

ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR TEACHING AND CURRICULUM



Finding Joy in the Turmoil: Embracing and Enjoying the Struggle

October 3-5 2024
Embassy Suites by Hilton - Downtown Denver
1420 Stout St. Denver, CO 80202

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PRESIDENT'S GREETING

Hello and Welcome to AATC 2024!

As we gather in the mile high city of Denver, CO I want to invite you to center yourself on those moments within education that provoke Joy for you. The AATC 2024 Annual Conference seeks to embrace the Joy in teaching and curriculum. Joy in education centers on creating environments where we all feel valued, engaged, and excited about our learning experiences. The concept of Joy in education emphasizes creating a positive, engaging, and fulfilling learning environment that promotes not only academic achievement but also emotional well-being, intrinsic motivation, and a love for learning. By focusing on the emotional, physical, and spiritual as well as the intellectual needs of each unique person, we can contribute to a more joyful and meaningful educational journey. We recognize that when we experience Joy and satisfaction in our journey, we are more likely to be active, curious, and successful learners and persons.

We will come together to embrace the power and potential of being joyful. Transgressing boundaries, our scholarship that acknowledges and embraces the search for pathways of recognition, love, and shared affect within our struggles through heterogeneous hazards, obstacles, and opportunities benefits from the Joyful Rampage that is dialogue with our AATC colleagues.

Please plan to join us for these celebrations and special events:

- **Thursday Mid-day:** Presidential Welcome Luncheon and Stephen Fain Keynote with Dr. Christine Sleeter. Dr. Sleeter has examined what a transformative curriculum in a multicultural democracy looks and feels like. In this keynote, she will trace her journey through multicultural education, teacher education, and ethnic studies, and explain how research helps to address this question. She will argue that creating and teaching for transformation is not simply a technical issue, but rather a political and cultural commitment.
- **Thursday Evening:** 2024 AATC Distinguished Mentor Award Recognition and Reception. Join us to recognize and celebrate the contributions of Dr. Chara Bohan, the 2024 Awardee.
- **Friday Morning:** AATC Annual Business Meeting to discuss and adopt an updated Mission, Vision and Values Statement to guide our organization moving forward.
- **Friday Mid-day:** Marcella Kysilka Lecture with Dr. Jason Goulah, Professor and Director of the Institute for Daisaku Ikeda Studies in Education, DePaul University. Dr. Goulah will share his thoughts regarding transformative language learning; Ikeda/Soka studies in education; and language, culture, identity, and socioecological literacies.
- **Friday Afternoon:** Presidential Reception and Awards with hor d'oeuvres and cash bar. I will share my thoughts on the power of making education personal. We will also recognize our award winners for 2024.
- **Saturday Morning:** We have planned a set of workshops directed for and with P-12 Educators and Teacher Educators around the theme of Teaching and Curriculum in an Age of Homogenization and Difficult Knowing.

Joy reminds us that while acknowledging challenges is essential, it's equally important to celebrate the diverse and rich experiences that contribute to the well-being and happiness of individuals and communities within education. I look forward to our time together, building and renewing relationships that strengthen and energize, and spreading the power of Joy.

Paul Parkison, Ed.D.
University of North Florida

LAND ACKNOWLEDGEMENT

We acknowledge that the land on which we gather is the ancestral and unceded territory of the Arapaho, Cheyenne, and Ute Nations. These lands have been home to Indigenous peoples for millennia, and we honor the enduring presence and cultural contributions of the 48 contemporary Indigenous Tribes and Nations who have historically called Colorado home.

We recognize the contribution of these tribal nations, and their commitment to the vibrant community that thrives here today. As we gather, may we commit to deepening our understanding and relationships with the vibrant Indigenous communities that thrive here today.

GRADUATE STUDENT SCHOLARSHIP DONORS

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

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Historian

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CURRICULUM AND TEACHING DIALOGUE

VOLUME 26

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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. John 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.

In addition to the account published here, our organization's historian, Dana Haraway, has written an updated history of the organization that is published in the 26th volume of AATC's peer-reviewed academic journal, *Curriculum and Teaching Dialogue*. We encourage you to learn more about AATC's history through her scholarship.

AATC PRESIDENTS

2024 Paul Parkison, University of North Florida	2008 Karen Riley, Auburn University-Montgomery
2023 Christy McConnell, University of Northern Colorado	2007 Alan W. Garrett, Eastern New Mexico University
2022 Crystal D. Howell, Randolph College	2006 William Veal, University of North Carolina--Chapel Hill
2021 Kate Kauper, Cornell College	2005 Cheryl Craig, University of Houston
2020 Andrew Kemp, Augusta University	2004 David Flinders, Indiana University
2019 Joseph E. Flynn Jr., Northern Illinois University	2003 Gretchen Schwarz, Oklahoma State University
2018 John Pecore, University of West Florida	2002 Ron Wilhelm, University of North Texas
2017 Kevin Cloninger, Anthropedia Foundation	2001 P. Bruce Uhrmacher, University of Denver
2016 William L. White, James Madison University	2000 Stephen Fain, Florida International University
2015 Chara Haeussler Bohan, Georgia State University	1999 William Segall, Oklahoma State University
2014 Barbara Slater Stern, James Madison	1998 Sylvia Hutchinson, University of Georgia
2013 Amy L. Masko, Grand Valley State University	1997 Ann Converse Shelly, Ashland University
2012 Richard Biffle III, Thomas College	1996 Fran Hunkins, University of Washington
2011 Wesley Null, Baylor University	1995 O. L. Davis, Jr., University of Texas
2010 David M. Callejo Pérez, Saginaw Valley State University	1994 John Laska, University of Texas
2009 Robert Boostrom, University of Southern Indiana	

STEPHEN M. FAIN LECTURE



Dr. Christine Sleeter

Christine E. Sleeter, PhD. is Professor Emerita in the College of Education at California State University Monterey Bay, where she was a founding faculty member. She has served as a visiting professor at several universities, including the University of Maine, University of Colorado Boulder, Victoria University of Wellington in New Zealand, and Universidad Nacional de Educación a Distancia in Spain. She is past President of the National Association for Multicultural Education, and past Vice President of the American Educational Research Association. Her research focuses on anti-racist multicultural education, ethnic studies, and teacher education. She has published over 170 articles and 21 books, most recently *Critical Race Theory and its Critics* (with F. A. López, Teachers College Press, 2023). She has also published three novels, the most recent being *Family History in Black and White*. She is a Fellow of the American Educational Research Association and of the National Education Policy Center, and a member of the National Academy of Education. Awards for her work include the American Educational Research Association Social Justice in Education Award, the Chapman University Paulo Freire Education Project Social Justice Award, and the Willamette University Distinguished Alumni Citation for Professional Achievement.

MARCELLA KYSILKA LECTURE



Dr. Jason Goulah

Jason Goulah is a pioneering and award-winning scholar in the fields of Ikeda/Soka studies in education and transformative and socioecological perspectives in culture and language education.

