

AATC
American Association of Teaching and Curriculum
25th Annual Conference
Dallas, Texas
October 4-6, 2018



Welcome

PRESIDENT'S GREETINGS

October 2018

On behalf of the AATC Executive Council, I extend a warm welcome to Dallas where we return to the site of the first conference and celebrate 25 years as an organization that promotes the scholarly study of teaching and curriculum. The founders of AATC believed in a strong need for a national learned society to serve the field of teaching and curriculum and their intersections with theory and practice. Thus, AATC is dedicated to fostering intellectual conversations among its members, producing scholarship in teaching and curriculum by hosting an annual Fall conference, and maintaining the journal, *Curriculum and Teaching Dialogue*, which reflects the organizational mission and explores the relationship between theory, practice, and policy. AATC values diverse educational perspectives as a necessary component for both growth and change. As such, AATC is proud to be a space where educators can come together to share ideas, disseminate high-quality research, and make friends. Toward this end, the conference provides a place for entering dialogue about diverse perspectives, generates a depth of understanding, and seeks innovative practical compromises. At this conference, everyone from graduate students and early-career faculty to mid-career or seasoned faculty will find a welcoming place for professional growth.

This year's conference features two keynote speakers; Michael Mueller, professor of secondary education at the University of Alaska, and Deron Boyles, professor of philosophy of education at Georgia State University, who is giving the Marcella Kysilka Lecture. The presidential address and poster session will take place a few blocks west of the hotel on the seventh floor of the Six Floor Museum at Dealey Plaza and AATC conference attendees will have access to the sixth floor of the museum on Thursday evening. Highlights of this year's program includes special sessions for graduate students and early career faculty mentoring, past president's panel, and a panel discussion on the impact of O. L. Davis, Jr.'s contributions to curriculum and teaching. Additionally, we will continue our tradition of the graduate student introductory meeting, the

writer's workshop, and a special session devoted to those interested in writing and reviewing for the AATC journal, *Curriculum and Teaching Dialogue*.

This year's recipient of the O. L. Davis, Jr. Book award is Joseph Flynn for *White Fatigue: Rethinking resistance for Social Justice*. At this year's conference, we also recognize recipients of the Francis P. Hunkins AATC Distinguished Article Awards given for curriculum to Jerry Rosiek, Alison Schmitke, and Julie Heffernan and for teaching to Jrustuba N. Valtierra and Paul Michalec. The articles appear in Volume 19 of *Curriculum and Teaching Dialogue*. A special congratulations to our two dissertation award recipients: Gulistan Gursel-Bilgin in the area of teaching and Jennie M. Mizrahi in the area of curriculum. Special thanks to executive council members who chaired and members who served on the award committees. Additional highlights of this year's program include special sessions for our award recipients.

In this year's CTD president's message, "Informing Education within the Realities of the Diverse Perspectives of Schools," I discuss the importance of making practical the ideas of effective teaching, which requires an understanding of diverse educational perspectives. It is my hope that sessions, conversations, and interactions during the conference, will be grounded in the realities of school, with a space to bridge ostensible differences in thought and make practical contributions through dialogue.

Finally, I am honored to have served as AATC president this past year and wish to extend my thanks to all AATC members over the last 25 years, past and present, who have served the organization. I especially want to thank executive council members, our outgoing executive secretary, Todd Hodgkinson, and this year's program chair, Aubrey Southall, without whose dedication this conference would not be possible.

Enjoy the conference.

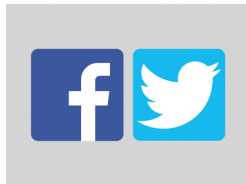
John L. Pecore

AATC President 2018

2018 GRADUATE STUDENT DONORS

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

Chara Bohan
Heidi Bohler
Daniel Conn
Bradley Conrad
Jennifer Deets
David Flinders
Dana Haraway
Crystal Howell
James Rowan Moore
Kate Kauper
Andrew Kemp
Justine Lopez
John Pecore
Sarah Pratt
Aubrey Southall
Michelle Tenam-Zemach
Julie Williams



Don't forget to follow AATC on social media. Keep up the conversations!
Facebook: AATC 1993 Twitter @AATC1

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CURRENT AATC LEADERSHIP 2017-2018

Past President

Kevin Cloninger, Anthropedia Foundation

President

John Pecore, University of West Florida

President Elect

Joseph Flynn, Northern Illinois University

Executive Council

Daniel Conn

Minot State University

Bradley Conrad

Capital University

David Flinders

Indiana University

Dana Haraway

James Madison University

Meg Jacobs

University of Auckland

Megan Kennedy

Westfield State University

Paul Parkison

University of North Florida

Matthew Spurlin

University of Denver

Executive Secretary

Todd Hodgkinson, Drake University

2018 Program Chair

Aubrey Brammar Southall, Aurora University

Web Liason

John Pecore, University of West Florida

Historians

Vicki Ross, Northern Arizona University

Candace Schlein, University of Missouri-Kansas City

Elaine Chan, University of Nebraska-Lincoln

Curriculum and Teaching Dialogue

Editor: Chara Haeussler Bohan, Georgia State University

Associate Editor: Michelle Tenam-Zemach, Nova Southeastern University

Graduate Research Assistant: Susan Cannon, Georgia State University

Editorial Review Board

Donna Adair Breault, Ph.D.

Ashland University

Kate Kauper, Ph.D.

Cornell College

David Callejo Pérez, Ph.D.

Saginaw Valley State University

Amy L. Masko, Ph.D.

Grand Valley State University

Robert Donmoyer, Ph.D.

University of San Diego

Pardess Mitchell, Ed.D.

William Rainey Harper College

David J. Flinders, Ph.D.

Indiana University, Bloomington

Christy McConnell Moroye, Ph.D.

University of Northern Colorado

Lyn C. Forester, Ed.D.

Doane University

Wesley Null, Ph.D.

Baylor University

Sandra Guzman Foster, Ph.D.

University of the Incarnate World

Bruce Uhrmacher, Ph.D.

University of Denver

Alan W. Garrett, Ph.D.

Eastern New Mexico University

Dr. Bill White, Ed.D.

James Madison University

Christine Woyshner, Ed.D.

Temple University

** Leadership Changes at the Saturday Executive Council Meeting at the close of the conference

INCOMING AATC LEADERSHIP 2018-2019

Past President

John Pecore, University of West Florida

President

Joseph Flynn, Northern Illinois University

President Elect

Andrew Kemp, Augusta University

Executive Council

Daniel Conn

Minot State University

Bradley Conrad

Capital University

David Flinders

Indiana University

Meg Jacobs

University of Auckland

Christy McConnell

University of Northern Colorado

Paul Parkison

University of North Florida

Matthew Spurlin

University of Denver

Aubrey Brammar Southall

Aurora University

Jodie Wilson

University of Denver

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Eastern New Mexico University

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James Madison University

Christine Woyshner, Ed.D.
Temple University

AATC HISTORY

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 Twenty-second Annual Conference is dedicated to advancing the ideals of the Association and its purpose.

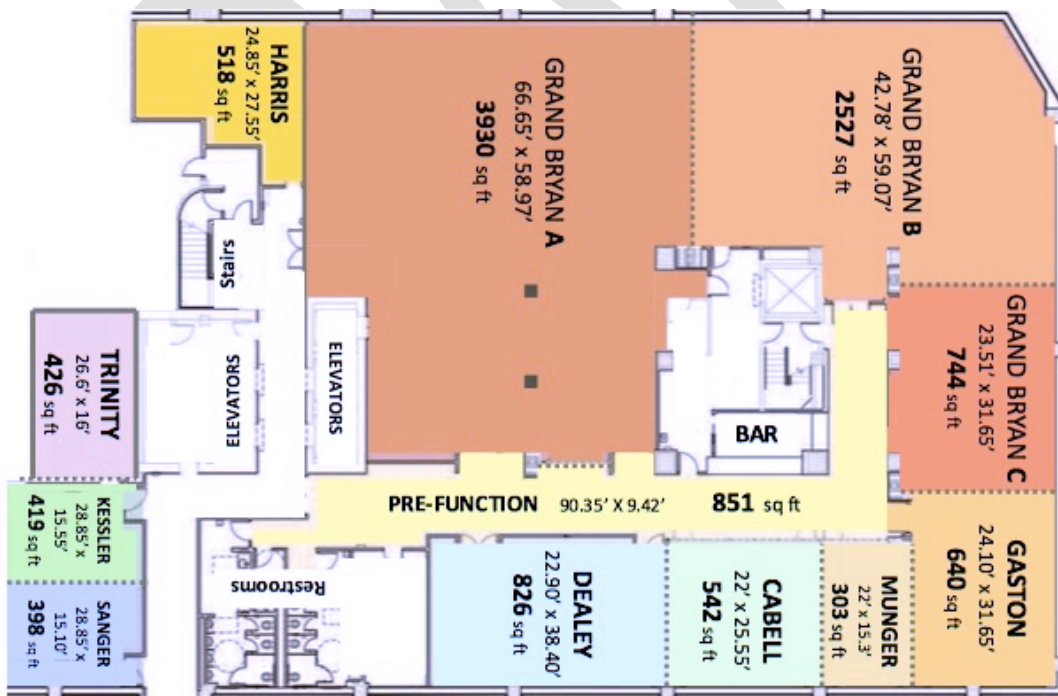
The intent of AATC sessions is to engage conversation and explore new ideas and share information. The founders of AATC wanted conversations to begin and continue long after the conference is over. The arrangement is a deliberate intent to avoid the common practice of "Speak and Run" which has permeated so many of the professional organizations. Hopefully, attendees will want to stay and engage for the entire conference. Much can be learned! Enjoy the conference.

