

The American Association for Teaching and Curriculum

In June of 1995, John Laska, first secretary-treasurer of AATC, described the development of the scholarly field of teaching and curriculum as follows:

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. Some examples of these 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 transformation of American scholarship that began during the latter half of the nineteenth century, 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.

An important recent event in the development of 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 believe that the time is long overdue to recognize teaching and curriculum as a basic field of scholarly study.

Article I, Section 2 of The Constitution of the American Association for Teaching and Curriculum states that the purposes of the organization shall be:

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 are typically affiliated with departments of curriculum and instruction, teacher education, and elementary and secondary education.

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.

This Third Annual Conference of the AATC is dedicated to advancing these concepts of the organization and its purposes.

OVERVIEW OF CONFERENCE

Thursday, October 17

12-6 p.m.	Registration - Second Floor Mezzanine
1-6 p.m.	Presentations
4-6 p.m.	Executive Committee Meeting - Baker Room
6-7 p.m.	Wine and Cheese Reception with cash bar
7-9 p.m.	Banquet, Address by President-Elect, Sylvia Hutchinson University of Georgia

Friday, October 18

8 a.m.-5 p.m.	Registration - Second Floor Mezzanine
8-9:30 a.m.	General Session, Presidential Address, Francis P. Hunkins University of Washington
8-9:30 a.m.	Dissertation Awards Committee Meeting - Baker Room
9:45-12 noon	Presentations
12-1:30 p.m.	<i>Lunch on Your Own</i>
1:30-2:45 p.m.	Business Meeting - Baker Room
3-3:50 p.m.	Presentations
4-4:50 p.m.	Presentations

Saturday, October 19

8:30-10 a.m.	Registration - Second Floor Mezzanine
9-12 noon	Presentations
12-1:30 p.m.	<i>Lunch on Your Own</i>
1:30-3 p.m.	Executive Committee Meeting - Baker Room



Officers of the American Association for Teaching and Curriculum

President: Francis P. Hunkins, University of Washington, 115 Miller Hall DQ 12, Seattle, WA 98195

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President-Elect: Sylvia Hutchinson, University of Georgia, G-3 Aderhold Hall, Athens, GA 30602-7103

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Secretary-Treasurer: O.L. Davis, Jr., The University of Texas at Austin, 6014 Tonkawa Trail, Georgetown, TX 78628

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Executive Council: Carol Barnes, California State University, Fullerton; Gloria Contreras, University of North Texas; Gillian E. Cook, The University of Texas at San Antonio; Eleanor Duckworth, Harvard University; Stephen M. Fain, Florida International University; Lawrence L. Giandomenico, SUNY Plattsburgh; Mary Louise Gomez, University of Wisconsin-Madison; Kenneth F. Jerich, Illinois State University; J. Randall Koetting, University of Nevada; Marian L. Martinello, The University of Texas at San Antonio; Mary M. Patton, Texas Christian University; William E. Segall, Oklahoma State University; Bernard Spodek, University of Illinois; Decker Walker, Stanford University; Linda Webb, Kennesaw State College.

THURSDAY, OCTOBER 17

Constructivistic Skills-Based Curriculum for College Freshmen: ACCESS Faculty to Research Pragmatic Immersion Techniques
Training faculty in using and researching pragmatic constructivistic mechanisms in teaching skills-based curriculum to college freshmen.

Presenters: Aftab Hassan, Prairie View A&M University
Lettie Raab, Prairie View A&M University
Discussant: Lynn M. Burlbaw, Texas A&M University

Session 8
Strand: Professional Development
Issues and Ideas

Bluebonnet Room

Promoting Critical Thinking Skills Across the Curriculum: Strategies for Preservice Teachers
Experience a variety of research-based strategies to help preservice teachers infuse critical thinking in their (K-12) classrooms. Active audience participation and sharing.

Presenters: Janet Moss, Rowan College of New Jersey
Bobbette Morgan, University of Texas at Arlington
Ivy Yee, California State University, Fullerton

Learning Through Inquiry: Transforming Preservice Teachers' Self-Perceptions from Fountains of Knowledge to Facilitators of Discovery
This presentation focuses on student reflection and its application to curricular design and instructional practices.

