



35<sup>TH</sup> ANNUAL

## Continuing Complexities: Curriculum Theory Within the Intersections of the Past, Present, and Future

October 9<sup>th</sup> – 11<sup>th</sup>, 2014

Bergamo Center  
Dayton, Ohio

[www.jctonline.org](http://www.jctonline.org)

# Friday and Saturday Evening Shuttle Service

## New this year!

A shuttle van will run between the Bergamo Center and the Greene Town Center (shopping and dining area) on Friday and Saturday evenings during the dinner hour.

First Departure from Bergamo Center	5:45 PM
Last Departure from Green Town Center	7:15 PM

## Welcome

The Leadership Team of the Foundation for Curriculum Theory is pleased to welcome you to the *2014 Bergamo Conference on Curriculum Theory and Classroom Practice*. In keeping with years past, keynotes from prominent and provocative scholars, spotlight sessions on new work and new directions for the field, and targeted programming for graduate students continue to be integral to our program. This year we are excited to highlight explorations in relation to critical approaches to race and curriculum, spirituality and education, curriculum and contemporary film, new materialism theory, and activism and advocacy in the field—all supplementing the continued effort to provide a diverse range of scholarship and perspectives in relation to curriculum studies. This year we also mark the passing and celebrate the work of the highly influential scholars Maxine Greene and Bill Watkins. Our hope in bringing together diverse curriculum scholars in these sessions lies not only in acknowledging their life and work but also in pointing to how we, as a field, might continue their projects.

The Bergamo Conference has played a pivotal role in the history of curriculum studies and, as such, the primary task of the program is to provide a wide array of papers and panels in which we all enter into dialogue. Every year we look forward to coming together with you all and engaging with each other's work around curriculum in its many forms. This year proves to be no different.

Welcome to you all.

Bergamo Leadership Team

## At-A-Glance

### THURSDAY

10:00 - 5:00 pm	On-site Registration
<b>Noon - 1:00 pm</b>	<b>Lunch</b>
1:15 - 2:30 pm	Session 1.1
2:45 - 4:00 pm	Session 1.2
4:15 - 5:45 pm	Spotlight Session 1
<b>6:00 - 7:00 pm</b>	<b>Dinner</b>
7:30 - 9:00 pm	<b>KEYNOTE ADDRESS 1</b> Alan Block
9:00 pm - Midnight	Socializing/Cash Bar

### FRIDAY

<b>7:00 - 8:00 am</b>	<b>Breakfast</b>
8:00 - 9:15 am	Session 2.1
9:30 - 10:45 am	Session 2.2
11:00 am - Noon	Provoking Dialogues 1
<b>Noon - 1:00 pm</b>	<b>Lunch</b>
1:15 - 2:30 pm	Session 2.3
2:45 - 4:00 pm	Session 2.4
4:15 - 5:45 pm	Spotlight Session 2
<b>6:00 - 7:00 pm</b>	<b>Dinner</b>
7:30 - 9:00 pm	<b>KEYNOTE ADDRESS 2</b> Honoring Maxine Greene
9:00 pm - Midnight	Socializing/Cash Bar

### SATURDAY

<b>8:00 - 9:00 am</b>	<b>Breakfast</b>
9:15 - 10:30 am	Session 3.1
10:45 am - Noon	Spotlight Session 3
<b>Noon - 1:00 pm</b>	<b>Lunch</b>
1:15 - 2:30 pm	Session 3.2
2:45 - 4:00 pm	Session 3.3
4:15 - 5:45 pm	Provoking Dialogues 2
<b>6:00 - 7:00 pm</b>	<b>Dinner</b>
7:30 - 9:00 pm	<b>KEYNOTE ADDRESS 3</b> Denise Taliaferro Baszile
9:00 pm - Midnight	Socializing/Cash Bar

# Acknowledgements

It goes without saying that organizing a conference requires quite a few people and listing every contribution would be impossible. However, I do want to thank everyone involved and reiterate the clear sense of responsibility I have for this particular gathering and deep feeling and history it embodies. I do hope that we can continue the complicated conversation on how to continue to push the work of the journal, the Bergamo Conference, and the field of curriculum studies itself; in that spirit, please do seek me and the Leadership Team out for your input and ideas.

**Alan Block, Denise Taliaferro Baszile, and Janet Miller** deserve special thanks for their willingness to deliver the three keynote addresses at this year's conference and thanks go to **Karyn Sandlos, Theodorea Berry, Kenny Fasching-Varner and Roland Mitchell**, and **Gabe Huddleston** for their leadership and participation in the Spotlight sessions. Special thanks go to all the scholars involved in the Special Keynote, Provoking Dialogue(s), and Spotlight sessions: **LaVada Brandon, Jake Burdick, Sharon Cohen, Barbara Dennis, Alycia Elfreich, Jillian Ford, Jim Garrett, Walter Gershon, Marsha Heck, Jim Henderson, Marvin Lynn, Berlisha Morton, Molly Quinn, Jubin Rahatzad, Kelly Vaughn, Ugena Whitlock, and Boni Wozolek.**

Thanks to **Gabe Huddleston**, Managing Editor of the *Journal of Curriculum Theorizing* for all of the work in organizing the program and keeping track of all the logistics required. This conference would truly not be possible without his thoughtful and meticulous work.