AATC PRESIDENTS

2020 Andrew Kemp, Augusta University
 2019 Joseph Flynn, Northern Illinois University
 2018 John Pecore, University of West Florida
 2017 Kevin Cloninger, Anthropedia Foundation
 2016 William L. White, James Madison University
 2015 Chara Haeussler Bohan, Georgia State
 2014 Barbara Slater Stern, James Madison
 2013 Amy L. Masko, Grand Valley State
 2012 Richard Biffle III, Thomas College
 2011 Wesley Null, Baylor University
 2010 David M. Callejo Pérez, Saginaw Valley
 2009 Robert Boostrom, Southern Indiana
 2008 Karen Riley, Auburn-Montgomery

2007 Alan W. Garrett, Eastern New Mexico
 2006 William Veal, North Carolina
 2005 Cheryl Craig, University of Houston
 2004 David Flinders, Indiana University
 2003 Gretchen Schwarz, Oklahoma State
 2002 Ron Wilhelm, University of North Texas
 2001 P. Bruce Uhrmacher, University of Denver
 2000 Stephen Fain, Florida International
 1999 William Segall, Oklahoma State
 1998 Sylvia Hutchinson, University of Georgia
 1997 Ann Converse Shelly, Ashland University
 1996 Fran Hunkins, University of Washington
 1995 O. L. Davis Jr., University of Texas
 1994 John Laska, University of Texas

CROWNE PLAZA DALLAS DOWNTOWN HOTEL MAP



25TH ANNUAL CONFERENCE AT A GLANCE

Wednesday

7:30pm **Welcome Dinner**

Thursday

7:30-8:30am **Welcome Breakfast**

7:30am **Executive Board Meeting**

8:00am **Graduate Student Introductory Meeting**

9:00-11:50am **Sessions**

12:00-1:20pm **Lunch Break**

1:30-3:30pm **Sessions**

3:30-4:15pm **Keynote Speaker (with refreshments)**

4:30-5:15pm **AATC Crosstalk**

6:15-8:30pm **President's Reception and Poster Sessions**

Friday

7:30-8:30am **Coffee**

8:00-8:50am **Business Meeting**

9:00-11:50am **Sessions**

12:00-1:20pm **Lunch and Listen (Marcella Kysilka Lecture)**

1:30-3:20pm **Sessions**

3:30-4:30pm **Awards Ceremony (with refreshments)**

4:40-5:30pm **Sessions**

7:30pm **University Dinners**

Saturday

6:30-8:15am **Yoga and Writing, President's Run**

7:30-8:30am **Coffee**

8:00- 8:50am **Professors of Curriculum Meeting**

9:00-11:50am **Sessions**

Questions?

Program Chair: Aubrey Brammar Southall, Aurora University

Program Chair Assistants:

Caroline Conner, Kennesaw State University

Daniel Castner, Indiana University

Crystal Howell, Randolph College

Special Events Assistant: Lauren Yarnell Bradshaw, University of North Georgia

Photographer: Rhonda Kemp Webb, Lassiter High School

Graduate Student Scholarships: Dana Haraway, James Madison University

STEPHEN FAIN LECTURE: MIKE MUELLER



Mike Mueller is a professor of secondary education at the University of Alaska- Anchorage. His research examines the philosophical underpinnings of ecojustice and place-based education. Mueller has authored over 60 peer-reviewed journal articles and book chapters, presented over 100 conference papers, workshops and lectures, and has given keynote addresses and international talks. He works closely with doctoral students at institutions around the United States and other leaders in the science education community. Mueller serves as the co-Editor-in-Chief of the Cultural Studies of Science Education Journal, and two book series, Cultural Studies of Science Education (Springer series 8286) and Environmental Discourses in Science Education (Springer series 11800).

MARCELLA KYSILKA LECTURE: KEYNOTE SPEAKER: DERON BOYLES



Deron Boyles is a professor of philosophy of education in the Department of Educational Policy Studies at Georgia State University. His research interests include school commercialism, epistemology, critical pedagogy and the philosophy of John Dewey.

His work has been published in such journals as *Philosophy of Education*, *Social Epistemology*, *Journal of Thought*, *Philosophical Studies in Education*, *Inter-American Journal of Philosophy*, *Educational Foundations*, *Journal of Curriculum Theory*, *History of Education Quarterly*, *Educational Studies* and *Educational Theory*.

His first book, *American Education and Corporations: The Free Market Goes to School* won the Critics'

Choice Award from AESA in 2000. He is editor of two books, *Schools or Markets?: Commercialism, Privatization and School-Business Partnerships* (2005), and *The Corporate Assault on Youth: Commercialism, Exploitation, and the End of Innocence* (2008). He is co-author, with Benjamin Baez, of *The Politics of Inquiry: Education Research and the "Culture of Science"*, which was awarded the CHOICE Outstanding Academic Title for 2009 and the AESA Critics' Choice Award for 2010. Most recently, Boyles co-authored *From a Gadfly to a Hornet: The Intellectual Life of Joseph Kinmont Hart* (2016) with Kenneth Potts of California State University.

He is the recipient of the 2007 Outstanding Faculty Teaching Award and the 2012 Outstanding Service Award from the College of Education & Human Development at Georgia State. In 2010, he was presented with the James and Helen Merritt Award for Distinguished Service to Philosophy of Education from Northern Illinois University.

Boyles received his Ph.D. from Vanderbilt University in 1991, is a fellow in the Philosophy of Education Society, past-president of the American Educational Studies Association and past-president of the John Dewey Society.

AWARD WINNERS

John L. Laska Dissertation Award

Curriculum Award Winner, Dr. Jennie M. Mizrahi

Student of Norma Hafenstein, PhD
University of Denver

Dissertation Title: The underachievement of creatively gifted high school students
This study uses hermeneutic phenomenology to surface how students, parents, and teachers experience creative student underachievement through emergent themes of creativity, motivation, sense of student self, and power in order to find and make recommendations for solutions to this pervasive problem.

Teaching Award Winner, Dr. Gulistan Gursel-Bilgin

Student of David Flinders
Indiana University-Bloomington

Dissertation Title: Dialogue for Peace Education: The Case of an Alternative School
Through interviews, observation, and document analysis, this qualitative case study sought to understand how structural inequalities, local knowledge, and the components of Freirean dialogue (i.e., love, humility, faith, mutual trust, hope, and critical thinking) are acknowledged or expressed in the practice of peace education. The findings of the study raise implications for employing dialogue as a pedagogy for peace in formal schooling and infusing peace education throughout the school curriculum and context.

Hunkins Distinguished Article Award

Teaching Award

QUEERING TEACHER EDUCATION CURRICULUM: A Case Study of Lessons Learned in the Transformation of a Teacher Education Program (I1/ch. 1)

Jerry Rosiek, Alison Schmitke, and Julie Heffernan

Abstract:

The University of Oregon Teacher Education Program (UOTeach) was created in response to local grassroots protests that forced the University to create new courses and degrees with an emphasis on promoting equity, diversity, and justice in schools. This case study examines the way institutional support was made more readily available for changes that addressed racial and cultural dimensions of education justice, and less readily available for gender and sexuality-based justice in schools. What follows is a story of both visibility and invisibility. At one level it is a story of a place and a context in which the needs of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students and families have achieved a relatively high level of presence in a teacher education curriculum. On the other hand, it is a story of the precariousness of inclusiveness, of the way the need for LGBTQ-positive curriculum so easily slips from institutional memory, and of the difficulty of ensuring the institutional security of queer content in teacher education programs. In what follows, we present a case study of an effort to include increased attention to LGBTQ justice within a more comprehensive reform of the curriculum of a graduate-level teacher education program. We recount several ways in which this inclusion was achieved, highlighting the conditions and history that made these accomplishments possible. Along the way, we reflect on the extent to which these changes have been institutionalized in the teacher education program. Where they have not, we examine the discursively constituted silences and invisibility that has made such institutionalization difficult. We conclude with some lessons learned and implications for future efforts to queer teacher education curriculum.