Presenters: Judy P. Pollak, University of Nevada, Las Vegas
Nancy P. Gallavan, University of Nevada, Las Vegas

Writing in Education Courses: Tools for Inquiry and Development
Encouraging and modeling process writing for future teachers; classrooms and professional development will be addressed.

Presenters: J. YeVette McWhorter, Texas Woman's University
Ann T. Bullion-Mears, Sam Houston State University
Chair: Wade C. Smith, Jr., Texas Tech University

Session 9
Strand: Curriculum Theory
Paper Presentation

Alamo Room

Textbooks, Curriculum, and Distortion: An Attempt to Resolve Cognitive Dissonance for Negro Children During Desegregation
This historical inquiry focuses on the curriculum and use of U.S. Government textbooks in Negro schools prior to and during desegregation.

Presenters: Anna V. Wilson, The University of Texas at Austin
William E. Segall, Oklahoma State University

THURSDAY, OCTOBER 17

Foreign Language Curricula

This research paper examines the development of foreign language curricula during the past fifty years.

Presenters: Chara Bohan, The University of Texas at Austin
Jennifer Deets, The University of Texas at Austin
Discussant: Wen-Song Hwu, Oklahoma State University

Executive Committee Meeting
4:00-6:00 p.m.
Baker Room

4:00 - 4:50

Session 10

Magnolia Room

Strand: Instructional Technology
Issues and Ideas

Centralized Curriculum Development

Centralized curriculum development: a quality assurance tool for remote site instructional delivery for adult learners.

Presenters: Gwen Rivkin, Cardinal Stritch College
Linda Reiss, Cardinal Stritch College

Curriculum Analysis

This presentation describes a process for curriculum analysis which assists in making classroom technology integration a reality.

Presenters: Glenda C. Rakes, Northeast Louisiana University
Thomas A. Rakes, Northeast Louisiana University
Chair: Thelma Kibler, New Mexico State University

Session 11

Bluebonnet Room

Strand: Curriculum Development and Practice
Paper Presentation

The Epistemic Premises of John Dewey and Their Impact Upon Curriculum

This paper address the traditionalists' and critical theorists' claims to Dewey as their theoretical forebear.

Presenter: Donna Adair Mathis, Georgia State University

Extracting Sun-beams Out of Cucumbers: The Retreat from Practice in Reconceptualist Curriculum Studies

This paper documents and evaluates the retreat from practice manifested in reconceptualist curriculum studies.

Presenter: William G. Wraga, The University of Georgia
Discussant: Gary R. McKenzie, The University of Texas at Austin

THURSDAY, OCTOBER 17

Session 12
Strand: Professional Development
Symposium

Alamo Room

Authentic Assessment in Preservice Teacher Education

We will discuss authentic assessments used in elementary methods, secondary methods, and student teaching settings.

Presenters: Carolyn Babione, Emporia State University
Kirsten Skarstad, Emporia State University
Nancy Smith, Emporia State University

5:00 - 5:50

Session 13
Strand: Professional Development
Paper Presentation

Magnolia Room

Changing Teacher Roles in Today's Constructivist Paradigm: Implications for Teacher Training

This paper examines the implications for teacher training caused by the paradigm shift in philosophy of teacher roles, from *teacher as boss* to a learner-centered classroom.

Presenter: Sharon H. Evans, The University of Texas at Austin
Discussant: Jeanne M. Gerlach, West Virginia University

Session 14
Strand: Curriculum Development and Practice
Paper Presentation

Bluebonnet Room

Building Walls: Limiting Innovation through Self-Imposed Boundaries

Paper examines teachers' self-imposed limits in developing and implementing curriculum materials.

Presenter: Lynn M. Burlbaw, Texas A&M University

Integrating Curricula: Teacher Expertise and Curriculum Decision Making

Case study of teacher expertise as taken for granted and critical to the successful development of interdisciplinary curricula.

