

American Association for Teaching & Curriculum



Sixteenth Annual Conference

**Arlington, VA
October 1-3, 2009**

PRESIDENT'S GREETINGS

October, 2009

AATC Conference Attendees:

Welcome to the nation's capital. This is a fitting site for our meeting. At a time when fresh ideas and a new thoughtfulness are permeating the national government, we gather—for the sixteenth time—to share our ideas and pose our questions. As always, there will be many opportunities for you to meet and talk with university faculty, teachers, graduate students, and our invited guests. I'm sure you'll find that this conference will connect you with others who feel the same concerns you feel and ponder the same questions you ponder.

This year we initiate our Writer's Workshop—an opportunity to work on a manuscript under the guidance of two skilled scholars, Cheryl Craig and Bruce Uhrmacher. We also invite graduate students to attend the pizza lunch—a great time for graduate students to meet one another. Our guest speakers—William Ayers and William Schubert—will join Marcy Kysilka for a discussion session on Thursday, and their influence on curriculum studies will be discussed by panelists on Friday.

One of this year's meeting highlights will, of course, be our grateful celebration of Marcy Kysilka's work as Executive Secretary of AATC at the Friday banquet. This will be a time for all of us to thank Marcy for her energetic and selfless work on behalf of AATC. We will also hear from Bill Schubert as he gives the inaugural presentation of the Marcella Kysilka Lecture.

I thank you for the opportunity and honor to serve as AATC president this past year and look forward to an exciting conference.

Robert Boostrom

AATC LEADERSHIP FOR 2009-2010

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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, 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.

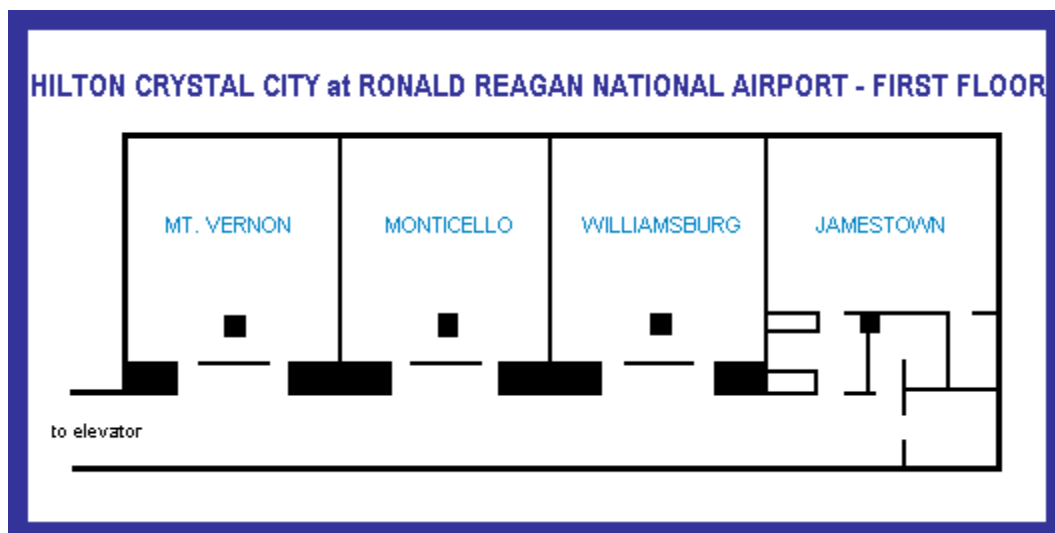
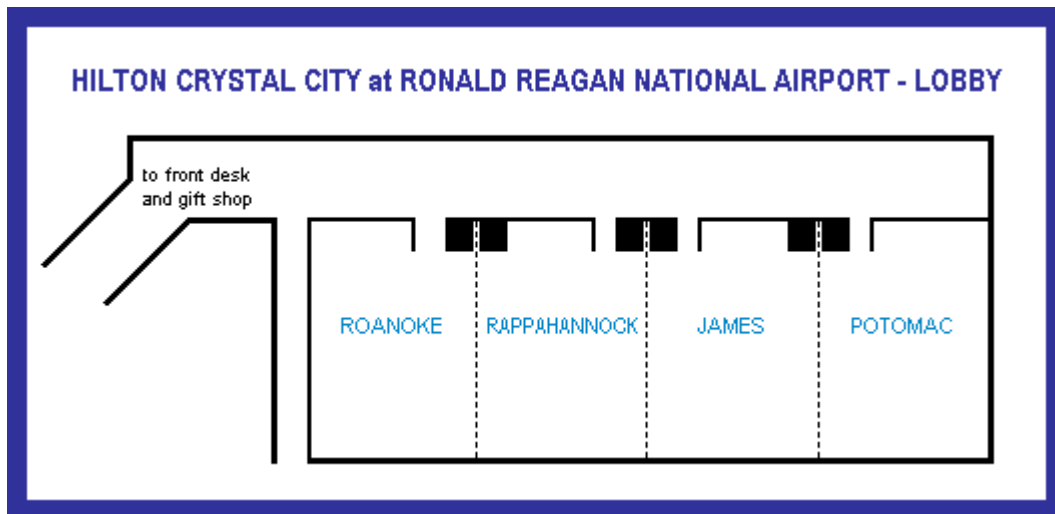
The purpose of the organization as originally defined in Article 1, Section 2 of the AATC Constitution:

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

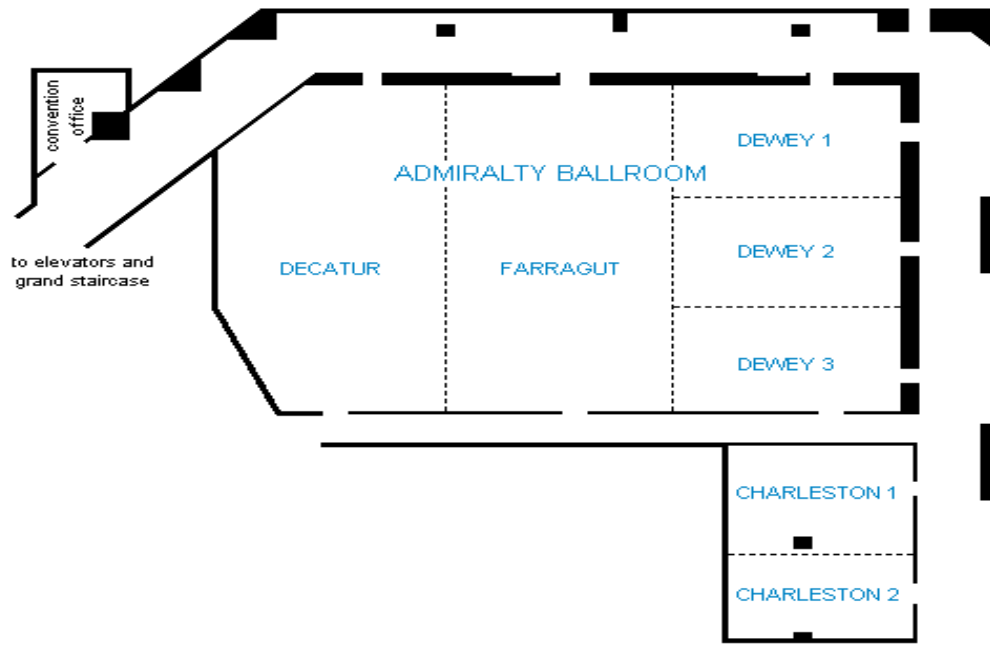
The Sixteenth Annual Conference is dedicated to advancing
the ideals of the Association and its purpose.