Curriculum Award

DEEP CURRICULUM: Guiding the Inner Lives of Early Career Teachers

Jrustuba N. Valtierra & Paul Michalec

Abstract:

This chapter argues for a framing of curriculum in teacher education that we call deep curriculum, which consciously brings themes of courage, heart, passion, and the inner-life of teachers into teacher preparation and beyond. Deep curriculum is framed around contemporary issues in education including the epidemic of teacher attrition. We offer concrete examples from a qualitative study and a pilot program of deep curriculum conducted in a teacher education program.

O.L. Davis Book Award

**Winner: *White Fatigue: Rethinking resistance for social justice*
by Joseph Flynn**

**Honorable Mention: *Reclaiming the multicultural roots of US curriculum*
by Anthony Lamar Brown, Dolores Calderón, and Wayne Au**

THURSDAY, OCTOBER 4

Thursday 10/4 • 7:30 AM – 8:30 AM

Registration	Thursday 7:30 AM- 8:30 AM	Pre-function Area
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Registration

Executive Board Meeting	Thursday 7:30 AM- 8:30 AM	Kessler-Sanger
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Executive Board Meeting

Welcome Breakfast	Thursday 7:30 AM- 8:30 AM	Pre-function Area
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Welcome Breakfast

Thursday 10/4 • 8:00 AM- 8:50 AM

Mentoring	Thursday 8:00 AM- 8:50 AM	Bryan A
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Graduate Student Introductory Meeting

All graduate students are invited to attend. This meeting will serve as an introduction to AATC and highlight sessions for graduate students.

Crystal Howell, Randolph College

Aubrey Brammar Southall, Aurora University

Thursday 10/4 9:00 AM- 9:50 AM

Panel/Symposium Session	Thursday 9:00 AM- 9:50 AM	Bryan B
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Student Success in Schools in Rural Communities: Examining Underrepresented Cultures and Marginalized Families' Perceptions of Success Across Educational Pipelines

Interactions between educators and families explored within-intersecting models as it relates to notions of social-emotional-economic well-being.

Justine Lopez, University of Denver

Louise El Yaafouri (Kreuzer), ESL & Refugee/Immigrant Education

Issues and Ideas Session	Thursday 9:00 AM- 9:50 AM	Bryan C
--------------------------	---------------------------	---------

Using Allegory and Satire to Explore Experiences of Hegemony

Use of allegory and satire in writing are freeing processes that arm authors with agency through veiled critique of fictitious parallel worlds.

Caroline Crawford, University of Houston- Clear Lake

Denise McDonald, University of Houston- Clear Lake

(Re)-Claiming Dewey to Advance the Common Good: Pedagogy and Social Progress

Dewey offers a frame for reflecting on pedagogy/ social progress given market thinking values the individual, not community, as the point of reference.

Alan Tinkler, University of Vermont

Barri Tinkler, University of Vermont

Paper Session	Thursday 9:00 AM- 9:25 AM	Dealey
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CRISPA as Conduit: Aesthetics and Socially Just-Minded Teachers

This qualitative study explores the impact of a aesthetic education elements (CRISPA) on teacher and student experiences in the classroom.

Alicia Saxe, University of Denver

Jodie Wilson, University of Denver

Thursday 10/4 9:30 AM- 10:50 AM

Mentoring Session	Thursday 9:30 AM- 10:50 AM	Bryan A
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Early Career Professionals Mentoring

This session is designed for early career faculty, new members and graduate students interested in mentoring support and networking.

Rubén Garza, Texas State University

John Pecore, University of West Florida

Thursday 10/4 10:00 AM- 10:50 AM

Panel/ Symposium Session

Thursday 10:00 AM- 10:50 AM

Bryan B

No More Grades: Teaching and Curriculum with Proficiency-Based Learning

This panel discussion on the effects of proficiency based learning (PBL) in Vermont will prompt a dialogue about the future of teaching and curriculum.

David McGough, Northern Vermont University

Yoko Kishishita, Northern Vermont University

Issues and Ideas Session

Thursday 10:00 AM- 10:50 AM

Bryan C

Revisiting the Ebonics Debate

This presentation will provide an overview of Ebonics and engage participants in a discussion of educational issues and implications for teaching.

Lucy Houston, Texas A&M University, Commerce

Engaging English Learners through Aesthetic Integration and Sheltered Instruction

How one elementary school combines aesthetic integration with sheltered instruction to increase engagement and agency in ELLs and diverse learners.

Donna Goodwin, University of Northern Colorado

Issues and Ideas Session

Thursday 10:00 AM- 10:50 AM

Dealey

Critical Statistics for Middle School

Results from a study of a course designed by middle school math teachers on critical statistical literacy and the media will be presented.

Susan Cannon, Georgia State University

Newcomer Programs: Supporting the Needs of Immigrant Students

This session will explore newcomer programs and how educators can support English Language Learners and Students with Interrupted Formal Education.

Laura Mills, James Madison University

Paulina Nguyen, James Madison University

Issues and Ideas Session	Thursday 10:00 AM- 10:50 AM	Munger-Cabell
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Sketching as a Note-taking Instructional Tool

Sketching is a teacher- and student-generated, meaningful note-taking and instructional processes for enhancing learning and knowledge retention.

Denise McDonald, University of Houston- Clear Lake

Got Skills!: Exploring Pre-Service Teacher's Knowledge of Prerequisite Skills in the Elementary Mathematics Classroom

Explore elementary pre-service teacher's knowledge of and ability to recognize K-12 student prerequisite skills identified as needed to be successful.

Melissa Eubank, Tarleton State University and Baylor University
Brandy Crowley, Baylor University

Paper Session	Thursday 10:00 AM- 10:25 AM	Gaston
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Arts Addressing the Emotional Needs of Diverse Students

Arts courses provide resources to help students express and process their emotions. This session will address how arts can support the emotional needs.

Jennifer Bartee, University of Denver

Paper Session	Thursday 10:00 AM- 10:50 AM	Kessler- Sanger
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Global Culture of Change: Seeking Solutions in Environmental Education

This paper explores the role culture plays in a community's ecological self-understanding. It addresses the critical problem of creating effective environment.

Lucinda Sohn, Texas A&M University-Corpus Christi
Sonja Varbelow, Angelo State University

Developing Partnerships Through Interactive Field-Based Community Building Activities

This study used interactive field-based activities to define and understand community partnerships between a university and local public school.

Carolyn Casale, Delta State University

Thursday 10/4 11:00 AM- 11:50 AM

Panel/ Symposium Session

Thursday 11:00 AM- 11:50 AM

Bryan A

Transforming the American Classroom: From a Deficit to Empowerment Model

This review of five current books challenges and provides an alternative to the status quo of the current American educational system.

Colleen Eddy, University of North Texas

Caroline Henry-Packer, University of North Texas

Christean Jones, University of North Texas

Margaret Norris, University of North Texas

Ragina Taylor, University of North Texas

Issues and Ideas Session

Thursday 11:00 AM- 11:50 AM

Bryan B

Cultural Response Literacy Teaching Based on Cultural Inheritance

*Cultural connotation of Chinese characters,
Cultural inheritance value, Cultural heritage goal, Cultural responsive teaching.*

Jing jing Liu, Hubei University of Education

The Marginalization of Hispanics in the Georgia Social Studies Curriculum

An analysis of the Georgia history curriculum demonstrates that Hispanic students face cultural exclusion--contributing to their alienation in school.

Caroline Conner, Kennesaw State University

Issues and Ideas Session

Thursday 11:00 AM- 11:50 AM

Bryan C

Bringing Scholarly Research to Educators: The Potential for Research Renderings and Social Media to Inform and Improve Education

This presentation considers ways research can inform classrooms and how classrooms might inform research through research renderings and social media.

Bradley Conrad, Capitol University

Christy McConnell, University of Northern Colorado

Kimberly Mahovsky, University of Northern Colorado

Courtney Berry, University of Northern Colorado

Curiosity in the Era of School Reform

This presentation seeks to start a discussion into the equity of opportunity for students to pursue curiosity in light of school reforms.

Matthew Clay, University of Northern Colorado

Ryan Katz, University of Northern Colorado

Paper Session	Thursday 11:00 AM- 11:50 AM	Dealey
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The College Problem of Underprepared Students and Low Literacy Skills: A Curriculum Discussion

This paper will discuss the curricular problem of (re)designing a college reading course to address low literacy rates, a current national problem.

Dawn Evans, Grand Valley State University

Amy Masko, Grand Valley State University

Traversing the Yellow Brick Road of Academia

An auto-fictional narrative story of a teacher educator is shared through common archetypes and a parallel plot line found in the Wizard of Oz.

