

# ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR TEACHING AND CURRICULUM



*Wisdom and Ways of Knowing*

October 5-7, 2023  
The Galt House  
140 N. Fourth St.  
Louisville, KY 40202

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# PRESIDENT'S GREETING

Welcome to our 30th Annual Conference!

We gather this year in Louisville, KY, the home of Muhammed Ali, the Kentucky Derby, and Louisville Slugger, not to mention a few bourbon distilleries. As we soak in the warmth of this city, we come together as a community of educators, scholars, and colleagues who care deeply for our work and for each other.

The theme of this year's conference, *Wisdom and Ways of Knowing*, is a nod to our community spirit and experience, which together explore and impart not just knowledge, but also deep and lasting wisdom. Wisdom is a deeper way of perceiving, contemplating, and being in the world that takes into consideration a vast array of global, cultural, and historical perspectives and ways of knowing. Given our ongoing emergence from a global pandemic, alongside the persistence of pressing social and racial justice issues and climate change, we will hear from scholars who embody wisdom as a merging of knowledge, heart, and action. Together let's consider the roles and expressions of wisdom in contemporary education, and let's see what sessions can open us up to new ideas and inspiration.

Please plan to join us not just for the incredible sessions, but also for our celebrations and special events:

- **Thursday:** Kysilka Luncheon with an incredible panel of AATC members who will help us explore: What does AATC mean to us in the past, present and future? How can we continue to build and expand our community to meet the needs of our members?
- **Thursday evening:** Happy Hour at the Frazier Museum to celebrate our inaugural AATC Distinguished Mentor, Bruce Uhrmacher.
- **Friday:** Happy Hour and Dinner with the Stephen Fain Keynote speaker, Dr. Adrienne Dixson. Professor Dixson, a prominent and compelling educational scholar, is the Executive Director of the Educational and Civil Rights Initiative at the University of Kentucky.
- **Saturday:** AATC Community Brunch and Mentoring Sessions. During this time, we will engage with each other over a lovely Southern brunch while sharing wisdom related to the various aspects and dimensions of the entire career trajectory. We will also hear from the Inaugural Distinguished Mentor Awardee, Professor Bruce Uhrmacher, who is a long-standing member of AATC and an incredible human being.

You will note we have several special award sessions, so please plan to join us to celebrate the work of our members and global colleagues.

Traditionally, the 30th Anniversary is marked by a gift of pearls. Let's see what pearls of wisdom we can share and receive as we engage deeply with those we know well, and those we will meet for the first time. There is room here for all of us, no matter how much experience or knowledge or academic work or years of teaching—we all have something to offer. By the end of the conference, I hope you will find yourself refreshed, inspired, and connected, and maybe even a little wiser. I look forward to our time together!

Respectfully,

Christy McConnell Moroye, PhD  
University of Northern Colorado

# 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 S. Allaire  
Anthony Castro  
Bradley Conrad  
Crystal D. Howell  
Paul Michalec  
John Pecore  
Mandi Leigh  
Paul Parkison  
Marjorie Osiana  
Chara Bohan

Hannah Kang  
Kate Kauper  
Matt Spurlin  
Aubrey Southall  
Peggy Schimmoeller  
Jennifer Deets  
Christy McConnell  
Caroline Conner  
Robyn Thomas Pitts  
Matthew Clay

# GRADUATE STUDENT SCHOLARS

The American Association for Teaching and Curriculum gratefully recognizes the following graduate student scholars.

Mallori Sage  
Sarah Campbell

Katherine George  
Toni Jean Kile

Rebecca Reinhardt

# CURRENT AATC LEADERSHIP

## **President**

Christy McConnell, University of Northern Colorado

## **President-Elect**

Paul Parkison, University of North Florida

## **Past-President**

Crystal D. Howell, Randolph College

## **Executive Council**

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*University of West Florida/Goodwin University  
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Michelle Tenam-Zemach  
*Drop The Knowledge Consulting*

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## **Program Co-Chairs**

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Ashlea Campbell, University of Northern Colorado

## **Webmaster**

Linda Conn, Minot State University

## **Historian**

Dana Haraway, James Madison University

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Franklin S. Allaire  
*University of Houston - Downtown*

Caroline Conner  
*Kennesaw State University*

Ashlea Campbell  
*University of Northern Colorado*

Corey Nagle  
*University of West Florida/Goodwin University  
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Caroline Conner, Kennesaw State University

## **Webmaster**

Linda Conn, Minot State University

## **Historian**

Dana Haraway, James Madison University

# *CURRICULUM AND TEACHING DIALOGUE*

## VOLUME 25

### **Editor**

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John L. Pecore, University of West Florida

### **Assistant Editor**

Franklin S. Allaire, University of Houston–Downtown

### **Graduate Research Assistant**

Abbey Hortenstine

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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 30th 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

2023 Christy McConnell, University of Northern Colorado	2008 Karen Riley, Auburn-Montgomery
2022 Crystal D. Howell, Randolph College	2007 Alan W. Garrett, Eastern New Mexico
2021 Kate Kauper, Cornell College	2006 William Veal, North Carolina
2020 Andrew Kemp, Augusta University	2005 Cheryl Craig, University of Houston
2019 Joseph E. Flynn Jr., Northern Illinois University	2004 David Flinders, Indiana University
2018 John Pecore, University of West Florida	2003 Gretchen Schwarz, Oklahoma State
2017 Kevin Cloninger, Anthropedia Foundation	2002 Ron Wilhelm, University of North Texas
2016 William L. White, James Madison University	2001 P. Bruce Uhrmacher, University of Denver
2015 Chara Haeussler Bohan, Georgia State	2000 Stephen Fain, Florida International
2014 Barbara Slater Stern, James Madison	1999 William Segall, Oklahoma State
2013 Amy L. Masko, Grand Valley State	1998 Sylvia Hutchinson, University of Georgia
2012 Richard Biffle III, Thomas College	1997 Ann Converse Shelly, Ashland University
2011 Wesley Null, Baylor University	1996 Fran Hunkins, University of Washington
2010 David M. Callejo Pérez, Saginaw Valley	1995 O. L. Davis Jr., University of Texas
2009 Robert Boostrom, Southern Indiana	1994 John Laska, University of Texas

# STEPHEN M. FAIN LECTURE



## **Dr. Adrienne Dixon**

Adrienne D. Dixon, PhD, is a scholar, researcher and education consultant. A classically trained flautist, Dr. Dixon earned her Bachelor of Arts degree in Music Theory and Composition from the Dana School of Music at Youngstown State University. Prior to transferring to YSU, she studied for four years under the tutelage of Jazz clarinetist, Alvin Batiste, at Southern University's Jazz Institute in Baton Rouge, Louisiana where she was on scholarship as a Jazz Studies major.

