

# AATC *Newsletter*

American Association for Teaching & Curriculum

Volume XI No. 4

March, 2004

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## **Important deadlines**

**March 15 -- Proposals for Conference presentations -- see pages 7-9**

**March 30 -- Nominations to Executive Board -- see page 3**

**April 6 -- Nominations for Outstanding Dissertations -- see pages 3-4**

**April 25 -- Manuscript submission for *Curriculum and Teaching Dialogue*, Fall 2004 -- see pages 5-6**

## **President's Corner**

In the last newsletter I urged that the association reach out to young scholars. Most readers will recognize the importance of this recommendation on its face. However, I want to say a few words about why we should make a special effort to support those who have only recently begun their academic careers. We might be tempted to place these beginning scholars on the receiving end of such efforts. They are the ones who benefit. Yet those who mentor and do collaborative work know that these activities are always a two-way street. Indeed, veteran scholars can receive at least two significant benefits from working with their newer colleagues.

The first benefit is in seeing the field through fresh eyes. All of us have an opportunity here to critically re-examine the professional norms that we otherwise take for granted. "The world is too much with us,"

William Wordsworth wrote. And while this is especially true for professional practice, a researcher's early struggles and concerns (as well as his or her achievements) provide windows into who we are and how we go about defining our fields of study. For this reason, we should value such occasions for questioning the obvious and for making the familiar strange.

A second benefit stems from the practical vicissitudes and complexities of professional socialization. Professions by definition attend closely to the development of shared skills and knowledge. Professional socialization thus raises questions about which skills, whose knowledge, and by what means it is to be developed. How well, for example, do we support imaginative and critical thinking in our doctoral programs? How well do we model these abilities ourselves? What does it mean if doctoral students are routinely asked to write at least five or six papers every term while seasoned scholars would rarely attempt so many projects over such a short time? Is this the best way to develop the abilities we prize? Are we cultivating enduring interests, for example, or an eye for the elegance of good scholarship? My point is not how much (or how little) people should write. These questions serve only as examples of the broader issues raised in professional socialization.

To help place these and other issues in a more concrete setting I am organizing a panel discussion for our next conference in Portland. The panel will include several previous recipients of AATC dissertation awards. The title of the session, "Life after the Dissertation: What's Next?" may seem to appeal to those still in the early stages of their careers. Nevertheless, I hope my comments here will encourage a both broad and diverse audience.

-- David J. Flinders

## Good news!!!

**Marcy Kysilka** reports that AATC is a 501 c 3 organization. She wishes we could get the state of Florida to give us a sales tax exempt letter.

**Jeff Wayman** reported that the Johns Hopkins University Center for Research on the Education of Students Placed At Risk has released a technical report on software that offers teacher-friendly access to student data, entitled, "Software Enabling School Improvement Through Analysis of Student Data." As described in this report, student data use should not be limited to accountability requirements such as NCLB. "We should strive for data use at the classroom level to inform practice, and there are user-friendly software tools that offer access for teachers and other educators." This report discusses issues surrounding these tools and offers reviews of commercially-available systems. The report is available online at <http://www.csos.jhu.edu/crespar/techReports/Report67.pdf>, and we have a website for updated research and software reviews at <http://www.csos.jhu.edu/systemics/datause.htm>

Wayman, J. C., Stringfield, S., & Yakimowski, M. (2004). Software enabling school improvement through the analysis of student data. Baltimore, MD: Johns Hopkins University Center for Research on the Education of Students Placed At Risk.

**Larry Holt**, Conference Program Chair, reminds readers to submit program Proposals for the Portland Conference by March 15. The Call is found on pages 7-9 of this Newsletter. Reviewers are also need. Contact Larry at the University of Central Florida, 4000 Central Florida Blvd, P.O. Box 161250, Orlando, FL 32816-1250 (407-823-1250) email: [holt@mail.ucf.edu](mailto:holt@mail.ucf.edu)

Thanks to Lynn Burlbaw for managing the Listserve. [AATCTALK@listserv.tamu.edu](mailto:AATCTALK@listserv.tamu.edu)

Thanks to William Veal, our webmaster. Check out AATC at <http://www.unc.edu/~wveal/aatc.html>

## NOMINATIONS NEEDED

### Executive Council

*Please submit by March 30, 2004*

The Nominations Committee of AATC requests nominations for members to fill three Executive Council vacancies. Each member-at-large seat is a three year term. Elected officials commit to attending the annual conference and mid-year planning meetings. In addition, each council member may fulfill their leadership roles by taking part in various committees and task forces. The Nominations Committee also requests nominations for a President Elect. Presidents are elected for a one-year term. Among other things, they preside at meetings of the Association and the Executive Council and serve an additional year as Past President.

We would like you to think of people who would be willing to serve in these positions. If you wish to nominate someone, please send that person's name, institutional affiliation, email address, and phone number to Gail F. Brown, Chair of the Nominations Committee, at [gbrown@rmwc.edu](mailto:gbrown@rmwc.edu). The Nominations Committee welcomes self-nominations. Persons nominated for these positions will be asked to supply the committee with a current vita. For further information, contact one of the members of the Nominations Committee or the AATC website <http://www.unc.edu/~wveal/aatc.html>.