Denise McDonald, University of Houston- Clear Lake

Paper Session	Thursday 11:00 AM- 11:50 AM	Munger- Cabell
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First attempt of collaborative course in teacher preparation program to support inclusive education

This study is an action research project as the first attempt of collaborative works to improve Indonesian pre-service teachers' self-efficacy.

Pujaningsih Pujaningsih, University of Northern Iowa

Preservice teachers' resistance towards incorporating LGBTQ issues into the curriculum

Preservice teachers' LGBTQ resistance is examined in this online discussion study.

Michele Kahn, University of Houston- Clear Lake

Paper Session	Thursday 11:00 AM- 11:50 AM	Gaston
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Empowering Student Voice: Improving Effective Communication with VoiceThread!

Using VoiceThread as a tool for empowering students to communicate effectively so they are ready to work and live in our globally diverse society.

Sandra Guzman Foster, University of the Incarnate Word

Catherine Rogers-Casarez, University of the Incarnate Word

The Social Media Syllabus: Educating for a Connected World

In this session, I identify critical topics related to social media and explore curricular spaces where we can educate students for a connected world.

Daniel Krutka, University of North Texas

Thursday 10/4 12:00 PM- 1:20 PM

Lunch Break

Thursday 12:00 PM- 1:20 PM

See registration table or Whova app for suggestions.

Thursday 10/4 1:30 PM- 2:20 PM

Issues and Ideas Session

Thursday 1:30 PM- 2:20 PM

Bryan B

Personalized Professional Development

Our professional development plan has been restructured to allow teachers to collaborate, learn, and lead ongoing learning opportunities.

Heidi Weeks, Itasca School District 10

Julie Powell, Itasca School District 10

The Many Hats of Instructional Coaching

A study regarding the many hats Instructional Coaches wear in the school setting.

Jalene Potter, Sam Houston State University

Issues and Ideas Session

Thursday 1:30 PM- 2:20 PM

Bryan C

Intervention Strategies for At-Risk Students

Educators are tasked with meeting the challenges at-risk students face and providing interventions.

Successful interventions will be discussed.

Kathy Wigtil, Baylor University

Adulthood 101: Guiding Teens into Adulthood

Learn how a librarian teaches important life skills through engaging lessons with school and community members to today's high school students.

Nikki Stroud, Azle High School

Paper Session	Thursday 1:30 PM- 2:20 PM	Dealey
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Decolonizing Practices in Canadian Teacher Education: Seeking to Understand Indigenous Principles and Reconciliatory Pedagogy

This study explores the authors' understanding of indigenous principles and reconciliatory pedagogy as enacted by a Canadian education program.

Barri Tinkler, University of Vermont

Alan Tinkler, University of Vermont

(Be)longing in a Culturally and Linguistically Diverse Community Playgroup

This study examines family cultural and linguistic knowledge and values in a playgroup representative of the "superdiversity" of Auckland, New Zealand

Meg Jacobs, University of Auckland

Paper Session	Thursday 1:30 PM- 2:20 PM	Munger- Cabell
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STEM Curriculum & PBL: The effects of collaboration for student learning

This presentation will share the development of Project Based Learning curriculum design toward effective elementary STEM learning experiences.

Presenters:

Jason Trumble, University of Central Arkansas

Deborah Dailey, University of Central Arkansas

A Meta-analysis of the effects of Problem Based Learning (PBL) over the Past Decade

Given known benefits for Problem Based Learning in STEM classrooms, this meta-analysis explored its impact on student behaviors and learning outcomes.

Lilian Chimuma, University of Denver

Paper Session	Thursday 1:30 PM- 2:20 PM	Gaston
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Students' Perceptions of Disparities between Face-to-Face and Online Discussions

From a mixed-methods study of student behaviors in linked face-to-face and online discussions, disparities identified by students will be described.

Tracy Russo, Ferris State University

Amy Greene, Ferris State University

On the Examination of Adaptive Self-Regulation Learning Questionnaire in Adaptive Learning Environment

This study is a report of developing and validating a new instrument called Adaptive Self-Regulation Learning measuring SRL skills of AL students.

Hoda Harati, Northern Arizona University

Qi Liu, Northern Arizona University

Thursday 10/4 2:30 PM- 3:20 PM

Panel/ Symposium Session

Thursday 2:30 PM- 3:20 PM

Bryan B

Media Literacy Education: The Secret to Student Thinking

Media literacy teaches students to think critically about the content they consume and create. Join us to explore media literacy for every classroom!

Tracy Harper, Baylor University

Molly Bowen, Baylor University

Lindsay Knofski, Baylor University

Russell Miller, Baylor University

Issues and Ideas Session

Thursday 2:30 PM- 3:20 PM

Bryan C

The Soul of Curriculum Studies: Considering the Work of DuBois, Woodson, and Washington

An explanation of the ideas, conflicts, and impact of Booker T. Washington, W.E.B. DuBois, and Carter G. Woodson.

Joseph Flynn, Northern Illinois University

DuBois McCarty, Harper Community College

Darius Jackson, Northern Illinois University

Freaks, Geeks, and Heroes: Awareness and Acceptance of Disabilities through Manga

Disabilities are common, and their misunderstandings even more so. Manga stories provides a way to raise awareness and acceptance with popular media.

Naomi Jeffery Petersen, Central Washington University

Issues and Ideas Session

Thursday 2:30 PM- 3:20 PM

Dealey

Conceiving English Curriculum through Immersive Cinematic Virtual Reality: A Presentation of the Study and Expected Outcomes

Explores the connection between immersive cinematic VR and high school students' perceived connection to Elizabeth Barrett Browning and her work.

Amanda Gardner, Baylor University

Educational Criticism Through the Lens of a Theatre Critic

The research method of educational criticism places its origins in the arts. This session considers the educational critic in relation to the theatre.

Grant Goble, University of Denver

Taryn Robertson, University of Denver

Paper Session	Thursday 2:30 PM- 3:20 PM	Munger-Cabell
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The Case for Slow Curriculum

We examine the constructs of time as it pertains to creativity in teaching and learning and propose the practice of "slow curriculum".

Kate Kauper, Cornell College

Meg Jacobs, University of Auckland

Paper Session	Thursday 2:30 PM- 3:20 PM	Gaston
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A Narrative Approach to Understanding Teacher Resiliency

A narrative study on teacher resiliency which provides the perspectives of novice, experienced and advanced teachers and their thoughts on resiliency.

Julie Devore, University of Northern Colorado

Genevieve Skinner-Prater, University of Northern Colorado

Pedagogies of Resistance

I focus on the intentions of teachers who feel "called to teach" and the implications of these intentions with regard to curriculum and pedagogy.

Julia Wiechmann, Minot State University

Paper Session	Thursday 2:30 PM- 3:20 PM	Kessler-Sanger
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Teaching Triangles: Developing Pedagogical Content Knowledge (PCK) of Graduate Teaching Assistants (GTAs)

The presenters share a professional development model that is designed to facilitate the pedagogical content knowledge development of graduate teaching assistants.

Catharine Hotchkiss, Nova Southeastern University

Michelle Tenam-Zemach, Nova Southeastern University

The Relational Nature of Teacher Educators' Professional Self-Understanding

This presentation will explore teacher educators' professional self-understanding as revealed through four anecdotes of lived experiences.

Aaron Zimmerman, Texas Tech University

Thursday 10/4 3:30 PM- 4:15 PM

Stephen Fain Lecture and Snack Break

Thursday 3:30 PM- 4:15 PM

Bryan A

EcoJustice, Harvesting Wild Foods, and Chasing the Northern Lights

This presentation explores ecojustice philosophy and the story of finding growth within the limits of knowledge. It is a reflection on how despair and hopefulness helped me to find absurd ways to live and breach the boundaries of what is known as food harvest. This story works to mitigate the notion that we are bound to the oppressive food paradigm and consumerist lifestyles that create a culture of impoverishment. This culture of impoverishment makes it seemingly difficult to live outside of the politics of patent-seeded, over-watered, fertilized, collected, and transported conventional foods and highly consumptive ways of life. This presentation ends with a guiding heuristic that serves to stimulate a conversation around food mindfulness and, in the same vein, some possibilities of finding heuristics inspired by nature such as the northern lights in Alaska.

Mike Mueller, University of Alaska- Anchorage

Thursday 10/4 4:30 PM- 5:15 PM

Crosstalk

Thursday 4:30 PM- 5:15 PM

Bryan A

AATC 25th Anniversary Crosstalk

This session offers the opportunities for conference attendees to share and connect ideas from earlier sessions. Everyone is invited to join a lively discussion about how the myriad of conference presentations are connected in a mosaic that serves to illuminate the many intersectionality of conference themes and presenters' ideas.

