lincoln

3 Subsessions

- “We are not trying to save the language. The language is trying to save us”: Daniel Conn, Alex Decoteau  
⏰ 4:00pm - 4:30pm, Oct 5

- Accessibility and User Experience: Just how functional is the university for maximum participation by all students?: Naomi Petersen  
⏰ 4:30pm - 5:00pm, Oct 5

- The Identification Gap: Why educators must evaluate students with disabilities under Section 504: Paul Thompson  
⏰ 5:00pm - 5:30pm, Oct 5
Issues and Ideas Session I

4:00pm - 5:30pm, Oct 5
Elbert

3 Subsessions

- Ecofeminist Children's Literature and Social Activist Teaching: Jeana Hrepich
  4:00pm - 4:30pm, Oct 5

- Embracing the Otherness of Others: An Approach to Assuage Social and Political Tribalism: Sonja Varbelow
  4:30pm - 5:00pm, Oct 5

- Navigating Healthy and Informed Smartphone Use in the 21st Century K-12 Classroom: Toby Zhu, Barbara Epperson, Evan Ditmore, Lee Anne Brannon
  5:00pm - 5:30pm, Oct 5

6:00pm

Program Chair's Reception

6:00pm - 7:00pm, Oct 5
Bierstadt/Patio

All attendees are invited to an opening night welcome reception on the patio! Featuring free light hors-d'oeuvres. A cash bar will be available. Dinner tonight will be on your own.

Speaker:

Jodie Wilson
University of Denver

Kevin Cloninger
AATC President, Anthropedia Foundation

Fri, Oct 06, 2017

7:00am

Registration

7:30am - 4:30pm, Oct 6
Foyer
Buffet Breakfast
⏰ 7:30am - 8:45am, Oct 6
📍 Harvard/Princeton

For all conference attendees.

9:00am

AATC Business Meeting
⏰ 9:30am - 10:30am, Oct 6
📍 Harvard/Princeton

All conference attendees are invited to attend the AATC Business Meeting, including first-time members and graduate students.

Speaker:

Kevin Cloninger
AATC President, Anthropedia Foundation

John Pecore
AATC President-Elect; Associate Professor, University of West Florida

William L. White
James Madison University

Todd Hodgkinson
Associate Professor of Secondary Education, Drake University

10:00am

Poster Session
⏰ 10:30am - 12:00pm, Oct 6
📍 Bierstadt/Columbia

9 Subsessions

- Investigating the Flipped Classroom Model with Pre-Service Teachers: Jaime Coyne, Mae Lane, Tori Hollas, Jalene Potter, Lautrice Nickson
  ⏰ 10:30am - 12:00pm, Oct 6
Using InTASC Standards To Measure Teacher Candidates' Content-Related Knowledge and Pedagogical Confidence: Michael Floren, Valerie Sherman, Chelsie Hess  
10:30am - 12:00pm, Oct 6

First-Year Teacher Experiences with Diverse Learners: Jessica Buckless  
10:30am - 12:00pm, Oct 6

Teachers and Creativity in the Classroom: Krystal Flanders  
10:30am - 12:00pm, Oct 6

A. B.A.L.A.N.C.E: Reggie Gwinn  
10:30am - 12:00pm, Oct 6

Arts Integration Within the Gifted Curriculum: Jennifer Bartee  
10:30am - 12:00pm, Oct 6

Genius Hour: Courtney Collins  
10:30am - 12:00pm, Oct 6

The Anatomy of Learning: Barth Quenzer  
10:30am - 12:00pm, Oct 6

History in My Own Backyard: Tanya Crawford  
10:30am - 12:00pm, Oct 6

Paper Session C  
10:30am - 12:00pm, Oct 6

Oxford/Yale

24 Subsessions

Preserving Curriculum Studies: Thomas Wolfe, Frantz Fanon and the Ephemeral Discipline David M. Callejo-Perez, Donna Adair Breault  
10:30am - 11:00am, Oct 6