Nominations Committee for 2004:

Gail F. Brown, Chair, [gbrown@rmwc.edu](mailto:gbrown@rmwc.edu)  
 India Broyles, [ibroyles@une.edu](mailto:ibroyles@une.edu)  
 Richard Gallian, [gallian@unt.edu](mailto:gallian@unt.edu)

Thanks to all the candidates willing to serve. Thanks, also, to Lynn Burlbaw for designing the electronic ballot.

### Schedule of AATC Conferences

October 7-9, 2004 Benson Hotel,  
 Portland, Oregon

October 6-8, 2005 Austin, TX  
 (This is the first week-end in October)

### ***Deadline extended to April 6, 2004***

#### **Distinguished Dissertation in Teaching and Distinguished Dissertation in Curriculum**

AATC requests nominations for its annual awards to recognize two distinguished doctoral dissertations--one in Teaching and one in Curriculum. Competition is open to non-members, but all applicants must be nominated by an AATC member. Entries are not limited to a particular kind of research. The nominee's doctoral degree must have been conferred in the years 2003 or 2004.

Each entry must include:

1) A letter of nomination attesting to the quality of the dissertation. Nominators should consider the criteria that: the research is related to either teaching or curriculum; the dissertation represents the highest levels of scholarship; the research represents a significant contribution to fostering the understanding of current issues, problems or interests in either teaching or curriculum; the scope of the research is adequate for the problem or issue under consideration; the conclusions of the research relate to improving professional practice or advancing theory or understanding of teaching or curriculum; the dissertation is well written.

2) A summary of the dissertation.  
 Submit 3 copies of a 750 word, double-spaced abstract.

3) Chapter 1 or another chapter of the nominee's choice. Submit 3 copies of the chapter.

4) A letter of intent stating whether you wish to apply for the AATC Distinguished Dissertation in Teaching Award or the AATC Distinguished Dissertation in Curriculum Award. If you submit a chapter other than Chapter 1, include a brief explanation of why you chose to do so. Your letter should include your current mailing address, email, and telephone number. If you move, please notify the Chair of the Dissertation Selection Committee. Also, please state when your dissertation was defended successfully.

Entries should be postmarked no later than April 6, 2004. Send materials to

Dr. Cheryl J. Craig  
Chair, AATC Dissertation Selection  
Committee  
304 E Farish Hall  
University of Houston  
Houston, TX 77204-5027

If you have questions about these awards, you may email Dr. Craig at [ccraig@uh.edu](mailto:ccraig@uh.edu)

Applicants will be notified of the judges' decisions in June, 2004. Winners will receive a free one-year membership to AATC, a conference fee waiver to the annual AATC meeting at which the award will be presented, and an invitation to present the study at an AATC conference session.

### **News from the Journal Editor**

Sue Brown

We have had a solid collection of manuscripts to review for the next issues, most being presented papers from the annual conference. We are always interested in open submission

papers as well. The deadline for the fall issue is **April 25**. Please see the Call for Manuscripts pages 6 and 7 of this Newsletter.

Marcy Kysilka has been negotiating with George Johnson, the Information Age publisher about our contract. One difficulty we have had is with the Fall 2003 issue. Several members did not receive their copy. If you did not get your copy, please e-mail George Johnson and let him know: [george@infoagepub.com](mailto:george@infoagepub.com).

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**Keynote Speakers**  
**Annual Conference**  
October 7-9, 2004 Benson Hotel,  
Portland, Oregon

***Geneva Gay***

***Professor in Curriculum & Instruction***

Dr. Gay is highly respected for her research and teaching of curriculum theory, African-American culture, and multicultural education. In 1994, she received the *Ann Baker Award*, in honor of her distinctive leadership, scholarship, and service to women.

***Madeleine R. Grumet***

***Dean Emeritus and Professor***

Dr. Grumet's areas of expertise are Curriculum Theory, Arts and Education, and Feminist Theory and Education. One of her many outstanding books is *Bitter Milk: Women and Teaching*.

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## **Call for Manuscripts**

### **Curriculum and Teaching Dialogue**

**The Journal for the *American Association for Teaching and Curriculum*  
(published twice a year)**

#### ***Types of Manuscript Submissions***

##### **Selected Conference Papers**

These papers must have been presented at the annual conference held in October of each year. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category must be postmarked by October 25 of that year.

##### **Open Submission Papers**

These papers do not have to be presented at the annual conference, but must be on topics related to teaching and/or curriculum. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category may be submitted any time.

##### **Issues Papers**

These papers do not have to be presented at the annual conference, but must be on topics related to current teaching and/or curriculum issues. The length may exceed 20 pages double-spaced but must be substantially more in-depth than the other two categories of papers.

##### **Book Reviews**

Reviews of books related to the teaching or curriculum fields will also be welcomed. The length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category may be submitted for review at any time.

##### **Dialogue Column**

This column will be open for anyone who wishes to respond to previously published *CTD* manuscripts or presentations at AATC conferences. The length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category may be submitted for review at any time.

##### **Letters to the Editor**

These will be selected at the discretion of the Editor.