Dr. Dixon is a 1991 alumna of Teach For America where she taught 6th grade for 5 years in the New Orleans Public Schools. She went on to earn her Master of Arts in Educational Studies (with a concentration in Sociology) at the University of Michigan-Ann Arbor and her PhD in Multicultural Education (with concentrations in African American and Black Women Studies) at the University of Wisconsin-Madison where her primary research areas focused on gender and racial equity in urban educational contexts. She identifies her scholarship theoretically within Black feminist theories and Critical Race Theory and has coined a research methodology she calls, *Jazz Methodology*, using her musical training as an epistemological base.

In 2007, Dr. Dixon began what is now a longitudinal ethnography on school reform in post-Katrina New Orleans. She has published extensively in both scholarly and mainstream news media on this topic and has presented her research internationally in the UK and Scotland.

She is an avid sports enthusiast and a loyal fan of the New Orleans Saints, Portland Trailblazers, Southern University Jaguars, Wisconsin Badgers and is on record yelling, "Go Blue!" when the Wolverines play Ohio State University.

# MARCELLA KYSILKA LUNCHEON

## **Panelist Discussion with Distinguished AATC Members**

What does AATC mean to us in the past, present and future? How can we continue to build and expand our community to meet the needs of our members?

Ashlea Campbell  
*University of Northern  
Colorado/RethinkEd*

Jennifer Schneider  
*Oklahoma State University*

Cheryl Craig  
*Texas A&M University*

Sarah Campbell  
*University of Northern Colorado*

Corey Nagle  
*University of West Florida/Goodwin  
University Magnet School System*

### **Moderators**

William White  
*James Madison University*

Christy McConnell  
*University of Northern Colorado*

Awards presented at Friday's dinner and keynote event.

**O. L. Davis Outstanding Book Award**

*Curriculum and the Generation of Utopia: Interrogating the Current State of Critical Curriculum Theory*

By João M. Paraskeva

**John L. Laska Dissertation Awards**

***Teaching***

*Feeling Otherwise: Affective Enactments Of Teaching And Learning Among Youth Researchers And Early-Career Teachers In A Cross-Course University Collaboration*

By Karen Zaino

Chair: Limarys Caraballo

PhD: Graduate Center of the City University of New York

***Curriculum***

*Latinx American Students and the ELA Curriculum: Counterstories as Curricular Response*

By Melisa Valentin

Chair: Yiting Chu

PhD: University of Louisiana Monroe

**Frances Hunkins Distinguished Article Awards**

***Teaching***

"Crossing Cultural Borders and Expectations of Schooling: Learning from Immigrant Families"

By Mary Adu-Gyamfi and Tony Castro

University of Missouri Columbia

***Curriculum***

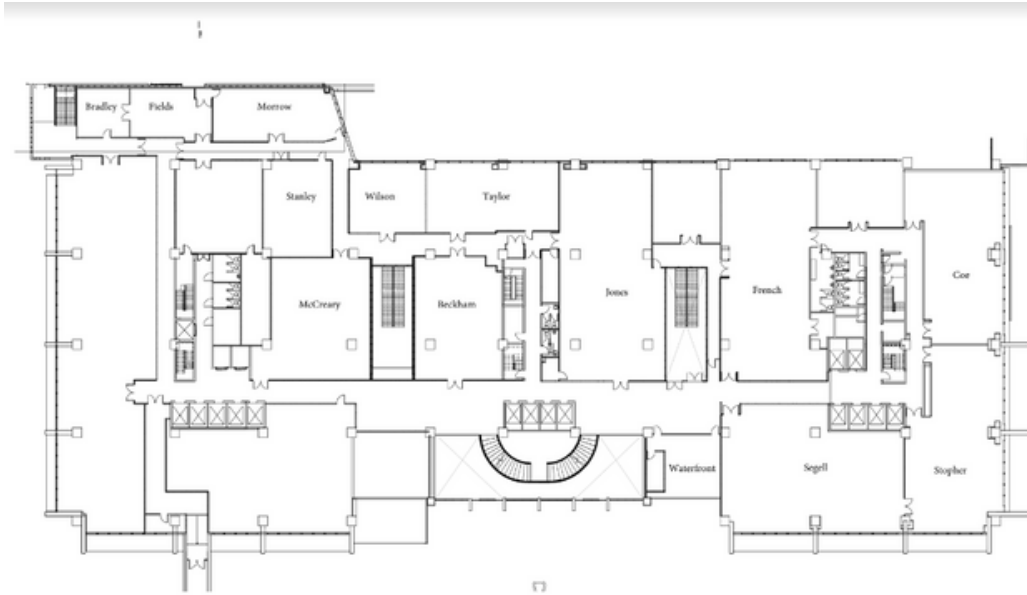
"Othered Forms of Knowledge: Combining Theories of Aristotle and Bourdieu to Explore Intellectual Capital in the Curriculum"

By Toni Bailey

Piedmont University

# THE GALT HOUSE

140 N. 4th Street  
Louisville, KY 40202





## Louisville's Top Travel Tips

Welcome to Louisville! See for yourself why the *New York Times* recently named Louisville one of the “52 Places for Travelers to Visit in 2023.” Here are some tips and recommendations to help you get the most out of your visit to Bourbon City.

### Dining

Louisville restaurants are excited for you to experience the award-winning culinary scene.

Before you dine out here are a few things to consider:

- Where to dine? Search for dining options near both of Louisville's convention centers, the Kentucky Exposition Center (KEC), Kentucky International Convention Center (KICC) and by E.P. Tom Sawyer Park in the city's East End: <https://www.gotolouisville.com/dine-around-town>
- Call ahead to confirm operating days and hours and make reservations when available, especially for larger groups.
- Utilize your favorite online platforms such as [Yelp](#), [Google](#), [OpenTable](#) and [Resy](#) but be aware that some restaurant information may have recently changed. We always recommend locating your favorite spot and then calling ahead to confirm operating hours.
- Just like a good Bourbon takes time before it can be fully enjoyed, make sure you allow extra time for dining experiences as some establishments may still be operating with limited staff.
- *Food Truck Wednesdays* – Every Wednesday April 26 – October 25, 2023. Located on South 4<sup>th</sup> Street, between Jefferson St and Market St (outside KICC main entrance).

### Attraction and Bourbon experiences

- Advanced reservations at area attractions (specifically bourbon distilleries) are strongly encouraged.
- Visit this website for the latest operating days and hours <https://www.gotolouisville.com/things-to-do/>
- If you're interested in experiencing Bourbon City and having trouble getting in to one of the local distilleries, consider checking out some of the non-distillery bourbon experiences: [Buzz-worthy Bourbon bars](#) | [Reserve your spirited adventure in Bourbon City](#)

### Calendar of Events

We know your priority is the convention, meeting or tradeshow happening in Louisville. But if you plan to arrive early or stay late here are some ways you can check out what's happening in Louisville.