Bill White, James Madison University

Thursday 10/4 6:15 PM- 9:00 PM

Presidential Address Thursday 6:20 PM- 6:50 PM

The Sixth Floor Museum

John Pecore, University of West Florida

Poster Session

Thursday 6:15 PM- 9:00 PM

The Sixth Floor Museum

Social Presence in the Online Classroom: A Student's Perspective

This research proposal seeks to understand the meaning of social presence from the student perspective in online courses.

Keri Phillips, University of North Texas

Learning for All: Creating a Digitally Accessible Learning Environment

Designers and educators can use the principles of universal design to create digitally accessible learning environments.

Merenda Roy, University of North Texas

Keri Phillips, University of North Texas

Understanding the Perception of Teachers about the Professional Practice Rubric within Colorado Evaluation System

This qualitative study aims to understand the perception of teachers about the Professional Practice Rubric within Colorado Evaluation system.

Mohsen Alzahrani, University of Denver

A Culturally Candid Response: Tale of Two Professors Reflection

One thought provoking conversation led two university instructors to critically reflect, evolve, and transform their own teaching practices to create.

Melanie Fields, Texas A & M University- Commerce

Literacy Engagement in the Content Areas: Transforming the Typical

Science and Social Studies methods instructors collaborated on an assignment called Children's Literature for Science and Social Studies requiring pre-service teachers to create 5E lesson plans for multiple content areas based on a single piece of children's literature.

Franklin Allaire, University of Houston- Downtown

Bernardo Pohl, University of Houston- Downtown

Diane Miller, University of Houston- Downtown

Achieving Educational Equity and Excellence for Historically Marginalized Students in Higher Education

This study examined academic achievement gaps among historically marginalized students and their White peers and provided suggestions for change.

Huanshu Yuan, Texas A & M University

Teacher Perceptions of Curiosity

This phenomenological study explores the phenomenon of curiosity through the eyes of active educators in three different school contexts.

Ryan Katz, University of Northern Colorado

Complexity Theory and Generative Art is an Exciting New Period of Explorations: Is it art or science?

An essential element in generative art and various ideas from complexity theory in art.

Is it art or science?

Ghadah Albakri, University of North Texas

Teacher Candidates' Perspectives of Multisensory Teaching and Learning: Playing with toys or Learning with objects?

Using 3D objects and multisensory teaching as a vehicle for content area learning, teacher candidates' perspectives of this methodology is explored.

Carol Klages, University of Houston- Victoria

Jane Devick-Fry, University of Houston- Victoria

Method to the Madness: A Critical Discourse Analysis of Department Diversity and Equity Meeting

A CDA of a diversity committee meeting to identify and understand the norms for inclusion and participation in higher education service.

Katie Loomis, University of North Texas

Tiffany Larson, University of North Texas

Jacinda Wright, University of North Texas

Museum Tour	Thursday 7:00 PM- 9:00 PM	The Sixth Floor Museum
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Please use this time to explore The Sixth Floor Museum.

Dinner	Thursday 8:30 PM- 10:30 PM	Various Locations
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Dine Around Dinners.

Dinners will take place in walking distance to the hotel. Sign up will take place at the registration table. This a great way to meet other conference attendees. Cost is not included.

FRIDAY, OCTOBER 5

Friday 10/5 7:30 AM- 8:30 AM

Registration	Friday 7:30 AM- 8:30 AM	Pre-function Area
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Registration

Coffee	Friday 7:30 AM- 8:30 AM	Pre-function Area
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Morning Coffee

Friday 10/5 8:00 AM- 8:50 AM

Meeting	Friday 8:00 AM- 8:50 AM	Bryan A
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Business Meeting
All are invited to attend.

Friday 10/5 9:00 AM- 9:50 AM

Mentoring Session	Friday 9:00 AM- 9:50 AM	Bryan A
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Midlevel Faculty Panel

Promoted and Tenured, Now What? Feel free to bring a beverage of choice to this open forum to discuss promotion to full-professor and the "opportunities" of administrative leadership. Drawing on the distributed knowledge of AATC we will discover the strength and vision to take the next step.
Paul Parkison, University of North Florida

Writing Session	Friday 9:00 AM- 9:50 AM	Kessler-Sanger
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Writer's Workshop

Advice for writing for publication is explored in this interactive session. Participants are encouraged to bring a draft of work in progress
Christy McConnell, University of Northern Colorado

Issues and Ideas Session	Friday 9:00 AM- 9:50 AM	Bryan B
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Teaching with Controversy: Student Analysis of Confederate Monument in a Georgia History Class

*Controversial topics, opportunities for authentic learning, action civics and political debate--
Teaching Confederate monuments!*

Lauren Yarnell Bradshaw

Unsilenced...Know More: An Autoethnography of an Emerging Black Teacher Educator

An autoethnography of a Black teacher educator's evolving professional/ racialized personal identity resulting from teaching secondary TE foundations.

Pamela Ross McClain, University of Michigan-Flint

Issues and Ideas Session	Friday 9:00 AM- 9:50 AM	Bryan C
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Co-Teaching Model

This presentation discusses the benefits to implementing the co-teaching model for preparing students enrolled in teacher preparation courses.

Debora Shidemantle, Texas A & M University- Texarkana

Implementing a Reading and Writing Workshop Approach in ESL Classrooms

Combines findings from reading, writing, and second language acquisition research and demonstrates how they can be implemented in an ESL classroom.

Kimberly Garcia, University of North Texas

Paper Session	Friday 9:00 AM- 9:25 AM	Dealey
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Wofford College: Civil War Challenges to Classical Education

Wofford College was forced to modify its Classical Education curriculum following the Civil War as the South faced the challenges of Reconstruction.

Rhonda K. Webb, Lassiter High School

Paper Session	Friday 9:00 AM- 9:50 AM	Munger-Cabell
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Dance Like a Girl: Implications and Influences Between Art Curricula and Student Masculinities.

The author presents a sensory ethnography of one arts charter school that explores how adolescents conceive and operationalize masculinities.

Joseph Sweet, Arizona State University

(Re)Presenting Pioneer Women Coders in Popular Histories: A Textual Analysis of Women in Math and Science

(Re)Presenting Pioneer Women Coders in Popular Histories: A Textual Analysis of Women in Math and Science.

Ginney Norton, Drury University

Paper Session	Friday 9:00 AM- 9:50 AM	Gaston
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A Study of the Role of Teaching Presence on Student Achievement and Retention in Hybrid and Online Undergraduate Mathematics Courses

This session presents a study on how student perception of teaching presence impact online and hybrid math student achievement and course retention.

Shaghayegh Setayesh, University of Texas- Rio Grande Valley

Teaching Math and Science in a Changing World

Influence of inquiry instruction on achievement and attitudes toward science to enhance content/pedagogical knowledge, increase confidence.

Peggy Schimmoeller, Randolph College

Friday 10/5 10:00 AM- 10:50 AM

Journal Session	Friday 10:00 AM- 10:50 AM	Bryan A
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Curriculum and Teaching Dialogue Session

The Curriculum and Teaching Dialogue Editors and Assistants will discuss the process for submitting a high quality manuscript to AATC's journal. Editors will share the manuscript review criteria as well as the expertise review form.

Chara Haeussler Bohan, Georgia State University

Michelle Tenam-Zemach, Nova Southeastern University

Susan Cannon, Georgia State University

Issues and Ideas Session	Friday 10:00 AM- 10:50 AM	Bryan B
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Ecological Mindedness in Community and Classroom Spaces

With an eye toward ecological mindedness, we will engage the audience with the creative conceptualization of Little Green Museums.

Bruce Uhrmacher, University of Denver

Christy McConnell, University of Northern Colorado

Beyond Dualism: Perry and the Inquiring Mind

We present Perry's epistemological model and examines how teachers may present expert perspectives to lead learners to higher levels of inquiry.

Jay Thomas, Aurora University

Julia Camp, Mill Creek Elementary School

Issues and Ideas Session	Friday 10:00 AM- 10:50 AM	Bryan C
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Towards a Coaching Framework for Deep Practices

This session features a coaching framework that attends to both best and deep practices for the purpose of teacher self-actualization in the classroom.

Katherine Newburgh, Eagle County Schools

Teaching, curriculum, and “the space left free”

This session discusses how “the space left free” is essential to teaching and (co)existence.

Susan Field Waite, Texas State University

Paper Session	Friday 10:00 AM- 10:50 AM	Dealey
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Building Community, Voice and Cultural Capital in a C&I Peer-Mentorship Program

This paper explores how participants in a peer mentorship program engage in a process of support, socialization and building cultural capital.

Dan Riordan, University of Denver

An Autoethnographic Examination of Cross Generational Mentoring in Academia

This paper describes a cross generational mentoring case study framed through an autoethnographic lens.

