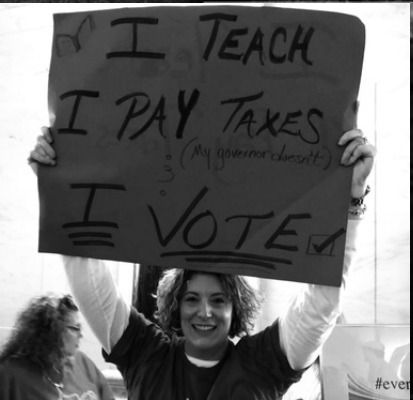


ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR TEACHING AND CURRICULUM



SEEKING SOLIDARITY

October 5-8, 2022

Royal Sonesta Chicago Downtown
71 E Wacker Drive, Chicago, IL 60601

TABLE OF CONTENTS

President's Greeting	2
2022 Graduate Student Scholarship Donors	
Bookstore Information and Donors	3
AATC and <i>CTD</i> Leadership	4
AATC History	7
AATC Presidents	
Map to Chicago Cultural Center	8
Stephen Fain Lecture	9
Marcella Kysilka Lecture	10
Award Winners	
O. L. Davis Jr. Outstanding Book Award, John L. Laska Dissertation Awards, Hunkins Distinguished Article Award, and Distinguished Dialogue in Action Award	11
Hotel Floorplans	12
Conference At-A-Glance	13
Daily Agenda	14
<i>CTD</i> Call for Papers	38
Participant Index	39

PRESIDENT'S GREETING

Welcome, friends and colleagues!

I am delighted to welcome you to the "City of Broad Shoulders," a nickname that comes from the poem "Chicago" by Carl Sandburg. In this poem, Sandburg personifies Chicago as a "Stormy, husky, brawling" young worker--the "Hog Butcher for the World, / Tool Maker, Stacker of Wheat, / Player with Railroads and the Nation's Freight Handler." Sandburg's city is tough: his imagery includes prostitutes, murderers, and hungry women and children. But the city is also "magnetic," "proud," and "fierce." Despite the "smoke" and "dust," the city is vibrant with life, "laughing as a young man laughs...Bragging and laughing that under his wrist is the pulse, and under his ribs the heart of the people." This week, we are part of that pulsing, powerful heart, seeking solidarity.

This year's conference includes several exciting shared experiences. We will begin our program with a plenary session for the Stephen Fain Lecture, delivered by Dr. Lois Weiner, an internationally known specialist on urban teaching and teacher unionism. Later that day, we will tour the Chicago Cultural Center. Also known as "the People's Palace," the Cultural Center was Chicago's first central public library, designed to demonstrate through its architecture that Chicago was truly a world city. The Center is now the nation's most comprehensive free municipal cultural venue and host to hundreds of free fine and performing arts exhibits every year. After touring the many exhibits, I hope you'll join us upstairs for brief remarks from me, a Chicago-style hot dog bar (with veggie options!), and fantastic views of Millennium Park. On Friday, we will all come together again for lunch and the Marcella Kysilka Lecture, delivered by Ms. Jennifer Johnson, a former high school history teacher and current Chief of Staff for the Chicago Teachers Union.

Our time together also allows us to celebrate members' outstanding work. I hope you'll consider attending the awards ceremony where we will cheer for the winners of the O. L. Davis Outstanding Book Award, the John L. Laska Dissertation Award, and the Frances Hunkins Distinguished Article Award. This year we will also present our inaugural Distinguished Dialogue in Action Award. A pillar of our organization's mission is dialogue among scholars, teacher educators, teachers, and others working in U. S. educational settings at all levels, and this award honors a current pre-K-12 teacher who exemplifies a spirit of dialogue in their teaching, curricular work, and other professional activities.

I cannot conclude these greetings without expressing my gratitude to the many folks who made (and are, right now, still working to make) this event possible. I am particularly grateful to Program Chair Taryn Robertson, the Executive Council, and Executive Secretary Aubrey Southall. I also want to extend special thanks to our new Webmaster Linda Conn for her work to update our website and keep it running securely. And thank you, members. You are the heart of AATC.

In solidarity,



Crystal D. Howell, PhD
Randolph College

GRADUATE STUDENT SCHOLARSHIP DONORS

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

Franklin Allaire
Bradley Conrad
Crystal D. Howell
Kara Hudon
Mark McDermott
Paul Michalec
John Pecore

Chara Bohan
Jennifer Deets
Eden Hoyle
Kate Kauper
Keisha McIntyre-McCullough
Juliet Minard
Matt Spurlin

BOOKSTORE

Graduate student scholarships are supported in part by sales at our bookstore. You can shop the bookstore near the registration area in Pre-Function A.

The American Association for Teaching and Curriculum gratefully recognizes the following publishers for their contributions to our bookstore.

Beacon Press
Guilford Press
New Information Age
Taylor and Francis
Teachers College Press

CURRENT AATC LEADERSHIP

President

Crystal D. Howell, Randolph College

President-Elect

Christy McConnell, University of Northern Colorado

Past-President

Kate Kauper, Cornell College

Executive Council

Daniel R. Conn
Minot State University

Benjamin Ingman
University of Denver

Courtney Berry
Metropolitan State University of Denver

Cristy Sellers
Pacific University

Paul Parkinson
University of North Florida

Caroline Conner
Kennesaw State University

Todd Hodgkinson
Drake University

Corey Nagle
*University of West Florida/Bristol (CT) Public
Schools*

Michelle Tenam-Zemach
Nova Southeastern University

Executive Secretary

Aubrey Southall, Aurora University

Program Chair

Taryn Robertson, University of San Diego

Webmaster

Linda Conn, Minot State University

Historian

Dana K. Haraway, James Madison University

INCOMING AATC LEADERSHIP

President

Christy McConnell, University of Northern Colorado

President-Elect

Paul Parkinson, University of North Florida

Past-President

Crystal D. Howell, Randolph College

Executive Council

Todd Hodgkinson
Drake University

Corey Nagle
*University of West Florida/Bristol (CT) Public
Schools*

Benjamin Ingman
University of Denver

Michelle Tenam-Zemach
Nova Southeastern University

Cristy Sellers
Pacific University

Joseph Flynn
Northern Illinois University

Caroline Conner
Kennesaw State University

Franklin S. Allaire
University of Houston-Downtown

Taryn Robertson
University of San Diego

Executive Secretary

Aubrey Southall, Aurora University

Program Chairs

Bradley Conrad, Capital University
Benjamin Ingman, University of Denver

Webmaster

Linda Conn, Minot State University

Historian

Dana K. Haraway, James Madison University

CURRICULUM AND TEACHING DIALOGUE

VOLUME 24

Editor

Chara Haeussler Bohan, Georgia State University

Associate Editor

John L. Pecore, University of West Florida

Assistant Editor

Franklin S. Allaire, University of Houston–Downtown

Graduate Research Assistant

Abbey Hortenstine

Editorial Review Board

Donna Adair Breault, Ph.D.
New Jersey City University

Kate Kauper, Ph.D.
Cornell College

Steven Camicia, PhD
Utah State University

Amy L. Masko, Ph.D.
Grand Valley State University

Kimo Alexander Cashman, Ph.D.
University of Hawai'i at Manoa

Christy McConnell, Ph.D.
University of Northern Colorado

David Callejo Pérez, Ph.D.
Penn State University

Wesley Null, Ph.D.
Baylor University

Robert Donmoyer, Ph.D.
University of San Diego

Chyllis E. Scott, Ph.D.
University of Nevada–Las Vegas

David J. Flinders, Ph.D.
Indiana University, Bloomington

P. Bruce Uhrmacher, Ph.D.
University of Denver

Sandra Guzman Foster, Ph.D.
University of the Incarnate World

William L. White, Ed.D.
James Madison University

Alan W. Garrett, Ph.D.
Eastern New Mexico University

Christine Woysner, Ed.D.
Temple University

AATC HISTORY

In the United States, most areas of scholarly investigation emerged as recognized fields of study more than 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.*

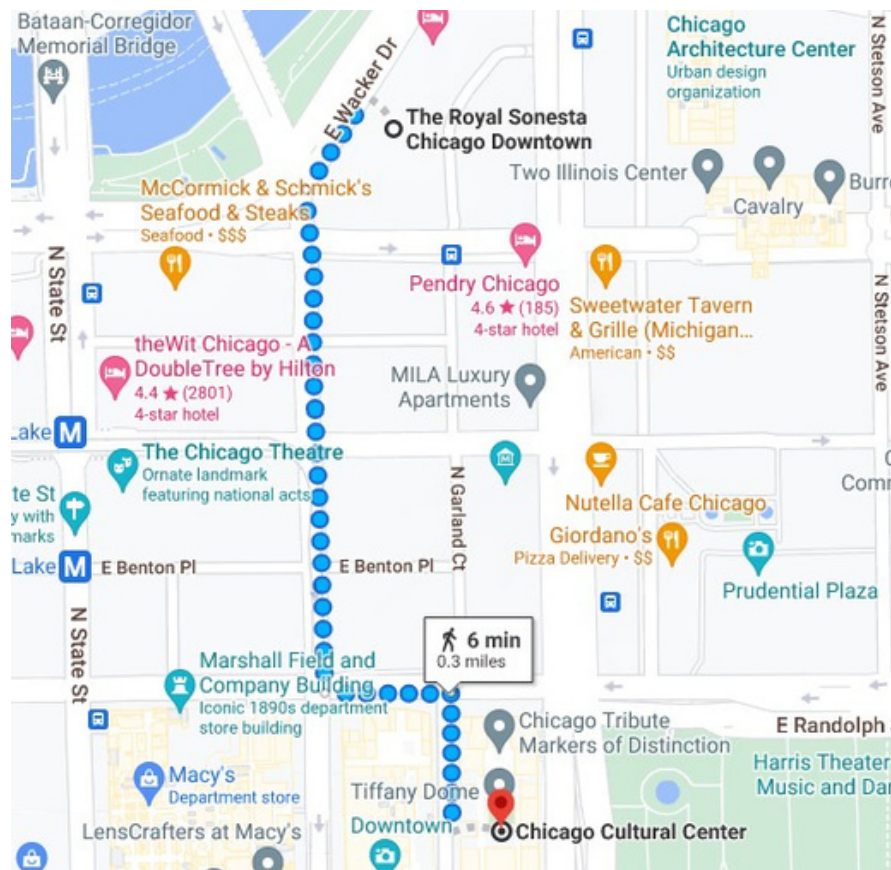
The 28th Annual Conference is dedicated to advancing the ideals of the Association and its purpose. The intent of AATC sessions is to engage conversation and explore new ideas and share information. The founders of AATC wanted conversations to simply begin at the conference but continue long after the 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