**Lori Stone Sirtosky**, for the last time, has again volunteered her time and talents to innumerable aspects of both the journal and the conference. Her technical assistance has been invaluable in our efforts and online presence and we wish her well in all her future endeavors.

Graduate students are a central aspect to the continuing growth and development of this conference. To that end, **Isabel Nuñez's** leadership on the Graduate Student Paper Award has proved invaluable. We strive to include sessions that are of particular interest to graduate students and look forward to their continued involvement in the conference. To that end, we created Graduate Student Advisory Council to aid in the planning and promotion of this year's conference. If the enthusiasm of this year's group is any indication, the future of this conference is in good hands. Thanks to **Gabe Huddleston** and **Jim Garrett** for co-chairing this year's council. The council's responsibilities have included promoting the conference through social media, organizing graduate student roundtables, volunteering at the conference, and planning some exciting new social events. We thank all of this year's members: **Erin Adams, Rouhollah Aghasaleh, Danielle Bierzynski, Andrew Gatza, Cristyne Hebert, Alyssa Niccolini, Elizabeth Pittard, Licho Lopez, Nikki Rotas, Hannah Sasser, Sarah Truman, Maranda Ward, Zofia Zaliwska, and Weili Zhao.** We would also like to thank **Barbara Dennis, Janet Miller, and Jim Scheurich** for leading the roundtables.

If you are a first-time attendee to Bergamo, we hope you will find a welcoming environment. We are always looking for fresh faces and ways to continue the conversations started here.

In that spirit, we continue to find new ways to extend our reach through Facebook ([facebook.com/cctcp](https://www.facebook.com/cctcp)) and Twitter (@jctonline1979). We encourage you to visit our website at [www.jctonline.org](http://www.jctonline.org). There you can sign up for our mailing list to receive the latest news surrounding JCT and Bergamo. Additionally, we are looking for new reviewers for the journal. You can find out more information about becoming a reviewer at [journal.jctonline.org](http://journal.jctonline.org).

Thanks to the **Loyola University Maryland School of Education** for their financial support of both the Bergamo Conference and the *Journal of Curriculum Theorizing*. Thanks go to the various publishers who participate in the book display.

Most importantly, thanks to all of you for participating in this year's conference.

**Rob Helfenbein**

President, Foundation for Curriculum Theory  
Editor, *Journal of Curriculum Theorizing*

# Keynote Addresses

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Thursday, 7:30-9:00 PM, Chapel

## On Asking Questions



### Alan Block

*Professor of Education, University of Wisconsin-Stout*

Alan Block taught English in the public high schools in the New York area for eighteen years, and for the past twenty-five years has been a member of the department of Education at the University of Wisconsin-Stout. He has published eight books, numerous articles and invited chapters. His new book, *The Classroom: Encounter and Engagement*, will be published this month.

# Keynote Addresses

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Friday, 7:30-9:00 PM, Chapel

## Expanding Possibilities: Honoring Maxine Greene's Influences on Curriculum Theorizing



### Janet Miller

*Teachers College, Columbia University and Faculty-at-Large, Graduate School of Arts & Sciences, Columbia University*

Janet served as Founding Managing Editor of *JCT: The Journal of Curriculum Theorizing* as well as Director/Co-Director of its Bergamo Annual Conferences from their inception in 1978 through 1998. In 2010, Professor Miller was elected a “Fellow” for “Sustained Achievement in Education Research” in the American Educational Research Association (AERA). In 2008, she was honored with AERA’s Division B-Curriculum Studies *Lifetime Achievement Award*. She was elected AERA Vice President for Division B (1997-1999); Secretary of Division B (1990-1992); and President of the American Association for the Advancement of Curriculum Studies (2001-2007). Her forthcoming book (Routledge) is *Curriculum Studies: Communities without Consensus*. Professor Miller’s other single-authored books include *Sounds of Silence Breaking: Women, Autobiography, Curriculum* (2005) and *Creating Spaces and Finding Voices: Teachers Collaborating for Empowerment* (1990). Her Co-Edited book, with William Ayers, is *A Light in Dark Times: Maxine Greene and the Unfinished Conversation* (1998).



### Jim Henderson

*Professor of Curriculum Studies, Kent State University*

Jim Henderson coordinates the C&I M.Ed. and Ph.D. Programs at Kent State University. His scholarship, which includes six collaborative texts, addresses the theory and practice of democratic curriculum leadership. He has served as co-editor of the *Journal of Curriculum and Pedagogy*. Maxine Greene wrote a Foreword for the first edition of his co-authored *Transformative Curriculum Leadership*.