Rubén Garza, Texas State University

Paper Session	Friday 10:00 AM- 10:50 AM	Munger-Cabell
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Could Struggling D/deaf Readers Benefit From Using Dedicated Ereaders As An Educational Tool?

This paper explores the possibility of implementing dedicated ereaders for the purpose of improving the literacy rates of struggling D/deaf readers.

Kelly French, Northern Arizona University

New Literacies in the 21st Century

Compounding questions and assumptions surrounding literacy in the 21st century will be discussed in relation to curriculum development.

Amy Boniface, Northern Arizona University

Paper Session	Friday 10:00 AM- 10:50 AM	Gaston
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The Curriculum in Praxis: How Purpose of School Is Actualized in Vietnam, Mexico, and the United States

This study explores the role of educational experiences in how people create life purpose in Vietnam, Mexico, and the United States.

Sonja Varbelow, Angelo State University

Donna Gee, Angelo State University

The effects of school culture and Confucian values on South Korean teachers' agency in the national curriculum reform: A sociocultural approach

This study examined the influences of the cultures of specific schools and societies on teacher agency towards curriculum reform with imposed autonomy.

Mina Min, Appalachian State University

Paper Session	Friday 10:00 AM- 10:50 AM	Kessler- Sanger
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Songs of the Earth: Pedagogies of Ceremony

We explore the pedagogical qualities of indigenous music and the possibilities ceremonial music has in developing an ecological lens to learn through.

Alex DeCoteau, Minot State University

Annie Rappeport, University of Maryland

Maxwell Yamane, University of Maryland

Daniel Conn, Minot State University

Friday 10/5 11:00 AM- 11:50 AM

Panel/ Symposium Session	Friday 11:00 AM- 11:50 AM	Bryan A
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Past Presidents' Panel- 25 Year Reflection

Please join an anticipated lively discussion as a panel of AATC's past presidents share their reflections about successes, challenges, and visions for the future.

Facilitator: Dana Haraway, James Madison University

Past Presidents:

Chara Haeussler Bohan, Georgia State University

David Callego Perez, Saginaw Valley State University

David Flinders, Indiana University

Alan Garrett, Eastern New Mexico University

Amy Masko, Grand Valley State University

Karen Riley, Auburn University, Montgomery

Gretchen Schwarz, Baylor University

Bruce Uhrmacher, University of Denver

Wesley Null, Baylor University

Cheryl Craig, Texas A & M University

Issues and Ideas Session	Friday 11:00 AM- 11:50 AM	Bryan B
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Pay Attention to the Man Behind The Curtain: Media Literacy

Equip 21st century learners to decipher the “man behind the curtain” by using media literacy to critically evaluate media messages to understand.

Barbara Epperson, Baylor University

Lee Anne Brannon, Baylor University

Assaulting the Visible: From a Politics of Visibility to a Politics for Humanity

This presentation addresses the ways in which the politics of visibility, in the age of Trump, must move toward a politics for humanity.

Bill White, James Madison University

Issues and Ideas Session	Friday 11:00 AM- 11:50 AM	Bryan C
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“Three’s Company: Building a Positive and Trusting Triad in the Student Teaching Field Placement”

This session will generate discussion around ways to foster a strong relationship between the members of the student teaching, field triad.

Blake Bickham, Colorado Mesa University

Improving Program Performance: Examining Completers’ Teaching Effectiveness

A case study review to investigate how program completers contribute to student learning. Data collection included various completer artifacts.

Cheryl Lindeman, Randolph College

Peggy Schimmoeller, Randolph College

Paper Session	Friday 11:00 AM- 11:50 AM	Dealey
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Self-Delusion: 2018 Education Report from Business Leaders for Michigan

Michigan’s business leaders want to fix K12 education without acknowledging SES or funding disparities as contributing factors.

Roger Wilson, Grand Valley State University

Preliminary Findings from a Qualitative Study regarding beliefs and practices about NAU's emporium

This paper seeks to answer the question: What are the beliefs and practices regarding Northern Arizona University's emporium?

Christina, Northern Arizona University

Paper Session	Friday 11:00 AM- 11:50 AM	Gaston
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The Museum as Curriculum: Exploring Museum Via Eisner's Educational Connoisseurship

By examining the physical spaces of museums via Eisner's educational connoisseurship, we explore museum exhibits as constructed curriculum.

Nona Batiste, Texas A & M University- Commerce

Sherri Colby, Texas A & M University- Commerce

Searching for Secondary: A Discourse Inquiry into Secondary Literacy Research

A keyword analysis of Reading Research Quarterly (RRQ) identifies major gaps in research in secondary (adolescent) literacy.

Tiffany Larson, University of North Texas

Friday 10/5 12:00 PM – 1:20 PM

Marcella Kysilka Lecture and Lunch	Friday 12:00 PM- 1:20 PM	Bryan A
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Ethics, Curriculum, and Learning in a Hostile Policy Environment: Against the Corporate Takeover of American Schools.

Education policy is inexorably linked to business interests and is, therefore, unethical. Said differently, business ethics is an oxymoron: the goals and purposes of corporations are also fundamentally different in kind than and antithetical to those of schooling. When business logic drives the thinking and pervades the enactment of education policy and curriculum, non sequiturs become reified and ethics are either marginalized or negated by neoclassical economic rationality.

Deron Boyles, Georgia State University

Friday 10/5 1:30 PM – 2:20 PM

Panel/ Symposium Session	Friday 1:30 PM- 2:20 PM	Bryan A
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O.L. Davis Panel- Davis' Impact on Curriculum and Teaching

Former students and colleagues of Dr. O.L. Davis, Jr. will discuss his impact on curriculum and teaching in honor of the 25th anniversary of AATC, an organization he helped to found.

Chara Haeussler Bohan, Georgia State University

Cheryl Craig, Texas A & M University

Mark Reid, Texas A & M University- Commerce

Kelley King, University of North Texas

Jennifer Deets, University of North Carolina- Wilmington

Carol Klages, Texas A&M- Victoria

Sherry Field, University of Texas

Alan Garrett, Eastern New Mexico University

Wesley Null, Baylor University

Issues and Ideas Session	Friday 1:30 PM- 1:55 PM	Bryan B
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The Warped Teachers Project: Rock and Roll, Interdisciplinary Learning, and Making Education Come Alive

Making education relevant to students is essential. Why not combine interdisciplinary learning and rock and roll?

Andrew Kemp, Augusta University

Joseph Flynn, Northern Illinois University

Shelley Harris, Texas A&M-San Antonio

Matt Spurlin, University of Denver

Paper Session	Friday 1:30 PM- 2:20 PM	Bryan C
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Implementing Project Based Learning in an Integrated STEM Curriculum

This presentation defines “integrated STEM,” and examines the benefits of project-based learning and implementing it in an integrated STEM curriculum.

Linda Sansing, Stellar Educational Consulting

Enhancing Science Methods for Pre-Service Teachers through NASA’s STEM on Station Program

Analysis of pre-service teacher in-class data related to a UHD-NASA partnership in science methods courses during the Fall 2017 semester.

Franklin Allaire, University of Houston- Downtown

Annamarie Kamas, NASA Johnson Space Center Office of Education

Paper Session	Friday 1:30 PM- 2:20 PM	Dealey
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Using Data to Drive Instruction: How Teacher Candidates Enact Data Literacy Practices

This study examined how pre-service teacher candidates are prepared to read, analyze, and communicate student assessment results to stakeholders.

Amanda Hurlbut, Texas Woman’s University

Confronted with Mathematical Myths: Will Teachers Change Their Thinking?

Teachers in three graduate courses demonstrate statistically significant changes in their thinking after studying growth mindsets in mathematics.

Amy Corp, Texas A & M University

Paper Session	Friday 1:30 PM- 2:20 PM	Munger- Cabell
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Getting Schooled: An autoethnographic narrative of a teacher educator's return to the classroom

A teacher educator chronicles her experience teaching in a secondary classroom in a "failing school" that impeded efforts of humanizing education.

Sunny Wells, Baylor University

Early-Career Retention: A Tale of Two Teachers

How do school contexts entice teachers to stay in the profession? We share findings from a narrative inquiry into early-career teacher retention.

Tina Chaseley, Northern Arizona University

Vicki Ross, Northern Arizona University

Friday 10/5 2:30 PM – 3:20 PM

Award Session	Friday 2:30 PM- 3:20 PM	Bryan B
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O.L. Davis Book Award

Megan Kennedy, Westfield State University

Winner: *White Fatigue: Rethinking resistance for social justice*

Joseph Flynn, Northern Illinois University

Honorable Mention: *Reclaiming the multicultural roots of US curriculum*

Anthony Lamar Brown, University of Texas

Dolores Calderón, Western Washington University

Wayne Au, University of Washington Bothell

Panel/ Symposium Session	Friday 2:30 PM- 3:20 PM	Bryan C
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How a Local Bookmobile is Impacting the Literacy Lives of Children from Disadvantaged Homes

Researchers discuss obstacles, successes, and assessments used to determine the efficacy of a local bookmobile used in low-income, ESL neighborhoods.