Presenter: Burga Jung, Texas Tech University
Discussant: William Wraga, The University of Georgia

Session 15
Strand: Curriculum Theory
Symposium

Alamo Room

Autonomy at the Aim

This panel explores autonomy at the aim for education in preservice constructivist classrooms.

Presenters: Lyn C. Forester, Doane College
Margaret Scott, Oklahoma State University
Jenny A. Piazza, Boise State University

Wine and Cheese Reception

6:00-7:00 p.m.

Upper Muldoon's

Co-sponsors : College of Education, The University of Georgia
and
College of Social and Behavioral Sciences, The University of Texas at San Antonio

BANQUET

7:00-9:00 p.m.

Crystal Ballroom

Presiding: Francis P. Hunkins

AATC President

University of Washington

Speaker: Sylvia Hutchinson

AATC President-Elect

The University of Georgia

FRIDAY, OCTOBER 18

8:00-5:00 Registration

Second Floor Mezzanine

GENERAL SESSION
8:00-9:30 a.m.
Crystal Ballroom
Presiding: O.L. Davis, Jr.
Secretary-Treasurer, AATC
The University of Texas at Austin
Speaker: Francis P. Hunkins
President, AATC
University of Washington

9:45 - 10:15

Session 16

Strand: Curriculum Development and Practice
Paper Presentation

Crystal Ballroom

A Review of Studies Evaluating Effectiveness of Magnet Middle Schools in Meeting Societal and Educational Needs

A review of studies evaluating effectiveness of Magnet Middle Schools in meeting societal and educational needs.

Presenter: Mike Desiderio, Texas A&M University

Preparing Secondary Students to Meet the Needs of Diverse Learners

Presenters: Donald Jones, SUNY-Geneseo
Jane Hogan, SUNY-Geneseo
Discussant: J. Randall Koetting, University of Nevada

Session 17

Strand: Curriculum Development and Practice
Paper Presentation

Magnolia Room

We Quit Teaching Kids to go Back to the Farm Twenty Years Ago and Didn't Know it: The Evolution of Vocational Agriculture to Agriculture Science

This papers explores recent curriculum changes in high school agriculture offerings.

Presenters: Mark J. Reid, The University of Texas at Austin
Matthew D. Davis, The University of Texas at Austin
Discussant: Carol P. Barnes, California State University

Session 18

Strand: Curriculum Development and Practice
Paper Presentation

Bluebonnet Room

Active and Personal: Seventh-Graders as Decision Makers

Students increased their decision-making skills as readers, writers, and self-evaluators during one school year.

Presenters: Charyl G. Tabscott, Rock Lake Middle School
Marcella L. Kysilka, University of Central Florida

FRIDAY, OCTOBER 18

From the Margins Inward: School-to-Work's Evolving Status in the High School Curriculum
This paper explores the increasingly central position of vocational purposes in American high schools.

Presenter: Matthew D. Davis, The University of Texas at Austin
Discussant: Linda Webb, Kennesaw State College

10:30 - 12:00

Session 19
Strand: Diversity in Education
Paper Presentation

Crystal Ballroom

Multicultural Education Classroom Practices

This research examines the beliefs and classroom practices of approximately 100 teachers regarding the goals, implementation and practice, and professional development needs in multicultural education.

Presenters: Cecilia Silva, Texas Christian University
Mary Martin Patton, Texas Christian University

Tracking the Beliefs of Preservice Teachers: The First Year

The initial findings of a 4-year study tracking preservice teachers' attitudes towards cultural diversity.

Presenter: Rick A. Breault, University of Indianapolis

Encountering Diversity through Juvenile Fiction: A Survey of Texas Public Elementary School Librarians
This paper explores elements of ethnic diversity that elementary pupils encounter through independent reading of juvenile fiction.

Presenters: Ronald W. Wilhelm, University of North Texas
Jeanne L. Tunks, University of North Texas
Discussant: Judith J. Slater, Florida International University

Session 20
Strand: Curriculum Development and Practice
Paper Presentation

Magnolia Room

Elementary Classroom Teachers

In an action research project, elementary classroom teachers, integrated community arts programming into core curricular subjects.

Presenter: Jeanne L. Tunks, Partnership for Arts Culture and Education

What Are We Teaching Bubba's Kids?