He is professor of Bilingual-Bicultural Education and director of the Institute for Daisaku Ikeda Studies in Education at DePaul University. He is also director of DePaul's degree programs in Bilingual-Bicultural Education, World Language Education, and Value-Creating Education for Global Citizenship.

Dr. Goulah has served as a research fellow at the Center for Latino Research; as a research and translation fellow at Soka University, Tokyo; and as a research fellow at the Baldy Center for Law and Social Policy at the University at Buffalo Law School. He was a 2018 Visiting Professor in the Soka Education Research Initiative on Global Citizenship at the University of Guelph-Humber, Canada, a 2016 Visiting Professor at Soka University of America, and a 2015 Visiting Diversity Scholar at the University of Evansville. He has conducted curriculum and professional development for Chicago Public Schools, New York City Schools, and other public and private school districts in Illinois and New York. He is a former teacher of Japanese, ESL, and Russian as heritage and foreign languages.

2024 AATC AWARDS

Awards presented at Friday's presidential reception.

O. L. Davis Outstanding Book Award

Unraveling the Assessment Industrial Complex: Understanding How Testing Perpetuates Inequity and Injustice in America

By Michelle Tenam Zemach, Drop the Knowledge; Daniel Conn, Minot State University; and Paul Parkison, University of North Florida

John L. Laska Dissertation Awards

Teaching

Migrant Students Following the Crops, Teachers Following Their Students: A Narrative Inquiry into Two Migrant Children Who Became Teachers

By Karla Garza

PhD: Texas A&M University

Nominated by: Cheryl Craig

Curriculum

How performing arts high school students experienced involvement in a Black, student-created and student-led organization focused on uplifting Black art and artists: A critical phenomenological study with implications for culturally responsive and sustaining educational practice

By Shaneka Ferrell

PhD: University of North Florida

Nominated by: Paul Parkison

Frances Hunkins Distinguished Article Awards

Teaching

Legislate to (Un)Educate: Examining the Impact of Divisive and Dehumanizing Education Policies

By Gregory Samuels, University of Montevallo; Amy Samuels, University of Montevallo; and Brandon J. Haas, University of North Georgia

Curriculum

Ideological Foundations, Curricular Models, and the Path of Bilingual Education

By Leah Davis, Brigham Young University

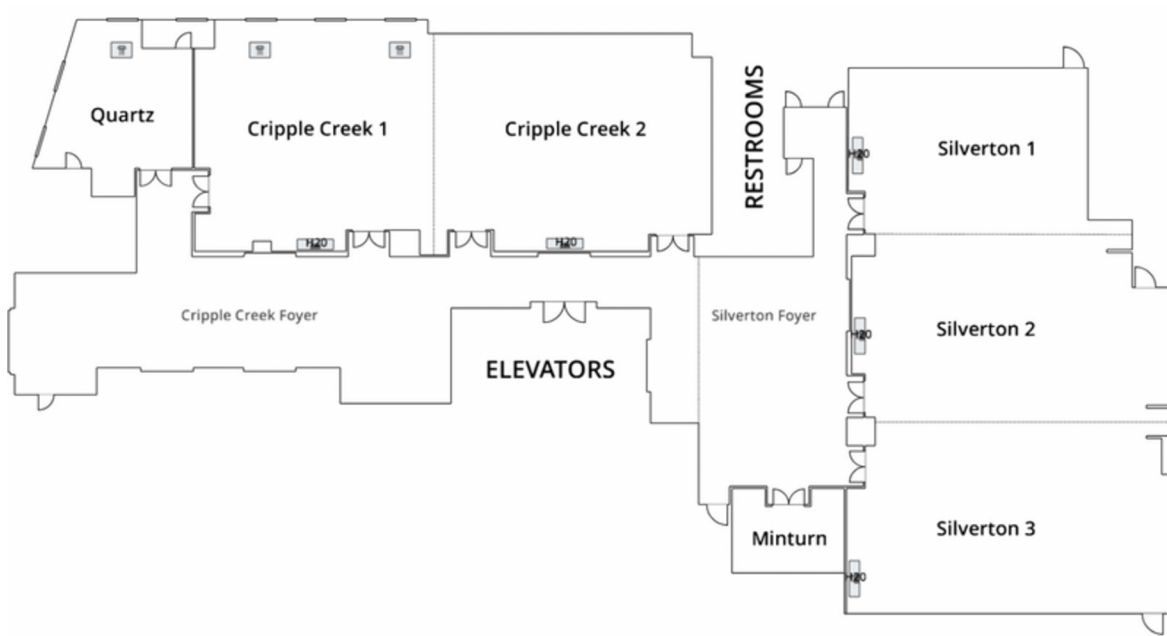
2024 AATC Distinguished Mentor Award

Dr. Chara H. Bohan, Georgia State University

EMBASSY SUITES BY HILTON DENVER DOWNTOWN

**420 Stout Street
Denver, CO 80202**

Conference Center - 2nd floor



Note: The Rexford room where E.C. meetings are held is located on the 3rd floor.

2024 CONFERENCE SCHEDULE AT- A -GLANCE

Thursday, October 3, 2024

6:30 – 9:00 AM Breakfast (provided for hotel guests)

7:30 AM – 4:00 PM Registration

8:00 – 8:50 AM Executive Council Meeting & Graduate Student Meet & Greet

9:00 – 9:50 AM Block 1 (4 concurrent sessions)

10:00 – 10:50 AM Block 2 (4 concurrent sessions)

11:00 – 11:50 AM Block 3 (4 concurrent sessions)

12:00 – 1:45 PM Presidential Welcome & Stephen Fain Lecture (Tuscan Buffet Lunch)

1:45 – 2:00 PM Break (on your own)

2:00 – 2:50 PM Block 4 (4 concurrent sessions)

3:00 – 3:50 PM Block 5 (4 concurrent sessions)

4:00 – 4:50 PM Block 6 (4 concurrent sessions)

5:00 – 6:30 PM Distinguished Mentor Award Reception (Cash Bar & Appetizers)

College Dinners (on your own)

Friday, October 4, 2024 & Saturday, October 5, 2024

Friday, October 4, 2024

7:30 AM – 4:00 PM Registration

6:30 – 9:00 AM Breakfast (provided for hotel guests)

8:00 – 8:50 AM Business Meeting

9:00 – 9:50 AM Block 7 (4 concurrent sessions)

10:00 – 10:50 AM Block 8 (4 concurrent sessions)

11:00 – 11:50 AM Block 9 (4 sessions)

12:00 – 1:15 PM Lunch (on your own)

1:30 – 2:45 PM Marcella Kysilka Lecture

2:45 – 3:00 PM Break and Poster Set-up

3:00 – 3:50 PM Block 10 (4 concurrent sessions)

4:00 – 5:00 PM Posters & Treats

5:15 – 6:45 PM Presidential Reception & Awards (Hors d'oeuvres and Cash Bar)

Dinner (on your own)

Saturday, October 5, 2024

6:30 – 9:00 AM Breakfast (provided for hotel guests)

7:30 – 9:00 AM Registration

8:00 – 8:50 AM Town Hall Meeting

9:00 – 9:30 AM Workshop Welcome & Introductions

9:30 – 10:45 AM Ethnic Studies & Holocaust Education Workshop (2 concurrent sessions)

10:45 – 11:15 AM Snack Break

11:15 AM – 12:30 PM Ethnic Studies & Holocaust Education Workshop (2 concurrent sessions)

12:30 – 1:15 PM Finding Joy in the Turmoil Closing Panel

1:30 – 2:30 PM Executive Council Meeting

DAILY AGENDA

DAY 1

Thursday, October 3



BREAKFAST (FOR HOTEL GUESTS)

6:30 - 9:00am in the hotel lobby

Conference attendees who are not registered to stay at the hotel will find a variety of breakfast options for purchase at restaurants nearby.