Standardizing Racism: An Application of Critical Race Theory to the Texas Eighth Grade History TEKS: Reagan Mason  
10:30am - 11:00am, Oct 6

Where ‘A’ is Ordinary: A 15-Year Study of Graduate Program Grades in One Larger Midwest College of Education: Roger Wilson  
10:30am - 11:00am, Oct 6

Beyond Platitudes: What Do Teacher Educators Really Think About Professional Dispositions? Pamela Brown, Robin Fuza  
10:30am - 11:00am, Oct 6

A Call for Interdisciplinary Frameworks in the Assessment and Treatment of Children with Reading Disabilities: Barbara Barcelo-Roca  
10:30am - 11:00am, Oct 6
• Side x Side: Community Based Art Education: Kelly Hrenko  
  ☓ 10:30am - 11:00am, Oct 6

• The Treacherous Triad: Politics, Religion, and Education—How Belief Systems Are  
  Crippling the Conversation: Drew Kemp, Steven Page  ☓ 10:30am - 11:00am, Oct 6

• Parental Involvement Strategies in Charter Schools: Loma Beckett  
  ☓ 10:30am - 11:00am, Oct 6

• Education/Democracy: Derek Gottlieb  
  ☓ 11:00am - 11:30am, Oct 6

• What do Student Evaluations Reveal about my Practice? Investigating Intentionality,  
  Mindfulness, and Liminal Moments: Denise McDonald  ☓ 11:00am - 11:30am, Oct 6

• Teacher Retention in Rural Arizona: Vicki Ross, Pamela Powell, Jennifer Prior,  
  Robert Horn  ☓ 11:00am - 11:30am, Oct 6

• Using Your Local Community as a Classroom: Aubrey Southall  
  ☓ 11:00am - 11:30am, Oct 6

• Authentic Professional Development in Museum Curriculum: Toward a Community of  
  Practice: Karen Kusiak  ☓ 11:00am - 11:30am, Oct 6

• Ecopedagogy, Ecofeminism, and Learning in Classrooms: C. Lynne Hannah  
  ☓ 11:00am - 11:30am, Oct 6

• Analyzing Racialized Stories with Ecologically-Minded Metaphors: Brianna Mestas, Tara  
  Meister  ☓ 11:00am - 11:30am, Oct 6

• Since When Did I Become Asian From Japanese?: An Autoethnography: Yoko Kishishita  
  ☓ 11:00am - 11:30am, Oct 6

• Centering Race in Political Science Evaluation Reflections: Janiece Mackey  
  ☓ 11:30am - 12:00pm, Oct 6

• Cultivating Intellectual Curiosity in Teacher Education: Lori Meier  
  ☓ 11:30am - 12:00pm, Oct 6

• The Dispositional Enactment Process: Bradley Conrad  
  ☓ 11:30am - 12:00pm, Oct 6

• "Keeping it Real": Student-Teacher Relationships in Urban Schools: Amy Masko  
  ☓ 11:30am - 12:00pm, Oct 6

• “Person-in-Community”: A Framework for Ethical Decision Making and Implications for  
  Environmental Education: Christy McConnell Moroye, P. Bruce Uhrmacher  ☓  
  11:30am - 12:00pm, Oct 6

• Re-envisioning a Classic English Classroom: Theatrical Blocking as a Pedagogical Tool:  
  Rachel Maxfield  ☓ 11:30am - 12:00pm, Oct 6
The Interest Convergence of Education in Georgia 1930 – 1970: Sundiata Omowale
11:30am - 12:00pm, Oct 6

Pedagogies of Resistance: When Teachers Refuse to Obey: Daniel Coon, Juria Wiechmann
11:30am - 12:00pm, Oct 6