Based on data collected by student teachers in 1995-1996, this paper discusses the content used to teach civic identity in secondary American history courses.

Presenter: Judy D. Butler, The University of Texas at Austin

FRIDAY, OCTOBER 18

Religion by Teachers

Findings on treatment of religion by teachers in the recent past and in the present.

Presenters: Mark J. Reid, The University of Texas at Austin
Andrew Wayne, The University of Texas at Austin
Discussant: Donald Jones, SUNY-Geneseo

Session 21

Bluebonnet Room

Strand: Professional Development
Paper Presentation

Constructing Knowledge of Constructivism

This paper summarizes a study of graduate students' constructed knowledge of constructivism with implications for teaching, curriculum, and teacher education.

Presenter: Kathryn Castle, Oklahoma State University

Analysis of Dilemma-Based Cases

Analysis of the content of dilemma-based cases written by twelve preservice teachers.

Presenter: Barbara B. Levin, University of North Carolina at Greensboro

Field Experience Placements for the Real World

A description of an innovative approach to student field experience placement aimed at best meeting the needs of public school students, preservice and practicing professionals.

Presenters: Linda Webb, Kennesaw State College
Dan Cochran, Cobb County Schools
Discussant: Marcella L. Kysilka, University of Central Florida

Lunch on your own

<p>ANNUAL BUSINESS MEETING 1:30-2:45 p.m. Baker Room</p>

3:00 - 3:50

Session 22

Room 1

Strand: Instructional Technology
Symposium

Pedagogy, Content Knowledge, Technological Literacy, Culture and Equity: The Cart Leading the Horse
A music curriculum for elementary students in a marginalized and socially alienated setting, based on global computer-aided communication and presentation of musical "scrapbooks" on the World Wide Web, demonstrates gain in subject matter knowledge, computer literacy, multicultural enhancements, and provides equal access to knowledge and cultural validation.

FRIDAY, OCTOBER 18

Presenters: Allison Druin, University of New Mexico
Mark W. Platt, University of New Mexico
Jaime G. A. Grinberg, University of New Mexico
Nancy Uscher, University of New Mexico

Session 23

Strand: Curriculum Development and Practice
Paper Presentation

Magnolia Room

And the Walls Came Tumbling Down

The presentation centers on how a beginning teacher's knowledge was influenced by her experiences in a school whose plot line and plant were dramatically changed when the walls were removed between classes.

Presenter: Cheryl J. Craig

Parents' Perceptions of the Roles of Teachers in the Literacy Development of Adolescents

Presenter: Brenda P. Dixey, Oklahoma State University
Discussant: Jane Hogan, SUNY-Geneseo

Session 24

Strand: Curriculum Development and Practice
Issue and Ideas

3-3:50

Bluebonnet Room

Encouraging Professional Development ✓

This session explores various ways that teacher educators can involve preservice teachers in professional development activities.

Presenters: Ann Bullion-Mears, Sam Houston State University
J. YeVette McWhorter, Texas Woman's University

Professional Development at the University Level ✓

This session will focus on faculty development at the university level. Emporia State University's comprehensive program will be delineated.

Presenter: Jerry C. Long, Emporia State University
Chair: Gretchen Schwarz, Oklahoma State University

4:00 - 4:50

Session 25

Strand: Research Methodology
Issues and Ideas

Crystal Ballroom ✓

Issue About the Quality of Research in Curriculum Studies and Teaching

A perspective on the quality of research which is designed to inform practitioners.

Presenter: Marcella L. Kysilka, University of Central Florida
Chair: Ronald W. Wilhelm, University of North Texas

Session 26

Strand: Curriculum Theory
Paper Presentation

Magnolia Room ✓

FRIDAY, OCTOBER 18

Subject Matter in Contemporary Curricula

Describes roles of subject matter in contemporary curricula that serve different purposes; includes illustrations based on practitioner interviews.

Presenters: Evelyn J. Sowell, Arizona State University West
Saundra Bryn, Arizona State University West

Ellsworth Toohey and Curriculum Evaluation

Curriculum evaluation emphasizes effectiveness rather than worth and thus a sense of the beautiful is lost.