### Molly Quinn

*Associate Professor of Curriculum Studies at Georgia Regents University*

Molly is a founding member of the International Institute for Critical Pedagogy, and vice president of AAACS. She is author of *Going Out, Not Knowing Whither: Education, the Upward Journey* and *Faith of Reason; Peace and Pedagogy*; and *Theorizing Justice, Justly Theorizing, in Education* (forthcoming). Much of her scholarship engages ‘spiritual’ and philosophical criticism toward embracing a vision of education that cultivates understanding, beauty, compassion, and social action.

### Keynote Addresses

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Saturday, 7:30-9:00 PM, Chapel

#### In Pursuit of the Revolutionary-Not-Yet: Curriculum Studies as Creative Criticality as Radical Praxis



**Denise Taliaferro Baszile**

*Director of Diversity Initiatives in the Division of Education, Health and Society at Miami University and Associate Professor in the Department of Educational Leadership*

Denise teaches courses on curriculum theory and critical race theory. Her scholarly interests are in the historical, political and philosophical foundations of race and its impact on various forms of curricula.

### Spotlight Sessions

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Thursday, 4:15–5:45 PM, Darby

#### THINKING THEOLOGICALLY ABOUT CURRICULUM

##### PRESENTERS

Alan Block, Sharon Cohen,  
Alycia Elfreich, Ugena Whitlock

Thinking theologically about curriculum is not a new concept. Yet a closer look reveals that when we talk more about religion than theology—and we do so in ways that seldom do so from the lens of *theology*, that is, one that considers the study of God and nature of religion. Religion is easy; it is provocative and controversial; it is readily historicized and theorized; it has social and cultural implications. And it is a topic that may be approached from multiple disciplines and perspectives. Religion is, in short, part of our daily lives and public consciousness. Theology, on the other hand, is talk about God, doctrine, dogma, involving topics that make non-theological academics nervous. Over the last twenty years, we have neatly situated most scholarly work on theology into the political movement of liberation theology. It allows us a place of secular safety for talking about God within the bounds of critical

theory, yet the focus is more on liberation and social justice and less on theology. While this gives legs to a theologically-based project, it offers little in the way of advancing efforts to understand curriculum as theological text, a frame proposed in the mid-1990s. Perhaps most limiting, critical theory/critical pedagogies seldom challenge sexist and heterosexist constructions of class implicit in traditional liberation theology. Our goal, however, is not to critique liberation theology, but to propose that the possibilities envisioned by those who imagined that curriculum and theology might speak to one another have not been realized in the intervening years. This project seeks to imagine anew those possibilities by asking, what might understanding curriculum as theological text look like in a 21<sup>st</sup> century world?

### Spotlight Sessions

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Friday, 4:15–5:45 PM, Darby

#### **COMPLICATING THE CURRICULUM CONVERSATION THROUGH CONTEMPORARY FILM**

##### **PRESENTERS**

Karyn Sandlos, Jake Burdick,  
Jillian Ford, Jim Garrett

This panel will engage representations of curriculum, teaching and learning from the aesthetic vantage of contemporary film—*Half Nelson*, *Serenity*, *The Class*, and *Fruitvale Station*. Each panelist will offer a reading of one film in relation to one 'curriculum text'. We will explore how the pairings and juxtapositions of films and texts enact emotional, aesthetic and pedagogical complexity in conversation about contemporary issues in curriculum, teaching and learning. Moreover, we anticipate that the structure of the panel—each panelist putting a text into conversation with a film, with several people doing the same thing—will perform this complexity; for example, by creating a 'repetition with a difference' or sense of 'difficult return' within the method itself.

Saturday, 10:45–Noon, Darby

#### **CRITIQUING BLACK MOVEMENTS: REMEMBERING AND HONORING THE SCHOLARSHIP OF DR. WILLIAM H. WATKINS**

##### **PRESENTERS**

Theodora Regina Berry, LaVada Taylor Brandon,  
Marsha L. Heck, Marvin Lynn, Kelly Vaughan

In this session a group of scholars will discuss the life and work of Dr. William Watkins and his impact on contemporary curriculum theorizing. Dr. Watkins scholarship spanned the areas of sociology of curriculum, African American education, history of curriculum, and the history and critique of curriculum movements. Most recently he edited *The Assault on Public Education: Confronting the Politics of Corporate School Reform* (2012) and authored *Black Protest Thought and Education* (2005), *The White Architects of Black Education* (2001). His work appeared in *Review of Research in Education*, *Journal of Interdisciplinary Education*, *The International Encyclopedia of Curriculum*, the *Harvard Educational Review*, and *Educational Theory*. In 2011, Dr. Watkins was awarded the Lifetime Achievement Award, Division B, American Educational Research Association and presented a 2009 keynote address at Bergamo entitled "Education and Curriculum in the New Social Order: Turning to Political Economy."