REGISTRATION

(All day)

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



EXECUTIVE COUNCIL MEETING

8:00am - 8:50am (Rexford - 3rd Floor)

All Executive Council members are invited and encouraged to attend.



GRADUATE STUDENT MEET & GREET

8:00am - 8:50am (Silverton 2/3)

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

Hosted by: Christy McConnell and Amanda Bucher, University of Northern Colorado

SESSION I (9AM - 9:50AM)



ISSUES & IDEAS

(Quartz)

"Equity and Opportunity in Evaluating Artistic Forms of Representation"

Matthew Clay and Betsy Crawford, Fort Hays State University

This session will have a discussion of potential issues of equity related to the evaluation of artistic forms of representation in the classroom as well as implications for teacher educators seeking to prepare pre-service teachers to be able to appreciate and evaluate these forms in their practice.

"Educator Explorers: Joy in the Pursuit of Epistemic Things"

Matthew Clay, Fort Hays State University

Epistemic things are objects through which concepts can be understood. This session invites a discussion around how epistemic things can lead to a new manner of curriculum development in which teachers explore the world with the purpose of creating or finding objects through which students learn.



PAPER SESSIONS

(Cripple Creek 1)

“Rural School Psychologists: A Culturally Sustaining, Rural Program”

Robyn Thomas Pitts, University of Northern Colorado and Amy McDiarmid, University of Denver

The national shortage of school-based mental health professionals is dire in rural schools, yet access to training is limited in rural spaces. Aligning with conference themes of community connections, representation, and equity/access, we adapted a curriculum to prepare rural professionals.

“Innovative Approaches to MTSS: Case Study of Implementing a Multi-Tiered System of Supports in a Small, Rural Secondary School”

Katherine George, University of Northern Colorado

This qualitative case study analyzed the implementation of Multi-Tiered Systems of Support (MTSS) in a small, rural school district with a reputation for academic success. The study documented the successes and challenges of implementing MTSS with the intent of informing best practices.

“Elevating the Art of Praxis: Those Who Can, Teach”

Robyn Thomas Pitts, University of Denver

Pedagogical content knowledge (Shulman, 1986) is the specialized expertise instructors leverage to teach others. Instructors deepen this expertise by reflecting on their praxis. We used four guided reflections to explore how praxis deepened during instructors’ first time teaching a new prep.



IDEAS & ISSUES

(Cripple Creek 2)

“Early Childcare Providers’ Perspectives on Factors that Retain and Recruit Workers to the Profession”

Nichol Anderson, Minot State University

This study will review perspectives of early childhood workers in licensed daycare and preschools and collect factors that have contributed to their decisions to stay in the profession. The purpose is to find potential factors that help support current and future EC workers in the field.

“Attracting the Aspiring and Retaining the Inspiring: Innovative Pathways for Invigorating the Teacher Pipeline”

Christine Kyser, Suzette Youngs, and Danielle Bell, University of Northern Colorado

Amid a national teacher shortage and declining enrollment in teacher preparation programs, it is critical to search for new and creative ways to channel interest into the field of education. Presenters will share their solutions to gain new understandings for recruitment and retention.



PAPER SESSIONS

(Silverton 1)

"The Pedagogical Potential of Wonder for Joy-filled Learning and Teaching"

Kristen Cameron, Southern Illinois University and Erin Scussel, Blackburn College

"Wonder is the mother of all science" (Dewey, 2019, p. 16) echoes in contexts where wonder is valued as an epistemological act. This paper considers the pedagogical role of wonder, joy as an essential component of wonder, and the meaning of this relationship for practice and policy.

"Sparkling Joy through Theater for the Very Young"

Amanda Rutter, University of Texas-Permian Basin

Heavy with the news of multiple mass shootings in US schools, a group of undergraduate theatre for the very young (TVY) students' became light as they heard children's laughter while performing. This experience inspired the question, how can early childhood teachers utilize TVY to inspire joy?

SESSION II (10AM – 10:50AM)



PANEL

(Quartz)

"Education under Surveillance and Discipline Regimes"

William White, James Madison University; Dana Haraway, James Madison University; Joseph Flynn, Northern Illinois University; and Daniel Conn, Minot State University

This panel explores the ways in which contemporary surveillance and discipline regimes exercise control over teachers, educational practices, and student outcomes. Panelists will discuss curricular constriction, pedagogical perils, fear, and the loss of trust brought on by near-constant monitoring.



PAPER SESSIONS

(Cripple Creek 1)

"The Culture of Homeschooling"

Aimee Leukert, La Sierra University

In examining a small Christian community (Seventh-day Adventists) through cultural consensus analysis, patterns emerged that differentiated families that chose to homeschool from those who chose denominational schools or private schools — the significance of which is unpacked in this presentation.

"Uncovering Joy for Children in the Digital Age"

Justin Merow

This paper delves into the ongoing research concerning the influence of media viewership on the ability of adolescents to find joy within their lives. It underscores the critical need for education to foster positive social change, cultivating joy and well-being among adolescents in the digital age.

“Sounds of Joy: Igniting an Intercultural Classroom Space”

Amanda Bucher, University of Northern Colorado and Cherry Creek School District

This study clarifies characteristics of the intercultural classroom across three K-12 public-school sites. Findings from this arts-informed auto criticism elevated authentic proximity, sounds of joy, and spatial and racial collage as fundamental features of the intercultural classroom.



IDEAS & ISSUES

(Cripple Creek 2)

“Artificial Intelligence: Further Down the Road More Traveled: Writing and Conducting Research with AI”

Laura Zucca-Scott, Samuel Stinson, and Matthew Spurlin, Minot State University

As scholars face the rapid evolution of writing and interact with Generative AIs, collaborative writing experiences help address the complex challenges of academic and social demands. Through dialogue, we celebrate success and face the future while celebrating the joy of learning.

“Cultivating Joyful Teaching and Learning: Exploring the Intersection of Creativity and Artificial Intelligence”

Wendy Jensen, University of Denver

Through open-dialogue and idea-sharing, this session will delve into the intersection of creativity, artificial intelligence, and education, inviting participants to contemplate novel questions and potential pathways for more joyful and meaningful educational experiences.