Issues and Ideas Session J
10:30am - 12:00pm, Oct 6
Elbert

3 Subsessions

Firing the Canon: A Case for Reflection: Jess Smith
10:30am - 11:00am, Oct 6

“At First I Was Intimidated:” Preparing Pre-Service Teachers Through a Course-Based Field Experience in a Majority-Minority School: Elena Venegas
11:00am - 11:30am, Oct 6

Novice Teachers’ Lived Experiences and Perspectives of Standardized Testing: Taryn Robertson, Jacklyn Van Ooyik
11:30am - 12:00pm, Oct 6

Issues and Ideas Session K
10:30am - 12:00pm, Oct 6
Lincoln

2 Subsessions

Art-based Education for Diverse Learners: Grant Goble, Victoria Bielomaz
10:30am - 11:00am, Oct 6

“They Look at our Students, and They See Dollar Signs”: The Effects of For-profit Virtual Charters on Teachers and Teaching: Crystal Howell
11:00am - 11:30am, Oct 6

Issues and Ideas Session L
10:30am - 12:00pm, Oct 6
Evans

2 Subsessions

Entering the Competition’s Locker Room: Paul Parkison
10:30am - 11:00am, Oct 6

Critical Consciousness and Online Information Seeking Strategies: Ian Clemente
11:00am - 11:30am, Oct 6
John Laska Dissertation Award Winners

10:30am - 12:00pm, Oct 6
Lincoln

Featuring presentations by the winners of the John Laska Distinguished Dissertation Award: Moving Beyond Personal Responsibility: A Critical Discourse Analysis of Digital Citizenship Curricula, by Dr. Kristen Mattson (curriculum). This dissertation analyzes how the concept of “digital citizenship” is conceptualized and furthered through three freely available curricula intended for use with high school students: NetSmartz, Digital Citizenship in Schools, and Common Sense Media. By employing a critical discourse analysis and examining the influence of sentence structure, collocational patterns, connotation, structural opposition, images and other tools used to craft and forward messages, I determined that the discoursed concept of “digital citizenship” aligns with traditional frameworks of citizenship education in schools, namely that of the personally responsible citizen. Much of the curricular documents are designed through a deficit perspective, making assumptions that teenagers are inherently approaching technology with ill intent, and that the lessons within will correct wrongdoing. Additionally, the curricula utilize a variety of ‘technologies of governmentality’, intended to mold and shape adolescent online behavior until it mirrors the societal norms for acceptable offline behavior. The curricula’s narrow focus on shaping behavior and reinforcing traditional power structures between teens and adults is likely hindering the curricular opportunities students are being given to engage as citizens of global communities.

More than a feeling: A study on conditions that promote historical empathy about an underrepresented historical figure in middle and secondary social studies class with “The Elizabeth Jennings Project”, by Dr. Katherine Perrotta (teaching). Historical empathy refers to deep inquiry in which intellectual and affective responses to content are shaped through source analysis of the actions, motives, perspectives, and beliefs of people in the past. Although there are several studies that address pedagogies that promote HE through analysis of famous historical figures, there is limited research concerning whether students display HE through examination of underrepresented historical figures in middle and secondary social studies classes. Therefore, the purpose of this study is to evaluate whether an instructional unit about antebellum civil rights Elizabeth Jennings titled “The Elizabeth Jennings Project” (EJP) promotes conditions conducive for student demonstration of HE. Instructional methods that best promoted HE in middle and secondary social studies classes included in-class discussion and debate. Major findings also indicate the presence of a “historical empathy gap” with regard to demonstration of HE among minority, English language learners, and special needs students.

Speaker:

Kristen Mattson
School Library Media Director, Indian Prairie School District 204

Katherine Perrotta
Georgia State University
12:00pm

**Lunch: On Your Own**

- **Date:** Oct 6
- **Time:** 12:00pm - 1:30pm

Lunch will be on your own. Conference sessions will resume promptly at 1:30 PM.