# Provoking Dialogue(s)

Emphasizing influential scholarly texts within the curriculum field, the Provoking Dialogue(s) sessions offer an opportunity for critical scholarly engagement for authors, editors, dialoguers, and audience members.

Friday, 11:00 AM – Noon, Darby

## **RACIAL BATTLE FATIGUE IN HIGHER EDUCATION: EXPOSING THE MYTH OF POST-RACIAL AMERICA**

### **DIALOGUERS**

Kenneth J. Fasching-Varner, Roland Mitchell, Berlisha Morton, Boni Wozolek

Racial Battle Fatigue (RBF) is described as the physical and psychological toll taken due to constant and unceasing discrimination, microaggressions, and stereotype threat. The literature notes that individuals who work in environments with chronic exposure to discrimination and microaggressions are more likely to suffer from forms of generalized anxiety manifested by both physical and emotional symptoms. This edited volume looks at RBF from the perspectives of graduate students, middle level academics, and chief diversity officers at major institutions of learning.

Saturday, 4:15 – 5:45 PM, Darby

## **WILLIAM JAMES, SCIENCES OF MIND, AND ANTI-IMPERIAL DISCOURSE**

### **DIALOGUERS**

Barbara Dennis, Walter Gershon, Gabriel Huddleston, Jubin Rahatzad

In the past few decades, the humanities and social sciences have developed new methods of reorienting their conceptual frameworks in a "world without frontiers." In this book, Bernadette M. Baker offers an innovative approach to rethinking sciences of mind as they formed at the turn of the twentieth century, via the concerns that have emerged at the turn of the twenty-first. The less-visited texts of Harvard philosopher and psychologist William James provide a window into contemporary debates over principles of toleration, anti-imperial discourse, and the nature of ethics. Baker revisits Jamesian approaches to the formation of scientific objects including the child mind, exceptional mental states, and the ghost to explore the possibilities and limits of social scientific thought dedicated to mind development and discipline formation around the construct of the West.

# Book Sale

The annual Bergamo Book Sale is back! We will offer a number of titles for sale at discounted prices during the conference. There will also be opportunities to order additional titles at a discounted rate. Books will be put out for perusal on Friday morning. The sale will take place during the following times:

## **Friday, October 10<sup>th</sup>**

12:10 - 12:40 PM – GRADUATE STUDENTS ONLY!

2:30 - 2:45 PM

4:00 - 4:15 PM

## **Saturday, October 11<sup>th</sup>**

9:00 - 9:30 AM

10:45 - 11:00 AM

2:30 - 2:45 PM

Much thanks goes to the various publishers for providing copies and their continued support of the conference.

# Social Activities

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## “Let’s get physical!”

With the opinion that the mind can secure only what the behind can endure, this series of activities aims to mobilize participants both inside and outside of the conference center and take advantage of Bergamo’s unique surroundings.

Friday Morning, 8:00–8:30 AM

(we can repeat on Saturday if people show up!)

## Morning Qigong

Qigong is a gentle holistic system of exercises and postures that include movement, breathing techniques, and visualization. Roxana Ng (2012) articulates how qigong can be used to, “disrupt the bifurcation of the body and mind in pedagogical encounters.” In this session we will practice a nine-part form. Suitable for most body types (standing or sitting) – wear loose clothing. (Outside if warm enough, or in social area).

Friday Evening, 9:00–9:45 PM

## Contemplative Candlelight Labyrinth Walk

There is a long lineage of walking labyrinths as a contemplative practice. In this session participants are invited to assemble at the labyrinth to walk silently, with a question in mind, and seek their own answers through perambulatory movement.

Saturday Morning, 8:00–9:00 AM

## GPS Drawing

Bring your coffee, your bagel and yourself out to the courtyard where we will experiment with Global Positioning System (GPS) drawings. In line with recent work that explores the expressive qualities of digitally tracing movements, these experiments will use the languages of drawing and technology to present personal cartographies. GPS watches will be provided, and enabling constraints and exercise scores will be presented. The satellite images will then be uploaded and circulated by the social media committee.

## Evening Hijinks, 9:00 PM-Midnight

### Find Someone Who... (Thursday)

A get-to-know-others game.

### Pin the Pipe on Derrida (Thursday)

Like Pin the Tail on the Donkey, except he’s not a donkey, he’s an important theorist!

### “Champagne Problems” (Friday)

Join your fellow scholars during cocktail hour for Bergamo’s version of open mic. Do you have a problem? Anything you might want to gripe about? Do you detest apples, oranges or any other fruit? Tell us why. We invite you to take the mic and entertain us with your thoughts. Now’s your chance! On Friday night from 9:00-9:45 PM remember there’s a labyrinth walk as well. If you can’t sort out your problem in the labyrinth, maybe someone else can help you at the open mic!