PAPER SESSIONS

(Silverston 1)

“Does A Big Number of Small Changes in a Big Course with Small Flexibility Add up to a Big Difference to Students? Assessing Engagement in a Redesigned Coordinated Multi-section Math-for-Social-Sciences Course”

Samantha Patterson and Larry Lesser, University of Texas at El Paso

Under constraints, a multi-section coordinated math-for-social-sciences course added resources and revised course content, assessment, structure, and policies. We discuss the redesign process and which policies and resources were appreciated by surveyed students and instructors.

“Teacher-student Relationships: Preparing and Supporting Prospective and Novice Teachers”

Dan Riordan, Pacific University

At its core, teaching is about the relationships a teacher establishes with their students. This paper investigates a first-year middle school teacher as he negotiates the stress often associated with novice teachers. Subsequently, his relationships with his students is impacted by his well-being.

“Cultivating Dialogic Feedback (CDF): Bringing Humanization Back into Teacher Evaluation and Joy into our Work”

Adrian Blumenthal, University of Denver

Cultivating Dialogic Feedback is an ongoing qualitative research study that looks to bring equity and joy into the teacher evaluation process by establishing dialogic cycles into teacher evaluation. Using DBIR research, this study explores the dynamic between teachers and evaluators.

SESSION III (11:00 – 11:50AM)



PAPER SESSIONS

(Quartz)

“Wow, That Has Happened to People?’: Teacher Candidates’ (Dis)connections to a Character’s Storyworld in a Graphic Novel Memoir”

Sarah Reid, Illinois State University

To teach for equity and diversity, teacher candidates often engage with diverse children’s literature in their coursework. This presentation describes TCs (dis)connections as they read a diverse graphic novel. TCs’ disconnections counteracted the critical thinking needed when sharing DCL.

““Panic-ogy” and the Continued Colonization of Literacy in Belize: Educators Embracing the Struggle”

Christine Kyser and Jean Kirshner, University of Northern Colorado

As a global literacy crisis is declared and a select group of educators gain traction in their advocacy for a more scripted and exclusive phonics approach to reading instruction, the implications extend beyond US borders. This paper examines these education reforms and their repercussions.



IDEAS & ISSUES

(Cripple Creek 1)

“Multimodal Instructional Methods & Differentiated Instruction: Re-engaging Pedagogy Coursework for Teacher Candidates”

Beth Gafford, Randolph College

In this session, I discuss the effects of multimodal instructional models and differentiation in higher education for teacher candidates, particularly in pedagogy courses and brainstorm ways to support post-covid learners going into the profession.

“Pre-Service Teacher Engagement with Prompt Engineering. Insights from Practice”

Scott Gregory, Fort Hays State University, and Fasika Melese, Syracuse University

The use of prompt engineering with pre-service teaching candidates holds great promise. The introduction of prompt engineering in the classroom needs to be based on thorough considerations of learning and ethical practice. Instructors must also adhere to a wide-ranging array of policies and practice.



PAPER SESSIONS

(Cripple Creek 2)

"Fostering Cultural Understanding and Joy in STEM Education: Insights from the CIRCLES Alliance"

Daniel Conn, Minot State University; Alex DeCoueau, Turtle Mountain Community High School; Adetutu Segun, Minot State University; and Annette Mennem, Minot State University

This paper presentation disseminates preliminary findings from the CIRCLES Alliance, to address the underrepresentation of Indigenous students in STEM. Through surveys and interviews, the study assesses challenges, needs, and successes while advocating for joy as a curricular aim.

"Building a Bridge: Science, Math, and Education Faculty Collaborative Efforts to Recruit Students into Secondary Education"

Aubrey Southall, Aurora University

This longitudinal research study explains a Midwest institution's attempts to recruit and retain racially/ethnically and linguistically diverse STEM teacher educators.

"The Devil's in the Detail: Practical Challenges and Solutions in a Year-Long Teacher Residency Program"

Donna Gee and Sonya Varbelow, Angelo State University

Many universities implement a teacher residency program to counteract rising attrition rates. A growing body of research reflects the many advantages of these programs but lacks solutions to common challenges. We share how we addressed these problems to help others avoid common pitfalls.



IDEAS & ISSUES

(Silverton 1)

"School Leaders Guiding Communities Through Joyful Change"

Emily Mulvhill, Colorado State University

Change can be a difficult challenge for school communities. School leaders have the opportunity to build and nurture supportive change by approaching change in a manner that fosters unity and belonging, ultimately helping to create a culture of joyful connection.

"Transformative Intergenerational Collaboration: Identities, Literacies, and Contexts for Participatory Research with Youth"

Fabiola Quiñones, Edith Middleton, and Dr. Limarys Caraballo (non-presenting author), Teachers College, Columbia University

Recognizing participatory action research with youth (YPAR) as a unique form of knowledge production, this session explores the interdisciplinary conceptual framework and structures that inform and support intergenerational collaboration with youth via an co-curricular YPAR program.

STEPHEN FAIN LECTURE (12:00 – 1:45 PM)



PRESIDENTIAL WELCOME, LUNCHEON, AND KEYNOTE ADDRESS

(Silverton 2/3)

Join us as we dine on Tuscan fare while listening to a welcome from AATC President Paul Parkison, followed by an inspirational keynote address.



“Multicultural Education, Ethnic Studies, and the Potential for Transformation”

Christine Sleeter, Professor Emerita - California State University Monterey Bay

Introduced by: Crystal Parker, Graduate Student at the University of North Florida

For the last forty years, Dr. Sleeter has examined what a transformative curriculum in a multicultural democracy looks and feels like. In this keynote, she will trace her journey through multicultural education, teacher education, and ethnic studies, and explain how research helps to address this question. She will argue that creating and teaching for transformation is not simply a technical issue, but rather a political and cultural commitment.



BREAK (1:45 PM – 2:00 PM)

Browse the book table while you take a quick stretch break.

SESSION IV (2:00PM – 2:50PM)



CTD TALK

(Quartz)

“Publish Not Perish: Cultivating a Sustainable Publication Pipeline”

Crystal Howell, Randolph College and Cristy Sellers, Pacific University

Join *Curriculum and Teaching Dialogue's* editorial staff Crystal Howell and Cristy Sellers to discuss practices for creating and sustaining a publication pipeline. Presenters will share resources for establishing a writing practice that works for you and your professional context as well as discuss what they look for in manuscripts for CTD.



PAPER SESSIONS

(Cripple Creek 1)

“What's Possible When You Answer an Email: An Online Undergraduate Student's Experiences in Nature”

Calena Awesome and Matthew Clay, Fort Hays State University

In this session an online undergraduate pre-service will share her experience participating in nature-based research, the impact this has had on her as an educator, and how faculty members can better support online students in similar research opportunities.

“The Pearl in the Practice: Contemplations on Teaching”

Barth Quenzer, University of Denver

In this postdoctoral paper, the author extends implications from a dissertation study (see Quenzer, 2023) using a transdisciplinary autoethnographic perspective to include the author's lived experiences as a teacher researcher and what it means to teach as contemplative practice.