Crystal City Hilton

Floor Layouts



HILTON CRYSTAL CITY at RONALD REAGAN NATIONAL AIRPORT - PLAZA



AATC Conference Schedule

16th Annual Meeting



Thursday, October 1, 2009

7:30-5:00	Registration- Dewey Foyer
8:00-9:45	Executive Council Meeting— Charleston Conference Room
10:00-11:00	Opening Session— Dewey Room
	Welcome to AATC in Washington Stacey Elsasser, Program Chair
	Opening Address: <u>“Why I Am Not Wearing a Tie: Some Thoughts about Experience and Judgment.”</u> Bob Boostrom, AATC President
11:00-5:00	Book Fair – Dewey Foyer
11:00-12:00	Breakout Sessions
12:00-1:15	Lunch on your own (<i>Graduate Student Pizza in Roanoke</i>)
1:15-5:00	Breakout Sessions
7:00	Reception (open to all)- Crystal Room

Friday, October 2, 2009

7:30-5:00	Registration - Dewey Foyer
7:30-9:00	Breakfast – Dewey Foyer
8:00-9:00	Business Meeting - Dewey Room
9:00-5:00	Book Fair - Dewey Foyer
9:00-12:30	Breakout Sessions
12:30-1:45	Lunch on your own
1:45-5:45	Breakout Sessions
6:30	Dinner: AATC Banquet - Farragut Ballroom Speaker: Bill Shubert

Book Sale following the banquet

Saturday, October 3, 2009

7:30-10:00	Registration - Dewey Foyer
7:30-9:00	Breakfast - Dewey Foyer
8:00-9:00	Professors of Curriculum Meeting - Dewey Room
9:00-12:20	Breakout Sessions
12:30-2:15	AATC Luncheon – Decatur Ballroom Speaker: Bill Ayers
2:30-4:30	AATC Board Meeting – Dewey Room



**Thursday, October 1, 2009
10:00 AM**

**Please join us for the Opening Session
in the Dewey Room**

AATC President, Bob Boostrom

**“Why I Am Not Wearing a Tie: Some Thoughts
about Experience and Judgment.”**

Rooms and Type of Session	Thursday, Session I 11:00-12:00
Paper Roanoke	<p>What Do You See? Teachers Attitude Toward Disability Allison Dickey; Ashland University</p> <p>This paper presentation will further the discussion of disability as a social construct in schools. Currently, schools view disability from a narrow, medical model lens and by doing so create disabling conditions in the classroom and educational community. .</p> <p>"The Influences of Race & Gender in the Evaluation of Teaching" G. Rasheeda Ayanru; Shepherd University</p> <p>Recent accounts focus needed attention on the intersection of color and gender in the professional experiences of female faculty of color across disciplines. Others specifically address the cultural reproduction of race, class, and gender in teacher education. This paper examines the influences of race and gender in the evaluation of teaching. It will also provide a framework for analysis of my self-study.</p> <p>Moderator: Sarah Ramsey, University of North Caroline at Charlotte</p>
Paper Rappahannock	<p>Podcasts: Perceptions in a Pre-service Mathematics Classroom Linda Summers Sansing; University of Houston Clear Lake</p> <p>Podcasts are another instructional strategy that teachers can add to their repertoire of technology tools. This study examines pre-service teacher candidates' perceptions when podcasts are used in the classroom setting.</p> <p>Enhanced Vocabulary Podcasts Implementation in Fifth Grade Classrooms Laurel Borgia; Western Illinois University</p> <p>Research-based enhanced podcasts for vocabulary retention were developed by undergraduates in a reading methods course and implemented in fifth grade classrooms. Results will be shared.</p> <p>Moderator: Pamela Thompson, Thomas University</p>
Paper Decatur	<p>Forging Citizens: A Comparative Analysis of Mexican and U. S. Elementary Level Civic Education Curriculum and Standards Gloria Contreras, Ron Wilhelm; University of North Texas</p> <p>This study involved a comparative content analysis of the elementary level civic education standards and curriculum of Mexico and the U. S. to determine how each nation defines citizenship. Additionally, the authors discuss the curricular implications for U.S. teachers of the civic allegiance and knowledge base of Mexican immigrant students within a theoretical framework of citizenship for critical democracy.</p> <p>Somebody Like Me: Immigrant Students and the "I" in Historical Inquiry Sherri Colby; Texas A&M University-Commerce</p> <p>The purpose of this article involves how seventh-grade students experience the process of historical inquiry and thereby develop multifaceted understandings, including insights into themselves.</p> <p>Moderator: Kevin Cloninger, Anthropeia</p>

**Issues
Dewey**

A Master's Portfolio: Universal Design

Julie Alexandrin ; University of Southern Maine

An education program's portfolio guidelines and process which are student centered, Universal Design, and based on discipline specific teaching standards, is presented and discussed.

State testing and the ACT in the high school curriculum – An investigation of student achievement

Daniel Warlop, Drew Kemp; Northern Illinois University

The objectives of the study are to determine whether first, students show a considerable variance in performance on state-mandated standardized tests outside and within the school curriculum, and second, what variables and strategies most greatly impact overall performance on those tests in the areas of English and Language Arts.

Moderator: Theresa Sosa, Loyola University Chicago



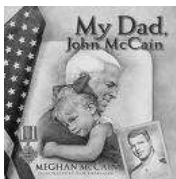
**BOOK FAIR: Be sure to stop by the
registration area to take a look!**



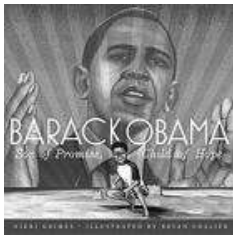
***Graduate Students
are invited
to a FREE pizza lunch
in the Roanoke Room***

Everyone Else:

12:00 – 1:15: Lunch on Your Own

Rooms and Type of Session	Thursday, Session II 1:15-2:15
Special Session Dewey	<p>Writer's Workshop: Graduate Students and Junior Faculty Cheryl Craig; University of Houston Bruce Uhrmacher; University of Denver Workshop covers three sessions this afternoon **Pre-registration is required</p>
Paper Rappahannock	<p>Reactions of Graduate Students to Recorded Visual and Verbal Feedback on Their Writing Using an Online Application Mark Reid; Texas A&M University – Commerce Graduate students in a cohort program provided feedback via reflection papers and surveys about two different types of feedback about their writing. The students valued the greater detail and specificity provided by the online video critiques of their papers.</p> <p>Re-imagining Graduate Studies in Education William White, Jason Grinnell; Buffalo State University The presenters discuss questions of prestige and value of the educational doctorate and present an alternative to the current conceptualization of graduate studies in education.</p> <p>Moderator: Gretchen Schwarz, Baylor University</p>
Panel Roanoke	<p>"That's not the only way to look at it!" Susan Kubic Barnes, Cheryl Beverly, Ashley Casavant, Courtney Luongo, Holly O'Bannon, Kristin Williams; James Madison University Students in early childhood special and general education teacher preparation programs and their university supervisors share how getting formal feedback from two viewpoints benefits children.</p>
Issues Decatur	<p>An Alternative to Bilingual Programs Lillian Hartmann; University of North Texas The presentation will examine key issues emerging from bilingual education, research and theory about the needs of the English Language Learners (ELL), the needs of the ELLs in various programs, outcomes of current bilingual programs and an alternative bilingual program for ELLs with a theoretical bilingual program for all students.</p> <p>Integrating Adjunct Faculty into an Education Program Julie Alexandrin; University of Southern Maine Adjuncts collaborate with full-time faculty to create consistency among courses in an education program. Adjunct faculty also serve as an advisory board to the program.</p> <p>Moderator: Rich Biffle, University of Hawaii – West Oahu</p>
<div>  <div> BOOK FAIR: Be sure to stop by the registration area to take a look! </div> </div>	

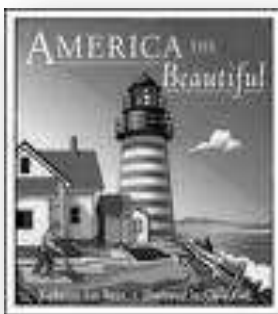
Rooms and Type of Session	Thursday, Session III 2:30 – 3:30
Special Session Dewey	<p>Writer's Workshop: Graduate Students and Junior Faculty Cheryl Craig; University of Houston Bruce Uhrmacher; University of Denver Workshop covers three sessions this afternoon **Pre-registration is required</p>
Paper Roanoke	<p>Analytic Philosophy: Tools for Locating and Unpacking Hidden Curricula Benjamin Welsh; Morgan State University Select analytic philosophical methods, useful for locating and unpacking 'hidden curricula', will be presented. The methods will be applied to a variety of educational 'texts'.</p> <p>Cupid's Arrow is Blunt: Conversations about Self Initiated Liberation and Survival in our Society and Schools. Cyprien Lokko; West Virginia University A parallel will be drawn between Paulo Friere's theory of Self – Liberation and the theme of hope, survival and love as discussed in other literary works.</p> <p>Moderator: Jackie Bach, Louisiana State University</p>
Paper Decatur	<p>War, Violence, and the Paradox of Reason: Exploring Controversial Issues in the Social Studies Curriculum Antonina Lukenchuk, National-Louis University War and violence are rarely discussed in social studies curricula. This paper juxtaposes Arendt's works on power, politics, and violence, and Elshtain's "Just War Theory" traditions and reaffirms the power of praxis-collective and constructive deliberative action.</p> <p>Cinematic Representations of the Teaching of Shakespeare Jackie Bach; Louisiana State University In this presentation, I examine the ways in which Shakespeare is taught in films set in urban, suburban, and elite schools to demonstrate that the school's socioeconomic context influences the pedagogical decisions made by teachers.</p> <p>Moderator: Vicki Ross, Northern Arizona University</p>
Issues Rappahannock	<p>Playing Teacher: Pre-Service Teachers' e-Portfolios as Performances of 'Good Teaching' Alison Leonard, Melissa Gibson; University of Wisconsin-Madison Presenters examine and interrogate contradictory, ambiguous, and performative notions of identity, authenticity, ideology and "good teaching" within the discourses of e-portfolios in teacher education.</p> <p>Facing the Challenges of Field Experiences-- Problems and Potential Solutions Michelle Cude, Jennifer Pease; James Madison University Today's K-12 classrooms don't always exemplify the best practices we are teaching in our education classes. Teachers need to be prepared to teach in a multi-lingual environment. Dialogue in this presentation will include shared issues and creative solutions to the challenges we face in placing our pre-service teachers in the real, local classroom settings.</p> <p>Moderator: Drew Kemp, Northern Illinois State University</p>



Book Fair!!

Be sure to stop by the registration area to take a look!

Rooms and Type of Session	Thursday, Session IV 3:45 –5:00
Special Session Rappahannock	<p>An Open Discussion between Bill Schubert, Bill Ayers, and Marcy Kysilka</p> <p>Moderated by Bob Boostrom</p>
Special Session Dewey	<p>Writer's Workshop: Graduate Students and Junior Faculty Cheryl Craig; University of Houston Bruce Uhrmacher; University of Denver Workshop covers three sessions this afternoon **Pre-registration is required</p>
Issues Decatur	<p>Weaving a Tapestry of Curriculum Theory, Design and Application: J.P. Guilford's Structure of Intellect Model Richard Biffle; University of Hawaii at West Oah'u J.P. Guilford's Structure of Intellect theory comprises up to 180 different intellectual abilities organized along three dimensions. This paper will examine SOI instructional strategies and their impact on elementary school curriculum design.</p> <p>The Use of Curriculum Integration And No Child Left Behind Vanessa Nicosia-Wilkinson, Drew Kemp; Northern Illinois University This Issues and Ideas session will investigate the positive and negative aspects of curriculum integration and how to utilize this integration in spite of restraints of policies.</p> <p>Moderator: William Veal, College of Charleston</p>
Panel Roanoke	<p>The Power of TWS: Exploring the Impact of the Teacher Work Sample on Teacher Candidate's Ability to Assess Teaching and Learning Andrea Foster, Melinda Miller, Lawrence Kohn; Sam Houston State University Teacher Work Sample (TWS) is a performance-based narrative prepared by teacher candidates with a focus on increased student learning. A large east Texas university has implemented the TWS in their teacher preparation program. This thematic session will elucidate findings with regard to teacher candidate performance in six domains.</p>



Book Fair!