Presenter: Dorothy Huenecke, Georgia State University
Discussant: Judith J. Slater, Florida International University

Session 27

Strand: Professional Development
Symposium

Bluebonnet Room

Remapping the Terrain of Partnerships: Exploring the Landscapes of Teacher Education and Professional Development

This presentation will show data and explore the ways in which we remapped learning communities through the relationships between University of New Mexico and different school districts in the state.

Presenters: Jaime G. A. Grinberg, University of New Mexico
Katia Paz Goldfarb, University of New Mexico
Rosalita Mitchell, University of New Mexico
Mary Nordhaus, University of New Mexico

SATURDAY, OCTOBER 19

8:30-10:00 Registration

Second Floor Mezzanine

9:00 - 9:50

Session 28

Strand: Instructional Technology
Paper Presentation

Crystal Ballroom

Email Among Preservice Teachers

A year-long study of email exchanged among 25 preservice teacher candidates in a PDS cohort.

Presenters: Barbara B. Levin, University of North Carolina at Greensboro
Elizabeth H. Truscott, University of North Carolina at Greensboro

Gender Bias in Computer Learning Environments

Gender bias in technology discussed in terms of computer software, student participation, and teacher attitude.

Presenters: Judith R. Lampe, Iles Elementary School
Shirley A. Green, Hodges Elementary School
Barbara White, Wayland Baptist University
Discussant: Donald Jones, SUNY-Geneseo

SATURDAY, OCTOBER 19

Session 29

Strand: Diversity in Education
Paper Presentation

Magnolia Room

A Community Plunge: A Strategy to Help Student Teachers Acquire Knowledge of Their Students' Cultural Background

This paper presents a description of preservice teachers' reaction to an experiential activity in cultural exploration.

Presenters: Ronald W. Wilhelm, University of North Texas
Melinda F. Cowart, University of North Texas
Joyce A. Rademacher, University of North Texas
Patti Schmidt, University of North Texas

Discussant: Jane Hogan, SUNY-Geneseo

10:00 - 10:50

Session 30

Strands: Diversity in Education/Curriculum Development and Practice
Paper Presentation

Crystal Ballroom

Theoretical Assumptions

Participants will explore and discuss the theoretical assumptions and practical considerations for rating holistic writing.

Presenters: Jonelle E. Pool, Gettysburg College
Jean S. Ketter, Grinnell College

Early Indicators of At Risk Children as Seen by Elementary Classroom Teachers

Behaviorisms, characteristics, and other related traits of youth offenders, school drop-outs, and youths predisposed toward gang association.

Presenter: Richard D. Gallian, University of North Texas
Discussant: Rick Breault, University of Indianapolis

Session 31

Strand: Curriculum Development and Practice
Issues and Ideas

Magnolia Room

How Old is Old?: Teaching About Aging

Presenters will describe a proposed scope and sequence for aging education in the primary grades.

Presenters: James D. Laney, University of North Texas
T. Joy Wimsatt, University of North Texas
Jo Lynn Laney, University of North Texas
Patricia A. Moseley, University of North Texas

SATURDAY, OCTOBER 19

Use of Projects in Mathematics

Use of projects in mathematics to enhance student learning.

Presenter: Judy Kasabian, El Camino College

Social Studies, Language Arts

Social studies, language arts, music, and visual art combined to create meaningful opera curricular materials.

Presenters: Jeanne L. Tunks, The Dallas Opera
Geoffrey Moore, The Dallas Opera

Chair: Mary Martin Patton, Texas Christian University

11:00 - 11:50

Session 32

Crystal Ballroom

Strand: Curriculum Development and Practice
Symposium

Practical Intelligence: Using Multiple Intelligences in the Classroom

Session designed to help educators make Gardner's multiple intelligences theory a regular part of their classroom teaching. Presentation of specific teaching strategies.