PAPER SESSIONS

(Cripple Creek 2)

“Teaching Project Management with Artificial Intelligence Integrated into the Classroom”

Leon Schimmoeller, University of Lynchburg

Artificial Intelligence is rapidly being applied the work environment. Students are using it with and without the permission of instructors while industry is investigating using AI to improve key organizational processes such as Project Management.

“An Autoethnographic Portrait of a Descendent-Educator: Utilizing the Interconnectedness of AI in Data”

Amanda Bucher, University of Northern Colorado

This autoethnographic portraiture features contours of the descendant-educator. The subject initiates autobiographical reflections post ancestral healing sessions; AI enters as consult and portraitist. Collective consciousness considers transgenerational work in tandem with racial classroom dynamic.

“Experiences Teaching at the World’s First VR School”

John Pecore, University of West Florida and Mike Dias, Kennesaw State University

This presentation discusses the potential of virtual reality (VR) in education for improving student learning. A teacher at the world's first VR school shares his experiences and aspirations for the future of VR teaching. The study highlights the potential of immersive VR learning to enhance attention.



PAPER SESSIONS

(Silverton 1)

“Understanding Teacher Perceptions of Culturally Relevant Pedagogy in Virginia Schools: A Phenomenological Inquiry”

Taryn Robertson and Madeline Dearie, Randolph College

Research suggests that culturally relevant pedagogical strategies are essential for improving culturally and linguistically diverse student achievement. However, there is little research about which specific strategies provide the largest impacts.

“Culturally Responsive Academic and Social Emotional Interventions for Asian American K-12 Students: A Systematic Review”

Xiaoqian Bi and Rashida Banerjee, University of Denver

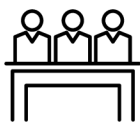
This paper investigates and synthesizes culturally responsive teaching (CRT) intervention research conducted in the last decade with Asian American K-12 students in U.S. multicultural classrooms, focusing on how CRT promotes positive academic experiences, social-emotional wellbeing, and joy.

“Culturally Relevant Mathematics and Engagement: an Experiment with Urban School Children”

Paula Guerra, Kennesaw State University; Hannah Kang, University of Northern Colorado; and Betsy Barron, Kennesaw State University

In this study we will research how using culturally relevant mathematics lessons engage students with the content in more productive ways than traditional mathematics lessons. We expect to find that such a productive way to do mathematics will aid students to reach higher levels of understanding.

SESSION V (3:00PM – 3:50PM)



PANEL

(Quartz)

“The Nature of Belonging”

Meg Jacobs, Auckland University of Technology; Christy McConnell, University of Northern Colorado; and Kate Kauper, Cornell College

Belonging, often defined as emotional safety and connection, has become a ubiquitous term in the lexicon of schooling. While we support the notion of belonging in schooling and affirm its role for inclusion, neglected or marginalized definitions of belonging could enhance students' and teachers' experiences.



IDEAS & ISSUES

(Cripple Creek 1)

“Know Thyself and the World”

Laura Zucca-Scott, Minot State University; Coren Coombs, Minot State University; and Matthew Spurlin, Minot State University

In this presentation, we discuss ways in which we can find joy and purpose in education despite the challenges that we are facing. Students deserve a voice in their learning experiences. We hope that, by sharing our experiences and perspectives, we can effectively support students' growth.

“Beyond Reflection: Finding Deep-Joy through Discernment”

Paul Michalec, University of Denver

Joy in teaching requires the full embodiment of self (Palmer, 1998, Rendon, 2021, and hooks, 2003). Reflection on practice is considered the gold standard for effective teaching. This session argues that to really experience joy, educators should embrace the spiritual tradition of discernment.



PAPER SESSION/ISSUE & IDEAS

(Cripple Creek 2)

"Preparing Teachers in Holocaust Education during Polarizing Times"

Caroline Conner, Kennesaw State University and Chara Bohan, Georgia State University

According to the Foundation to Combat Antisemitism (FCAS), Jewish hate is up 388% as of 2024. In the current study, the researchers investigated what educator preparation programs in a southeastern state were doing to combat antisemitism through Holocaust education.

"Seeds of Change: Harnessing the Educational Potential of Genocide Studies"

Alicia Saxe, Denver Public Schools

We will examine the process of community-based curriculum develop in the context of state-mandated K-12 genocide studies to brainstorm, co-conspire, and reflect taking into consideration ongoing human rights violations.



PAPER SESSIONS

(Silverton 1)

"Creating Community Connections Through Cogenerative Dialogues: Collaborations to Support Joyful Struggle"

Leslie Keiler, Kara Hudon, and Zena Cooper, York College CUNY

Cogenerative dialogues, purposeful discussions between and instructor and a small group of students, were implemented to improve relationships among participants and maximize learning of all class members. Qualitative research explored the impacts of participation on students and faculty.

"Creating an Olfactory Classroom Quilt: A Posthuman Affective Turn to Bring Joy in the Classroom"

Aikaterini Kantourou, University of Denver

The present study conducted with 13 fourth-grade students in a primary school in Greece illustrates how students used the materiality of odor to construct identities, create belonging, and experience joy in seeing their subjectivities represented through the creation of an olfactory classroom quilt.

SESSION VI (4:00PM – 4:50PM)



PANEL

(Quartz)

"The Joy in the Journey: Learner to Teacher to Learner, Repeat"

Norma Hafenstein, Paul Michalec, and Wendy Jensen, University of Denver

Rather than only outcomes, consider the educational journey, where learners and teachers move from one role to another. How can we experience joy in the journey of education, whether teacher or learner? How can we recognize the roles of learner and teacher as connected, ongoing and interrelated?



IDEAS & ISSUES

(Cripple Creek 1)

"Updating Eisner: A Dialogue on Naming the Humans in the School Ecology"

Sarah Campbell, University of Northern Colorado

We will dialogue about the idea that, in our current school climate, Eisner's five dimensions of the ecology (1988) do not provide enough insight into the humans in the ecology. We will engage in communal dialogue about how to honor and respectfully critique our inheritance from Eisner.

"Exploring Denver's Chinatown: Replacing Historic Turmoil with Intercultural Field Learning Joy"

Michelle Jestice and Xiaoqian Bi, University of Denver

Leveraging intercultural exchanges to understand past turmoil through experiential field methods, we discover Denver's Chinatown history, fostering empathy and respect for international communities, while exploring multicultural education potential for positive social change leading to joy.



PAPER SESSIONS

(Cripple Creek 2)

"Deconstructing the 'Florida Way of Life' Education Agenda"

Paul Parkison, University of North Florida

We explore the use of schooling policy as curriculum designed to define, teach, and enforce a "right" way to exist within schooling. By treating these policies as curriculum and the Spectacles that the DeSantis administration manufactures as pedagogy, we reveal a dangerous political agenda.