**Be sure to stop by the registration area
for a look at the great books available!**


**Please join The President
For a reception with a cash bar
In the Crystal Room at 7:00 PM
(*President Boostrom, that is!*)**



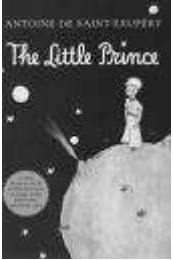
SPECIAL SESSION: 8:00 – 9:00 Business Meeting

**A Continental Breakfast
will be served in the Dewey Foyer
outside the Business meeting in the Dewey Room
starting at 7:30 in the morning**

Rooms and Type of Session	Friday, Session I 9:00-10:00
Panel Roanoke	<p>Changes in Higher Education: Issues, Paradigms, and Opportunities David Callejo Perez, Saginaw Valley State University Sebastian Diaz; Elizabeth Jones; Jason Johnson; Sarah Selmer; West Virginia University</p> <p>In our panel, we retell critical narratives from research doctoral faculty who decided to address current issues affecting higher education, especially the discourse of higher education (both private and public), meaning of curriculum making for future faculty, assessment of learning, knowledge transfer, and the role of identity constructed by learners within doctoral programs in higher education.</p>
Paper Dewey	<p>The Effect of Autonomous Versus Controlling Classroom Environments on Indian-American Students in the United States Andria Johnson, Drew Kemp; Northern Illinois University</p> <p>Do autonomous classrooms in the United States have positive effects for Indian-American students? Research will be presented on the issue.</p> <p>Planning Course Content Related to Student Behavior in a Classroom Management Course Sandra Dunn; University of Texas at Austin</p> <p>A qualitative content analysis of classroom management textbooks to determine how the content of required texts prepares the pre-service teacher to manage problem behaviors.</p> <p>Moderator: Denise McDonald, University of Houston – Clear Lake</p>
Paper Rappahannock	<p>Facing Controversy Michele Kahn; University of Houston- Clear Lake</p> <p>This paper addresses how Face-Negotiation Theory can help teacher educators address controversial issues.</p> <p>Teaching current events during the economic downturn: Opportunities for implementing critical pedagogy Vanessa Sikes; Lamar University</p> <p>A description of how teachers in a low SES, low performing school teach current events, highlighting how one social studies teacher engages students through critical pedagogy.</p> <p>Moderator: Blake Bickham, Mesa State College</p>

Paper Crystal	<p>Pre-Service Teachers' Attitudes about State Standards and Community Engagement Tim Thomas; James Madison University</p> <p>States' standardized tests challenge teachers. This session will present current research about pre-service teachers' attitudes regarding the potential for state standards to educate students about the communities in which they live.</p> <p>Reaching for Social Justice Through Service-Learning Barri Tinkler, University of Vermont Elizabeth Miller, c. lynne hannah; Shepherd University</p> <p>This study examines whether a service-learning experience that pre-service teachers complete in a social foundations course can be categorized as social justice service-learning.</p> <p>Moderator: Chara Bohan, Georgia State University</p>
Issues Decatur	<p>The Stories Teachers Tell: Mediating the Intertextual Dialogue Paul Parkison; University of Southern Indiana</p> <p>Ranging from Hero Narratives to Epic Narratives, teachers identify themselves through story. Literary criticism helps to explore the significance and meaning of these stories.</p> <p>Finding a Language FOR Respect Kevin Cloninger; Anthropedia</p> <p>Based on an extensive literature review this session will discuss a framework for understanding respect in teaching and learning.</p> <p>Moderator: Martha Combs, Southern Illinois University - Edwardsville</p>
<div> <div> BOOK FAIR!! Be sure to stop by the registration area to take a look! Book Sale Tonight after banquet 😊 </div> <div>  </div> </div>	

Rooms and Type of Session	<p align="center">Friday, Session II 10:15-11:15</p>
<p align="center">Paper Rappahannock</p>	<p>Alice in Dunderland: A Representational Short Story of a First Grade Teacher's Response to Accountability and High-Stakes Testing Kathy Spillman; Oklahoma State University <i>Alice in Dunderland</i>, a representational short story using a first grade teacher's interview, illuminates the themes of time and control in today's elementary classroom.</p> <p>The Implementation of the First Steps in Mathematics Developmental Program in a Suburban School District: Suggestions for Positive School Reform Amanda Renee Hurlbut; University of North Texas This paper examines one suburban school district where change was initiated using the <i>First Steps in Mathematics</i> developmental program. The focus of this paper is to evaluate this school district through the consideration of how district officials define and analyze the problem and evaluate the change based on the CBAM model for curriculum evaluation.</p> <p>Moderator: Michelle Sharpswain, Wingra School, Madison, WI</p>
<p align="center">Paper Dewey</p>	<p>Fluency, Comprehension and Efficacy: Study of 4th graders in Heterogeneously Classroom Peggy Schimmoeller, Vicki Hubbard; Randolph College Effects of heterogeneous grouping practices in reading instruction will be investigated through students' self-reporting of reading efficacy and analysis of students' test scores in reading.</p> <p>Preparing Pre-service Teachers for the Challenges of Problem Behaviors: A Qualitative Analysis of Classroom Management Texts Sandra Dunn; University of Texas at Austin An analysis of interviews with four classroom management course instructors to examine the decisions that determine the content pre-service teachers receive on student behavior.</p> <p>Moderator: Joe Feinberg, Georgia State University</p>
<p align="center">Issues Roanoke</p>	<p>Games in Teaching Mark Geary; Dakota State University This presentation explores the use of content neutral games in education, possible pros and cons, and their application and integration into Higher Education classrooms.</p> <p>Wii Would Like to Learn: A Graduate Class Explores How Gaming the Curriculum Connects Students to 21st Century Skills Pamela Thompson; Thomas College Participants are invited to engage in a dialogue around the designs of electronic games created by K-12 teachers to teach content area skills.</p> <p>Moderator: Shelley Blackburn-Harris, Texas A&M University - Kingsville</p>

<p>Paper Decatur</p>	<p>Against the Politics of the Official Curriculum: Opening Counter-Hegemonic Spaces for Critical Multicultural Education with Marginalized Others Mi Ok Kang; University of Wisconsin – Madison</p> <p>This research reveals how the Rightist government’s multiculturalism in South Korea has influenced the 7th revision of the official curriculum since 2008, and in which ways diverse agents have tried to challenge the dominant multicultural agenda and tries to found a critical multicultural/multilingual curriculum and pedagogy.</p> <p>Nuances of Equity in Multicultural Schools Candace Schlein; University of Missouri-Kansas City Elaine Chan; University of Nebraska-Lincoln</p> <p>In this presentation, we highlight potential challenges of providing equitable curricular experiences for students from various underrepresented backgrounds within highly culturally diverse schools.</p> <p>Moderator: Alan Garrett, Eastern New Mexico University</p>
<p>Paper Crystal</p>	<p>Exploration of Historical Thinking Skills among Elementary Teacher Candidates: Analysis of Discourses Contracted and Transformed by their Act of Interpreting Primary Sources J.D. Ohn; James Madison University</p> <p>The study involved a group of pre-service teachers in reconstructing the past through creating historical narratives with the goal of examining their historical thinking skills.</p> <p>Teacher Work Sample: Significant, Challenging Learning Goals and Valid Assessment? Robert Redmon; Midwestern State University</p> <p>This paper describes the relative <i>significance</i> and <i>challenge</i> of the learning goals and assessment methods found in 100 Teacher Work Samples prepared during student teaching.</p> <p>Moderator: Wesley Null, Baylor University</p>
<div> <p>BOOK FAIR!! Be sure to stop by the registration area to take a look! Book Sale tonight after the banquet 😊</p>  </div>	