- For an online calendar of events check out <https://www.gotolouisville.com/events-calendar/>.  
Pro Tip: Use the “near me” function to locate all current events happening near your current location in the city.



#### Louisville Savings Passport: Inside Track Pass

- An exclusive discount program for convention and show participants to use while in Louisville. Take advantage of special offers and discounts from some of the city's most popular sites. Get your savings passport at <https://www.gotolouisville.com/inside-track-pass>

#### Transportation

Louisville is within a day's drive of over half the U.S. population. All major airlines provide service at Louisville Muhammad Ali International Airport (SDF) with nearly 40 direct destinations. Check out the airlines and direct destinations at [www.flylouisville.com](http://www.flylouisville.com). The airport is located just 7 miles from downtown Louisville and the Kentucky International Convention Center (KICC). It sits less than one mile from the Kentucky Exposition Center (KEC). While you're here check out some of these ways to get around town:

- Plan ahead and book your taxi through zTrip using the zTrip app, [www.ztrip.com/louisville](http://www.ztrip.com/louisville) or by calling (502) 777-7777.
- Rideshare opportunities are also available through Uber and Lyft. Please note that drivers are in high demand, so plan for possible wait times or schedule your ride in advance.
- If you're going short distances downtown, consider hopping on a scooter. Bird or Lime-S scooters can be found throughout downtown, NuLu and surrounding neighborhoods.
- Louisville also offers urban bicycles for rent through Louvelo, which has 27 stations across the city.

#### Top Travel Tips – At A Glance

- Plan for your stay by confirming your hotel amenities and restaurant hours prior to arrival
- Get a taste of Bourbon City by reserving your [bourbon experience](#) in advance
- Check out Louisville's [top attractions](#) and view their current operating hours
- Search for [dining options](#) near your event location and make reservations whenever possible
- Get around town using [zTrip Taxi Service](#), or reserve an Uber/Lyft, plan ahead for airport transfers.
- Come early, or stay late, and check out what's happening in Louisville with the [online calendar of events](#)
- You're a VIP so use your Louisville Savings Passport by downloading the [Inside Track Pass](#)

# DAILY AGENDA

DAY 1

Thursday, October 5



## MORNING MOVEMENT AND MEDITATION

6:45am-7:15am (Fields)

Join Jennifer Deets for a gentle movement and meditation interlude before heading to the conference!



## REGISTRATION

(All day)

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



## EXECUTIVE COUNCIL MEETING

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

All Executive Council members are invited to attend.



## GRADUATE STUDENT & NEW ATTENDEE BREAKFAST

8:00am - 8:50am (Stopher)

Graduate students and first-time attendees are invited to attend.

Mallori Sage (University of Northern Colorado) & Sarah Campbell (University of Northern Colorado)

# PLENARY SESSION (9:00AM-9:50AM)



## AATC PRESIDENTIAL ADDRESS AND CONFERENCE OPENING

(Stopher)

Join us for our opening address from AATC President Christy McConnell.

# SESSION A (10:00AM - 10:50AM)



## PANEL

(Segell)

### "Wisdom and Ways of Knowing in Higher Education: A Professor and Doctoral Student Reflection Panel"

Norma Hafestein (University of Denver) Paul Michalec (University of Denver) & Bruce Uhrmacher (University of Denver), Vicki Boley (University of Denver)

Wisdom and ways of knowing may influence diversity, equity, and inclusion initiatives in higher education. A panel of faculty and doctoral students examines these concepts in course design and delivery, student assessment and degree organization. Attendee engagement in the dialogue is invited..

Program is not official until the end of the conference. Final program will be found at [AATChome.org](http://AATChome.org) following the conference.





## ISSUES & IDEAS

*(French)*

### "Teachers as Curriculum Makers: A Challenge for Teacher Education in the Age of Cellophane-Wrapped Curriculum"

*Amy Masko (Grand Valley State University) & Keith Oliver (Grand Valley State University)*

This issues and ideas session will explore the school-university partnership in developing a curriculum for a public STEM middle school. The conceptualization of teacher as curriculum maker versus the neoliberal notion of teacher as technician will be examined. What is the role of teacher education?

### "Curriculum Co-Design: Community Knowledge, Heart, and Actions"

*Alicia Saxe (Denver Public Schools)*

Participants in this session will discuss a current curriculum co-design project in an urban district and the potential for co-design to disrupt conventional curriculum adoption practices.



## IDEAS & ISSUES

*(Jones)*

### "Listen: Wisdom in Their Words"

*Laura Zucca-Scott (Minot State University)*

In poetic transcription, students' voices emerge powerfully as they share their wisdom. As educators, we recognize the importance of dialogue and care during our students' complex formative years. We also recognize that oppressive practices can stymie students' development and identity.

### "The Nurture Program: A Multi-tiered Approach to Providing SEL Support and School-Based Counseling"

*Mallori Sage (University of Northern Colorado/Rockford Public Schools)*

There is a need for structured support to meet the mental health needs of students at the elementary level. This presentation will show the audience a specific program called The Nurture Program that has been developed and put into practice by the presenter as a pilot program at their school.



## PAPER SESSIONS

*(McCreary)*

### "Impact of 2020 on Gen Z Prospective Teachers"

*Antonio Castro (University of Missouri) & Daria Ochenkowski (University of Missouri)*

This paper explores findings from the personal experiences of prospective teachers who attended high school during 2020-2021. Findings include themes on the impact on identity, motivations to become an educator, and how participants would address issues of 2020 in their classrooms today.

### "Productive Struggle: Preservice Teachers' Interpretation"

*Hyun Jung Kang (University of Northern Colorado), Kimberly Mahovsky (University of Northern Colorado), & Jenni Harding (University of Northern Colorado)*

The teaching pedagogy of productive struggle was modeled for elementary preservice teachers in the context of teaching volume, and its effectiveness was analyzed. The findings demonstrated that it was effective by focusing on conceptual understanding, mathematical thinking and perseverance.



## IDEAS & ISSUES

(Beckham)

### "Spectacle as Pedagogy"

Paul Parkison (University of North Florida)

In this theoretical inquiry several constructs will be considered that may help in revealing dialogue as a pedagogy of liberation and justice. These include: 1) spectacle and dialogue as pedagogies of the public sphere; 2) liberation and justice as emergent conditions; 3) willful intentionality as a pre-requisite of liberation and justice; and 4) the reliance on hospitality for a just pedagogy.

### "Unpacking the Misnomers of Teacher Burnout and Self-Care"

Matt Spurlin (University of Northern Colorado) & Kate Kauper (Cornell College)

Burnout blames teachers for inadequacy in the chaos of the profession. The antidote, self-care, appropriated by administrators, conveniently absolves them of creating the debilitating conditions and simultaneously blames teachers. Wisdom is a more accurate understanding of the correlation.