"Transparency Through Censorship: Florida's "positively dystopian" Bans on Specific Content"

John W. White, University of North Florida

I examine recent Florida legislation (and policy guidelines) that place limits on public school materials. I explore how and by whom materials are evaluated, what content gets included and what excluded from official reviews, and how teachers navigating this new territory within classrooms.

"Transformative Intergenerational Collaboration: Identities, Literacies, and Contexts for Participatory Research with Youth"

Fabiola Quiñones, Edith Middleton, and Dr. Limarys Caraballo (non-presenting author), Teachers College, Columbia University

Recognizing participatory action research with youth (YPAR) as a unique form of knowledge production, this session explores the interdisciplinary conceptual framework and structures that inform and support intergenerational collaboration with youth via an co-curricular YPAR program.



PAPER/ISSUE & IDEAS SESSION

(Silverton 1)

“Empowering Young Minds: The Impact of Hip-Hop Based Education on Literacy”

Alicia Peters, University of North Florida

The presentation explores the implementation and impact of Hip-Hop Based Education in an urban high school, highlighting how it enhances students' educational experiences, improves critical literacy skills, and increases student engagement.

“The Evolution of Multicultural Curriculum: Antiracism in the English Language Arts”

Amy L. Masko, Grand Valley State University

This paper discusses a middle school English Language Arts Curriculum that the author wrote as part of a larger STEM curriculum. One of the guiding principles of the curriculum was to be antiracist. The English curriculum served as the pillar for that guiding principle within the larger STEM program.

DISTINGUISHED MENTOR AWARD RECEPTION (5:00PM – 6:30PM)



(Silverton 2/3)

Join us for Happy Hour celebrating the 2024 Distinguished Mentor Awardee, Dr. Chara H. Bohan, Georgia State University. Appetizers provided with a cash bar.

DINNER ON YOUR OWN



COLLEGE DINNERS

Organize a dinner with your former or present colleagues. Be sure to invite a new friend from the conference!



PAUL'S PARKISON'S PRESIDENTIAL 5K

6:45am - 7:15am (Meet Paul in the lobby at 6:40 sharp!)

Join President Paul Parkison for a 5K around town before heading to the conference! Walkers and joggers are encouraged to join and form groups by pace.



BREAKFAST (FOR HOTEL GUESTS)

6:30am - 9:00am in the hotel lobby

Conference attendees who are not registered to stay at the hotel will find a variety of breakfast options for purchase at restaurants nearby the hotel.



REGISTRATION

(All day)

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



AATC BUSINESS MEETING

8:00am - 8:50am (Silverton 2/3)

All AATC members are invited & encouraged to attend as we discuss the revised Mission and Vision for AATC.

SESSION VII (9:00AM - 9:50AM)



PANEL

(Quartz)

"Finding Joy in International Challenges"

Xiaoqian Bi, Michelle Jestice and Fahad Alsawar, University of Denver

Our panel discusses vital educator and curricular roles that promote joy through inclusive learning environments, intercultural discourse and participation, helping international students feel a sense of belonging through representation while they navigate the host country's cultural nuances.



IDEAS & ISSUES

(Cripple Creek 1)

“Fostering Joy, Resiliency, and Success: Evaluating Para-to-Teacher Candidates' Fitness through CP2R Assessment”

Jenna J. Arnold and Daniel Conn, Minot State University

The Competency, Passion, Presence, Relevancy (CP2R) assessment tool assesses the emotional, mental, social, and academic capacity of candidates in teacher licensure programs. This tool determines the level of support needed for success in their program and helps students find their joy in teaching.

“Rolling Uphill: Navigating the Sisyphean Struggle of Teacher Education Programs”

Daniel Conn, Minot State University; Jeanette Hoffman, North Dakota State University; and Jenny Linker, North Dakota State University

This presentation explores parallels with the Sisyphus myth, addressing external pressures and proposing strategies to revive joy and purpose in teacher education.



PAPER SESSIONS

(Cripple Creek 2)

“Teachers Broadening Perspectives to Build Agency and Impact Learning”

Jennifer Stegall, Louisiana State University of Alexandria

This paper explores 12 teachers' perceptions of teaching English Learners using Sociocultural Theory and culturally responsive pedagogy. Findings included themes on teachers' resilience, shifts and instructional impacts. Implications from this study offer insights for teaching and supporting ELs.

“Translanguaging in Drawing to Learn to Support Emerging Multilingual Learners in Secondary Science”

Corey Nagel, University of West Florida

Districts and schools are experiencing increasing enrollment of emergent multilingual learners (EMLs), students whose first or primary language is not English. This qualitative case study explores the use of TDtL to support EMLs in learning science.

“Interactive Foreign Language Teaching: Application of Vygotsky's Theory to Foster Effective Chinese Language Learning”

Peggy Schimmoeller, Randolph College

The application of Vygotsky's Zone of Proximal Development and Scaffolding to promote interest in learning Chinese. This case study investigated a socio-cultural pedagogical approach to learning Chinese through conversation with a more experienced speaker.



PAPER SESSIONS

(Silverton 1)

“Contentment: An Analysis of the Anti-Joy”

Michelle Russell, University of North Florida

There is an element of entitlement that exists within people. This phenomenon causes one to exert influence over the other. With the resistance to CRT, we can address racism and inequity by looking deeper than just the skin and culture. We can build conversations around human experience and empathy.

“My Mother Thinks America is Dangerous: Asian Immigrant Families and Discrimination During COVID-19”

Antonio Castro, Wenxi Yang, and Yeji Kim, University of Missouri

The paper investigates how Asian/Asian immigrant families addressed racial discrimination resulting from COVID-19. Findings demonstrate tensions between resistance to Asian Hate (mostly in youth) and tendencies toward assimilation or denial of discrimination from the White majority.

SESSION VIII (10:00AM – 10:50AM)



IDEAS & ISSUES

(Quartz)

“The Joy of Teaching for Deeper Learning”

Kerstin Rowe, University of Denver

This Issues and Ideas session looks at ways in which teaching for deeper learning brings joy to the classroom context as well as being the most important way to help students learn 21st century skills.

“Testing the Limits: What is Possible at the Intersections of Equity and Assessment?”

Alicia Saxe and Melissa Andrews, Denver Public Schools

Assessment should be at the center of our equity innovations, yet it continues to be a systemic weapon against students and teachers well-being. Join us in thinking and acting dynamically about assessments that support authentic learning experiences toward enhanced human conditions.



PAPER SESSIONS

(Cripple Creek 1)

“Sustainability and Vulnerability in School Redesign”

Gary Andersen, Linda Feldstein, and Matthew Clay, Fort Hays State University

This qualitative study sought stakeholder perspectives on the Kansas Department of Education's "Kansas Can" school redesign initiatives. Interviews with stakeholders revealed both sustainable and vulnerable aspects of the reforms across lenses of cultural, political, and technological dimensions.

“Each man’s joy is joy to me’: A Community Celebrates Collective Action to Advance Sustainability”

Alan Tinkler, Missouri State University

The Sustainability Fellows Program has now completed its second year. This session shares insights from the action plans that the participants adopted, including the joy of connectedness and common purpose that emerges in a community committed to collective action.