Rooms and Type of Session	Friday, Session III 11:30-12:30
Poster Sessions Roanoke	<p>Cognitive Processes in Conjecturing in Dynamic Geometry: from Theory to Practice Anna Baccaglini-Frank; University of New Hampshire & Università di Siena (Italy) This poster introduces some cognitive processes that can emerge during open explorations in dynamic geometry where argumentation, conjecturing, and proof are required.</p> <p>Practices of Representations in an U.S. Eighth-Grade Classroom Soo Yeon Shin; Purdue University This study will examine the teacher's influence on eighth-graders' understanding of different types of representations of across ten consecutive lessons on linear and non-linear functions.</p> <p>Preserving the Future of the Hawaiian Language Thomas Keopuhiwa, Leilani Browning; West Virginia University To preserve a culture, one must look into saving the language; this presentation sheds some light on the future of the preservation of Hawaiian language.</p> <p>Invisible Cage: School Counselors' Restricted Actions of African American Males Social, Psychological, Educational Growth April Harris; University of Missouri at St. Louis School counselors serve as educational custodians of students; yet, over contemporary time periods, have not collectively demonstrated leadership in broadening students' academic experiences. The lack of advocacy for educational experiences for African American males outside the traditional classroom setting is stifling and must be addressed.</p>
Panel Dewey	<p>Teacher Identity and Social Justice Learning Aleshea Ingram, Jennifer Hernandez; University of Missouri-St. Louis Panelists will discuss their personal journeys through deliberate learning about social justice issues and the transformation of professional identities that have resulted.</p>
Paper Rappahannock	<p>The Procrustean Bed and Standardization in Education Youngjoo Kim; Oakland University By analogy with the story of Procrustes's bed, a Greek myth, the study examines the problems of standardization in education.</p> <p>Flirting with Curriculum Theory: Curriculum Theorizing in the Midst of Standardization Deb Abernathy; Kansas State University This paper is a collaborative curriculum theorizing effort between a teacher educator and a high school teacher. The purpose of the paper is to underpin the importance of informing each other of the process of theorizing in the midst of the pressure of standardization.</p> <p>Moderator: Mark Geary, Dakota State University</p>

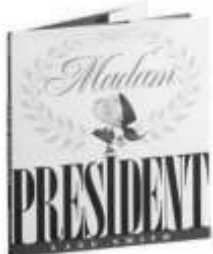
Paper Crystal	<p>Engaging the Self in Teacher Education: Critical Self-Narratives and the Creation of Educational Communities William White; Buffalo State University</p> <p>The presenter suggests that critical self-narratives are essential in becoming a professional teacher trainer and identifies six personal pedagogical beliefs that should guide practice.</p> <p>Pre-Service Teachers' Autobiographical Reflections: Narratives and Self-discovery Mark Seaman; Stephen F. Austin State University</p> <p>This paper examines the use of autobiographical reflection in teacher education programs as pre-service teachers explore the influences of their past on future teaching practice.</p> <p>Moderator: Shelley Blackburn-Harris, Texas A&M University - Kingsville</p>
Issues Decatur	<p>Critical Global Praxis in Education Bordelais Ulysse; National-Louis University</p> <p>Focusing on pedagogy and curriculum, this presentation critiques globalization's negative impact on education and argues for a critical, transformative interaction with the global economic system.</p> <p>You Can't Teach Where You Don't Know: Fusing Place-Based Education and Whiteness Studies for Social Justice Drew Kemp, Joseph Flynn; Northern Illinois University David Callejo Perez, Saginaw Valley State University</p> <p>The objective of this ideas and issues session is to expand the concept of place-based education by fusing it with Whiteness Studies for the purpose of gaining a greater understanding of the complexities of society and of the self.</p> <p>Moderator: Jeanne Tunks, University of North Texas</p>
<div data-bbox="259 1106 448 1367"> </div> <div data-bbox="587 1148 1325 1318"> <p>BOOK FAIR!! Be sure to stop by the registration area to take a look! Book Sale Tonight after banquet 😊</p> </div>	

Lunch is from 12:30 – 1:45

On your own



Rooms and Type of Session	<p align="center">Friday, Session IV 1:45-2:45</p>
<p align="center">Paper Crystal</p>	<p>Dissertations and Tenure: A Narrative of Miscommunication David Callejo Perez, Saginaw Valley State University Sarah Selmer, West Virginia University</p> <p>Using critical self narratives to explain the relationship among the dissertation and tenure processes and the challenge to academic freedom, the presenters will each retell short critical narratives of each process and then offer responses to each other's narratives through their experiences of observing each other go through the dissertation and tenure process.</p> <p>Making the Learner Known and Valued: Nurturing Caring Professor-Student Relationships Kent Divoll, Lillian McEnery; University of Houston- Clear Lake</p> <p>Highlighted in this session is the professor-student relationship along with various activities strategies employed to make learners feel known and valued in the learning community.</p> <p>Moderator: Shelley Blackburn-Harris, Texas A&M University - Kingsville</p>
<p align="center">Paper Rappahannock</p>	<p>Aesthetic Influence: Concept and Curriculum in Art Education Nicole Harper; Georgia Southern University</p> <p>A discussion of multiple aesthetic discourses as the field-specific knowledge base that has guided the meaning and approach of art education instruction in the U.S.</p> <p>Synergistic Effects of Planning and Teaching with Aesthetic Themes Christy Moroye; University of Colorado, Boulder P. Bruce Uhrmacher; University of Denver</p> <p>We will share our on-going research of six aesthetic themes—connections, risk-taking, perceptivity, imagination, sensory experience, and active engagement—specifically focusing on seven high school English and history teachers.</p> <p>Moderator: Vicki Ross, Northern Arizona University</p>
<p align="center">Paper Dewey</p>	<p>Are They Ready? The Early College High School and Student Self-Perceptions of College Readiness Denise McDonald; University of Houston – Clear Lake</p> <p>This self study examines teaching characteristics, skills and processes that productively address complex adult student dispositions</p> <p>Virtual High Schools for a Virtual World, But Are They Effective? Tobi Thompson; Oklahoma State University</p> <p>In today's digital world, technology is becoming increasingly important. The number of Virtual High Schools has tripled over the last few years, but are they as effective as brick and mortar schools?</p> <p>Moderator: Peggy Schimmoeller, Randolph University</p>