## SESSION B (11:00AM – 11:50AM)



## PANEL

(Segell)

### "Where the Wild Things Are: Unleashing Ways of Knowing and Being"

Kate Kauper (Cornell College), Amanda Bucher (Cherry Creek School District/University of Northern Colorado), & Alicia Saxe (Denver Public Schools)

Drawing upon the experiences and research of three differently-situated scholars (one college dean, one classroom teacher and building equity lead, and one district curriculum designer), all of whom are committed to acknowledging and affirming multitudinous ways of knowing and being in the world, this panel considers the nature of institutional hurdles to doing this acknowledgment and affirmation, and it discusses potential institutional reforms and individual modes of resistance or evasion.



## IDEAS & ISSUES

(French)

### "Where Are Our Mirrors?: A Freirean Observation Checklist"

Vicki Boley (University of Denver)

Freire's (2018) practice of investigating generative themes may help provide the "mirrors" to reflect on the ecology of school improvement (Eisner, 1988). Participants will receive a copy of the Freirean observation checklist as well as consider the application of Freirean ideas in K-20 contexts.

### "Searching for Purpose: Exploring Student Connections to School Post-Pandemic"

Sara Myers (Rangeview High School)

Post-pandemic teachers struggle with the burdens of mitigating years of blended and virtual learning but even more so with the wave of student apathy sweeping classroom spaces. This presentation will invite questions about the ways that student purposes for school have shifted after COVID.

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## SESSION B (11:00AM–11:50AM)



### IDEA & ISSUES

*(Jones)*

#### **"Shadows of Virtual Places"**

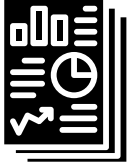
*Matthew Clay (Fort Hayes State University)*

This session seeks to explore the potential curriculum shadow in using virtual technology to teach about place and facilitate a discussion related to curricular and pedagogical strategies to reduce or remove these shadows.

#### **"Did you read that? A Critical Friends Group for Book Review Writing"**

*Franklin S. Allaire (University of Houston-Downtown)*

Book reviews are great ways to share with colleagues meaningful and thought-provoking books you've recently read. Session attendees are encouraged to bring books and reviews-in-progress and unpublished works to this critical friends group to share and discuss to support each other's scholarship.



### PAPER SESSIONS

*(Beckham)*

#### **"Living Amidst the Anthropocene: Seeking Wisdom through Aesthetic and Ecological Awareness"**

*Jennifer Schneider (Oklahoma State University)*

This paper will weave together existing literature from the discipline of curriculum studies with arts-based research and pedagogical reflections to confront the pressing educational problem of the Anthropocene and the disembodiment and displacement that feed this current epoch.

#### **"Blending ecological and educational worlds: Expressions of relationships among life, human life and place in suburban schools"**

*Mandi Leigh (University of Northern Colorado)*

Ecological and educational qualitative research methods were combined to illuminate relationships among life and place in suburban schools. Four teachers at three schools expressed ecological relationships in their curriculum which revealed opportunities for educational and ecological renewal.



## PAPER SESSIONS

(McCreary)

### "Does Wisdom Have a Place in Contemporary Education?"

Sonja Varbelow (Angelo State University) & Donna Gee (Angelo State University)

This study explores the place of transformative learning and wisdom in education amidst current politics and policies.

### "How can PSET perceptions of Science be leveraged for change? An examination of PSET perceptions of Science during a Science Methods Course"

Omah Williams-Duncan (University of Houston - Clear Lake)

During the presentation, the researcher will recreate how PSETS provided insights about their spring 2023 field teaching experience. The researcher will solicit audience background knowledge about PSET science teaching efficacy and present the question prompts originally presented to the researcher's science methods class.

# MARCELLA KYSILKA LUNCHEON & AATC ORGANIZATIONAL AWARDS (12:00PM-1:45PM)



## LUNCHEON AND PANEL DISCUSSION: AATC PAST, PRESENT, & INTO THE FUTURE

12:00pm - 1:45pm (Stopher)

Moderated by William White & Christy McConnell

Cheryl Craig, Sarah Campbell, Ashlea Campbell, Corey Nagle, Jennifer Schneider

Join us as we dine on classic fare while listening to a panel discussion and celebrating AATC service award recipients.

# JOHN LASKA DISSERTATION OF THE YEAR PRESENTATION (2:00PM-2:50PM)



## DISSERTATION AWARD-WINNER PRESENTATIONS

2:00pm - 2:50pm (Stopher)

Moderated by Paul Parkison, AATC President-Elect

John Laska Dissertation Award - Teaching: Karen Zaino (Graduate Center of the City University of New York), *Feeling Otherwise: Affective Enactments Of Teaching And Learning Among Youth Researchers And Early-Career Teachers In A Cross-Course University Collaboration*

Advisor: Limarys Caraballo

John Laska Dissertation Award - Curriculum: Melisa Valentin (University of Louisiana - Monroe) *Latinx American Students and the ELA Curriculum: Counterstories as Curricular Response*

Advisor: Yiting Chu

## SESSION C (3:00PM–3:50PM)



### IDEAS & ISSUES

(Segell)

#### "But You Just Got Here - Pre-service Strategies to Limit Teacher Attrition"

Jillian VanTuyle (Aurora University)

The main goals for this issue/idea session are: (1) Explore problems of practice around teacher retention (2) specifically what measures can be taken to reduce rates of attrition. (3) Analyze reasons for early teacher attrition, and (4) collaboratively evaluate possible interventions in the pre-service and early service years of educators so as to increase their years of service and commitment to scholarship.

#### "Academic Transitions Impart Scholarly Identity Shifts Through Stressors and Opportunities for Growth"

Jane McIntosh Cooper, Denise McDonald, Sheila Baker, Omah Williams-Duncan, Janice Newsum & Diana Wandix-White (University of Houston - Clear Lake), Sandy Watson (University of Louisiana Monroe), Gayle Curtis & Donna Stokes (University of Houston), Cheryl J. Craig (Texas A & M University), Bernardo Pohl (University of Houston-Downtown), Jean Keikel (University of St. Thomas), Michaelann Kelley (Mount St. Joseph University)

Teacher educators share lived stories of academic transitions (e.g., entry to academia, promotion, administrative posts, new institution positions, reduction in force and retirement exits), which generate both stressful experiences and agentive opportunities that impact their scholarly identities.



### PAPER SESSIONS

(French)

#### "Walking a Tightrope: Balancing Data and Education?"

Lori Nehlsen (Minot State University)

This review aims to examine the impact of data-driven instruction on school ecology in education. The review evaluates the benefits and drawbacks of data-driven instruction, focusing on its effect on student achievement, teacher effectiveness, motivation, and engagement. It comprehensively explores the theories of data literacy, behaviorism, perceptualism, and constructivism to understanding the impact of data-driven instruction.