“Education for Social Change: Addressing Food Insecurity and Inequity Through Disciplinary Literacy as Civic Empowerment”

Jie Zhang, State University of New York (SUNY) - Brockport

A team of educators, a student, and a parent will present on how to use disciplinary literacy as a civic engagement tool to disrupt food waste and food insecurity through a community service project. Resources and recommendations on how teachers can foster students’ civic engagement will be shared.



PANEL

(Cripple Creek 2)

“Empowering Rural Educators: Cultivating Joy and Excellence through Culturally Responsive Practices, Computer Science Training, and Critical Thinking Skill Development”

Wendy Jensen, Jenny Von Stroh, and Norma Hafenstein, University of Denver

This panel will feature educational leaders and content experts involved in a Jacob K. Javits funded initiative to empower rural educators through professional development centered on culturally responsive practices, computer science training, and critical thinking skill development.



IDEAS & ISSUES

(Silverton 1)

"Facing the Tragedy to Embrace the Healing and the Returned Journey to Joy"

Jessica Watts, Oklahoma State University

This presentation is my personal and professional journey about how tragedy forced my school family to examine its institutional culture and bravely challenge fears and uncertainty to work towards peace and embrace the joy in healing.

SESSION IX (11:00AM – 11:50PM)



PANEL

(Quartz)

"Bridging Support for Multilingual Learners across the Educational Landscape"

Riley Stouffer, Kimberly Schmidt, and Jan Chamberlin, University of Denver

Multilingual learners are a vital part of our student body, bringing rich cultural and linguistic experiences. This panel explores the opportunities and challenges they encounter in our schools and discusses how we can create a more inclusive, empowering, and joyful learning environment.



PAPER SESSIONS

(Cripple Creek 1)

"Humility in Curriculum Making: What it is and Why it Matters"

Wesley Null, Baylor University

This paper builds on the author's Curriculum: From Theory to Practice text to explore the virtues that he contends are essential for good curriculum making. He will explain why virtue matters to curriculum, discuss humility in two faith traditions, and highlight two exemplars of humility.

“Entwining Joy and Nonviolence: An Exploration of Contemplative Curriculum Experiences”

Jennifer Schneider, Oklahoma State University

This paper responds to the call for awakening to nonviolence in education through exploring the emergence of joy within contemplative curriculum as experienced by undergraduate students and a professor.

“Joy-Conscious Education: Elements and Possibilities”

Melisa Valentin, Western Governor's University

While joy has been widely ignored by academia and research (Emmons, 2019), it seems like it may hold some treasures for attainment in education. Is there a possibility that joy can bond for all that we hope to attain in education? Elements for joy-conscious educational experiences are proposed.



IDEAS & ISSUES

(Cripple Creek 2)

“Centering Joy” in a Time of “Divisiveness”

Todd Hodgkinson, Drake University

The purpose of this session is to explore the idea of “centering joy” as a way to facilitate dialogue, especially over “divisive” topics. What does it mean to “center joy”? Is centering joy the same as engaging in toxic positivity? How might “centering joy” enable dialogue over debate?

“Okay, but Why?: The Effects of Book Bannings on Black Adolescent Girls and Black Women in Education.”

Crystal Parker and Sheryl Patterson-Coulibaly, University of North Florida

Banning books often prevents adolescent Black girls from experiencing mirror texts throughout their academic lives and can also eliminate necessary spaces of representation that show Black women as capable professionals.



IDEAS & ISSUES

(Silverton 1)

“Neurodivergent Educators: Thoughts, Ideas, and Actions”

Vicki Boley, Jenny Piazza, and John Redmond-Palmer, Colorado State University-Pueblo

Explore thoughts, ideas, and actions to support neurodivergent (e.g., ADHD, giftedness, ASD, etc.) educators leveraging their unique strengths, fostering inclusive practices, and enhancing the educational experience for all.

“Universal Design for Learning as an Inclusive Teaching Practice in the College Classroom”

Kiersten Hillkirk, University of Denver

This session seeks to explore the application of UDL in higher education. It will begin with a presentation focused on UDL principles, existing literature on UDL, and the imperative for faculty development. Through innovative inquiries, the presenter will then facilitate an engaging discussion.

LUNCH ON YOUR OWN (12:00 – 1:15PM)



LUNCH

Enjoy lunch on your own in Denver!

MARCELLA KYSILKA LECTURE (1:30 – 2:45PM)

(Silverton 2/3)

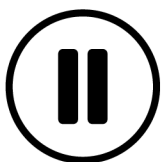


“Hope and Joy in Human Education”

Jason Goulah, DePaul University

Introduced by Alicia Peters, Graduate Student at the University of North Florida

Students, parents, and educators are increasingly frustrated, demoralized, burned out, and discontented with education and schooling today. At no time has it been more necessary to revitalize hope in the promise of education or to reestablish joy in teaching and learning. In this keynote, Dr. Goulah considers and affirms the many places and ways across curriculum and context where hope and joy are or can be strong and vibrant. Grounded in the uniquely Eastern, quintessentially universal ideals of educational philosopher and peacebuilder Daisaku Ikeda, this address explores the poetic spirit and principles of human education—dialogue, global citizenship, value creation, and creative coexistence—to reenergize educational theory, research, and practice.



BREAK & POSTER SET-UP (2:45 – 3PM)

Browse the book table as poster presenters set up their posters in preparation for the afternoon Posters & Sweets session.

SESSION X (3:00PM – 3:50PM)



DISSERTATION AWARD-WINNER PRESENTATIONS

(Quartz)

Moderated by Alicia Saxe, Denver Public Schools

John Laska Dissertation Award for Teaching

"Migrant Students Following the Crops, Teachers Following Their Students: A Narrative Inquiry into Two Migrant Children Who Became Teachers."

Karla Garza, Texas A&M University

Nominated by *Cheryl Craig*

John Laska Dissertation Award for Curriculum

"How performing arts high school students experienced involvement in a Black, student-created and student-led organization focused on uplifting Black art and artists: A critical phenomenological study with implications for culturally responsive and sustaining educational practice."

Shaneka Ferrell, University of North Florida

Nominated by *Paul Parkison*



PANEL

(Cripple Creek 1)

"Exploring Ideas for the 2025 AATC Annual Conference"

Daniel Conn, Minot State University; Joseph Flynn, Northern Illinois University; Alicia Saxe, Denver Public Schools; Matthew Spurlin, Minot State University; Lori Nehlsen, University of Northern Colorado; and Annette Mennem, Minot State University

Join us for a dynamic panel discussion of the 2025 American Association of Teaching and Curriculum conference in Minneapolis, MN. Led by AATC leadership and moderated by a Past President, this session will delve into potential conference themes and program considerations.