- | | |
|--|---|
| 2022 Crystal D. Howell, Randolph College | 2008 Karen Riley, Auburn-Montgomery |
| 2021 Kate Kauper, Cornell College | 2007 Alan W. Garrett, Eastern New Mexico |
| 2020 Andrew Kemp, Augusta University | 2006 William Veal, North Carolina |
| 2019 Joseph E. Flynn Jr., Northern Illinois University | 2005 Cheryl Craig, University of Houston |
| 2018 John Pecore, University of West Florida | 2004 David Flinders, Indiana University |
| 2017 Kevin Cloninger, Anthropedia Foundation | 2003 Gretchen Schwarz, Oklahoma State |
| 2016 William L. White, James Madison University | 2002 Ron Wilhelm, University of North Texas |
| 2015 Chara Haeussler Bohan, Georgia State | 2001 P. Bruce Uhrmacher, University of Denver |
| 2014 Barbara Slater Stern, James Madison | 2000 Stephen Fain, Florida International |
| 2013 Amy L. Masko, Grand Valley State | 1999 William Segall, Oklahoma State |
| 2012 Richard Biffle III, Thomas College | 1998 Sylvia Hutchinson, University of Georgia |
| 2011 Wesley Null, Baylor University | 1997 Ann Converse Shelly, Ashland University |
| 2010 David M. Callejo Pérez, Saginaw Valley | 1996 Fran Hunkins, University of Washington |
| 2009 Robert Boostrom, Southern Indiana | 1995 O. L. Davis Jr., University of Texas |
| | 1994 John Laska, University of Texas |

CHICAGO CULTURAL CENTER

78 E Washington Street, Chicago, IL 60602 (0.3 miles from the Royal Sonesta)



Program is not official until the end of the conference. Final program will be found at AATCHome.org following the conference.

STEPHEN K. FAIN LECTURE



Dr. Lois Weiner

Lois Weiner is Professor Emerita at New Jersey City University. She is an internationally-known specialist on urban teaching and teacher unionism. She is currently writing a new book about challenges for teachers' labor activism because of alterations to work globally, transforming education as we know it.

MARCELLA KYSILKA LECTURE



Ms. Jen Johnson

Jen Johnson taught high school history in Chicago Public Schools for ten years before joining the staff of the Chicago Teachers Union (CTU) in 2013. She has a BS from Northwestern University in Secondary Education and an MA from Northeastern Illinois University in Community and Teacher Leaders. She is currently the CTU Chief of Staff and believes that teacher union organizing for public schools and the teaching profession is part of a larger struggle for social, economic, and racial justice, which connects educators with students, parents, and communities.

AWARD WINNERS

O. L. Davis Outstanding Book Award

Looking Like a Language, Sounding Like a Race: Raciolinguistic Ideologies and the Learning of Latinidad
Jonathan Rosa

John L. Laska Dissertation Awards

Undergraduate Teaching Excellence Through the Aesthetic Lens of CRISPA
(Teaching)
Paula Adamo, Supervised by Bruce Uhrmacher

Getting Carded: A Micro-Foucauldian History of the School Report Card, 1835-1935
(Curriculum)
Wade Morris, Supervised by Chara Haeussler Bohan

Frances Hunkins Distinguished Article Awards

"Why Are You So Mean Ms.?!": When Gendered Classroom Dynamics Interfere With Teacher-Student Relationships"
(Teaching)
Ganiva Reyes

"Beyond Answers in Watertight Containers: CLD Strategies in Art Education"
(Curriculum)
Donna Goodwin