*All manuscripts will be reviewed by the Editorial Board.*

*Accepted manuscripts will be published in either the spring or fall issue.*

## *Curriculum and Teaching Dialogue*

### **Guidelines for Submitting a Manuscript**

- 1 original manuscript with title of manuscript, submission category, name(s) of author(s), full mailing address, telephone number, fax, and e-mail address on the cover page
- 1 abstract of no more than 75 words
- 1 biography of each author, 20 words or less
- 3 manuscript copies with title of manuscript at top (no author)
- 12 font, double-spaced, page limit according to category
- References in APA style
- IBM compatible, Word format (disk to be sent if manuscript is accepted)
- Tables, figures, and graphs attached at end of manuscript, with specific program used to create them noted and with place in manuscript indicated by [insert Table X here].
- 1 self-addressed stamped envelope for notification of manuscript arrival

### **Submit Manuscript Copies at the AATC Annual Conference**

*OR*

#### **Mail Copies to:**

**Dr. Susan C. Brown, Editor**  
*Curriculum and Teaching Dialogue*  
Educational Studies  
University of Central Florida  
P.O. Box 161250  
Orlando, FL 32816

**Questions can be sent to e-mail address: [subrown@mail.ucf.edu](mailto:subrown@mail.ucf.edu)**

## CALL FOR PROPOSALS

### Eleventh Annual Conference

#### AMERICAN ASSOCIATION FOR TEACHING AND CURRICULUM

October 7-9, 2004  
Portland , Oregon

The American Association for Teaching and Curriculum (AATC) invites proposals for scholarly/professional papers and programs to be presented at the Eleventh Annual Conference. The types of presentations being solicited include Papers, Ideas and Issues, Panels/Symposia, and a category reserved for graduate students - the Poster Session.

- A **Paper presentation** is a formal paper reporting on-going or completed research and invites reactions. Copies of the paper should be distributed and should not have been previously presented. Paper presentations are allotted 15-20 minutes for presentation plus an additional 5-10 minutes for audience reactions.
- An **Ideas and Issues session** is a presentation of questions for inquiry and/or concepts or theories to engage the audience in discussion. Ideas and Issues sessions are allotted up to 10-15 minutes for presentation and 30 minutes for discussion.
- A **Panel/Symposium** involves several speakers discussing varied points of view on a specified issue of interest to the AATC membership. Panels/Symposia are allotted 60 minutes for presentations and audience participation.
- A **Poster Session** incorporates a graphic representation and an oral presentation on a current educational issue. Graduate students will be given 15 minutes in which to present their issue, with remaining time allotted to audience response.

**Proposals must be received no later than March 15, 2004.**

All proposals for presentation at the AATC annual conference will be subjected to blind review.

Proposals are to be printed and organized in the manner specified on the Proposal Application. Proposals, which do not follow this format, will not be reviewed.

All presenters must pre-register for the conference. Presenters should bring 15 copies of any materials for sharing at the conference.

If you are willing to serve as a reviewer of proposals or as a session moderator, please contact Dr. Larry Holt, AATC Conference Program Chair, 2004 (email: [holt@mail.ucf.edu](mailto:holt@mail.ucf.edu))

## Proposal Application for the Eleventh Annual AATC Conference

Name: \_\_\_\_\_

Title/Affiliation \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Telephone \_\_\_\_\_

e-mail: \_\_\_\_\_

Names of Co-presenters, if applicable \_\_\_\_\_

(Note: if necessary attach a separate typed sheet with information for additional participants)

**Type of presentation (circle one):** Paper, Issues and Ideas, Panel/Symposium, or Poster

**Title of Presentation:**

**Abstract:** In the space below please type a 15-25 word description of your presentation exactly as you wish it to appear in the printed program.

**Proposal:** Please attach a two page, typed, double-spaced narrative that includes the title, objectives, content and techniques for the presentation. Please be as specific as possible. Please omit the names of the authors or presenters.

**Audio-Visual Equipment requirements.** Most rooms will be equipped with basic AV equipment including an overhead projector. Some rooms available for presentations are equipped with TV/VCR and LCD projector. Other AV equipment is available at a nominal charge. **Please specify your AV needs in the space below:**

**Submit:**

1 Cover sheet

3 copies of the narrative for the presentation/proposal

3 Self-Addressed Stamped Envelopes (one for acknowledging receipt of the proposal; one for reviewers' comments and recommendations, one for conference information).

**Statement of Intent:** For the purpose of avoiding any misunderstanding, please sign the following statement of intent: I certify that the named participants and I have agreed to take part in this program and will do so if this proposal is accepted. It will be my responsibility to notify each co-presenter regarding the status of the proposal as well as the date, time and location of the presentation, if it is accepted. I understand that all presenters must pre-register for the program.

**Signature** of person submitting the proposal:

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Please send all proposals to:

Dr. Larry Holt  
AATC Conference Program Chair, 2004  
University of Central Florida  
4000 Central Florida Blvd  
P.O. Box 161250  
Orlando, FL 32816-1250  
407-823-1250  
email: [holt@mail.ucf.edu](mailto:holt@mail.ucf.edu)

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