1:00pm

**Panel Session E: Culturally Responsive Pedagogy: A Framework for Identifying Traditionally Marginalized Students as Gifted Learners**

- **Date:** Oct 6
- **Time:** 1:30pm - 2:30pm
- **Location:** Evans

This project builds on the capacity of developing leadership—identifying traditionally marginalized students in rural areas as gifted learners.

**Speaker:**

- **Justine Lopez**
  - University of Denver

- **Fayaz Amiri**
  - University of Denver

- **Rachel E. Taylor**
  - University of Denver
Panel Session F: Sustainable Teacher Education

1:30pm - 2:30pm, Oct 6
Oxford/Yale

In a neoliberal atmosphere of competition, efficiency, and market-based rationales, teacher education programs in the nation’s college and universities sit in tenuous positions. While attacks on teacher-education programs are not new, the ongoing use of education as a pawn in a political chess match has called into question the long-term viability of public teacher education programs. The purpose of this panel presentation is to discuss the sustainability of teacher-education programs from multiple perspectives, including faculty, administrative and ontological realities.

Speaker:

William L. White
James Madison University

David M. Callejo-Pérez
Professor; Associate Provost, Saginaw Valley State University

Donna Adair Breault
Professor; Dean, Schar College of Education, Ashland University

Issues and Ideas Session M

1:30pm - 3:00pm, Oct 6
Columbia

3 Subsessions

Curriculum Ain’t Got No Soul: Victoria Bielomaz, Grant Goble
1:30pm - 2:00pm, Oct 6

Mapping the Decline of Public Education: How the States are Pushing Legislation to Dismantle the Public Education System: Drew Kemp, Bradley Conrad, Steven Page
2:00pm - 2:30pm, Oct 6
Panel Session H: Identifying Contextual Barriers of Historically Marginalized Gifted Students in Rural Colorado

- 3:00pm - 4:00pm, Oct 6
- Evans

This research addresses cross-cultural disparities to create strategies to improve gifted identification processes in remote regions of Colorado.

Speaker:

- Rachel E. Taylor
  University of Denver

- Justine Lopez
  University of Denver

- Fayaz Amiri
  University of Denver

- Kristina A. Hesbol
  Professor, University of Denver

- Norma Hafenstein
  Professor, University of Denver

Panel Session I: Faculty Connectedness among Doctoral Online Full-Time Faculty in Their Daily Instructional Activities Using An Open, Onsite Office Environment

- 3:00pm - 4:00pm, Oct 6
- Oxford/Yale

This panel presentation will describe the “connectedness” of a team of online full-time doctoral faculty working in an open, onsite office environment.

Speaker:
Stacey Elsasser  
Online Full-time Faculty, Grand Canyon University

Chuck Banaszewski  
Grand Canyon University

Seanan Kelly  
Grand Canyon University

Maureen Oates  
Professor, Grand Canyon University

**Writer's Workshop**

🕒 3:00pm - 4:00pm, Oct 6  
📍 Princeton

All are welcome to attend the Writer’s Workshop, including graduate students and first-time attendees.

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**Speaker:**

Cheryl J. Craig  
Professor, Texas A&M University College Station

P. Bruce Uhrmacher  
Professor, University of Denver

David J. Flinders  
Professor, Indiana University

**O.L. Davis, Jr. Award Winner & Book Talk Featuring Sara M. Childers**

🕒 3:00pm - 4:00pm, Oct 6  
📍 Lincoln

Featuring a presentation by this year's recipient of the O.L. Davis, Jr. Outstanding Book in Education Award: Sara M. Childers, author of *Urban Educational Identity: Seeing Students On Their Own Terms*
Meet the Editors of Curriculum and Teaching Dialogue
4:00pm - 4:45pm, Oct 6
Elbert

Interested in learning more about CTD and the manuscript submission process? All attendees are invited to meet the Editorial Review Board of Curriculum & Teaching Dialogue, AATC's peer-refereed journal.