#### "How to Deepen Your Praxis by Designing Learner-Centered Courses"

Robyn Thomas Pitts (University of Denver)

The evidence continuum is a model for creating people-serving programs. Educators develop pedagogical content knowledge and deepen praxis by using the continuum to center learners in curriculum and teaching.

## SESSION C (3:00PM–3:50PM)



### PAPER SESSIONS

(Jones)

#### "Teacher Identities: Building Awareness, Empathy, and Critical Consciousness through Literature?"

Kimberly Schmidt (University of Denver), Riley Stouffer (University of Denver) & Zion Gezaw (University of Denver)

This qualitative study is focused on the racial and intersectional identities of future educators and investigates "cultural wisdom" through the development of cultural competence, critical consciousness, and empathy as demonstrated in literature conversations and activities.

#### "Reinterpreting the First Year: Combatting Teacher Attrition with New Teacher Induction Cadre"

Erin Margarella (Western Kentucky University) & Pam Jukes (Western Kentucky University)

The current teacher shortage has resulted in a renewed urgency regarding the recruitment and retention of teachers. When one state defunded its new teacher internship program, a local school district partnered with a university to create an induction model for the district's novice teachers.



### PAPER SESSIONS

(Beckham)

#### "Student Agency and the Ungraded Classroom "

Janet Stramel (Fort Hays State University) & Robyn Hartman (Fort Hays State University)

This research is in progress. Data was gathered at the end of fall 2022. Surveys were administered to two sections of the same class, one with traditional grading practices, and one using the practices related to ungrading. Research is continuing in the spring 2023 semester.

#### "Early College: Course Structure Recommendations "

Carolyn Casale (Henry Ford College)

This IRB approved study conducted a student perceptions questionnaire on college readiness in high enrolled entry level courses at a midwestern community college. Data was triangulated with interview that included faculty who teach those courses.

## SESSION C (3:00PM-3:50PM)



### IDEAS & ISSUES/ PAPER SESSIONS

(McCreary)

#### "You Say "Restoration", I say "Indigenizing": Finding Common Ground for Different Ways of Knowing"

Dan Conn (Minot State University), Ian Clemente (Michigan State University), Blake McCullough (U.S. Army), Annette Mennem (Minot State University), Chad Williamson (Minot State University)

This paper presentation focuses on collaborative effort to restore an urban area of land into native mixed-grass prairie to provide opportunities for education, research, and community activities.

## FRAZIER KENTUCKY HISTORY MUSEUM (5:00PM-7:00PM)

(829 W Main St, Louisville, KY 40202) - five minute walk from hotel

Happy Hour celebrating the Inaugural Distinguished Mentor Awardee, Bruce Uhrmacher. Appetizers provided with cash bar. The third floor of the Frazier History Museum will be open for you to explore with colleagues

## DAY 2

Friday, October 6



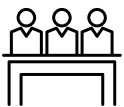
### MORNING MOVEMENT AND MEDITATION /5K RUN

6:45am-7:15am (Fields)

Join Jennifer Deets for a gentle movement and meditation interlude before heading to the conference! OR

Meet Dan Conn at front lobby at 6:45am

## SESSION D (8:00AM-8:50AM)



### PANEL

(Segell)

#### "Reflections from Belize: Education Exchange Brings Solidarity and Affirmation"

Christine Kyser (University of Northern Colorado), Suzette Youngs (University of Northern Colorado), Jean Kirshner, (University of Northern Colorado), & Allie Elrich (University of Northern Colorado)

Teachers and researchers share their experiences teaching and collaborating with teachers from Belize within the context of a global education exchange. Through reflective practice, the educators gained insight, perspective, solidarity, and wisdom on teaching and learning after the pandemic.

## SESSION D (8:00AM–8:50AM)



### PAPER SESSIONS

(French)

#### "Perspectives on a Decade of AATC: 2013-2023"

*Dana Haraway (James Madison University)*

Perspectives on a Decade of AATC: 2013-2023 This paper serves as the historian's report for the past decade as AATC approaches its 30th anniversary.



### IDEAS & ISSUES

(Jones)

#### "Writing for the Future: Process and Practical Ways of Knowing "

*Laura Zucca-Scott (Minot State University), Dan Conn (Minot State University), Samuel Stinson (Minot State University), Alexis Genereo (Minot State University)*

As scholars face the rapid evolution of writing and interact with new technologies, collaborative writing experiences help address the complex challenges of academic demands, and socio-economic strife. Wisdom becomes a way of sharing knowledge and its transformative role in our society.

#### "Bootlegging Curriculum: Recognizing and Challenging Anti-DEI Laws and Practices for Equity and Empowerment"

*Dan Conn (Minot State University), Joseph Flynn (Northern Illinois University) & Matt Spurlin (University of Northern Colorado)*

This presentation examines the challenges posed by Anti-DEI laws in the US and how they create a sense of fatigue from conversations surrounding race and racism. Educators must recognize and challenge these laws to promote equity and empowerment for all students.



### IDEAS & ISSUES

(Beckham)

#### "Legal Literacy: Investigating Curriculum and Effective Instruction "

*Peggy Schimmoeller (Randolph College)*

Exposing preservice teachers to education law builds a foundation in school law for teachers. This session explores what law curriculum is important, and what instructional strategies are most effective in ensuring teachers can demonstrate legal literacy skills in school and classroom situations.

#### "Humanizing the Machine: Working together with AI"

*Betsy Crawford (Fort Hays State University), Elodie Jones (Fort Hays State University), Matthew Clay (Fort Hays State University)*

This is a discussion around the need for teacher educators to incorporate artificial intelligence to emphasize the human elements of teaching. This includes discussing both intentionality in how to incorporate AI and AI as a counterexample to the humanized work of educators.



## SESSION D (8:00AM-8:50AM)



### PAPER SESSIONS

(McCreary)

#### "Never Again: Combatting Antisemitism through Holocaust Education for Preservice Teachers"

Caroline Conner (Kennesaw State University) & Chara Bohan (Georgia State University)

The purpose of this study is to determine preservice teachers' perceived preparedness to teach the Holocaust. Researchers surveyed and interviewed teacher candidates enrolled in universities in a southeastern state. Results demonstrate a lack of preparedness to teach difficult histories.