Presenters: Barbara N. Young, Middle Tennessee State University
Nancy C. Keese, Middle Tennessee State University
Joel Hausler, Middle Tennessee State University

Session 33

Magnolia Room

Strand: Professional Development
Paper Presentation

Elementary Preservice Teachers' Conceptions of Mathematics Teaching: From Classroom to Classroom
A study of preservice elementary teachers' beliefs during the mathematics methods course and subsequent teaching practice.

Presenter: Donna H. Foss, University of Central Arkansas

Curriculum Revision, Staff Development, and Education Reform Through Systemic Collaboration: A Case Study

K-12 changes for staff/students in a three-year, continuing rural Wisconsin school-university collaboration.

Presenter: Michael Lindsay, University of Wisconsin-Eau Claire
Discussant: Linda Webb, Kennesaw State College

Session 34

Bluebonnet Room

Religion in the Curriculum: Conversations Among Professors

Convener: O. L. Davis, Jr., The University of Texas at Austin

<p>EXECUTIVE COMMITTEE MEETING 1:30-3:00 p.m. Baker Room</p>

AATC Conference-at-a-Glance

Session Type: P=Paper Presentation S=Symposium; I&I=Issues and Ideas

A = Alamo Room B = Bluebonnet Room C= Crystal Ballroom M= Magnolia Room

Strand	Thursday, October 17			
	Time	Session	Type	Room
Curriculum Development and Practice	2-2:50 p.m.	5	I&I	B
	3-3:50 p.m.	7	P	M
	4-4:50 p.m.	11	P	B
	5-5:50 p.m.	14	P	B
Curriculum Theory	1-1:50 p.m.	1	P	M
	1-1:50 p.m.	2	P	B
	3-3:50 p.m.	9	P	A
	5-5:50 p.m.	15	S	A
Diversity in Education	2-2:50 p.m.	6	S	A
Instructional Technology	2-2:50 p.m.	4	P	M
	4-4:50 p.m.	10	I&I	M
Professional Development	1-1:50 p.m.	3	S	A
	3-3:50 p.m.	8	I&I	B
	4-4:50 p.m.	12	S	A
	5-5:50 p.m.	13	P	M
Research Methodologies				
Special Sessions	4-6:00 p.m.	Executive Meeting		
	6-7:00 p.m.	Reception		
	7-9:00 p.m.	Banquet		

AATC Conference-at-a-Glance

Session Type: P=Paper Presentation S=Symposium; I&I=Issues and Ideas

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Friday, October 18				Saturday, October 19			
Time	Session	Type	Room	Time	Session	Type	Room
9:45-10:15	16	P	C				
9:45-10:15	17	P	M	10-10:50	30	P	C
9:45-10:15	18	P	B	10-10:50	31	I&I	M
10:30-12:00	20	P	M	11-11:50	32	S	C
3-3:50	23	P	M	11-11:50	34	—	B
3-3:50	24	I&I	B				
4-4:50	26	P	M				
10:30-12:00	19	P	C	9-9:50	29	P	M
				10-10:50	30	P	C
3-3:50	22	S	C	9-9:50	28	P	C
10:30-12:00	21	P	B				
4-4:50	27	S	B				
4-4:50	25	I&I	C				
8 - 9:30 a.m.	General Session						
8 - 9:30 a.m.	Dissertation Awards Committee Meeting			1:30-3:00	Executive Meeting		
1:30-2:45 p.m.	Business Meeting						

PLANNING GUIDE

Thursday, October 17

1:00-1:50	_____
2:00-2:50	_____
3:00-3:50	_____
4:00-4:50	_____
5:00-5:50	_____
4:00-6:00	Executive Committee Meeting
6:00-7:00	RECEPTION
7:00-9:00	Banquet

Friday, October 18

8:00-9:30	GENERAL SESSION, Dissertation Awards Committee Meeting
9:45-10:15	_____
10:30-12:00	_____
12:00-1:30	Lunch on Your Own
1:30-2:45	BUSINESS MEETING
3:00-3:50	_____
4:00-4:50	_____

Saturday, October 19

9:00-9:50	_____
10:00-10:50	_____
11:00-11:50	_____
12:00-1:30	Lunch on Your Own
1:30-3:00	Executive Committee Meeting

NOTES