Distinguished Dialogue in Action Award

Tomás Lobato
Sadlowski Elementary, Chicago Public Schools

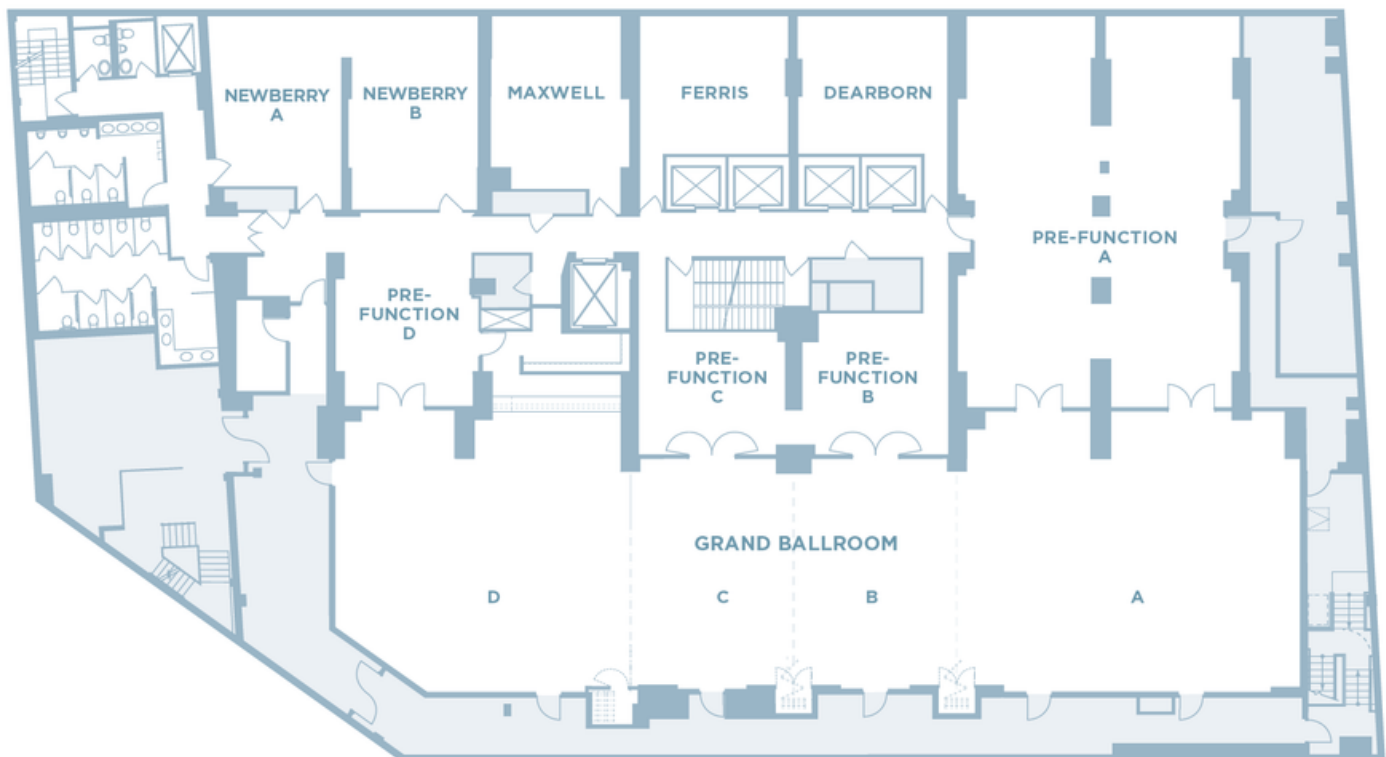
THE ROYAL SONESTA

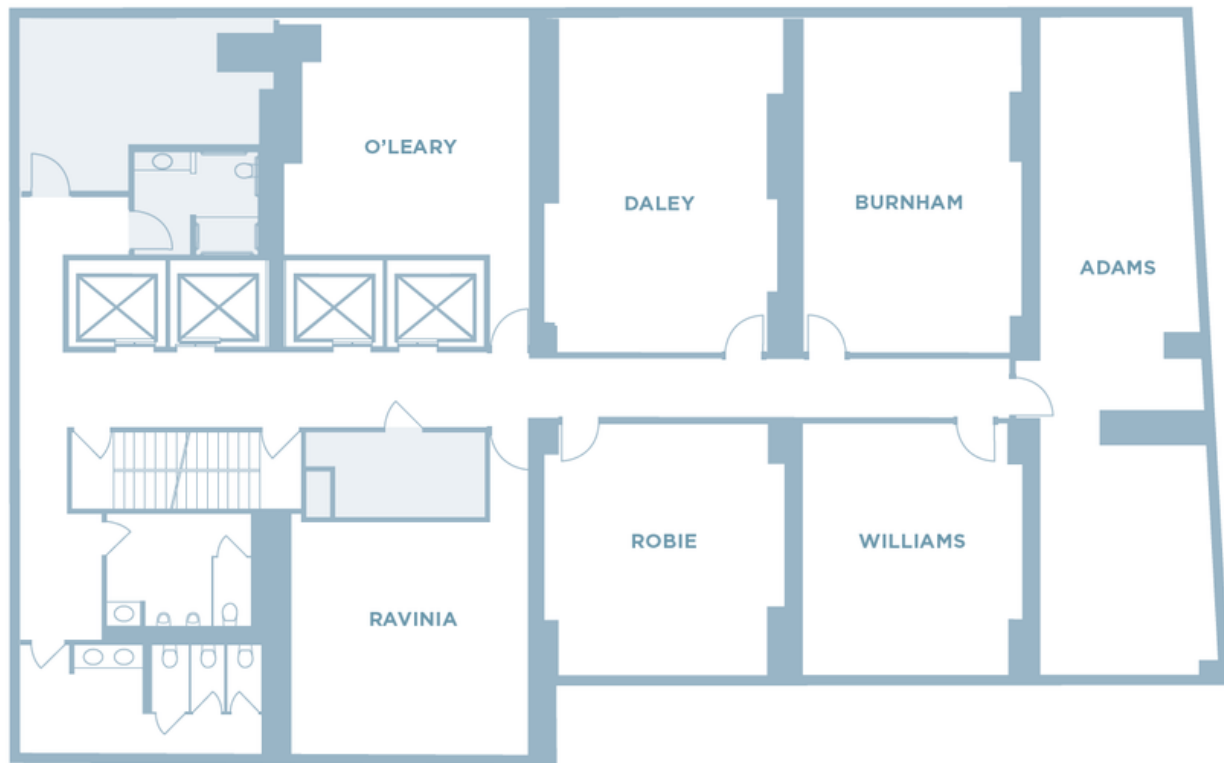
Directions from the Airport

From O'Hare: Take the Blue Line to the Washington stop. Take a right onto Randolph Street and then a left onto Wabash. The hotel is approximately a seven-minute walk.

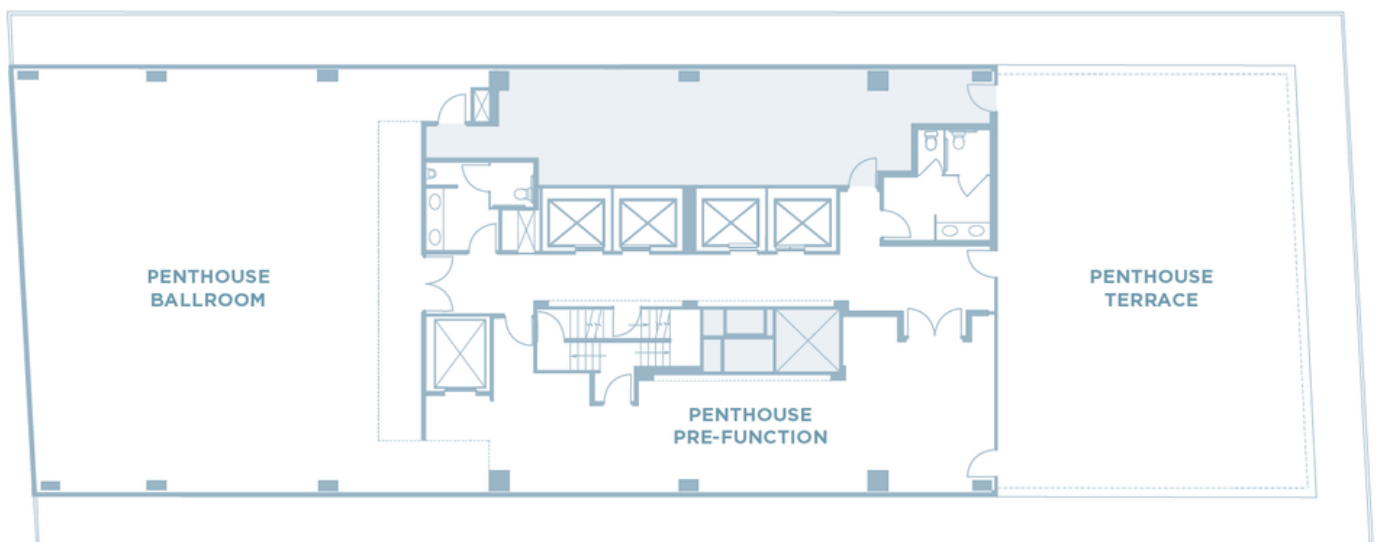
From Midway: Take the Orange Line to the State/Lake stop. Walk to Wacker, and take a right. The hotel is straight ahead, approximately a four-minute walk.

6TH FLOOR





39TH FLOOR



CONFERENCE AT A GLANCE

Wednesday

Pre-Conference Social 7:00pm

Thursday

Executive Council Meeting 7:30am-8:20am
Registration 7:30am-4:00pm
Graduate Student and First-Time Attendee Breakfast 8:30am-9:20am
Stephen K. Fain Lecture: Dr. Lois Weiner 9:30am-10:20am
Session A 10:30am-11:20am
Lunch (on your own) 11:30am-12:45pm
Session B 12:45pm-1:35pm
Session C 1:45pm-2:35pm
Break with Snacks 2:35pm-3:00pm
Session D 3:00pm-3:50pm
Chicago Cultural Center: Self-Guided Tour 4:00pm-5:00pm
President's Event 5:00pm-6:30pm

Friday

Business Meeting 8:30am-9:20am
Session E 9:30am-10:20am
Session F 10:30am-11:20am
Marcella Kysilka Lecture: Ms. Jen Johnson 11:30am-12:45pm
Session G 12:45pm-1:35pm
Session H 1:40pm-2:30pm
Break (on your own) 2:30pm-3:00pm
Session I 3:00pm-3:50pm
Session J 4:00pm-4:50pm
College Dinners 5:00pm

Saturday

President's Run/Walk 5k or Yoga 7:30am-8:30am
Session K 9:30am-10:20am
Session L 10:30am-11:20am
Executive Council Meeting 11:30am-12:30pm

Safe travels! See you next year in Louisville!

DAILY AGENDA

DAY 1

Wednesday, October 5



WELCOME TO CHICAGO

Hoyt's American Tavern (Royal Sonesta), 7pm

Join us for an informal gathering of colleagues at the hotel bar.

DAY 2

Thursday, October 6



REGISTRATION

All day (Pre-function A)

The registration table is open from 7:30am until 4pm.



EXECUTIVE COUNCIL MEETING

7:30am-8:30am (Adams)

All Executive Council members are invited to attend.



GRADUATE STUDENT AND FIRST-TIME ATTENDEES BREAKFAST

8:30am - 9:20am (Daley)

Graduate students and first-time attendees are invited to attend. Led by Alicia Saxe, (University of Nebraska Kearney), Cristy Smith (Pacific University), & Dan Riordan (Pacific University).

PLENARY SESSION (9:30AM-10:20AM)



STEPHEN FAIN LECTURE

(Grand Ballroom)

Join us for our opening keynote address from Dr. Lois Weiner.

SESSION A (10:30AM – 11:20AM)



PAPER

(O'Leary)

"Teaching and Learning, Teacher Identity and Positionality"

Cristy Sellers (Pacific University) & Dan Riordan (Pacific University)

This session will explore how educators in a MAT general and special education preparation program understand their intersectional identities (Crenshaw, 2019) and discuss the teaching methods used to encourage reflection and exploration of teacher identity and positionality.



"Navigating Education Spaces"

Noor Ali (Northeastern University)

The lived educational experiences of Muslim American youth are deeply affected by the white, mainstream landscape where they navigate their realities as a minoritized and demonized group.

POSTERS

(Daley)

After this morning's session, posters will remain on display in River.

"E-learning in Mathematics: A Literature Review"

Xiang Jin (University of Denver)

Educational technologies are changing the way in which education is delivered and e-learning models are used extensively in mathematics and statistics learning. This poster presents the theoretical base of mathematical e-learning, and more emphasis is on practical implementations.

"Effect of a Teacher Preparation Specialized Course Sequence on Multi-Specialty Educator Certification Exams"

Linnie Greenlees (Texas Tech University), Delia Carrizales (Texas Tech University), & Denise Lara (Texas A&M University-Corpus Christi)

We examine the effect of a specialized course sequence on teacher candidates' professional and domain-specific knowledge using ESL, Bilingual, Bilingual Target Language Proficiency Test, and Special Education educator certification exam scores. Results inform policy, practice, and research.

"Our Nation's School Mental Health and Social/Emotional Learning Efforts: A Look Back to Move Forward"

Mallori Sage (University of Northern Colorado)

This poster session seeks to take viewers through the history of mental health and SEL efforts (or lack thereof) in our nation's schools. Currently, more consideration is being given to this educational issue, but what consideration was it given in the past?

"An Examination of Undergraduate's Learning-Related Emotions at the Start of the COVID-19 Pandemic"

Franklin Allaire (University of Houston-Downtown)

Researchers measured undergraduates' emotions ($n=144$) related to the rapid shift from in person to online learning using the Achievement Emotions Questionnaire at the start of the COVID-19 pandemic.