2024 O.L. Davis, Jr. Outstanding Book Award:

"Unraveling the Assessment Industrial Complex: Understanding How Testing Perpetuates Inequity and Injustice in America"

Michelle Tenem-Zamach, Drop the Knowledge; Daniel Conn, Minot State University; and Paul Parkison, University of North Florida



EARLY CAREER PROFESSIONALS MENTORING SESSION

(Cripple Creek 2)

John Pecore, University of West Florida and William White, James Madison University

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

POSTERS & SWEETS (4:00 – 5:00 PM)



POSTER PRESENTATIONS

(Silverton 1)

"Experiential Learning Enhanced in Agricultural Classrooms Using 360-Degree Video Technology"

Morgan Barba and Matthew Clay, Fort Hays State University

"Lost and Found: A Veteran Teacher's Journey Toward Rediscovering Resilience Amid Burnout"

Danielle Bell, University of Northern Colorado

"Nurturing Curiosity: A Teacher's Guide to Managing Preschoolers Behavior Through Interactive STEM Read-Alouds"

Grace Breiten, University of Northern Colorado

"Navigating the Shelves: A Portraiture Study of Children's Library Curators"

Allison Elrick and JoAnn Correll, University of Northern Colorado

"Ungrading's Effect on Student Agency in the Education Classroom"

Linda Feldstein, Fort Hays State University

"Slow Peer Review as an Equity Practice in Writing Instruction"

Kersten Jaeger, University of Denver

"Embedding Social Entrepreneurship Education in Secondary Schools"

Joi Lin, University of Denver

"Will More Creative Freedom Increase Student Buy-In?"

Loren McQueeny, Fort Hays State University

"Fostering Excellence: Innovative Partnerships Between Community Colleges and Four-Year Institutions"

Earl Legleiter, Fort Hays State University

"Exploring the Journey of International Students in the U.S.: The Case of Chinese Students"

Yating Zhu, University of Denver

"In Parents' Voices: To What Extent Do Practitioners Need to Treat Stereotypical and Repetitive Behavior of Children Diagnosed with Autism Spectrum Disorder?"

Evan Borisinkoff, Minot State University

PRESIDENTIAL RECEPTION & AWARDS (5:15PM – 6:45PM)



(Silverton 2/3)

Grab a drink at the cash bar and join us for appetizers during the presidential reception and awards ceremony.

“Joyful Rampage: Embracing Personalism, Agency, and Contribution in Education”

Paul Parkison, University of North Florida

This address will explore the connection between education, personal identity, and community through the lens of personalism. It will be asserted that education is deeply personal and will challenge the notion of objectivity that marginalizes agency. By centering relationships and mutual responsibility, we can promote an educational paradigm where joy, contribution, and human flourishing thrive. Grounded in concepts like eudaimonia and contributive ethics, a shift in education emphasizing belonging, community, and justice will be recognized as a powerful possibility. Subversive communities that challenge oppressive systems and create space for meaningful, joyful learning will be envisioned.

DINNER ON YOUR OWN



COLLEGE DINNERS

Organize a dinner with your former or present colleagues. Be sure to invite a new friend from the conference.

**BREAKFAST (FOR HOTEL GUESTS)**

6:30 - 9:00am in the hotel lobby

Conference attendees who are not registered to stay at the hotel will find a variety of breakfast options for purchase at restaurants nearby the hotel.

**REGISTRATION**

(7:30 - 9:00am)

The registration table is open from 7:30am until 9am.

TOWN HALL MEETING (8:00AM - 8:50AM)

**TOWN HALL MEETING**

(Silverton 2/3)

All AATC members are invited and encouraged to attend this open discussion forum with current AATC leadership.

TEACHER WORKSHOP WELCOME (9:00 - 9:30AM)

**WELCOME & INTRODUCTIONS**

(Silverton 2/3)

Grab a cup of coffee or tea and meet the presenters for the AATC Teacher Workshop sessions on Holocaust Education and Ethnic Studies.

WORKSHOP BREAKOUT A (9:30 – 10:45AM)



HOLOCAUST EDUCATION BREAKOUT

(Cripple Creek 1)

Andrea Miskewicz, Museum of History and Holocaust Education and Caroline Conner, Kennesaw State University

The purpose of this interactive workshop is to provide teachers and teacher educators research-based instructional strategies and resources to teach the Holocaust and other difficult histories. We define difficult histories as historical narratives that include oppression, violence, and/or trauma--events that have the potential to elicit strong emotional reactions. The workshop facilitators will demonstrate how educators can utilize primary sources such as eyewitness testimony and photographs to foster students' ability to contextualize historical events, recognize perspectives, and affectively connect to actors of both the past and the present.



ETHNIC STUDIES BREAKOUT

(Cripple Creek 2)

Martha Almendarez Langland and Dan Riordan, Pacific University

Our workshop emphasizes the development of a critical teacher lens that influences a teacher's curriculum decision making. Through adopting a critical lens, teachers can meaningfully use tools such as the racial justice text tool to examine their own biases and develop an awareness of how their curriculum choices perpetuate, disrupt, or directly address racist, oppressive, and/or Euro-centric ideologies. In 2021, the Oregon Department of Education adopted Ethnic Studies Standards with required implementation by 2026-2027. This workshop draws from the ELA and Social Studies Methods course that we co-teach to undergraduate and graduate students at Pacific University. We aim to help prospective and current teachers advocate for their decision making of curriculum choices and pedagogical practices that align with Ethnic Studies. We assert that integrating Ethnic Studies into our daily practice is not merely an obligation, but our collective responsibility.

SNACK BREAK (10:45 – 11:15AM)



MID-MORNING SNACK

(Silverton 2/3)

Enjoy assorted pastries, fruit, yogurt, coffee and tea as we network with fellow K-12 teachers, university faculty, and museum professionals.

WORKSHOP BREAKOUT B (11:15AM – 12:30PM)



HOLOCAUST EDUCATION BREAKOUT

(Cripple Creek 1)

Andrea Miskewicz, Museum of History and Holocaust Education and Caroline Conner, Kennesaw State University



ETHNIC STUDIES BREAKOUT

(Cripple Creek 2)

Martha Almendarez Langland and Dan Riordan, Pacific University

WORKSHOP CLOSING (12:30PM – 1:15PM)



PANEL

(Silverton 2/3)

"Finding Joy in the Turmoil"

Moderated by *Paul Parkison, University of North Florida*

As part of our conference, we plan a set of workshops directed for and with P-12 Educators, Pre-service Teachers, Teacher Educators, and Education Researchers around the themes of Teaching and Curriculum in an Age of Homogenization and Difficult Knowing. Guests and conference attendees will be invited to participate together in the development of deeper engagement with contingent and, at times, treacherous pedagogies involved in Ethnic Studies and Pedagogy and Holocaust Education. Your expertise will be essential to the development and implementation of this professional learning experience. Our concluding panel will help us uncover the Joy in these opportunities and challenging pedagogies.

EXECUTIVE COUNCIL MEETING (1:30 – 2:30 PM)



E.C. MEETING & LUNCH

(Rexford - 3rd Floor)

Daniel Conn, AATC President-Elect Presiding

All Executive Council members are invited and encouraged to attend.