<p>Special Paper Decatur</p>	<p>Fresh Hope in Hard Times O.L Davis Jr. University of Texas – Professor Emeritus</p> <p>No question about the nature of present times. For the most part, they are hard and appear to becoming harder. Especially difficult are recent legislative enactments and administrative responses that have had the effect of deskilling teachers. Depressingly simplistic associations of teaching and learning are easy and illogical such that they confuse educators, students, and citizens at large. Even so, in these hard times, prospects of hope are real and solid, not at all saccharine. One such prospect for realistic hope is local, practical curriculum development - a deliberative process by which teachers in relation confront real problems and make decisions by which students engage significant subject matters.</p>
<p>Issues Roanoke</p>	<p>The Challenge for Doctoral Programs in Small Colleges/Universities Randall Koetting; Marian University Martha Combs; Southern Illinois University-Edwardsville</p> <p>Growing out of intense study of doctoral programs by the Carnegie Foundation, this Issues and Ideas session will explore challenges related to planning and implementing doctoral programs in small colleges/universities.</p> <p>Writing Doctoral Students/ Doctoral Students’ Writing: Examining the Borders of Sanctioned Academic Spaces with/in a Doctoral Student writing Group Stephanie McCall, Mary Coakley, , Becky Stanko, Vaughn W. M. Watson; Teachers College, Columbia University</p> <p>This presentation explores a doctoral student writing group as an emerging space on the borders of the sanctioned curriculum, in particular the discourses of support with/in the space.</p> <p>Moderator: Dave Flinders, Indiana University</p>
<div data-bbox="256 1255 467 1507">  </div> <div data-bbox="613 1297 1344 1465"> <p>BOOK FAIR!! Be sure to stop by the registration area to take a look! Book Sale Tonight after banquet 😊</p> </div>	

Rooms and Type of Session	<p style="text-align: center;">Friday, Session V 3:00 – 4:00</p>
<p style="text-align: center;">Paper Dewey</p>	<p>Is There Such A Thing As A Progressive Educator in Higher Education? Michelle Sharpswain; Wingra School, Madison, WI</p> <p>Are you a progressive educator? What does that look like? What are the barriers and supports for walking the talk of this educational philosophy?</p> <p>Is Real Teaching a Political Act? Preparing Teachers to Become Risk Takers in an Era of High-Stakes Testing Jeffrey Kaplan; University of Central Florida</p> <p>In an era of high-stakes testing, Florida is the leader in where accountability measures dominate the curriculum and set the standard for achievement. This paper addresses the Florida Accountability program and how it is not only stifling educational innovation, but undermining curriculum reform and teacher education practices.</p> <p>Moderator: Shelley Blackburn-Harris, Texas A&M University - Kingsville</p>
<p style="text-align: center;">Paper Rappahannock</p>	<p>The Social Studies Curriculum in Atlanta Public Schools During the Desegregation Era Chara Bohan; Georgia State University</p> <p>This historical investigation explored how teachers, students, and education officials viewed the social studies curriculum in the local context of Atlanta, and the broader state of Georgia, during the post Civil Rights era, when integration was a court ordered reality in the public schools.</p> <p>Shouting into the Wind: A Methods Professor Confronts the Students' Curriculum-as-Lived Christopher Witschonke; University of Houston-Downtown</p> <p>A method's professor examines if a student's curriculum-as-lived can be transformed by the curriculum-as-planned as they are introduced to the ideals of social education.</p> <p>Moderator: Susan Brown, Retired Professor</p>
<p style="text-align: center;">Paper Decatur</p>	<p>School Bullying: What Do Teachers Believe? Laurie Bennett; University of Denver</p> <p>This paper explores 15 young teachers' ideas about and experiences with school bullying, expressed as part of their graduate seminar on Bullying and Qualitative Research.</p> <p>"The New Bully on the Playground Wears a Dress!" Nichole Hertel; University of Houston</p> <p>Discusses the impact adolescent females bullies have on girls and the effectiveness of past interventions, then presents innovative solutions for the primary classrooms.</p> <p>Moderator: Allison Dickey, Ashland University</p>

<p>Panel Roanoke</p>	<p>All the Faces of Collaboration Ashley Atkins Martucci, Sarah Selmer , Erin Niemiec, Stephanie Morris; West Virginia University</p> <p>The panel will reflect on collaboration, specifically through a social capital lens. Individual relationships will be viewed closely. In order for collaboration to flourish, a meeting of the minds must occur.</p>
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<p>Issues Crystal</p>	<p>Creating a Community of Learners: Analyzing Interactive Activity Communication in a Distance Education Course to Determine the Evolution of Online Communities of Learning Terri Edwards Bubb, Caroline Crawford, Denise McDonald; University of Houston – Clear Lake</p> <p>This paper investigates and identifies factors that contribute to the formation of a community of learners in a distance education graduate course.</p> <p>“Using Online Discussion Boards to Maintain and Facilitate Student Teacher Knowledge Communities” Blake Bickham; Mesa State College</p> <p>This session will generate discussion about using online discussion boards to maintain a sense of community and to facilitate and track student teacher learning.</p> <p>Moderator: Stacey Elsasser, American Public University</p>
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Rooms and Type of Session	<p align="center">Friday, Session VI 4:15 – 5:30</p>
<p align="center">Special Session Roanoke</p>	<p>Continuing Influences: An Ongoing Conversation with and about Bill Schubert and Bill Ayers</p> <p>Patrick Roberts; National-Louis University Isabel Nunez; Concordia University Joe Ohlinger; Chicago Public Schools Ming Fang He; Georgia Southern University Wynnetta Scott-Simmons; Mercer University Angela Haynes; Altamaha Elementary School & Georgia Southern University Derrick M. Tennial; Georgia Perimeter College’s Gateway to College Academy & Mercer University</p>
<p align="center">Special Session Crystal</p>	<p>Dissertation Award Winner for Teaching: <u>(Un)Learning to Teach: A Narrative Inquiry into the Experiences of Canadian Teacher–Returnees from Northeast Asia</u> Candace Schlein; University of Missouri-Kansas City</p> <p>Dissertation Award Winner for Curriculum: <u>The Labor of Learning: A Study of the Role of Pain in Education</u> Avi Mintz; University of Tulsa</p> <p>Moderator: David Cajello Perez, Saginaw Valley State University</p>
<p align="center">Paper Rappahannock</p>	<p>Comenius: Dead White Guy for the 21st Century Gretchen Schwarz; Baylor University Jill Martin; Oklahoma State University—Tulsa</p> <p>This paper will summarize the life, work, and contributions of Jan Amos Komensky (1592-1670), known as Comenius. He taught and wrote extensively about what education can and should be. Many of his ideas still seem fresh today, especially in the light of ongoing “back to basics” reform movements in American education.</p> <p>Slumdog Millionaire, Twilight, and Romeo and Juliet: Critically Examining the Intersection of Race, Class, and Gender in Popular Tales with Ninth Grade Students Wendy Whitmore; Indiana University</p> <p>While examining histories and stories with similar themes, Wendy’s ninth grade students will examine specific popular narratives through the lens of race, class, and gender.</p> <p>Moderator: Jeff Kaplan, University of Central Florida</p>
<p align="center">Panel Dewey</p>	<p>Negotiating the Tenure-Track Journey: The Competing and Contesting Discourse Associated with Becoming an Academic. Drew Kemp, Joseph Flynn; Northern Illinois University</p> <p>This panel examines the changes that occur both in academics’ professional and personal lives as they learn how to navigate the social and political terrain of the tenure-track process.</p>

To Blog or Not to Blog: The Future of Social Networking Technologies in the Secondary Environment

Tim Price; University of Denver

While many practitioners have already engaged in action-research on the use (and abuse) of social networking technologies in educational environments, few experimental or quasi-experimental studies have been done, and fewer from the secondary environments in particular. In this paper session I will provide a brief review of the descriptive literature and discuss the implications and limitations of performing a more empirical study of social networking.