ISSUES & IDEAS

(Newberry B)

"Countering Anti-LGBTQ Discourses and Fostering LGBTQ-Friendly Attitudes among Teacher Candidates"

Crystal D. Howell (Randolph College), Peggy Schimmoeller (Randolph College), & Beth Gafford (Randolph College)

In this session, we discuss the effects of homophobic and transphobic discourses on teacher candidates and their emerging teaching practices, particularly in areas regarded as LGBTQ+ friendly, and brainstorm ways to counter such discourses.

"Collaborative Considerations in Curriculum Development for Late-Arriving Newcomers"

Jillian VanTuyle (Aurora University)

A practicing K-12 teacher will lead a discussion based on a successfully implemented ELD curriculum developed in partnership with students and families. Participants will be challenged to question systemic assumptions surrounding EL sub-groups within the context of an overall growing EL population.



PANEL

(Burnham)

"Making the Invisible, Visible: The (Un)incorporation of Disability History into United States History Curriculum"

Aubrey Southall (Aurora University) & Chara Haeussler Bohan (Georgia State University)

This study poses the question, "Where is disability history present in United States History courses, curriculum, and standards?" The researchers have combed through state standards and curriculum to locate mentions of disability and/or disabled persons.



PAPER

(Grand Ballroom D)

"Evaluation of Processes for Sustainable Development of an Education Nonprofit in Angola"

Anita Charles (Pacific University)

This paper discusses key concepts of establishing educational sponsorship nonprofits, the conceptual framework of sustainable development, capacity-building, and self-reliance; the reality of education in Angola; and a description of analysis of accountability for one particular nonprofit.

LUNCH ON YOUR OWN (11:30AM-12:45PM)

SESSION B (12:45PM–1:35PM)



PAPER

(O'Leary)

"Troublesome Knowledge, Threshold Concepts, and Building Curricular Capacity"

Brian Schultz (Miami University)

An education department explored their threshold concepts to build identity as an academic unit grounded in justice, equity, and critically-conscious curricula. This paper shares the troublesome knowledge and curricular capacity building associated with this transformation.

"Teacher Language Ideology: An Examination of Monoglossia and Heteroglossia in Implementational Spaces"

Leah Davis (Utah State University)

This presentation will address the role of teacher language ideology as it influences instructional practice in multilingual settings. Monoglossia and heteroglossia will be explored, illustrating theoretical shifts in linguistic perspectives.



PANEL

(Daley)

Curriculum and Teaching Dialogue Journal Talk

Chara Haeussler Bohan (Georgia State University), John Pecore (University of West Florida), & Franklin Allaire (University of Houston-Downtown)

Join the editorial team of *Curriculum and Teaching Dialogue* as they discuss how to get published.



ISSUES & IDEAS

(Newberry B)

"Radical Hope: A Doula for Democracy"

Alicia Saxe (University of Nebraska Kearney)

Much of the social justice efforts in education have been hijacked by predatory capitalism. We will engage in a dialogic exploration of theories and practices that endorse Dewey's historic statement that "democracy has to be born anew every generation, and education is its midwife."

"Finding Connections: Student Identity, Solidarity, and Activism in Higher Education"

Laura Zucca-Scott (Minot State University), Patrick Baker (Minot State University), & Julia Suchan (Minot State University)

This study explores practices that promote higher education students' growth and connectedness. The participants in this study conducted project-based and community-centered activities. As students developed critical awareness and cultivated their gifts, they became caring, reflective practitioners.



PANEL

(Burnham)

"Cultural Impact on Disability Identifications: China, Japan, Korea, and America and the Implication for Culturally Responsive Practice in the US Education"

Eun Joo Kim (Indiana University Northwest), Jie Zhang (SUNY Brockport), & Hannah Lee (Indiana University Northwest)

This presentation discusses how cultural backgrounds impact the identification process of students with intellectual disabilities and learning disabilities across China, Japan, Korea, and the US and how the comparison finding help the US educators to provide culturally responsive education.

SESSION C (1:45PM–2:35PM)



PAPER

(O'Leary)

"What Educators Can Learn From the Portraits of Two Tribal College Presidents"

Jessica King (University of Northern Colorado)

This study explored the lives and impacts of two Tribal college presidents. This study shared the unique stories of each Tribal college leader and how they led their institutions through culturally revitalizing and sustaining leadership.

"Honoring Rose: Ecological Education through Community Elders "

Daniel R. Conn (Minot State University), Ian Clemente (Michigan State University), & Blake McCullough (US Army)

This paper describes and interprets dreamBIG Green Schools, Inc.'s attempt to honor a local Hidatsa elder for her Traditional Ecological Knowledge, while also offering insights about race and power for ecologically-minded educators to consider through institutional critique and self-reflection.



PAPER

(Daley)

"A Curricular Trajectory Addressing Language Attitudes, Knowledge, and Empowerment in a Middle School Language Arts Curriculum"

Amy Masko (Grand Valley State University)

This paper presents a trajectory of three mini-units developing linguistic knowledge in a middle school language arts curriculum with the goal of addressing linguistic racism.



ISSUES & IDEAS

(Newberry B)

"School & Community Culture Perceptions Held by School Leaders"

Juliet Minard (University of Northern Colorado), Brett Fedor (University of Northern Colorado), & Ray Talley (University of Northern Colorado)

Our goal is to bring awareness to unique cultural social practices, and challenge perceptions of appropriate student behavior. We are obligated to understand our students' backgrounds, which are full of implicit attitudes and social norms that perhaps we've been misinterpreting.

"Translating Silence into Language and Action: Using Black Women's Life Writing to Support Abolitionist Teaching and Social Justice Education"

Tilifayea Griffin (Georgia State University)

Black women's life writings can serve as an educational tool to support abolitionist teaching and social justice education. However, our stories are oftentimes erased or ignored in school curriculum. This presentation shows how to use Black women's memoirs to advance social change in curriculum.



PANEL

(Burnham)

Past-Presidents' Panel: "From Theory to Executive Order to Policy: The Battle Over Anti-Critical Race Theory/Diversity Laws and the Impact on Curriculum and Instruction in American Education"

Joe Flynn (Northern Illinois University), Chara Haeussler Bohan (Georgia State University), Kate Kauper (Cornell College), John Pecore (University of West Florida), William White (James Madison University), Matthew Spurlin (University of Northern Colorado)

This past-presidents' panel will explore issues in a question and answer format with a moderator. The moderator will begin the discussion but will also open the session for questions from the audience.



PAPER

(Grand Ballroom D)

"Examining the Perceptions of In-Service Teachers Engaged in the Evaluation of Curriculum Using Educational Criticism "

Todd Hodgkinson (Drake University)

The purpose of this paper presentation is to share the results of a multiple case study that documented the perceptions of in-service teachers engaged in curriculum evaluation using an aesthetic form of inquiry called educational criticism (Eisner, 1991; Flinders & Eisner, 2000).



PAPER

(Grand Ballroom D)

"Secondary Science Teachers' Lived Experiences Planning and Teaching Lessons That Integrate NGSS Engineering Design Practices"

Rachel Stasi (Concordia University Chicago)

This qualitative phenomenological study examined secondary science teachers' experiences planning and teaching NGSS engineering design lessons in a Chicago suburb before and during the Covid-19 pandemic.

BREAK (2:35PM–3:00PM)

Join us in the Grand Ballroom for a spa-themed break featuring smoothies, fresh fruit, and other refreshing treats!

SESSION D (3:00PM–3:50PM)



PAPER

(O'Leary)

"Developing Questioning and Discussion Skills in Secondary STEM Teacher Candidates Using Online Experiential Deliberate Practice"

Corey Nagle (University of West Florida) & John Pecore (University of West Florida)

Questioning and discussion are foundational in STEM education. This study explores the development of synchronous simulations coupled with asynchronous learning modules to engage secondary STEM teacher candidates in experiential deliberate practice focused on questioning and discussion skills.

"Every *Teacher* Is an Island: Realities of Rural Special Education "

Krysten Clay (SKACD/USD 482)

There are many unique challenges and opportunities to teaching special education in rural settings. This session will use first person narrative to expand on these challenges and opportunities and will prompt discussion on how to better prepare special education teachers to thrive in rural schools.



ARTICLE AWARD-WINNER PRESENTATIONS

(Daley)

Francis P. Hunkins Distinguished Teaching Article: Ganiva Reyes, *"Why Are You So Mean Ms. ?!" When Gendered Classroom Dynamics Interfere With Teacher-Student Relationships*

Francis P. Hunkins Distinguished Curriculum Article: Donna Goodwin, *Beyond Answers in Watertight Containers: CLD Strategies in Art Education*



ISSUES & IDEAS

(Newberry B)

"Never Again: Combatting Anti-Semitism through Holocaust Education for Preservice Teachers"

Caroline Conner (Kennesaw State University), Andrea Miskewicz (Museum of History and Holocaust Education), & Chara Haeussler Bohan (Georgia State University)

The purpose of this collaborative project is to combat Anti-Semitism through Holocaust Education. Researchers surveyed and interviewed pre-service social studies teachers enrolled in education preparer programs to determine their level of preparedness to teach the Holocaust.

"Gifted Identification & The CRISPA Framework: Honoring Indigenous Worldview"

Vicki Boley (University of Denver)

This presentation examines the intersection between the CRISPA (Connections, Risk-taking, Imagination, Sensory experience, Perceptivity, Active engagement) framework and Indigenous worldview toward identifying one of the most underrepresented populations of K-12 gifted students - Native Americans.