Speaker:

Chara Bohan
Professor, Georgia State University

Michelle Tenam-Zemach
AATC Executive Council Member; Associate Editor of Curriculum and Teaching Dialogue (Incoming); Associate Professor, Nova Southeastern University

Cristy Sellers Smith
Executive Director, Services for Exceptional Children, Fulton County Schools; Graduate Research Assistant for Curriculum and Teaching Dialogue (Incoming), Georgia State University

Christy McConnell Moroye
Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, University of Northern Colorado

Kate Kauper
Associate Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, Cornell College
Tara Meister
University of Denver

Book Talk Featuring Joseph Flynn
⏰ 4:00pm - 4:45pm, Oct 6
📍 Columbia


Speaker:

Joseph Flynn
Associate Professor, Northern Illinois University

5:00pm

Kysilka Keynote Address Featuring Invited Speaker David W. Orr
⏰ 5:00pm - 6:00pm, Oct 6
📍 Harvard/Princeton/Oxford/Yale

David W. Orr is Counselor the President, Oberlin College, and Paul Sears Distinguished Professor of Environmental Studies and Politics, Emeritus. He is the author of eight books and co-editor of three others. His eighth book, Dangerous Years: Climate Change, the Long Emergency, and the Way Forward was published by Yale University Press in 2016.

Speaker:

David W. Orr
Professor Emeritus, Oberlin College; University of Vermont

Kevin Cloninger
AATC President, Anthropedia Foundation

6:00pm

Meet and Mingle
6:00pm - 7:30pm, Oct 6
Foyer
Featuring light appetizers and a cash bar.

7:00pm

President’s Reception & Awards Dinner
7:30pm - 8:45pm, Oct 6
Harvard/Princeton/Oxford/Yale
All conference attendees are invited!

Speaker:

Kevin Cloninger
AATC President, Anthropedia Foundation

Sat, Oct 07, 2017

7:00am

Continental Breakfast
7:30am - 8:30am, Oct 7
Foyer/Harvard/Princeton
For all conference attendees.

9:00am

Panel Session J: A Conversation on Culturally Responsive Instructional Leadership: Our Methods/Our Successes
9:00am - 10:00am, Oct 7
Evans
Culturally Responsive Instructional Leaders (CRILs) share methods and successes for audience members seeking equity and diversity in K-12 settings.

Speaker:

Aaron Griffen
Principal, Sierra High School Harrison School District 2
**Matthew Willis**  
Principal, Aurora Hinkley High School; University of Colorado - Denver.

**Floyd Cobb**  
Adjunct Professor, University of Denver

**Louis Fletcher**  
Director of Culture and Services, Falcon District 49; Northcentral University.

**Carlos Perez**  
Principal, Mitchell High School, Colorado Springs

**Sharon Bailey**  
Program Manager of Diversity Equity and Inclusion - Cultural Equity and Leadership Team, Denver Public Schools

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**Issues and Ideas Session N**  
🕒 9:00am - 10:30am, Oct 7  
📍 Elbert

3 Subsessions

- **Challenges in Creating a Social-Justice Oriented Mathematics Curriculum for Others: Tara Meister, Nicolas Bolleau**  
  🕒 9:00am - 9:30am, Oct 7

- **Exploration as an Aesthetic Medium: Matthew Clay, Emily Bretl**  
  🕒 9:30am - 10:00am, Oct 7

- **Vehicle-Model Metaphor of Creativity Theories: Zhengqing Li**  
  🕒 10:00am - 10:30am, Oct 7

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**Issues and Ideas Session P**  
🕒 9:00am - 10:30am, Oct 7  
📍 Harvard

21 Subsessions

- **The Myth of Sisyphus: Education of the Absurd: William L. White, Michelle Tenam-Zemach**  
  🕒 9:00am - 9:30am, Oct 7

- **Parental Involvement for English Language Learners: Taryn Robertson, Victoria Bielomaz**  
  9:00am - 9:30am, Oct 7
● Arts-Based Research (ABR) and Indigenous Knowledge: Michelle Garcia-Olp  
  © 9:00am - 9:30am, Oct 7