### Mangled Practices (Thursday & Friday)

Zofia will cover the tables in the Fireplace lounge with craft paper and will provide different drawing utensils (crayons, excerpts, images) to encourage “doodling.” The papers will then be displayed the next morning in the lounge area next to coffee and pastries to encourage conversation—and more doodling. The papers will then be used as tablecloths during lunch, encouraging further entanglements. The same papers will re-circulate back to the Fireplace lounge for Friday’s socializing in the evening. They will be displayed again the following morning in the coffee lounge.

### Free Throw Contest (Saturday)

You’ve exercised your mind, now it’s time to exercise your body in a Nerf ball basketball free throw contest!

### Trivia Time (Saturday)

An opportunity to showcase all the minutiae you’ve accumulated over the years! In teams, pairs, or individually complete the trivia question sheets found on the tables for the chance to win a prize!

1.1A 1:15-2:30 PM, DARBY

### **SOCIAL, EMOTIONAL, AND ACADEMIC NEEDS OF GIFTED STUDENTS**

*Elizabeth Kregel, University of Toledo*

*Layla Kurt, University of Dayton*

### **DANGEROUS DATA: COUNTERING EARLY CHILDHOOD EDUCATION DISCOURSES THROUGH PERILOUS BECOMINGS**

*Maya Ronit Pindyck, Teachers College at Columbia University*

*Kay Gordon, Teachers College at Columbia University*

### **GETTING “REAL” IN EDUCATION: THE PEDAGOGICAL ASPECTS OF REALITY TELEVISION**

*Jacqueline Bach, Louisiana State University*

1.1B 1:15-2:30 PM, BARRETT

### **UTOPIA AND THE COMMON CURE FOR STATIC STANDARDS**

*Herbert W. Hough, SUNY-Buffalo*

### **TEACHERS ON PINTEREST: BLACK HOLE OF PRODUCTIVITY OR DISCOVERY-BASED INTENTIONALITY?**

*Elizabeth Pittard, The University of Georgia*

### **ENGINEERING RAINBOWS AND UNICORNS: USING CURRICULUM THEORY TO CRITIQUE THE NEXT GENERATION SCIENCE STANDARDS**

*Alberto J. Rodriguez, Purdue University*

1.1C 1:15-2:30 PM, CHAMINADE

#### **PANEL**

### **CURRICULUM OF BLACK GIRLHOODS: RESEARCH, REPRESENTATION AND SELF-ACTUALIZATION**

*Tiffany J. Williams, Miami University of Ohio*

*Monique Frost, Miami University of Ohio*

*Chamina L. S. Smith, Miami University of Ohio*

1.1D 1:15-2:30 PM, BOURDEAUX

### **THEIR GAZE PIERCES OUR SHADOWS: WHAT THE ANTHROPOLOGY OF L'ARCHE TEACHES US ABOUT PEDAGOGY**

*Timothy Leonard, St. Xavier University, Chicago*

### **ENGENDERING THE HISTORY OF THE LIFE AND WORK OF MARTIN LUTHER**

*Sandra K. Vanderbilt, George Washington University, Graduate School of Education and Human Development*

### **TEACHER EDUCATION; MORE CATHOLIC THAN THE POPE**

*Rouhollah Aghasaleh, The University of Georgia*

1.1E 1:15-2:30 PM, HOELLE

### **TRANSCENDING THE LIMITED VISIONS OF SCHOOLING: HONORING THE WORK OF CONRAD PRITSCHER (1932-2014)**

*Leigh Chiarelott, University of Toledo*

*Tom Kelly, John Carroll University*

### **EDTPA EPISTEMOLOGY & ONTOLOGY: REVISITING RALPH TYLER'S CIRCUIT THEORY OF CURRICULUM-INSTRUCTION-EVALUATION**

*Tom M. Falk, University of Dayton*

*Joseph Watras, University of Dayton*

1.2A 2:45-4:00 PM, DARBY

#### **PANEL**

### **A PANEL IN TWO MOVES:**

### **NEW MATERIALISM ↔ CURRICULUM THEORY (PART ONE)**

*Gabriel Huddleston, Indiana University, Indianapolis (IUPUI)*

*Walter Gershon, Kent State University*

*Nikki Rotas, OISE, University of Toronto*

*Zofia Zaliwska, OISE, University of Toronto*

(concludes on Saturday, Session 3.2D)

1.2B 2:45-4:00 PM, BARRETT

### CONTINUING TEACHER EDUCATION THROUGH EDUCATIVE MENTORING

*Kelsy Krise, University of Toledo*

*Jenny Denyer, University of Toledo*

*Rebecca M. Schneider, University of Toledo*

### CARING SOLIDARITY AS A FRAMEWORK FOR TRAINING AND RESEARCHING WHITE TEACHERS IN MULTIRACIAL AND MULTICULTURAL SETTINGS.