ISSUES & IDEAS / PAPER

(Burnham)

"Coaching vs. evaluation: Resolving the tension between support functions during PST supervision"

Jon Hasenbank (Grand Valley State University)

In PST supervision, coaching and evaluation modes can be in opposition: coaching rests on the mentee feeling safe to share and feeling empowered, while evaluation comes with its own agenda that can work against such rapport. We will examine the tension and consider strategies to resolve it.



"Leveraging International Partnerships to Reflect on the Implementation of Social Justice Standards in the Classroom"

Rebecca Birch (Dominican University of California) & Elizabeth Truesdell (Dominican University of California)

This paper describes an action research project that uses international partnerships to implement reciprocal learning between preservice teachers. These exchanges forged mutual learning related to anti-bias practices and social justice standards through the use of online video platforms.



ISSUES & IDEAS

(Grand Ballroom D)

"The Wrong Side: Students Speak Up"

Laura Zucca Scott (Minot State University)

Through poetic transcription, students' voices, aspirations, and concerns emerge powerfully. As educators, we are reminded of the importance of dialogue and solidarity during the delicate formative years of our learners. We also recognize that oppressive practices can stymie students' growth.



ISSUES & IDEAS

(Grand Ballroom D)

"Engagement Surveys as a Tool to Encourage Engagement and Attendance in the College Classroom"

Betsy Crawford (Fort Hays State University) & Matthew Clay (Fort Hays State University)

A conversation about desired engagement in classrooms: We are purposefully inviting in behaviors not typical in a college setting. K-12 has trained out the creativity, interruptions, & random questions. We want students to engage in a way that fits their personality/culture/education/(dis)ability.

CHICAGO CULTURAL CENTER (4:00PM-6:30PM)

Explore the Chicago Cultural Center or "People's Palace" from 4:00-5:00pm. At 5:00pm, join us on the fifth floor in the Washington Room for the President's remarks followed by refreshments and a spectacular view of the city in the Millennium Park room. The Cultural Center is located at 78 East Washington Street, three blocks from the Royal Sonesta. Info desks are located at the Randolph Street (North) and Washington Street (South) entrances. The Randolph Street entrance is wheelchair accessible. AATC members who need transportation assistance to the Cultural Center should contact Executive Secretary Aubrey Southall.

DAY 3

Friday, October 7



BUSINESS MEETING

8:30am-9:20am (Daley)

All members are invited to attend.

SESSION E (9:30AM-10:20AM)



PAPER

(O'Leary)

"Instructional Coaching as a Transformative Relationship: A Multiple Case Study of Novice Teachers Perceptions of the Coaching Relationship and Shifting Classroom Practices"

Chrissy Eubank (Texas Tech University)

This paper presentation explores a research proposal in progress involving the impact of the collective partnership between an instructional instructional coach and a novice teacher and its potential to create change in the teacher's perceptions towards coaching and their instructional practices.



WORKSHOP

(Daley)

"Level Up Lessons by Embracing the Critical 'Why'"

Sarah Mischnick (Miss Adventure in the Classroom)

Critical education confronts the question that has traditionally haunted teachers & embraces it wholeheartedly— Why are we learning this? The RIPE Method offers 4 paths (Reverence, Imagination, Problematization & Enhancement) for learners to uncover meaning by answering their own why, their own way.



PANEL

(Newberry B)

"Spirituality: Advancing Solidarity Through Knowing Self and Knowing Others"

Paul Michalec (University of Denver) & Barth Quenzer (University of Denver)

This panel explores the relationship between the spiritual formation of higher education students, the development of classroom community, and implications for advocacy for disempowered K-12 students. Panel participants are graduate students in the course Spirituality and Education.



PANEL

(Burnham)

"Curriculum Transparency: Turning a Foe into a Friend"

Michelle Tenam Zemach (Nova Southeastern University), Derek Gottlieb (University of Northern Colorado), Daniel R. Conn (Minot University), David Stovall (University of Illinois Chicago), & William White (James Madison University)

The purpose of this panel is to investigate the underlying agenda and messaging of the curriculum transparency movement and discuss how we can reframe what it means to make curriculum transparent across student, teacher and parent groups to strengthen public education for all.



PAPER

(Grand Ballroom D)

"Implementing Abductive Reasoning on Qualitative Findings about 2020-2021 Exploration of the Moon and Asteroids by Secondary Students (ExMASS) Program Participants' Email Communication"

Omah Williams-Duncan (University of Houston Clear Lake) & Sandy Watson (University of Louisiana at Monroe)

Researchers examined email communications amongst student, teacher, and scientist participants during this mixed-methods study. Qualitative results will be shared and discussed, indicating positive characteristics and best practices regarding scientist advisor-student advisee relationships.

"The Controversy of Hard History in Education Bills"

Mahnour Ahmad (University of Houston-Clear Lake)

Education-targeted bills have been passed or introduced in over 35 states in reaction to critical race theory. A thematic analysis approach was used to understand the opposition or support to critical race theory and determine themes in the contents of the passed bills that categorize them as such.

SESSION F (10:30AM–11:20AM)



PAPER

(O'Leary)

"Wisdom, Ways of Knowing and Connected Connoisseurship"

Christy McConnell (University of Northern Colorado), Bradley Conrad (Capital University), & Emily Guthrie Strong (University of Northern Colorado)

We explore connected connoisseurship and intuitive imagination as a form of revealed knowledge that has particular import for arts-based educational research.

"Solidarity with Self: A Spiritual Creed"

Kerstin Rowe (University of Denver)

This session will explore Parker Palmer's question, "Who is the Self that teaches?" After the presenter shares a personal response, we will communally explore other ideas, igniting reflection and discussion.



ISSUES & IDEAS

(Daley)

"Making Sense of the Message: The Perceptions and Impact of State Legislation that Challenges the Teaching of Hard History"

Debby Shulsky (University of Houston - Clear Lake) & Sheila Baker (University of Houston - Clear Lake)

Presenters share an in-progress study that examines the knowledge and perspectives of Texas Social Studies teachers regarding legislation that may present pedagogical challenges when teaching hard history.

"Factors Affecting Graduation Rates of African-American Students"

Shanika Hopes (University of Denver)

A case study of high school students and the factors that may affect Black student graduation rates using Critical Race Theory (CRT). Using an analysis of factors including race, gender and teacher attitudes, the aim is to use CRT and determine what factors impact the graduation rates.



ISSUES & IDEAS

(Newberry B)

"Strengthening Family-School Partnerships: Outcomes from a PD series in Rural Schools"

Carla Loecke (University of Denver) & Benjamin C. Ingman (University of Denver)

We share findings from a virtual professional development series in which 24 school districts developed plans to strengthen family-school partnerships (FSPs). These include the practices selected, populations prioritized, and curricular strategies that helped facilitate the creation of the plans.

"Afraid to Offend: Teaching Elementary Science and Social Studies in the Age of High-Stakes Testing, Political Division, and Cancel Culture"

Lori Nehlsen (Minot State University) & Daniel R. Conn (Minot State University)

These Issues and Ideas explore Elementary Teachers' perspectives on teaching Science and Social Studies.



PAPER

(Burnham)

"Pedagogical Humility: Learning from Social Studies Majors' Intellectual Autobiography"

David Zwart (Grand Valley State University)

By reading social studies majors' intellectual autobiography, I have learned pedagogical humility. I have changed my pedagogical approach to help students connect with pedagogy and disciplines in more intentional ways. This exercise has potential for many teacher educators.

"The impact of virtual co-teaching during COVID-19 on the practices of a co-teaching partnership"

Eun Joo Kim (Indiana University Northwest) & Sharon Pratt (Indiana University Northwest)

This presentation will share the qualitative analysis of online transformation of college co-teaching sessions. The focus is the obstacles and problem-solving process of online transformation of coteaching instructional approaches and how virtual co-teaching enhanced our co-teaching partnership.

LUNCHEON & KEYNOTE (11:30AM-12:30PM)



LUNCHEON

11:30am - 12:30pm (Grand Ballroom)

Join us for a lunch of salad, sandwiches, and sweet treats while enjoying our second keynote speaker.



KEYNOTE LECTURE

(Grand Ballroom)

Join us for our second keynote address from Ms. Jen Johnson.

SESSION G (12:45PM-1:35PM)



AWARDS CEREMONY

(O'Leary)

Join us as we celebrate recipients of this year's dissertation, article, book, and teaching awards and honor outgoing organization leaders.



ISSUES & IDEAS

(Daley)

"The Creative Academic: The Life of the Researcher's Soul"

Christy McConnell (University of Northern Colorado)

This interactive session encourages the exploration of the researcher's experiential knowledge and intuitive imagination as they contribute to forms of revealed knowledge in the research process. Throughout our exploration we will seek to understand the life of our researcher-soul.

"Exploring Global Virtual Exchange with Preservice Teachers"

Dana Haraway (James Madison University)

This session explores the use of virtual exchange to facilitate conversations about educational perspectives and experiences between preservice teachers in a graduate research course at a University in the Eastern United States and teachers at a small girls' school in Kenya.