● Teacher Prep Field Experience: Sustainability & Creativity: Jenn Gutierrez, Azul Cortes  
  © 9:00am - 9:30am, Oct 7

● New Visions for Educating Refugee Students: Ozlem Erdem  
  © 9:00am - 9:30am, Oct 7

● Amazing Grace: Children’s Literature as Entry Points for Developing Critical Understandings: Janet Navarro  
  © 9:00am - 9:30am, Oct 7

● Teachers Pay Teachers: Experiences with Alternative Curricular Markets: Leah Mack, Daniel Conn  
  © 9:00am - 9:30am, Oct 7

● Reaching Students at the Margins: Curricular and Instructional Considerations for Refugee Students in Africa: Carole Hruskocy, Karen Smaldone Cordova © 9:30am - 10:00am, Oct 7

● Restorative Justice in Education: Dana Haraway  
  © 9:30am - 10:00am, Oct 7

● The Benefits and Importance of the Native Knowledge 360 Initiative: Joshua Heath, Edwin Schupman, Christopher Thomas © 9:30am - 10:00am, Oct 7

● Leading Changes in the Next Decade: Adaptive Learning: Hoda Harati  
  © 9:30am - 10:00am, Oct 7

● The Effectiveness of Projective Technology in Formative Assessment: A Pilot Study for College Students Majored in Geography: Bingxin Qi © 9:30am - 10:00am, Oct 7

● Opportunities for Empowerment through Online Course Interactions: Denise McDonald, Caroline Crawford, Pamela Cnristol  
  © 9:30am - 10:00am, Oct 7

● A Posthuman Approach to Technology in the Classroom: Sabin Densmore  
  © 9:30am - 10:00am, Oct 7

● Learning in Ecological Perspectives: David J. Flinders  
  © 10:00am - 10:30am, Oct 7

● Operational and Received Curriculum in an Informal Learning Environment: Brittany Miller, Wendy Daniel, McKenzie Davis, Rayna Mcintosh  
  © 10:00am - 10:30am, Oct 7

● My Story of Flooding and Sea Level Rise: Merrie Koester  
  © 10:00am - 10:30am, Oct 7

● The "I" Curriculum: Reflections on the Identity, Ideology, and Ignorance of Preservice Secondary Teacher Education Students: Pamela Ross McClain © 10:00am - 10:30am, Oct 7

● Why is it Okay to be Bad at Math?: Laura Morris 10:00am - 10:30am, Oct 7
Visual Arts Assessment in the Age of Educational Accountability: Donna Goodwin
© 10:00am - 10:30am, Oct 7

Mindfulness and Compassion: Culturally Responsive Approaches to Partnering with Schools and Communities: Michelle Shedro © 10:00am - 10:30am, Oct 7

Hunkins Distinguished Article Award Winners Featuring Kristina Valtierra & Sarah Barron
© 9:00am - 10:00am, Oct 7

Lincoln

Featuring the Hunkins Distinguished Article Award winners: Teaching - Kristina M. Valtierra: "Beyond Survival to Thrival: An Urban Teacher’s Promising Career Story." Abstract: This narrative study examines one thriving urban teacher. Three salient themes influenced the teacher's career: (1) hope springs eternal, (2) the extended education family is the notion that familial-like relationships at school nourish her longevity, and (3) creative autonomy ascertains that autonomous curriculum development sustained her passion. Implications for fostering teacher career longevity for the sake of marginalized youth, urban educators, and school systems are discussed. Curriculum - Sarah Barron, Jason C. Immeikus, Juan Carlos González, and Cathy K. Yun: "License to let go in transitional kindergarten programs: Supports and Barriers of Play-Based Strategies." Abstract: The pendulum is shifting from teacher-directed approaches in childhood education towards child-directed learning where developmentally appropriate practices (DAP) inform curriculum and instruction. This study explored the perspectives of teachers and administrators towards the supports and barriers of DAP and play in Transitional Kindergarten (TK) programs. Results show the divergence in teachers’ and administrators’ perspectives on DAP and play-based strategies. Recommendations to promote DAP and play-based strategies into curriculum and instruction are presented.