#### "One Woman's Bilateral Ways of Sharing Art: The Life and Work of Alma W. Thomas"

Jennifer Bartee (University of District of Columbia)

Alma W. Thomas was an abstract artist and a public-school teacher, serving Washington, DC public schools for over 35 years. Her role as an artist has seen renewed interest and her work hangs in some of the most prestigious art museums of the world. Very little attention has been given to the way her

### PAPER SESSIONS

(Stanley)

#### "Bringing Ethics into the Methods Classroom: A Rich Case for Exploring Power and Data Use in K-12"

Robyn Thomas Pitts (University of Denver)

In this paper, we present the rationale for using cases to teach ethical reasoning and provide an empirically based case featuring ethical issues of power and data use in K-12 educational policy.

#### "Student-Teacher Relationships: How the Covid-19 Pandemic Impacted Relationship Building Between High School Students and Their Teachers"

Katherine George (University of Northern Colorado) & Raylene Kaufman (University of Northern Colorado)

This study investigated how the Covid-19 pandemic affected relationships between teachers and high school students. Educator narratives were gathered to understand how the relationship-building process changed during school shutdowns, hybrid teaching, and in-person learning.

### BUSINESS MEETING

9:00am-9:45am (Stopher)

All members are invited to attend.

### POSTERS & PASTRIES

9:45am-10:30am (Stopher)

Enjoy breakfast biscuits (sausage, egg & cheese and fried chicken) while attending poster presentations

Presenters: Zoey Tessier, Joanna Ross, Sara Almaghshy, Linnie Greenless, Rachel Stasi, Jacqueline Turner, Karla Adelina Garza, Xiaoqian Bi, Denise Lara, Delia Carrizales



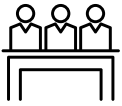


# Presidential Session

*Y'all Means All: A Panel Discussion on Teaching and Learning in the Era of Anti-LGBTQ+ Legislation. How should AATC respond?*

Panelists: Michelle Tenam-Zemach, Joe Flynn, Kate Kauper, Cristy Sellers, Crystal Howell, Bill White, Paul Parkison

## SESSION E (11:30AM-12:20PM)



### PANEL

*(Segell)*

#### **"Censorship: Behind the "Seen""**

*Kimberly Schmidt (University of Denver) & Michelle Jestice (University of Denver)*

Censorship in libraries, K-12 schools, and teacher education greatly impacts people from minoritized communities. Our panel presents three censorship perspectives and discusses the ways to prepare future teachers to handle these issues given the current political and educational climate.



### IDEAS & ISSUES

*(French)*

#### **"Deconstructing the DeSantis Education Agenda: A Critical Examination of Policies and Pedagogy in Florida"**

*Michelle Tenam-Zemach (Drop the Knowledge Consulting) & (Paul Parkison (University of North Florida)*

The policies being implemented by states like Florida are moving society in a troubling direction. Deconstructing these policies as curriculum and their messaging as pedagogy reveals a dangerous political agenda seeking to disrupt liberal democracy fundamentally.

#### **"Addressing the Critical Shortage by Helping Teachers Thrive"**

*Bradley Conrad (Capital University), Mishae Fouch (Capital University), Ellison Jones (Capital University), & Emily Archacki (Capital University)*

Participants will examine how educators, administrators, policymakers, and society at large can better help support teachers. We will share initial findings from our research on teachers' attitudes toward the profession before discussing how to effectively address the teacher retention issue.

## SESSION E (11:30AM-12:20PM)



### IDEAS & ISSUES

(Jones)

#### "Critical Issues in U.S. Bilingual Education"

Joe Elliott (Elmhurst University)

This presentation aims to help stakeholders see U.S. bilingual education using a social justice lens, including in additive bilingual programs purporting to promote linguistically inclusive spaces, by exploring barriers impacting English learners (ELs) and examining ideas for transformation.

#### "Imaginative Ways of Knowing"

Leah Naylor (University of Northern Colorado)

Imagination is a necessary element to consider as we reflect on the ways in which wisdom is perceived and expressed in early childhood education. Together, we will explore ideas and questions pertaining to the engagement of and with a young child's imagination within the curriculum and pedagogy

### PAPER SESSIONS

(Beckham)

#### "Tracing the Artistry of a Contemplative Educator: The Love of Wisdom and the Wisdom of Love"

Jennifer Schneider (Oklahoma State University)

This paper will explore the relation between wisdom, artistry, and love in curriculum and pedagogy by weaving together existing literature with empirical work that is exploring living nature of contemplative curriculum in higher education through the work of a philosophy professor.

#### "Imagination: Integrating the Planned, Delivered, and Received Curriculum"

Paul Michalec (University of Denver) & Vicki Boley (University of Denver)

One of the perennial challenges educators face is linking the planned, delivered, and received curriculum. This paper articulates the possibilities of integrating these elements of curriculum through the application of imagination in classroom instruction and student learning.

### PAPER SESSIONS

(McCreary)

#### "Developing curriculum through the voices of the least among us: What GT teachers have learned from the trigger of Covid about GT curriculum"

Jane McIntosh Cooper (University of Houston)

This session will share findings from an investigation into GT teacher experiences before and after Covid-19 pandemic quarantine. The qualitative investigation found that challenges experienced during the pandemic can ground future program and curricular development.

#### "That's When I Got Smart": Primary Teachers' Wisdom in Their Transitions to Online Read-Alouds During the COVID-19 Pandemic"

Sarah Reid (Illinois State University)

During the COVID-19 pandemic, primary-grade teachers (PGTs) shifted their read-alouds to an online setting. However, their in-person format didn't transfer, causing PGTs to explore approaches that met students' needs within the parameters of virtual learning.



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## SESSION E (11:30AM-12:20PM)



### PAPER SESSIONS

*(Stanley)*

#### **"Our Vision, Our Practice, Our Future: An Analysis of a Professional Development Program to Advance the Practice of Sustainability"**

*Alan Tinkler (Missouri State University)*

This session shares insights gained from a Sustainability Fellows Program, including the conceptual framework for sustainability that emerged. Exemplars of practice will be shared to illuminate the emerging ethos which will allow a sustainability-focused approach to push aside neoliberal norms.

#### **"E.W. Eisner's theory of curriculum construction: with a view to the problems of Eisner's interpretation in Japan"**

*Ryosuke Okamura (Illinois State University)* This presentation offers a new interpretation of E.W. Eisner's theory of curriculum construction, which has previously been viewed in a dichotomous relationship with the Tyler Rationales in Japan, from the perspective of "the teachers as curriculum makers".

## LUNCH ON YOUR OWN (12:20PM – 1:50PM)



### LUNCH

*12:20pm - 1:50pm*

Enjoy Lunch On Your Own in Louisville!

## SESSION F (2:00PM–2:50PM)



### IDEAS & ISSUES

(French)

#### "Redesigning in the Wild: Navigating a Course Redesign Effort in an RI Environment"

*Samantha Patterson (University of Texas at El Paso)*

We redesigned a multi-section undergraduate math course taught by instructors with highly varied pedagogical backgrounds in an academic environment not highly valuing teaching innovation. Through the lens of institutional innovation, we share our experiences and lessons learned.