*Michael Lee Boucher, Jr., Florida Gulf Coast University*

### PAST PLACES AND PRESENT PEDAGOGY: MAPPING A TEACHER'S LEARNING PATH

*Mary Sylvia Land, University of Ottawa*

1.2C 2:45-4:00 PM, CHAMINADE

### EDUCATION IN MINDFULNESS: CREATING A CAPACITY FOR DEMOCRACY AND INTERCULTURAL UNDERSTANDING

*Deborah Biss Keller, Indiana University, Indianapolis (IUPUI)*

### THE REGULATION OF UNDERSTANDING THROUGH INTELLECTUAL VIRTUE: SOME IMPLICATIONS FOR DOCTORAL EDUCATION

*Mark Jason Ortwein, The University of Mississippi*

### SILENCE: MEANING AND REFLECTION

*Shaofei Han, Louisiana State University*

1.2D 2:45-4:00 PM, BOURDEAUX

### STEERING (OR STEALING) EDUCATION THROUGH QUANTIFICATION AND OUTCOMES-BASED EDUCATION

*Justin Neal Thorpe, Idaho State University*

### MENTAL HYGIENE MOVEMENT IN TURKEY, 1920 – 1950: REFORMING THE NATION THROUGH REFORMING THE MIND

*Yasin Tunc, University of Wisconsin–Madison*

### STUDENT AS VALUE BASED PRODUCT: RECONCEPTUALIZING THE SUBJECTIVE NATURE OF EDUCATION

*Arturo Rodriguez, Boise State University*

*Kevin Russel Magill, University of Texas, Austin*

SS 1 4:15-5:45 PM, DARBY

### SPOTLIGHT SESSION

## Thinking Theologically about Curriculum

*Alan Block, University of Wisconsin–Stout*

*Sharon Cohen, American University*

*Alycia Elfreich, Indiana University, Indianapolis (IUPUI)*

*Ugena Whitlock, Kennesaw State University*

KN 1 7:30-9:00 PM, CHAPEL

### KEYNOTE

## On the Asking of Questions

*Alan Block, University of Wisconsin–Stout*

2.1A 8:00-9:15 AM, DARBY

## HISTORY, THEORY & IDEAS: A LIVING TRIBUTE TO WILLIAM H. WATKINS

*M. Francyne Huckaby, Texas Christian University, Center for Public Education*

2.1B 8:00-9:15 AM, BARRETT

## ART AS PEDAGOGY

*Ross H. Schlemmer, Edinboro University*

## LOVE, ART, AND TEACHING

*Chelsea Beth Chandler, University of Toledo*

## ART/IS/TRY: MOLDING CURRICULUM LEADERSHIP AND THEORY

*Vonzell Agosto, University of South Florida*

2.1C 8:00-9:15 AM, CHAMINADE

## ANSWERING APPLE'S QUESTION: CAN EDUCATION CHANGE SOCIETY? DIFFERING PERSPECTIVES

*Erik James Shaver, Indiana University, Indianapolis (IUPUI)*

*Catherine Bhatena, Indiana University, Indianapolis (IUPUI)*

## ANTI-RACIST PEDAGOGY AND THE DYNAMICS OF RECOGNITION

*Jenna Min Shim, University of Wyoming*

## THE IMPACT OF STUDENTS' SUBJECTIVITY ON LEARNING

*Roland K. Arter, The University of Akron College of Applied Science and Technology*

2.1D 8:00-9:15 AM, BOURDEAUX

## PANEL

## THE LICENSE TO BE FINER, BIGGER AND GREATER THAN YOU, BLAHH!: A CURRERE IN N-LANGUAGES

*Piya Chatterjee, The University of Akron*

*Francis S. Broadway, The University of Akron*

2.1E 8:00-9:15 AM, HOELLE

## CAN ENVIRONMENTAL EDUCATION BE DEMOCRATIC?

*Joseph Watras, University of Dayton*

## AN ECO-PEDAGOGICAL APPROACH TO PUBLIC INTELLECTUALISM

*John Branscum, Indiana University of Pennsylvania*

*Curtis Porter, Indiana University of Pennsylvania*

2.2A 9:30-10:45 AM, DARBY

## PANEL

## IS CONTEMPORARY CURRICULUM STUDIES A PROTESTANT PROJECT?: A JEW AND A PROTESTANT WALKED INTO A BAR . . .

*Donald Blumenfeld-Jones, Mary Lou Fulton Teachers College, Arizona State University*