Speaker:

Kate Kauper
Associate Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, Cornell College

Kristina Valtierra
Assistant Professor, Colorado College

Paper Session D
© 9:00am - 9:30am, Oct 7

Columbia

2 Subsessions

Examining America’s Teacher Shortage: Greg Chalfin 9:00am - 9:30am, Oct 7
Walking the Walk: Activism and Action in Education: Drew Kemp
9:30am - 10:00am, Oct 7

CTD Editors' Meeting
9:00am - 10:00am, Oct 7
Bierstadt
For the Curriculum & Teaching Dialogue Editorial Review Board.

Speaker:

Chara Bohan
Professor, Georgia State University

Michelle Tenam-Zemach
AATC Executive Council Member; Associate Editor of Curriculum and Teaching Dialogue (Incoming); Associate Professor, Nova Southeastern University

Christy McConnell Moroye
Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, University of Northern Colorado

Kate Kauper
Associate Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, Cornell College

Executive Council Meeting
11:00am - 1:00pm, Oct 7
Oxford/Yale
For all current and incoming Executive Council members and leadership. A working lunch will be provided.

Speaker:

John Pecore
AATC President-Elect; Associate Professor, University of West Florida
Kevin Cloninger  
AATC President, Anthopedia Foundation

Todd Hodgkinson  
Associate Professor of Secondary Education, Drake University

Joseph Flynn  
Associate Professor, Northern Illinois University

Dana Haraway  
AATC Executive Council Member; Associate Professor, James Madison University

Meg Jacobs  
AATC Executive Council Member; Assistant Professor, University of Auckland

Megan Kennedy  
Associate Professor, Westfield State University

Bradley Conrad  
Associate Professor, Capital University

Paul Parkison  
AATC Executive Council Member; Associate Professor, University of North Florida

Daniel Conn  
Associate Professor, Minot State University

Trudi Gaines  
University of West Florida

David J. Flinders  
Professor, Indiana University

Matt Spurlin  
University of Denver
INVITED KEYNOTE SPEAKER
LOUISE CHAWLA
10/5 @ 12 PM
HARVARD BALLROOM
Louise Chawla is a Professor in the Environmental Design Program at the University of Colorado Boulder. She is Associate Director of the Children, Youth, and Environments Center for Community Engagement (CYE Center) and Co-editor of the journal *Children, Youth and Environments*.

INVITED KEYNOTE SPEAKER
DAVID W. ORR
10/6 5 PM
HARVARD BALLROOM
David W. Orr is Counselor the President, Oberlin College, and Paul Sears Distinguished Professor of Environmental Studies and Politics, Emeritus. He is the author of eight books and co-editor of three others. His eighth book, *Dangerous Years: Climate Change, the Long Emergency, and the Way Forward* was published by Yale University Press in 2016.
HISTORY OF AATC

www.aatchome.org

In the United States, most areas of scholarly investigation emerged as recognized fields of study about a hundred years ago. One of the events that made this possible was the founding of national learned societies devoted to the advancement of scholarship in their respective fields. Examples of the newly formed learned societies are the American Historical Association (1884), the American Economic Association (1885), the American Philosophical Association (1901), the American Political Science Association (1903) and the American Academy of Religion (1909). The scholarly field of teaching and curriculum, however, was not represented in the formation of the early American Scholarly organizations, even though university departments that encompassed both the scholarly and the professional study of teaching and curriculum had been established prior to the end of the nineteenth century. Several types of groups were formed eventually including those concerned primarily with the rights and responsibilities of teachers (unions), ones recognizing honor performance (e.g. Kappa Delta Pi) and organizations whose members' interests are primarily K–12 content and methods (e.g. ASCD, IRA) or had a narrow focus in one field of education, such as philosophy or education policy.