#### "Challenging New Teachers' Old Assumptions: Inspiring New Ways of Knowing in Teacher Education"

*Jennifer Barteo (University of District of Columbia) & Dan Conn (Minot State University)*

This session focuses on contexts new teachers learned under and ways to inspire them to be open to new theories and possibilities in teaching and curriculum.



### IDEAS & ISSUES

(Jones)

#### "Gifted Identification: CRISPA Artifact Catcher"

*Vicki Boley (University of Denver)*

The CRISPA framework is well-suited for gifted identification. Throughout this session, participants will be invited to consider how the CRISPA may be applied toward culturally responsive gifted identification. Copies of the CRISPA Artifact Catcher will be provided with a discussion to follow.

#### "Men's Experience in Early Childhood and Elementary Teacher Preparation Programs: Are Programs Meeting Their Needs?"

*Amanda Rutter (University of Northern Colorado)*

There is limited research on men's experiences within teacher preparation programs. This paper presentation will explore research from two program coordinators and the perspectives of pre-service teachers who are men related to their experience in a teacher preparation program.



### PAPER SESSIONS

(Beckham)

#### "CIRCLES Alliance: Cultivating Wisdom and Other Ways of Knowing STEM "

*Dan Conn (Minot State University), Kelly Rusch (North Dakota State University), Lori Nehlsen (Minot State University)*

This issues and ideas session will share early findings and insights from a six-state initiative—the CIRCLES Alliance—focused on addressing the underrepresentation of American Indian students in the STEM disciplines and workforce.

#### "The Fitness Factor: Investigating Teacher's Capacity, Presence, Passion, and Relevance in Elementary Science Education"

*Lori Nehlsen (Minot State University) & Franklin S. Allaire (University of Houston)*

Anderson et al. (2020) emphasize the importance of person-role fit for teachers to impact their students positively. Their CP2R model suggests capacity, passion, presence, & relevance are crucial to achieving this fit. The study examines whether elementary teachers feel they are fit to teach science.

## SESSION F (2:00PM-2:50PM)



### PAPER SESSIONS

(McCreary)

#### "Blues Epistemology and A Counternarrative to Education Reform in South Memphis, Tennessee?"

Ryan Warren (Georgia State University)

This essay examines the recent trends of education reform and gentrification in South Memphis, Tennessee. Using Clyde Woods' (1998) Blues Epistemology to frame the community counternarrative, this study attempts to historicize and contextualize the sociocultural contributions of the community.

#### "Transgenerational Story Stitching: On Trauma, Healing, and Wisdom"

Amanda Bucher (University of Northern Colorado)

Findings from this arts-based auto criticism illustrated the import of transgenerational research methods. As educators, we bring to the space a lineage laden with pain, resilience, trauma, love, and, if we are willing to listen, healing and subsequent wisdom.



### PAPER SESSIONS

(Stanley)

#### "Science Course Requirements of US Elementary Pre-Service Teachers"

Sandy Watson (University of Louisiana - Monroe) & Jenny Quintana Cifuentes (University of Louisiana - Monroe)

To understand how teachers are currently prepared in SMK, this study examines degree requirements across 223 colleges and universities in the U.S. to determine the number and type of general education science content courses required for candidates to complete their elementary education degrees.

#### "Engage: A Unique Space for Formative Civics Education"

Lee Ann Brannon (Baylor University)

Engage, the Summer Civics Institute started at Baylor University in Waco TX, serves as a training ground for local students entering grades 4 through 9. The action-packed day camp, offered free to students who apply and are accepted, lasts five days. The students, grouped in age level small groups.



### HUNKINS AWARD-WINNER PRESENTATIONS

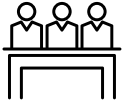
(Stopher) 3:00PM-3:50PM

Moderated by John Pecore

Francis P. Hunkins Distinguished Teaching Article: Mary Adu-Gyamfi and Tony Castro, *Crossing Cultural Borders and Expectations of Schooling: Learning from Immigrant Families*

Francis P. Hunkins Distinguished Curriculum Article: Toni Bailey, *Othered Forms of Knowledge: Combining Theories of Aristotle and Bourdieu to Explore Intellectual Capital in the Curriculum*

## PANEL SESSION (4:00PM-4:50PM)



### PANEL

(Segell)

#### **"Teaching in an Increasingly Restrictive, Prescriptive, and Anti-Intellectual Context "**

Todd Hodgkinson (Drake University), Caroline Conner (Kennesaw State University), Daniel Conn (Minot State University), Crystal Howell (Randolph College), Aubrey Southall (Aurora University)

The purpose of this panel is to examine how teachers are impacted by state legislation targeting academic freedom and professional decision-making authority. Suggestions for working within increasingly restrictive, prescriptive, and anti-intellectual contexts will also be discussed.



### IDEAS & ISSUES

(French)

#### **"A Conversation About Educational Philosophies and Approaches"**

William White (James Madison University)

In this presentation, participants will engage in conversation and exploration of the notion of educational philosophies with particular attention paid to a novel way of classifying philosophies under only two (maybe three) distinct categories.

## HAPPY HOUR (5:00PM-6:00PM)



(Coe)

Join us for appetizers prior to the keynote presentation. A cash bar will be available.

## DINNER & STEPHEN M. FAIN KEYNOTE ADDRESS (6:00PM - 8:00PM)



### DINNER & KEYNOTE ADDRESS BY DR. ADRIENNE DIXSON

(Stopher)

Join us for a dinner buffet and keynote address from Dr. Adrienne Dixson, Executive Director of the Educational and Civil Rights Initiative at the University of Kentucky.



Dr. Dixson will be Introduced by Ryan Warren (Georgia State University) & Lori Nehlsen (Minot State University)



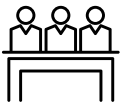
### MORNING MOVEMENT AND MEDITATION

7:30am-8:15am (Fields)

Join Jennifer Deets for a gentle movement and meditation interlude before heading to the conference!

Saturday, October 7

## SESSION G (8:30AM-9:20AM)



### PANEL

(Segell)

#### "Invisible colleges: extra-institutional collaborative wisdom"

Jane McIntosh Cooper (University of Houston), Sandy Watson, (University of Louisiana Monroe), Cheryl J. Craig (Texas A&M University), Gayle Curtis Post-Doc Associate, (University of Houston), Sheila Baker (University of Houston Clear Lake), Omah Williams-Duncan (University of Houston Clear Lake), Donna Stokes, (University of Houston), Michaelann Kelley (Mount St. Joseph)

Explorations and descriptions of entry, tenure, and reflection from memberships in "invisible colleges" will be presented within this symposium. Short histories of five invisible colleges will be disseminated as well as key insights to improve curricular research.