*James Henderson, Kent State University*

*Donna Breault, Missouri State University*

*Tom Kelly, John Carroll University*

2.2B 9:30-10:45 AM, BARRETT

## PERAMBULATION & PERHAPS PUBLIC PEDAGOGY

*Sarah E. Truman, University of Toronto (OISE)*

## INVITATION OR PICK-UP LINES? DISCOURSE OF GENDER AND POWER IN THE SEX ED CLASS

*Odile Mattiauda, Rhode Island College*

## COMPLICATED COLLABORATIVE METHODOLOGY IN LIGHT OF CURRERE

*Susan R. Adams, Butler University*

*Jamie Buffington-Adams, Indiana University East*

2.2C 9:30-10:45 AM, CHAMINADE

## PANEL

## ENGAGING NON-TRADITIONAL CURRICULAR AND PEDAGOGICAL SPACES: EMERGING RESEARCHERS

*Paul William Eaton, Louisiana State University*

*Berlisha Morton, Colgate University*

*John Parker Cook, Georgia Southern University*

2.2D 9:30-10:45 AM, BOURDEAUX

## THE VISCERAL CURRICULUM

*Avi Desai Lessing, Oak Park and River Forest High School*

## CURRERE IN THE URBAN CONTEXT

*Alycia Elfreich, Indiana University, Indianapolis (IUPUI)*

*Kirsten Robbins, Indiana University, Indianapolis (IUPUI)*

*Tiffany Kyser, Indiana University, Indianapolis (IUPUI)*

2.2E 9:30-10:45 AM, HOELLE

## CULTIVATING CONTROVERSIAL CONVERSATIONS: PHILOSOPHIES OF DIFFICULT DISCUSSIONS

*Jennifer Grace Job, Oklahoma State University*

## A POLICY CURRICULUM: EMPOWERING TEACHER VOICES

*Isabel Nuñez, Concordia University Chicago*

*Gregory Michie, Concordia University Chicago*

*Pamela Konkol, Concordia University Chicago*

## MCLUHAN'S CHALLENGE TO CRITICAL MEDIA LITERACY: EXAMINING THE CITY AS CLASSROOM TEXTBOOK

*Lance E. Mason, Indiana University, Kokomo*

PD 1 11:00-NOON, DARBY

## PROVOKING DIALOGUES

### *Racial Battle Fatigue in Higher Education: Exposing the Myth of Post-Racial America*

*Kenneth J. Fasching-Verner, Louisiana State University*

*Roland Mitchell, Louisiana State University*

*Berlisha Morton, Colgate University*

*Boni Wozolek, Kent State University*

2.3A 1:15-2:30 PM, DARBY

## PANEL

### EMERGENT CURRICULUM PERSPECTIVES AND POSSIBILITIES

*Ming Fang He, Georgia Southern University*

*Sabrina Ross, Georgia Southern University*

*Sonia Janis, University of Georgia*

*Min Yu, Missouri State University*

2.3B 1:15-2:30 PM, BARRETT

## MODELS OF STUDENTS' COGNITION: RE-THINKING MATHEMATICS THROUGH AN EQUITY-BASED RESEARCH LENS

*Andrew Gatz, Indiana University, Indianapolis (IUPUI)*

*Erik Tillema, Indiana University, Indianapolis (IUPUI)*

## PRODUCTION OF 'NATURE' IN SCHOOL SCIENCE: AN ONTOLOGICAL EXPLORATION

*Ajay Sharma, University of Georgia*

## (STEM)ULATING DIALOGUES: IMAGINING MORE HOLISTIC AND JUST CURRICULA IN ENGINEERING EDUCATION

*Nicholas Clegorne, Virginia Tech*

2.3C 1:15-2:30 PM, CHAMINADE

## PANEL

### BEING TOWARD A WORLD OF SINGULAR PLURALITIES: IMPLICATIONS FOR EDUCATIONAL PRAXIS

*James Henderson, Kent State University*

*Tom Kelly, John Carroll University*

*Rose Ylimaki, University of Arizona*

*Michael Uljens, Abo Akademi University, Vaasa, Finland*

*Jen Schneider, Kent State University*

2.3D 1:15-2:30 PM, BOURDEAUX

### **“READING THE SELF”: DEVELOPING SELF-INSIGHT THROUGH REFLECTION**

*Danielle Natalie Bierzynski, The George Washington University*

### **THE IDEOLOGICAL FANTASY AND FETISHISM OF POWER IN AMERICAN CLASSROOMS: AN AUTOETHNOGRAPHIC EXPLORATION**

*Brian R. Gilbert, DePaul University*

### **A CURRICULUM OF EPILEPSY: A MOTHER-SCHOLAR'S AUTOETHNOGRAPHICAL NARRATIVE**

*Kelly P. Vaughan, Purdue University Calumet*

2.3E 1:15-2:30 PM, HOELLE

### **TAKING RESPONSIBILITY FOR OTHER PEOPLE'S CHILDREN: REFLECTIONS ON A PEDAGOGY OF DIFFICULT KNOWLEDGE**

*Mary J. Harrison, York University*

### **ON THE INTIMATE FRONTIERS OF COLONIAL CLASSROOMS: THINKING HISTORICALLY ABOUT THE MAKING OF THE TEACHER AS AN AGENT OF SOCIAL TRANSFORMATION**