Face-to-Face or Cyberspace? Creating Community in an Online Setting

Ruth Givens; Azusa Pacific University

This paper will address the necessary sub-skills that are often overlooked in an online setting. Except for those whose expertise lies in digital learning, most professors create courses similar to on-campus courses, and most students assume they are embarking on a type of independent study, where they do the work and turn it in at their convenience. Successful online courses require a new way of participating, which must be addressed as our classes become more digitally based.

Moderator: Randall Koetting, Marian University

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*Tonight's Banquet Festivities
Will begin at 6:30
In the Farragut Ballroom*

NOTES

Banquet Program

Presentation of Dissertation Awards

Distinguished Dissertation in Teaching:

Candace Schlein, University of Missouri-Kansas City
(Dissertation Chair, Dr. Michael Connelly)

Distinguished Dissertation in Curriculum:

Avi Mintz, University of Tulsa
(Dissertation Chair, Dr. David Hansen)



Announcement of the Marcella Kysilka Lecture

2009 Annual Lecture

William Schubert; University of Illinois, Chicago

**Love, Justice, and Education in Acquisitive Society: Our Curse-Ed
Language**

Special Recognitions

Book Sale



A Continental Breakfast will be served in the Dewey Foyer

Professors of Curriculum Meeting (8:00 – 9:00) Dewey Room

Rooms and Type of Session	Saturday, Session I 9-10
Special Session James	<p>Writing for Publication: Session with the CTD Co-Editor David Flinders; Indiana University</p> <p>A discussion for beginning researchers and those who may be interested in publishing and/or reviewing for the AATC <i>Curriculum and Teaching Dialogue</i>.</p>
Paper Rappahannock	<p>Being Teacher: Leader vs. Manager A Look at Curriculum Utilization Lucretia Hubler-Larimore; West Virginia University</p> <p>This literature review delves into the concept of forming teachers into classroom leaders rather than classroom managers and the ability of a classroom leader to implement sound practices aim to engage the learner, to nurture imagination; and cognitive and artistic expression; and to foster social-emotional and moral development.</p> <p>Curriculum of Teachers' Lives: Curriculum In Teachers' Lives Vicki Ross, Shannon Guerrero; Northern Arizona University</p> <p>This is a study of mathematics teaching in elementary school. We asked teachers to explain what curriculum materials they use and how they use these resources in their teaching.</p> <p>Moderator: Linda Black, Stephen F. Austin University</p>
Paper Potomac	<p>Reading With or Reading In Social Studies Classrooms: How In-service Teachers Utilize Reading Strategies in their Instructional Decision-Making Carol Klages, Jane Fry; University of Houston-Victoria</p> <p>This pilot study serves as a vehicle to examine written discourse as a means to promote beginning contexts for reflective thinking among teacher candidates.</p> <p>Middle School Journal Writing and Student Achievement, Attendance and Discipline Dana Lewis Haraway; James Madison University</p> <p>This presentation is intended to introduce the audience to a specific type of journal writing (based on Pennebaker's work) as a means to assist in student adjustment and performance in middle school.</p> <p>Moderator: Peggy Moch, Valdosta State University</p>

<p>Paper Roanoke</p>	<p>Rethinking Race and Curriculum: Using Whiteness Studies to Examine Curriculum Joseph Flynn; Northern Illinois University</p> <p>This paper will explore Whiteness Studies and how it can be used to critically examine curriculum and foster deeper conversations about race and diversity.</p> <p>Navigating the Job Search: Advice on Finding, Applying, and Getting a Job Sarah Ramsey; University of North Carolina at Charlotte Jackie Back; Louisiana State University Vanessa Sikes; Lamar University</p> <p>This session is especially designed for graduate students who are interested in learning more about the job search process. Junior faculty will discuss strategies, suggestions, ideas, and helpful hints about topics such as: negotiating salary, dual career couples, start up packages, moving expenses, on campus interviews, teaching load, and other relevant issues. Handouts will be provided.</p> <p>Moderator: Gloria Contreras, University of North Texas</p>
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Rooms and Type of Session	Saturday, Session II 10:10 – 11:10	
Paper James	<p>The Student Whisperer: Facing Complex Student Dispositions with Flailing Finesse Denise McDonald; University of Houston – Clear Lake</p> <p>This self study examines teaching characteristics, skills and processes that productively address complex adult student dispositions.</p> <p>Developing a Teaching Persona Janine Davis; University of Virginia</p> <p>This qualitative study investigates how teachers create teaching personae. Data were coded and analyzed twice, first using Erickson’s (1986) Analytic Induction, then using Miles and Huberman (1994).</p> <p>Moderator: Mark Reid, Texas A&M University - Commerce</p>	
Paper Roanoke	<p>Detracking Schools: Benefits, Challenges, and Instructional and Curricular Non-Negotiables Eric Carbaugh; James Madison University</p> <p>This session will explore detracking in schools. The benefits and challenges associated with eliminating tracking will be discussed, along with essential curricular and instructional practices.</p> <p>Global Mindedness in the Curriculum Christy Moroye; University of Colorado, Bolder Kate Kauper; University of Iowa</p> <p>We present findings of our research on how the global perspectives of middle and high school teachers affect the curriculum.</p> <p>Moderator: Lynne Bailey, American Public University</p>	
Paper Rappahannock	<p>Identifying Interpretative Repertoires of Effective Urban Teachers Teresa Sosa; Loyola University Chicago</p> <p>This study uses positioning theory to explore the ways in which teachers promote the view of their students as fully capable learners. Drawing from the interview data of ten teachers identified as effective and who position themselves as such, the representations characterizing the teachers’ collective discourse seem to counter the deficit view of students but also to support the ideological views both historically and currently promoted in urban settings.</p> <p>The Impact of Informal Curriculum Experiences: A Study of the Education of a Female Community Leader in Houston, Texas Linda Black; Stephen F. Austin State University</p> <p>This paper presents research that examined the impact of informal curriculum experiences on the development of leaderships skills in the life of Texas activist and philanthropist Miss Ima Hogg as a way of understanding the relationship between women’s education and women’s achievement.</p> <p>Moderator: Christopher Witschonke, University of Houston</p>	