### IDEAS & ISSUES

(French)

#### "Using Guided Reflection to Deepen Wisdom and Ways of Knowing"

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

This session aims to create a cathartic space for educators of all levels to reflect upon and share their experiences as educators. Through individual and shared reflection, session participants will be invited to tap into their own wisdom and deepen their ways of knowing..

#### "Race Conscious Classroom Management: New Methods in Instruction of Undergraduate Students?"

Jennifer Broome (Methodist University)

This presentation discusses how one university overhauled its classroom management course to include content in disproportionate and racialized discipline as well as implicit bias in order to better serve students of color in K-12 classrooms.





## IDEAS & ISSUES

(Jones)

### "Contribution, Justice, and Pedagogy"

Paul Parkison (University of North Florida)

The concept of "Contributive Justice" is being shared with the intention of considering education as a contributive endeavor rather than a redistributive one (Gomberg, 2007). This distinction raises important political issues of positionality and our role within this political-economy as educators.

### "Using Funds of Identity to Design Curriculum for Culturally Sustaining Pedagogy"

Elisabeth Van Beek (University of Northern Colorado)

This action research study with emergent bilingual learners demonstrates how the funds of identity framework supports teacher growth in culturally sustaining pedagogy through the development of curriculum around students' cultural and personal identities.



## PAPER SESSIONS

(Beckham)

### "How Do You Feel About Teaching Science? Investigating and Comparing Science Teaching Emotions of Elementary Teachers in Minot, ND and Houston, TX"

Franklin S. Allaire (University of Houston-Downtown), Daniel Conn (Minot State University)

Scholarship suggests positive/negative emotions connected to science teaching may impact the quality of science instruction. This presentation shares the results of a study with elementary teachers to measure their science teaching emotions.

### "A Word of Warning: Educational Activist That Expose Public Instruction Conspiracy Theories"

David San Juan (University of Northern Colorado)

A summary of my ongoing dissertation research exploring the intentions and motivations, the processes and strategies, and the outcomes and implications of those educational activists working to expose a public instruction conspiracy theory (PICT).



## PAPER SESSIONS

(McCreary)

### "The Role of Feedback in Supporting Development of Teacher Candidates' Questioning and Discussion Skills in Science Instruction"

Corey Nagle (University of West Florida/Goodwin University Magnet School System), John Pecore (University of West Florida), Katie Feliciano (University of West Florida)

Feedback can influence skill mastery. This study explores feedback in skill development. Levels of questions and types of feedback varied. Themes include timely, specific and in-depth, constructive and formative, and actionable feedback.

### "Teacher Candidates and Fixed-Pie Perspectives"

Brian Rose (University of Northern Colorado)

Fixed-pie perspectives pervade teacher-student negotiations, and while teacher candidates view certain resources in their classroom as limited, they are nevertheless able to implement instruction that maximizes these resources. This study highlights the ways these perspective inform instruction.

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## SESSION H (9:30AM-10:20AM)



### PANEL

(Segell)

#### **"Faculty as students: Role reversals, wisdom, and compassion for learners"**

Paul Michalec (University of Denver), Bruce Uhrmacher (University of Denver) & Norma Hafenstein (University of Denver)

Explorations and descriptions of entry, tenure, and reflection from memberships in "invisible colleges" will be presented within this symposium. Short histories of five invisible colleges will be disseminated as well as key insights to improve curricular research.



### IDEAS & ISSUES

(French)

#### **"Exploring How an Innovative Framework Can Enhance Schools' Fitness to Meet All Students' Needs"**

Michelle Tenam-Zemach (Drop the Knowledge Consulting) & Jim Ferrell (Northeastern State University)

This session explores the Capacity, Passion, Presence, and Relevance (CP2R) framework and its potential to enhance schools'/districts' fitness to meet the needs of all students.

#### **"College Educated Individuals with ASD Employment Challenges?"**

Renee Cason (Fort Hays State University)

As the population of individuals with autism spectrum disorder earning bachelor's degrees increases, what specific support and instruction is needed during undergraduate years to help them secure a position in their desired/degree field?



### IDEAS & ISSUES

(Jones)

#### **"How Do You know What I Want to Know: A Quest for Wisdom in Information Literacy"**

Laura Zucca-Scott (Minot State University) & Nichol Anderson (Minot State University)

With this project, we discuss how inquiry-based and student-led approaches to research provide an opportunity for students, including marginalized ones, to see their identities valued and respected. We also share strategies and actionable plans to support students' scholarly and individual pursuits.



## IDEAS & ISSUES

(Beckham)

### "Critical Cooperation: Faculty and Library Partnerships to Support Critical Information and Media Literacies in Teacher Preparation Programs"

Crystal Howell (Randolph College) & Kelsey Molseed (Randolph College)

We (a teacher educator and an instruction librarian) consider collaboration opportunities to develop teacher candidates' critical media and information literacies. We argue teacher educators and librarians must work together to prepare candidates fluent in critical media and information literacies.

### "Equipping Teachers to Pursue Wisdom in the Creation of Place"

Matthew Clay (Fort Hays State University)

Teachers serve a critical role in the creation and defining of place. However, little attention is given to prepare teachers for this important cultural role. This session will encourage a discussion around how teacher education can better equip teachers for this role.



## PAPER SESSIONS

(McCreary)

### "Taking A Stand for Representation: Engaging Preservice Teachers in Awareness, Analysis and Advocacy of Diverse Children's Literature"

Suzette Youngs (University of Northern Colorado) & Danielle Bell (University of Northern Colorado)

With book banning at an all-time high, how do we arm preservice teachers (PSTs) to advocate for inclusive literature? This presentation draws on research from two advocacy projects exploring PSTs' growing understanding of representation and inclusion of diverse children's literature.

### "What is Human About Writing?: Writing Process Theory and ChatGPT"

Sarah Campbell (University of Northern Colorado)

In this paper, the author discussed the history of writing process theory in light of the new innovation of ChatGPT. The author concluded that though ChatGPT seems like a threat to some, it will be a useful new tool to instructors who continue to emphasize and model the writing process.

## AATC COMMUNITY BRUNCH & MENTORING SESSIONS

(Stopher) 10:30am-12:00pm

**Words of Wisdom from Bruce Uhrmacher. Workshops offered by AATC Members on topics including creating a stellar research agenda, navigating bullies in the workplace, moving into the "dark side," and being an effective mentor.**

Joe Flynn, Crystal Howell, Kate Kauper, Caroline Conner, Cristy Sellers, and Bruce Uhrmacher  
Join us for a lovely Southern brunch, good conversation, and community connections.



## EXECUTIVE COUNCIL MEETING WITH LIGHT LUNCH

(Waterfront) 12:30pm-1:30pm

Paul Parkison, AATC President-Elect Presiding  
All Executive Council members are invited to attend.



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