An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the American Association for Teaching and Curriculum (AATC) on October 1, 1993. The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study, to constitute a national learned society for the scholarly field of teaching and curriculum (teaching is the more inclusive concept; curriculum is an integral part of teaching—the "what to teach" aspect). In the larger universities, faculty members identified with this field of scholarly study typically affiliated with departments of curriculum and instruction, teacher education, or elementary and secondary education. Jack Laska became the first secretary-treasurer of AATC. AATC continues to produce scholarship in teaching and curriculum and serve the general public through its conferences, journals, and the interaction of its members. The purpose of the organization as originally defined in Article 1, Section 2 of the AATC Constitution: To promote the
scholarly study of teaching and curriculum. The 24\textsuperscript{th} Annual Conference is dedicated to advancing the ideals of the Association and its purpose. The intent of AATC sessions is to spark dialogue, share new ideas, and sustain enthusiasm. The founders of AATC wanted conversations to begin and continue long after the conference is over. The arrangement is a deliberate intent to avoid the common practice of "Speak and Run" which has permeated so many of the professional organizations. It is our hope that you will want to stay and engage for the entire conference. Much can be learned! Enjoy the conference.
Meeting and Event Floor Plans at Sheraton Denver Tech Center
Curriculum and Teaching Dialogue
The Annual Journal for the American Association for Teaching and Curriculum

Editor: Chara Haeussler Bohan
Associate Editor: Michelle Tenam-Zemach

Manuscript Categories

Open Submission Papers
Papers are welcomed on all topics related to teaching and/or curriculum. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category must be received by November 15, 2017 and are submitted for peer review.

Research Outtakes
Outtakes provides researchers with an opportunity to share unusual situations, surprises, and unexpected challenges that they have encountered in conducting research but which may be out of place in a standard research report. Submissions range between 500 to 1000 words and must be submitted by February 1, 2018 for editorial review.

Book Reviews
Reviews of books related to the teaching or curriculum fields are also welcomed. Length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category to be submitted by February 1, 2018.

Dialogue Column
This column is open to anyone who wishes to respond to previously published CTD manuscripts or presentations at AATC conferences. Length must not exceed 1000 words. Manuscripts in this category to be submitted by February 1, 2018.

Letters to the Editor
These will be selected at the discretion of the Editors should be submitted by February 1, 2018.

Guidelines for Submitting a Manuscript for Peer Review
All Submissions must be electronic. Send to Michelle Tenam-Zemach at micheletz@gmail.com

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

Specifications:
- 12 point font, double-spaced, one-inch margins, page limit according to category
- References in APA style with page numbers
- Tables, figures, and graphs attached at end of manuscript, with specific program used to create them noted and with place in manuscript indicated by [insert Table X here].

For further information on Curriculum and Teaching Dialogue or AATC, visit www.aatchome.org.
The journal is published annually each October.
AATC will celebrate 25 years in the city of the first conference, Dallas, Texas.

Stay tuned for updates and get your AATC news from www.aatchome.org. Members can sign up for the listserv at www.aatchome.org/membership/sign-up-for-listserv/

2018 AATC Program Chair: Aubrey Brammar Southall, Aurora University asouthall@aurora.edu
Curriculum and Teaching Dialogue
Volume 19, Numbers 1 & 2, 2017

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

Editor: Christy McConnell Moroye, University of Northern Colorado
Associate Editor: Kate Kauper, Cornell College
Assistant Editor: Tara Meister, University of Denver

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly field of teaching and curriculum. The field includes those working on the theory, design and evaluation of educational programs at large. At the university level, faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education.

CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.


More titles in this series can be found at: http://www.infoagepub.com/series/Curriculum-and-Teaching-Discourse

New Book Information

Curriculum and Teaching Dialogue
Volume 19, Numbers 1 & 2, 2017

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

Editor: Christy McConnell Moroye, University of Northern Colorado
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