PAPER

(Newberry B)

"Reimagining Educational Psychology: Embracing a Holistic Approach"

Dan Riordan (Pacific University), Mark Szymanski (Pacific University), & Corissa Mazurkiewicz (Pacific University)

This paper calls for a shift in how we approach teaching educational psychology courses. By embracing holistic psychology, the content and practices would prioritize mental health, well-being, and social-emotional learning. This approach would be responsive to the needs of teachers and students.



ISSUES & IDEAS

(Burnham)

"Catch Bullying Behavior Before It Begins"

Suzanne Mulcahy (Zero Bullies)

The significance of SEL and its impact on social and emotional development, academic success, and bullying behavior will be presented. Applied research and data of children having knowledge of their individual "self-identity" will be addressed and the results on their socialization and behavior.

"How can an innovative framework assess faculty's fitness to teach social-emotional learning to teacher candidates?"

Daniel R. Conn (Minot State University), Michelle Teman-Zemach (Nova Southeastern University), Jeanette Hoffman (North Dakota State University), Jenny Linker (North Dakota State University), & Nathan Anderson (Minot State University)

This presentation will explore the implementation of a professional development experience for University faculty that utilizes an innovative and novel framework, CP²R: Capacity, Passion, Presence and Relevance.



WORKSHOP

(Grand Ballroom D)

"Breaking the Shackles of Mental Slavery: Cultural Revolutionary Biographies as Pathways to Solidarity in the ELA/SS Classroom"

Alexander Butler (Bowling Green State University) & Keisha McIntyre-McCullough (Florida International University)

Classrooms can bring light and hope to significant societal issues like poverty, racism, and violence if they become spaces where stories of resistance are told. ELA and SS courses are deconstructing the master narrative's hegemony through engagement with revolutionaries' biographies.

SESSION H (1:45PM–2:35PM)



PAPER

(O'Leary)

"Solidarity in Action: Class, Race, and Gender in the 2018 Red State Education Strikes"

Erin Dyke (Oklahoma State University)

Drawing from a co-authored (with Brendan Muckian-Bates) book-length study of the spring 2018 red state education strikes, part of a resurgence of educator militancy across the U.S. and globe, the presentation explores key tensions and lessons that shaped the actions and their afterlives.

"Infusing Ethnic Heterogeneous Mentorship via Online Doctoral Coaching Practices"

Robin Butler (North Central University)

Underrepresented doctoral students are faced with various challenges that hinder the dissertation journey. Findings indicate that racialized dynamics create environments that negatively impact doctoral students' motivation to complete studies. A more heterogeneous process may alleviate this issue.



WORKSHOP

(Daley)

"An Arts-Based Approach to Interculturalizing Classroom Communities "

Amanda Bucher (University of Northern Colorado)

Is your student community one of whitestream absorption or interculturalization that honors various ways of being and knowing? In this workshop, we will use an arts-based approach to make visible the underlying fabric of our curricula, engage in dialogue, and develop strategies, and goals.



PAPER

(Newberry B)

"Disrupted Connections and (Re)Building Solidarity: Three Graduate Students Examine the Implications of the Loss of Peer Connection During the COVID-19 Pandemic"

Erin C. Scussel (Georgia State University), & Kristen Cameron (Georgia State University)

The COVID-19 pandemic necessitated a move from in-person to online education, which challenged the ways in which graduate students formed connections. Through collaborative autoethnography, we explore how the move to virtual coursework affected peer connection among doctoral students.

"A Qualitative Study Analyzing Teachers' Lived Experiences with Student Behavior Throughout COVID"

Joey Laurx (University of Northern Colorado), Joanna Ross (University of Northern Colorado), & Gabriela Ayala (University of Northern Colorado)

This study aims to understand how the pandemic has impacted K-12 students in the classroom to help students and teachers cope with the effects. Through six in-depth interviews of K-12 teachers, we understood what teachers are experiencing regarding student behavior in classrooms.



ISSUES & IDEAS

(Burnham)

"Connecting with Online Graduate Students: How Advising Plays a Role"

Kristi Preisman (College of Saint Mary)

Based on a 2021 scoping review of advising in online graduate programs, this presentation provides suggestions for online graduate advisors as they communicate, build relationships and community, and invest in graduate students' personal and academic growth.

"Pedagogical Approaches to Scaffold Argument-Based Explanations across Disciplines"

Corey Nagle (University of West Florida)

Questioning and discussion are foundational in STEM education. This study explores the development of synchronous simulations coupled with asynchronous learning modules to engage secondary STEM teacher candidates in experiential deliberate practice focused on questioning and discussion skills.



ISSUES & IDEAS

(Grand Ballroom D)

"Reflecting Upon Teacher Professionalism in a Neoliberal World "

Trudy Keil (University of Regina) & Pamela Osmond-Johnson (University of Regina)

We explore how neoliberalism impacts teacher professionalism and discuss ways to disrupt detrimental educational reforms by employing poststructural theories of alliances (Diani, 2000), assemblages (Deleuze & Guattari, 1987), and affect (Ahmed, 2015) to reimagine more equitable social structures.

"Working Together: There Are No Easy Fixes, Only Better Outcomes"

Laura Zucca Scott (Minot State University), Daniel R. Conn (Minot State University), Samuel Stinson (Minot State University), & Lauren Cowden (University of Denver)

Questioning and discussion are foundational in STEM education. This study explores the development of synchronous simulations coupled with asynchronous learning modules to engage secondary STEM teacher candidates in experiential deliberate practice focused on questioning and discussion skills.

BREAK (2:35PM–3:00PM)

Take a 25-minute break on your own.

SESSION I (3:00PM–3:50PM)



PAPER

(O'Leary)

"The impact of virtual co-teaching during COVID-19 on the practices of a coteaching partnership"

Eun Joo Kim (Indiana University Northwest) & Sharon Pratt (Indiana University Northwest)

This presentation will share the qualitative analysis of online transformation of college co-teaching sessions. The focus is the obstacles and problem-solving process of online transformation of coteaching instructional approaches and how virtual co-teaching enhanced our co-teaching partnership.



PANEL

(Newberry B)

"A Paradigm Shift in Labour Market Needs: Designing Curricula for the New Norm"

Shanique Walker (Council of Community Colleges of Jamaica)

One can argue that learners no longer crave the physical walls of higher educational institutions nor the years it will take to complete a degree. Learners in higher education try to remain employable while building their credentials; curriculum development must evolve.



PAPER

(Newberry B)

"Teacher Demoralization Scale Development"

Chelsie Terez Hultz (Minot State University) & Steven LeMire (University of North Dakota)

A recent study aimed to extend the literature on teacher demoralization (Santoro, 2011) by providing the second attempt to measure the phenomenon done by Carlson-Jaquez (2016). Exploratory factor analysis was used to analyze construct validity of an original self-report instrument.

"The Lived Experience of Female K-12 Teachers During the COVID-19 Pandemic: A Phenomenological Study"

Sarah Campbell (University of Northern Colorado), Mallori Sage (University of Northern Colorado), Emily Guthrie Strong (University of Northern Colorado), & Rebecca Reinhardt (University of Northern Colorado)

Female teachers disproportionately experience stress and burnout (Klapproth et al., 2020; Bottiani et al., 2019). This qualitative, phenomenological study sought to understand the lived experiences of experienced female teachers during the COVID-19 pandemic.



ISSUES & IDEAS

(Burnham)

"A Pedagogy of Demystification: Critical Consciousness and the Problem of One-Dimensionality"

Barth Quenzer (University of Denver)

How might critical consciousness as a mind-altering device be put to the pedagogical task of unveiling the problem of one-dimensionality (Marcuse, 1964) towards multidimensional ways of knowing? This discussion-based session offers insights and opportunities for dialogue on the topic of critical consciousness and its implications in education.

"A Continuum of Theoretical Perspectives—What is Driving Culturally Responsive Math Teaching?"

Stephanie Welch (Texas Tech University)

The proliferation diversity and equity theories and initiatives for math teaching provides fodder for robust academic discourse but can create tension and confusion for practicing teachers.

This presentation will consider clarifying the conversation between academia and the mathematics classroom.

"Teacher Perceptions of Inquiry-Based Learning with Origami: An Analysis of Interview Data"

Taryn Robertson (University of San Diego)

COVID-19 necessitated the shift from in-person learning to virtual learning. In this paper, we provide an overview of a virtual program in which teachers engaged in inquiry-based learning online. We report on their experiences and how these experiences shape future inquiry-based learning.



"Presence, Balance, Resilience: 15 "Pocket Practices" Woven into Two Separate Courses"

Jennifer Deets (University of North Carolina Wilmington)

Following the positive reception at last year's conference, this paper reports the design and emerging data of a 2022 fall semester study of the inclusion of 15 "pocket practices" - five each of breathing, movement, and meditation techniques - and their effects on learning in two university classes.

SESSION J (4:00PM-4:50PM)



PAPER

(O'Leary)

"Strategies of Student Engagement: Listening Sessions, Anonymous Surveys, and Participation on a Task Force"

Ben Ingman (University of Denver) & Carla Loecke (University of Denver)

This study explores the effectiveness of different strategies used to engage students in the development of comprehensive health and wellness plans (CHWPs). Strategies include listening sessions, anonymous surveys, including students on a district task force, and other strategies.



O. L. DAVIS AWARD DISCUSSION

(Daley)

Author Jonathan Rosas and book award committee Michelle Tenam-Zemach, Dan Conn, Taryn Robertson, Paul Parkison, & Derek Gottlieb discuss this year's winning book, *Looking Like a Language, Sounding Like a Race: Raciolinguistic Ideologies and the Learning of Latinidad*.