Amy Barnhill, University of Houston- Victoria

Janelle Bouknight, University of Houston- Victoria

Issues and Ideas Session	Friday 2:30 PM- 3:20 PM	Dealey
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Personalized Learning: Leveraging Technology to bridge competency-based instruction

The focus on the development, growth, evolving changes, and lessons learned of the Northern Arizona University (NAU) Competency-Based online program.

Dora Donovan

Adaptations to Standardization-Lived Experiences of Educators

What are some of the lived experiences novice teachers have faces when adapting to any standardization challenges?

Taryn Roberston, University of Denver

Grant Goble, University of Denver

Paper Session	Friday 2:30 PM- 3:20 PM	Munger- Cabell
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Captured by Competition

Considerations of Common Core, charter schools, accountability, and teacher effectiveness are founded upon understanding our being as competition.

Paul Parkison, University of North Florida

CPR: Developing a Framework for Success and Failure

This paper develops a lens for interpreting success and failure through Capacity, Passion and Relevance.

Nathan Anderson, Anderson Inquiry, LLC

Daniel Conn, Minot State University

Paper Session	Friday 2:30 PM- 3:20 PM	Gaston
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Going with the Flo: Changing circumstances and collaborative curriculum change

Curriculum theory is typically considered the domain of teachers, but here we explore ways others use curriculum theory to enhance their learning.

Jennifer Deets, University of North Carolina- Wilmington

Visual Concept Mapping in Curriculum Studies: A Pedagogical Canvas for Emerging Knowledge

This presentation will discuss experiences using visual concept mapping as a pedagogical process in a beginning-level curriculum studies course.

Lori Meier, East Tennessee State University

Paper Session	Friday 2:30 PM- 3:20 PM	Kessler- Sanger
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Perceived impacts of a study abroad experience on in-service teachers.

This proposal provides details of a research study concerning the role of study abroad experience and its perceived impact(s) on in-service teachers.

Mark Felts, East Central University

Field-based Learning Activities: Connection to Competencies in Distance Education

Qualitative study explored the impact of field-based learning activities for distance students. Participants reflected on connections to competencies.

Twyla Tasker, Angelo State University

Anica Cisneroz, Angelo State University

Friday 10/5 3:30 PM – 4:30 PM

Awards Ceremony	Friday 3:30 PM- 4:30 PM	Bryan A
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Awards Ceremony and Snack Break

Friday 10/5 4:40 PM – 5:30 PM

Issues and Ideas Session	Friday 4:40 PM- 5:30 PM	Bryan B
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How Might We Address the Mental Health Needs in Schools?

Restorative and responsive practices provide a framework to address the need for a mental health focus while complementing the academic curriculum.

Dana Haraway, James Madison University

Dream BIG, Plant Flowers

This discussion explores principles and potential complications to be considered when creating ecologically-minded K-12 schools.

Daniel Conn, Minot State University

Ian Clemente, Michigan State University

Issues and Ideas Session	Friday 4:40 PM- 5:30 PM	Bryan C
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Engaging English Learners through Aesthetic Integration and Sheltered Instruction

How one elementary school combines aesthetic integration with sheltered instruction to increase engagement and agency in ELLs and diverse learners.

Donna Goodwin, University of Northern Colorado

First Amendment Freedoms: Reading, Writing, and Knowing the Big Five

In this presentation, attendees will learn strategies for understanding each of the five freedoms of the First Amendment.

Karon LeCompte, Baylor University

Sherry Field, University of Texas- Austin

Chara Haeussler Bohan, Georgia State University

Paper Session	Friday 4:40 PM- 5:05 PM	Dealey
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Preservice Teacher Beliefs about Mathematics Teaching

In this session, we will discuss the beliefs preservice teachers held about mathematics instruction and the implications for teacher educators.

Julie Williams Mills, Henderson State University

Melanie Fields, Texas A & M University- Commerce

Paper Session	Friday 4:40 PM- 5:30 PM	Munger- Cabell
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The Language of Our Questions

This paper explores the formulation of questions as a pedagogical act that has the potential to create distance and reproduce "otherness."

Anne Innis, University of Utah

Political Turbulence: Curriculum Controversies Teaching About Islam

This paper will examine some of the national controversies spawned by teaching about Islam in social studies and suggestion educational solutions.

James Moore, Cleveland State University

Paper Session	Friday 4:40 PM- 5:30 PM	Kessler- Sanger
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Retention Rates of Career and Technical Teachers and Lessons Learned

Retention rates of over 700 CT teachers and a field-based induction model's impact.

Mary Jo Self, Oklahoma State University

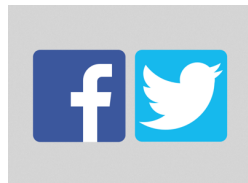
Reducing the Gap between Novice and Expert Teachers through Continuous Improvement Systems

Continuous improvement systems focused on collaborating to improve written curricula can support novice teachers to enact high-quality lessons.

Siobahn Suppa, Stockton University

University Dinners	Friday 7:30 PM – 10:30 PM
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See registration table or Whova app for details.



Don't forget to follow AATC on social media. Keep up the conversations!
Facebook: AATC 1993 Twitter @AATC19

SATURDAY, OCTOBER 6

Saturday 10/6 6:30 AM – 8:15 AM

Yoga and Writing	Saturday 6:30 AM – 8:15 AM	Rooftop Pool
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Yoga and Writing

Inspired by a session at the North Carolina Writers Network several years ago, Jennifer invites AATC members to join her for a gentle morning yoga practice (all levels welcome, including beginners, just bring a towel for the floor) and a workshop on applying some dimensions of yoga less well known to Western practitioners to our work as scholars. These yamas or “restraints” and niyamas or “observances” can help us to shape our research and writing processes in ways that enrich our papers and presentations. Jennifer has been an adjunct instructor at UNC Wilmington in education, graduate liberal studies, and university studies since 2006. She began her study of yoga in 2009, completed her 200-hour training in 2013, and is now a fellow in the Warriors at Ease advanced yoga teacher training program as she works on her 500-hour certification with Sage Rountree in yoga for athletes with a focus on populations who have experienced trauma.

Jennifer Deets, University of North Carolina- Wilmington

President’s Fun Run/ Walk	Saturday 6:30 AM – 8:15 AM	Hotel Lobby
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President’s Fun Walk/Run

Join in the Fun Run/Walk with AATC President and fellow conference attendees. Meet in the hotel lobby at 6:30 for a 6:45 start. We will begin the run/walk from the hotel walking/running west on Elm Street, turn right (north) on S. Houston Street. For a 1 mile fun walk, turn around at the 366 overpass (0.5 mile mark) and head back to the hotel. For the 3.1 mile fun run continue on S. Houston Street and then onto Katy Trail (1.15 mile mark) until McKinnon St at Reverchon Park (1.6 mile mark) before turning around and stopping at Dealey Plaza. For a cool down, turn left onto Elm Street and head back to the hotel.

John Pecore, University of West Florida

Saturday 10/6 7:30 AM – 8:50AM

Coffee	Saturday 7:30 AM- 8:30 AM	Pre-function Area
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Morning Coffee

Meeting	Saturday 8:00 AM- 8:50 AM	Bryan B
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Professors of Curriculum Meeting

David Callejo Perez, Saginaw Valley State University

Saturday 10/6 9:00 AM – 9:50 AM

Panel/ Symposium Session	Saturday 9:00 AM- 9:50 AM	Bryan A
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Leaping over the Dragon's Gate: Uncovering the little truths in the Helen papers

We seek narrative truth-likeness and narrative resonances (Bruner 1986; Conle, 1996) amongst PE teachers in 5 different papers (Craig, You & Oh 2013).

Cheryl Craig, Texas A & M University

Lobat Asadi, Texas A & M University- College Station

Diana Wandix-White, Texas A & M University

Vicki Mokuria, Texas A & M University

Hye Seung Lee, Texas A & M University

Eunhee Park, Texas A & M University

Ambyr Rios, Texas A & M University

Erin Singer, Texas A & M University

Micheal Burgess, Texas A & M University

Amin Davoodi, Texas A & M University

Shakibah Razmeh, Texas A & M University

Michele Norton, Texas A & M University

Paper Session	Saturday 9:00 AM- 9:50 AM	Bryan B
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Member-Checking through Co-Connoisseurship

This paper session will describe the use of co-connoisseurship as a form of member checking in qualitative inquiry.

Brittany Miller, University of Denver

Thinking about Doing Gender: Teacher Candidates' Emerging Understandings of Gender as a Performative Act and Positionally as a Pedagogical Tool in Teacher Education

This session examines how teacher candidates understand "doing" gender and explores the importance of positionality in teacher education courses.