<p>Paper Potomac</p>	<p>An Analysis of Themes of Environmental Sustainability in Science Content Standards Michelle Tenam-Zemach; Nova Southeastern University</p> <p>This study determined the extent to which themes of environmental sustainability and an ecological paradigm are present in seventh grade science content standards.</p> <p>Environmental Inquiry: A Model Design for Environmental Education Vanessa Nicosia-Wilkinson; Northern Illinois University</p> <p>The instructional model presented allows learners to build upon points of reference and identify personal positions on environmental issues that impact the local and/or global community.</p> <p>Moderator: Ron Wilhelm, University of North Texas</p>
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Rooms and Type of Session	Saturday, Session III 11:20 – 12:20
Paper Rappahannock	<p>Teaching Bilingual Children Early Literacy: Integrating Play into a Young Chinese Child's Literacy Development as Bilingual Eun-Joo Kim, Jie Zhang, Moira Fallon; State University of New York- Brockport</p> <p>This session will review the effectiveness of the Reggio Emilia approach in developing bilingual literacy for a Chinese preschooler in different play settings.</p> <p>"I am stuck!": A Taiwanese teacher in a Community-Based Chinese Heritage Language School. Hsu-Pai Wu; University of Texas at Austin</p> <p>This session will investigate professional identity and beliefs of a female Taiwanese teacher in a Chinese heritage language school. Using case study, the findings show that this teacher gains weak sense of professional identity due to insufficient professional training and teaching resources. Several implications will be addressed in this study.</p> <p>Moderator: Laurie Bennett, University of Denver</p>
Paper James	<p>Simulation Game Research in Social Science Education Joseph Feinberg; Georgia State University</p> <p>Well-designed simulation games potentially provide a means to promote thinking, motivation, and student engagement consistent with the purposes of social science education. What does the research show?</p> <p>The Effect of Writing Evaluation on Writing Performance: A Study in Writing Proficiency Levels of Fifth Grade Students Christine Love Thompson; Tennessee State University</p> <p>Utilizing a Writing Workshop, this research combines Bloom's Taxonomy: Domain Six Evaluation with Lev Vygotsky's Social Learning Theory to increase Fifth Grade students' writing proficiency levels.</p> <p>Moderator: Christy Moroye, University of Colorado, Boulder</p>
Paper Roanoke	<p>Art as Metaphor for Measuring Disposition Toward Mathematics Learning and Teaching Jeanne Tunks; University of North Texas</p> <p>Students in a math methods course for elementary education majors completed pre and post postings of art that represented their perceptions of themselves as math learners and teachers. Findings of an analysis of the artworks and descriptions revealed that all students transformed in their perceptions, no matter the level of fear observed when entering the course.</p> <p>Making the Math Connection Personal: Unpacking Personal Experiences that Influence the Teaching of English Language Learners Angela López Pedrana; University of Houston-Downtown</p> <p>This paper presents findings from an ongoing study that provides opportunities for Latino teacher candidates to discuss, reflect on, and share what they are going through as they learn methodology for teaching math. Often, many of these teacher candidates speak about the unpleasant experiences they have had while learning math themselves. These experiences set the tone for personal beliefs about teaching math to English Language Learners.</p> <p>Moderator: Karen Riley, Auburn University - Montgomery</p>

Issues Potomac	<p>Helping Pre-Service Teachers Navigate the Realities of School Jennifer Pease; James Madison University</p> <p>This interactive session will explore the different contextual factors that influence pre-service teachers' beliefs and practices during school-based field experiences.</p> <p>Using the CANE Model to Improve Pre-Service Teachers' Attitudes about Mathematics Peggy Moch; Valdosta State University</p> <p>Action research study about attitudes towards mathematics in early childhood majors. The Commitment and Necessary Effort (CANE) model was the theoretical basis for instructor interventions.</p> <p>Moderator: Bruce Uhrmacher, University of Denver</p>
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Program Chair Acknowledgements:

I would like to thank the members of the executive council and the many presidents, past and present for their support over the many years. I would especially like to thank our Executive Secretary, Lynne Bailey, for her advice, encouragement, and support. This is my seventh year of being involved in AATC and each year is more interesting, refreshing, and comfortable than the last.

I have grown tremendously through my involvement with AATC and would encourage anyone interested in becoming a better academic, teacher, and professor to get involved with AATC. After the 2010 conference, a new program chair will be needed. Please contact me so you can work with me during the upcoming year and get to know the ropes! See you all in St. Louis next year!

Stacey 🇺🇸



**Please join us for our luncheon today
in the Decatur Ballroom.**

Our special guest speaker will be:

Bill Ayers

**Trudge Toward Freedom:
Reform in the Age of Obama**

AATC Conference Highlights

Keynote Speakers:

2009: William Shubert	William Ayers
2008: O.L. Davis Jr.	Renee Clift
2007: Carl Glickman	Suzanne Wilson
2006: Michael Connelly	David Hansen
2005: C. A. Bowers	William Pinar
2004: Geneva Gay	Madeleine Grumet
2003: Eleanor Duckworth	O. L. Davis Jr.
2002: William Schubert	William Ayers
2001: Nel Noddings	D. Jean Clandinin
2000: Elliot Eisner	Maxine Greene
1999: Michael Apple	Steve Selden
1998: Wilma Longstreet	Celebration School Staff
1997: Robert Donmoyer	Burga Jung

Dissertation Award Winners:

<u>Curriculum</u>	<u>Teaching</u>
2009 Avi Mintz	Candace Schlein
2008 Steven Fleet	Sherri Colby
2007 Shijing Xu	Mark Seaman
2006 Michelle Sharpswain	Sandra Musanti
2005 Stephanie Soliven	Sarah Ramsey
2004 Donna Spirka	
2003 Stacey Elsasser	April Luehmann
2002 Wesley Null	

AATC Conference Sites:

St. Louis, Missouri; 2010	Austin, Texas; 2008
Arlington, Virginia; 2009	Charlotte, North Carolina; 2006
Cleveland, Ohio; 2007	Portland, Oregon; 2004
Austin, Texas; 2005	Tulsa, Oklahoma; 2002
Baltimore, Maryland; 2003	Orlando, Florida; 1998 - 2000
Denver, Colorado; 2001	

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Ron Wilhelm, 2002	P. Bruce Uhrmacher, 2001
Stephen Fain, 2000	William Segall, 1999
Ann Converse Shelly, 1998	Fran Hunkins, 1997
O. L. Davis Jr., 1996	

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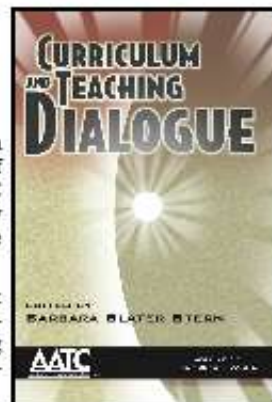
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Curriculum and Teaching Dialogue is the journal of the American Association of Teaching and Curriculum (AATC). An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the 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).

Since its founding AATC has produced scholarship in teaching and curriculum and serves the general public through its conferences, journals, and the interaction of its members. The purpose of the organization was 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.”

Curriculum and Teaching Dialogue seeks to fulfill that mission.



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