JOHN L. LASKA DISSERTATION AWARDS

(Newberry B)

Undergraduate Teaching Excellence Through the Aesthetic Lens of CRISPA
Paula Adamo (Teaching)

Getting Carded: A Micro-Foucauldian History of the School Report Card, 1835-1935
Wade Morris (Curriculum)

Join Laska Dissertation Award Committee Chair Christy McConnell and the award-winning authors for a discussion of their work.



ISSUES & IDEAS

(Burnham)

"Cultivating meaning and community with Garden Education"

Mandi Leigh (University of Northern Colorado)

Environmental education faces a challenging misconception: the farther students get from the classroom to the less educative their experience will be (Navin, 2021). The session will explore the consequences of this belief for garden education and re-imagine environmental education.

"Advancing Solidarity through Student Choice in the Classroom"

Kerstin Rowe (University of Denver)

This Issues and Ideas session looks at ways in which student agency builds solidarity in the classroom context and encourages dialogue around the stumbling blocks that exist for teachers in enacting student agency.



PAPER

(O'Leary)

"Teaching Racial Civic Literacy with Young Adult Fiction"

Antonio Castro (University of Missouri) & Sarah Reid (Illinois State University)

This paper explores findings from a critical content analysis of two young adult texts using a racial civic literacy frame. Findings included themes on racial consciousness, institutional anti-Blackness, and social action. Implications for anti-racist curriculum are discussed.

COLLEGE DINNERS (5:00PM)

DAY 4

Saturday, October 8

7:30–8:30AM, RUN/WALK 5K OR YOGA WITH JENNIFER DEETS

Members who want to participate in the run/walk should meet Dan Conn and Crystal Howell in the lobby. Members who wish to participate in yoga should meet in the Penthouse on the 39th floor.

SESSION K (9:30AM-10:20AM)



PAPER

(O'Leary)

"Productive Struggle: Truths and Misconceptions Within a Mathematics Lesson"

Kimberly A. Mahovsky (University of Northern Colorado), Jenni Harding Middleton (University of Northern Colorado)

A productive struggle encapsulates all eight NCTM mathematical practices. However, it is difficult for teacher candidates to understand this concept without experience. This presentation aims to discuss how this will impact students of all levels.

"Mysticism: The Eternal-Fuel of Teacher Activism"

Paul Michalec (University of Denver)

In this paper, we explore the use of imagination (Dewey, 1934) to reduce the potential gap between the intended and received curriculum in the instructional arc (Uhrmacher et al., 2016). Our findings include: imagination is used in the classroom to create solidarity between self, others and text.



ISSUES & IDEAS

(Daley)

"Modeling Democratic Pedagogy in Preservice Teacher Programs"

Jennifer Broome (Methodist University)

Is it possible to bring public education back to the democratic model from the neoliberal model? I argue that teacher preparation programs have a duty to inculcate in preservice teachers a commitment to the democratic aims of education based on the work of Dewey (1916) and Rosenblatt (1946).

"Toward Landscapes of Justice: The Role of Education in Creating Equity in Place"

Matthew Clay (Fort Hays State University)

The session builds on the work of Lefebvre, Naess, and Freire to facilitate a discussion around the role education plays in the creation of place and, more importantly, strategies to promote equity in place through curricula and pedagogy.



ISSUES & IDEAS

(Newberry B)

"The Process and Product of Art as the Curriculum"

Matt Spurlin (University of Northern Colorado) & Daniel Levinson (STEM School Highlands Ranch)

Currently absent from arts integration is the concept of teachers teaching through the creation of art. "Articulum" is the concept of art developed by teachers as a curriculum for students with potential benefits for students, teachers, and the greater community as a form of public pedagogy.



ISSUES & IDEAS

(Newberry B)

"Pandemic's impact on pedagogical and normative shifts: What we learned and wonder about"

Debby Shulsky (University of Houston - Clear Lake), Sheila Baker (University of Houston - Clear Lake) & Omah Williams-Duncan (University of Houston - Clear Lake)

The global pandemic presented a myriad of pedagogical challenges, which, for many educators, forced instructional changes and shifts to an exclusively online learning environment. In this session, teacher educators explore challenges faced, changes made, and future instructional practices.



WORKSHOP

(Grand Ballroom D)

"Classrooms that Matter: Making PBL a Reality"

Terra Tarango (Van Andel Institute for Education)

Discover how to support teachers in creating memorable, meaningful learning experiences that give an authentic context for learning. Give them tools to increase engagement and accelerate learning with cross-curricular instruction, purposeful collaboration, and real-world connections.

SESSION L (10:30AM–11:20AM)



WORKSHOP

(O'Leary)

"Seeking Solidarity through Faculty-Instructor Designer-Librarian Collaboration"

Jie Zhang (SUNY Brockport), Ann Pearlman (SUNY Brockport), & Jennifer Kegler (SUNY Brockport)

This presentation will discuss the journey of how faculty, instructional designers, and librarians collaborated in technology-enhanced virtual exchange courses in a global context to seek solidarity and to prepare college students for intercultural competencies prior to and during the pandemic.



PAPER

(Daley)

"Reimagining Visual Literacy in Education"

William White (James Madison University)

This presentation focuses on an emerging understanding of visual literacy (VL), especially as it related to diversity images used in education, that moves beyond surface-level interactions with images into a deconstruction-reconstruction modality supported by Deleuzian and Derridian theories.



PAPER

(Daley)

"Bilingual Children's Literature as a Vehicle for Supporting Teacher Candidates' Science and Social Studies Engagement"

Franklin Allaire (University of Houston-Downtown)

Bilingual PSTs and K-12 students struggle in science and social studies due to the specific and complex discipline-specific vocabulary. The presentation describes an interdisciplinary assignment using children's literature to meet the science and social studies needs of bilingual PSTs and students.



WORKSHOP

(Newberry B)

"Utilizing an innovative framework to assess faculty's fitness to teach social-emotional learning"

Jeanette Hoffman (North Dakota State University), Jenny Linker (North Dakota State University), Daniel R. Conn (Minot State University), & Michelle Tenam-Zemach (Nova Southeastern University)

This workshop will give participants an opportunity to complete a self-assessment using the CP2R: Capacity, Passion, Presence and Relevance model to assess fitness to teach social-emotional learning competencies. Participants will need a valid Gmail or Google address to view results.



PAPER

(Burnham)

"Comparing Traditional and Arts-Based Criteria for the Evaluation of Dissertation Manuscripts"

Aaron Zimmerman (Texas Tech University)

This presentation will compare and contrast two sets of criteria for the evaluation of doctoral dissertation manuscripts. Each set of criteria will be evaluated according to different theoretical frameworks regarding the role of educational objectives in teaching and learning.

"Navigating Educational Spaces: The Muslim American Experience"

Ali Noor (Northeastern University)

The lived educational experiences of Muslim American youth are deeply affected by the white, mainstream landscape where they navigate their realities as a minoritized and demonized group.



ISSUES & IDEAS

(Grand Ballroom D)

"Empowering Counter-Storytelling when Creating an Advisory Committee for a Community-Based Internship Program"

Alan Tinkler (Missouri State University)

CRT focuses attention on stories to move individuals toward deeper understanding. What does it mean to form an advisory committee that is attentive to counter-storytelling? This question informs the emerging design of a critical internship program which connects community while advancing justice.

Saturday, October 8



EXECUTIVE COUNCIL MEETING WITH LUNCH

11:30am-12:30pm (Daley)

All Executive Council members are invited to attend.

SEE YOU NEXT YEAR IN LOUISVILLE,
KENTUCKY!

CALL FOR PAPERS

Curriculum and Teaching Dialogue

The Annual Journal for the American Association for Teaching and Curriculum

Editor: Chara Haeussler Bohan, Associate Editor: John L. Pecore, Assistant Editor: Franklin S. Allaire,
Graduate Research Assistant: Abbey Hortenstine

Manuscript Categories

Research Paper/Conceptual Essay

Special Topics for the 25th Anniversary Volume of Curriculum and Teaching Dialogue:

- Research papers or conceptual essays focusing on trends and insights into teaching and/or curriculum over the past 25 years
- Research papers or conceptual essays on the current trend of legislative attacks on/interference in teaching and/or curriculum

Papers are also 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 must be received on or by December 1st to be peer reviewed and considered for inclusion in Volume 25.

Research Outtake

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 should be a max of 1500 words and must be submitted by January 15th for editorial review.

Book Review

Reviews of books related to the teaching or curriculum fields are also welcomed. Length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category must be submitted by January 15 th for editorial review.

Guidelines for Submitting a Manuscript for Peer Review

All submissions must be electronic. Send to CTDeditors@AATChome.org. For research papers/conceptual essays, submit two separate MSWord files (NO PDF files) via email:

- Document One: Cover page that includes title of manuscript, submission category, all authors' names and emails in publication order, corresponding author's full mailing address, telephone number, and email. Also include abstract (75 words max) and biography for each author (20 words max). Name this document- Name your file LastName_ManuscriptShortTitle_CoverPage (ex. Smith_TeachingMathematics_CoverPage).
- Document Two: Manuscript with the title (no authors), abstract (75 words max), references, and prepared for blind review including the removal of any and all personal data. Name your file ManuscriptShortTitle (ex. TeachingMathematics_Manuscript).