Crystal Howell, Randolph College

Paper Session	Saturday 9:00 AM- 9:50 AM	Dealey
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Curriculum Shopping: How Much are Those Test Scores in the Window?

This paper explores ways in which curriculum materials are sold to schools and the market forces driving curricular decisions.

Joseph Zajdel, Cumberland University

Daniel Conn, Minot State University

Recursive Knowledge and Knowing in Teacher Education

Knowledge/ knowing can be understood as sites of understanding during study, which are recursively reconsidered, instead of products of instruction.

Sarah Pratt, University of North Texas

Paper Session	Saturday 9:00 AM- 9:50 AM	Munger- Cabell
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Exploring the Aesthetic Dimension of Visual Representations in the Context of STEAM Education

This presentation will explore an instructional strategy that utilizes visual representations to assess students' understandings of science concepts.

Stacey Sneed, Texas Tech University

Aaron Zimmerman, Texas Tech University

Active Play: Constructing a Digital Discourse Against the Backdrop of Virtual Simulations

Using a phenomenological approach, I aim to discover how secondary students engage in a digital discussion to make meaning out of virtual simulations.

Josh Patterson, University of South Florida

Paper Session	Saturday 9:00 AM- 9:50 AM	Gaston
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“We Do Investigate Ourselves”: Figurative Assessment as Meaning-Making in Teacher Education

This inquiry of a figurative approach to assessing preservice teachers microteaching in an English methods course encourages new possibilities.

Alecia Beymer, Michigan State University

Giving students a voice: Developing science teacher PCK to meet expectations of NGSS

While implementing new science standards, a teacher discovers impacts on pedagogy and the need for students' voices in science teaching and learning.

Corey Nagle, University of West Florida

John Pecore, University of West Florida

Paper Session	Saturday 9:00 AM- 9:25 AM	Kessler- Sanger
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Transactional Pragmatism within Democratic Curriculum Development: Practical Utility and Perceived Aesthetic and Ethical Boundaries

This co-authored paper will focus on curriculum development through a transactional pragmatist lens while exploring democratic aesthetics and ethics.

Jennifer Schneider, Kent State University

Daniel Castner, Indiana University

Saturday 10/6 10:00 AM – 10:50 AM

John Laska Award Presentations	Saturday 10:00 AM- 10:50 AM	Bryan A
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Jennie M. Mizrahi, University of Denver

Chair's name: Norma Hafenstein, PhD

Dissertation Title: The underachievement of creatively gifted high school students

This study uses hermeneutic phenomenology to surface how students, parents, and teachers experience creative student underachievement through emergent themes of creativity, motivation, sense of student self, and power in order to find and make recommendations for solutions to this pervasive problem.

Gulistan Gursel-Bilgin, Indiana University-Bloomington

Chair's name: David Flinders

Dissertation Title: Dialogue for Peace Education: The Case of an Alternative School

Through interviews, observation, and document analysis, this qualitative case study sought to understand how structural inequalities, local knowledge, and the components of Freirean dialogue (i.e., love, humility, faith, mutual trust, hope, and critical thinking) are acknowledged or expressed in the practice of peace education. The findings of the study raise implications for employing dialogue as a pedagogy for peace in formal schooling and infusing peace education throughout the school curriculum and context.

Saturday 10/6 11:00 AM – 11:50 AM

Paper Session	Saturday 11:00 AM- 11:50 AM	Bryan C
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The Role of Feedback in Teacher PD: How Coaches, Peers, and Students Affect Teacher Change

Feedback from peers, coaches, and students plays an essential role in the induction of teachers into PERC's student-

Leslie Keiler, York College- CUNY

Raffaella Diotti, Bronx Community College- CUNY

Kara Hudon, New York City Department of Education

How to Transform Teacher Practice

Transformational learning seeks to alter our ways of educational practice; building relationships, creating transformation and increasing retention.

Patty Horn, Northern Arizona University

Paper Session	Saturday 11:00 AM- 11:50 AM	Dealey
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Tensions between what pre-service receive as test preparation for the BTLPT and realization that passion for teaching in bilingual contexts and “speaking Spanish” is not enough.

One class attempts to increase skills in Spanish but cannot combat English driven systems.

Angela López Pedrana, University of Houston- Downtown

Adding Value(s) to Program Evaluation: A Mixed-Methods Case Study Model

Researchers present case study to provide contextualized data to inform Educator Preparation

Providers' program evaluation and improvement efforts.

Kelley King, University of North Texas

Noelle Paufler, University of North Texas

Paper Session	Saturday 11:00 AM- 11:50 AM	Munger- Cabell
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Psychological Violence: Mobbing Among K-12 and Higher Education Faculty

Mobbing as collective bullying among faculty produces stress, health risks, increases attrition, and models inappropriate behavior to students.

Joseph Zajdel, Cumberland University

The In-Between Curriculum: Theoretical Basis and Practical Implications

We propose a new term, the “in-between curriculum,” to describe valid yet unexplored educational experiences.

Caitlin Lindquist, University of Denver

Bradley Conrad, Capital University

Bruce Uhrmacher, University of Denver

Paper Session	Saturday 11:00 AM- 11:50 AM	Gaston
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Research-Based Approaches in New Zealand

Nine educators connected to a top university in New Zealand share their stories of experience as a way to gain insight into teacher preparation.

Ashleigh Franco, Johns Hopkins University

Saturday 10/6 12: 30 PM– Until

After Conference	Saturday 12:30 PM- Until	See meeting spaces below
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Executive Board Meeting

All members of the 2018-2019 AATC Executive Board are invited to attend.

Kessler- Sanger

Texas State Fair Lobby Meet Up

Interested in going to the Texas State Fair? Add your name to this session on the Whova app and meet up with others in the lobby. All participants are responsible for their own transportation.

Hotel Lobby

Conference Lunch Debrief

Interested in debriefing your conference experience with other? Add your name to this session on the Whova app. Meet in the lobby at 12:30 and select one of the walkable restaurants. Lunch is on your own.

Hotel Lobby

INFORMATION ABOUT AATC

Keynote Speakers

2018	Deron Boyles, Marcella Kysilka Lecture	Mike Mueller, Stephen Fain Lecture
2017	Louise Chawla, Marcella Kysilka Lecture	David Orr
2016	Kenneth Saltman, Marcella Kysilka Lecture	
2015	Nel Noddings, Marcella Kysilka Lecture	Christine Woyshner
2014	Gloria Ladson-Billings, Marcella Kysilka Lecture	Peter Taubman
2013	Janet Miller, Marcella Kysilka Lecture	Carol Lee
2012	Jane Bluestein, Marcella Kysilka Lecture	Mary Alice Sisneros
2011	Peter Hlebowitsh, Marcella Kysilka Lecture	Dan Liston
2010	Bill McDiarmid, Marcella Kysilka Lecture	Craig Kridel
2009	William Schubert, Marcella Kysilka Lecture	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>
2018	Norma Hafenstein	Gulistan Gursel-Bilgin
2017	Kristen Mattson	Katherine Perrotta
2016	Rhonda Webb	Kari Colley
2015		Caroline Conner
2014	Benjamin Ingman	Jessica Meehan
2013	Limarys Caraballo	Brooke Blevins
2012	Erica DeCuir	Michele Baum
2011	Anita Charles	Jill Martin
2010	Cassandra Trousas	John Pecore
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	Hsuan Jen Chen
2003	Stacey Elsasser	April Luehmann
2002	Wesley Null	Kevin Kienholz

AATC Conference Sites					
2019	Birmingham	2010	St. Louis	2001	Denver
2018	Dallas	2009	Arlington (VA)	2000	Alexandria
2017	Denver	2008	Austin	1999	Orlando
2016	Grand Rapids (MI)	2007	Cleveland	1998	Orlando
2015	Portland (ME)	2006	Charlotte	1997	Indianapolis
2014	Tampa	2005	Austin	1996	San Antonio
2013	Chicago	2004	Portland (OR)	1995	Atlanta
2012	San Antonio	2003	Baltimore	1994	Dallas
2011	Denver	2002	Tulsa		

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CURRICULUM AND TEACHING DIALOGUE

The Annual Journal for The American Association for Teaching and Curriculum

Editor: Chara Haeussler Bohan and 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 December 1st, 2018 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, 2019 for editorial review.**

Book Reviews

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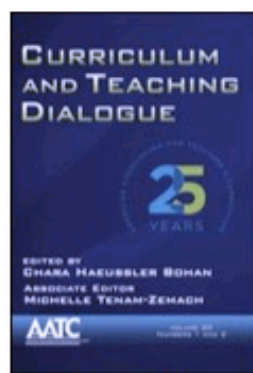
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Volume 20, Numbers 1 & 2, 2018

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