For book reviews and outtakes, please submit one document with all required information. These will not be sent out for peer review. For further information about AATC, visit <http://aatchome.org/>. Curriculum and Teaching Dialogue's submission requirements are available at <http://aatchome.org/about-ctd-journal/>.

Become a reviewer for CTD by completing the reviewer background form at <http://bit.ly/CTDReviewers>.

Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.

PARTICIPANT INDEX

Paula Adamo, paula.adamo@du.edu, University of Denver
Mahnoor Ahmad, ahmadm3789@uhcl.edu, University of Houston Clear Lake
Franklin S. Allaire, allairef@uhd.edu, University of Houston, Downtown
Noor Ali, ahmad.mahnoor26@gmail.com, Northeastern University
Gabriela Ayala, gda414@yahoo.com, University of Northern Colorado
Patrick Baker, patrickbaker46@gmail.com, Minot State University
Sheila Baker, bakers@uhcl.edu, University of Houston Clear Lake
Rebecca Birch, rebecca.birch@dominican.edu, Dominican University of California
Chara Haeussler Bohan, cbohan@gsu.edu, Georgia State University
Vicki Boley, vicki.boleym@du.edu, University of Denver
Jennifer Broome, jenn.broome@gmail.com, Methodist University
Amanda Bucher, amandabucher18@gmail.com, University of Northern Colorado
Alexander Butler, asbutle@bgsu.edu, Georgia State University
Robin Butler, rbutler2@nu.edu, North Central University
Kristen Cameron, kcameron15@student.gsu.edu, Georgia State University
Sarah Campbell, Sarahhahncampbell@gmail.com, University of Northern Colorado
Delia Carrizales, delia.carrizales@ttu.edu, Texas Tech University
Zachary Carter-Best, carterz@duvalschools.org
Antonio Castro, castroaj@missouri.edu, University of Missouri
Anita Charles, acharles@bates.edu, Bates College
Krysten Clay, clay.krysten@gmail.com, SKACD/USD482
Matthew Clay, maclay@fhsu.edu, Fort Hays State University
Ian Clemente, ian.clemente.31@gmail.com, Michigan State University
Daniel Conn, daniel.conn@ndus.edu, Minot State University
Caroline Conner, cconeee33@kennesaw.edu, Kennesaw State University
Brad Conrad, bconrad2@capital.edu, Capital University
Lauren Cowden, lauren.cowden@du.edu, University of Denver
Betsy Crawford, betsy.crawford@fhsu.edu, Fort Hays State University
Leah Davis, leah.davis@usu.edu, Utah State University
Jennifer Deets, jdeets@charter.net, University of North Carolina Wilmington
Kent Divoll, divoll@uhcl.edu, University of Houston–Clear Lake
Erin Dyke, erin.dyke@okstate.edu, Oklahoma State University
Chrissy Eubank, chrissy.eubank@ttu.edu, Texas Tech University
Brett Fedor, bfedor@psdschools.org, University of Northern Colorado
Joe Flynn, jeflynn@niu.edu, Northern Illinois University
Beth Gafford, Bgafford@randolphcollege.edu, Randolph College
Donna Goodwin, donna.goodwin@unco.edu, University of Northern Colorado
Derek Gottlieb, derek.gottlieb@unco.edu, University of Northern Colorado
Linnie Greenlees, linnie.greenlees@ttu.edu, Texas Tech University
Tilifayea Griffin, tgriffin12@student.gsu.edu, Georgia State University

PARTICIPANT INDEX

Dana L. Haraway, harawadk@jmu.edu, James Madison University
Jon Hasenbank, hasenbaj@gvsu.edu, Grand Valley State University
Todd Hodgkinson, todd.hodgkinson@drake.edu, Drake University
Jeanette Hoffman, jeanette.hoffman@nds.u.edu, North Dakota State University
Shanika Hopes, Shanika.hopes@du.edu, University of Denver
Crystal Howell, chowell@randolphcollege.edu, Randolph College
Chelsie Terez Hultz, chelsie.hultz@minotstateu.edu, Minot State University
Ben Ingman, benjamin.ingman@du.edu, University of Denver
Jennifer Johnson, Jenniferjohnson@ctulocal1.org, Chicago Teachers Union
Ha
Kate Kauper, kkauper@cornellcollege.edu, Cornell College
Jennifer Kegler, jkegler@brockport.edu, SUNY Brockport
Trudy Keil, trudyk@hotmail.com, University of Regina
Eun Joo Kim, kimeunj@iu.edu, Indiana University Northwest
Jessica King, jessica_king@skc.edu, University of Northern Colorado
Denise Lara, denise.lara@tamucc.edu, Texas A&M University Corpus Christi
Mandi Leigh, leig9380@bears.unco.edu, University of Northern Colorado
Steven LeMire, steven.lemire@und.edu, University of North Dakota
Daniel Levinson, dan.levinson@stemk12.org, STEM School Highlands Ranch
Jenny Linker, jenny.linker@nds.u.edu, North Dakota State University
Carla Loecke, carla.loecke@du.edu, University of Denver
Crystal Lucas, lucasc@duvalschools.org
Kimberly A. Mahovsky, kimberly.mahovsky@unco.edu, University of Northern Colorado
Amy Masko, maskoa@gvsu.edu, Grand Valley State University
Corissa Mazurkiewicz, cmaz@pacificu.edu, Pacific University
Christy McConnell, Christine.mcconnell@unco.edu, University of Northern Colorado
Keisha McIntyre-McCullough, kemcinty@fiu.edu, Florida International University
Paul Michalec, paul.michalec@du.edu, University of Denver
Jenni Harding Middleton, Jenni.Harding@unco.edu, University of Northern Colorado
Juliet Minard, jminard.music@gmail.com, University of Northern Colorado
Sarah Mischnick, mismsischnick@gmail.com, Miss Adventure in the Classroom
Andrea Miskewicz, amiskewi@kennesaw.edu, Kennesaw State University
Wade Morris, morriswh@gmail.com, Georgia State University
Suzanna Mulcahy, teenvision@gmail.com, Zero Bullies
Corey Nagle, cnagle@uwf.edu, University of West Florida/Bristol (CT) Public Schools
Lori Nehlsen, lori.nehlsen@minotstateu.edu, Minot State University
Pamela Osmond-Johnson, pamela.osmond-johnson@uregina.ca, University of Regina
Paul Parkison, paul.parkison@unf.edu, University of North Florida
Ann Pearlman, ann.pearlman@rochester.edu, University of Rochester
John L. Pecore, jpecore@uwf.edu, University of West Florida
Sharon Pratt, prattsh@iun.edu, Indiana University Northwest

Program is not official until the end of the conference. Final program will be found at AATHome.org following the conference.

PARTICIPANT INDEX

Kristi Preisman, kpreisman@csm.edu, College of Saint Mary
Barth Quenzer, barthquenzer@gmail.com, University of Denver
Sarah Reid, SDREID3@ilstu.edu, Illinois State University
Rebecca Reinhardt, rebeccalreinhardt@gmail.com, University of Northern Colorado
Ganiva Reyes
Dan Riordan, dnriordan2@gmail.com, Pacific University
Taryn Robertson, tarynrobertson@sandiego.edu, University of San Diego
Jonathan Rosa, JDRosa@standord.edu, Stanford University
Joanna Ross, ross5036@bears.unco.edu, University of Northern Colorado
Kerstin Rowe, kerstin.rowe@du.edu, University of Denver
Mallori Sage, sage7852@bears.unco.edu, University of Northern Colorado
Alicia Saxe, aliciasaxe7@gmail.com, University of Nebraska Kearney
Peggy Schimmoeller, pschimmoeller@randolphcollege.edu, Randolph College
Brian Schultz, brian.schultz@miamioh.edu, Miami University
Laura Zucca Scott, laura.zucca@minotstateu.edu, Minot State University
Erin C. Scussel, escussell@student.gsu.edu, Georgia State University
Cristy Sellers, csellers@pacificu.edu, Pacific University
Debby Shulsky, shulsky@uhcl.edu, University of Houston Clear Lake
Susanne Slivensky, slivenskys@duvalschools.org
Stephanie Smith, smiths1@duvalschools.org
Aubrey Southall, asouthall@aurora.edu, Aurora University
Matthew Spurlin, spurlml@hotmail.com, University of Northern Colorado
Rachel Stasi, rachelstasi112519@gmail.com, Concordia University Chicago
Samuel Stinson, samuel.stinson@minotstateu.edu, Minot State University
Emily Guthrie Strong, emilystrong@me.com, University of Northern Colorado
Mark Szymanski, markse@pacificu.edu, Pacific University
Terra Tarango, terra.tarango@vai.org, Van Andel Institute for Education
Michelle Tenam-Zemach, micheletz@gmail.com, Nova Southeastern University
Alan Tinkler, AlanTinkler@MissouriState.edu, Missouri State
Elizabeth Truesdell, elizabeth.truesdell@dominican.edu, Dominican University of California
Jillian VanTuyle, jvantuyle01@aurora.edu, Aurora University
Shanique Walker, w_shanique@yahoo.com, Council of Community Colleges of Jamaica
Sandy Watson, swatson@ulm.edu, University of Louisiana at Monroe
Lois Weiner, drweinerlo@gmail.com
Stephanie Welch, Stephanie.welch@ttu.edu, Texas Tech University
William White, white2wl@jmu.edu, James Madison University
Omah Williams-Duncan, duncanoe@uhcl.edu, University of Houston Clear Lake