*Christopher Mark Kirchgaser, University of Wisconsin–Madison*

### **PEACE, LOVE, AND PLAYING WITH POEISIS: TRANSFORMATIVE LEARNING COYOTE STYLE OR MAYBE THE HIPPIES GOT IT RIGHT?**

*Marsha Lynn Heck, Indiana University, South Bend*

2.3F 1:15-2:30 PM, FIRESIDE LOUNGE

### **GRADUATE STUDENT ROUNDTABLE**

#### **THE PhD CHECKLIST**

*Jim Scheurich, Indiana University, Indianapolis (IUPUI)*

2.4A 2:45-4:00 PM, DARBY

### **PANEL**

#### **WHITE EDUCATORS TALK ABOUT THEIR WHITE RACISM: EDUCATORS OF COLOR CRITIQUE THEIR TALK**

*Jim Scheurich, Indiana University, Indianapolis (IUPUI)*

*Nate Williams, Indiana University, Indianapolis (IUPUI)*

*Mary Priester, Indiana University, Indianapolis (IUPUI)*

*Kirsten Robbins, Indiana University, Indianapolis (IUPUI)*

*Andrew Gatz, Indiana University, Indianapolis (IUPUI)*

*Erik Shaver, Indiana University, Indianapolis (IUPUI)*

*Wilfredo Portillo, Indiana University, Indianapolis (IUPUI)*

2.4B 2:45-4:00 PM, BARRETT

### **THE BENEFITS TO COLLABORATIVE LITERACY STRATEGIES FOR THE ESOL LEARNER**

*Laura Ann Kieselbach, Northeastern University, University of Central Florida, Penn State University*

### **LOSING TEXTUAL EXPERIENCE: THE COMMON CORE AND READERS**

*Emily Wender, Indiana University of Pennsylvania*

### **BECOMING ARTIST AND LITERACIES IN AND OUT OF SCHOOL**

*A. Jonathan Eakle, George Washington University*

2.4C 2:45-4:00 PM, CHAMINADE

### **OPEN MICROPHONE II: CURRICULUM MICRO-THEORIZING**

*Rachel L. S. Harper, University of Illinois at Chicago*

*Avi Lessing, Oak Park and River Forest High School*

*Jason Michael Lukasik, Northeastern Illinois University*



## PAPER SESSIONS – FRIDAY, OCTOBER 10, 2014

2.4D 2:45-4:00 PM, BOURDEAUX

### URBAN YOUTH IDENTITY: A DISCOURSE REVIEW

*Maranda Ward, The George Washington University*

### ASSETS-BASED COMMUNITY MAPPING AS CURRICULUM IN AN URBAN TORONTO SCHOOL: RESULTS OF A COLLABORATION BETWEEN SIXTH GRADERS AND MASTERS OF TEACHING STUDENTS

*Arlo Kempf, University of Toronto*

*Meghan McKee, Toronto District School Board*

### CRITICAL DISCOURSE ANALYSIS FOR CRITICAL PEACE EDUCATION

*Gulistan Gursel-Bilgin, Indiana University, Bloomington*

2.4E 2:45-4:00 PM, HOELLE

### (RE) NARRATING MASCULINITY: AN ANALYSIS OF THE BOONDOCKS AND THE WIRE TELEVISION SERIES AS CULTURALLY COMPETENT CURRICULUM TEXTS TO SHAPE CULTURALLY RELEVANT PEDAGOGIES

*Brian Whitney Collier, Northern Kentucky University*

### CREATING SPACES OF FREEDOM FOR GIRLS' GENDER AND SEXUALITY THROUGH YOUNG ADULT LITERATURE

*Darla Linville, Georgia Regents University*

### DISCREPANT YOUTH IDENTITIES: ENGAGING INTERSECTIONALITY IN YOUNG ADULT LITERATURE

*Sybil Durand, Arizona State University*

2.4F 2:45-4:00 PM, FIRESIDE LOUNGE

### GRADUATE STUDENT ROUNDTABLE

### GENERAL QUESTIONS

*Janet Miller, Teachers College at Columbia University*

SS 2 4:15-5:45 PM, DARBY

### SPOTLIGHT SESSION

### Complicating the Curriculum Conversation Through Contemporary Film

*Karyn Sandlos, Panel Chair, School of the Art Institute of Chicago (SAIC)*

*Jake Burdick, Purdue University*

*Jillian Ford, Kennesaw State University*

*Jim Garrett, University of Georgia*

KN 2 7:30-9:00 PM, CHAPEL

### KEYNOTE

### Expanding Possibilities: Honoring Maxine Greene's Influences on Curriculum Theorizing

*James Henderson, Kent State University*

*Janet Miller, Teachers College at Columbia University*

*Molly Quinn, Georgia Regents University*



3.1A 9:15-10:30 AM, DARBY

## BREAKING THE SILENCE SURROUNDING INTERSECTIONS OF GENDER, RACE, CLASS, AND EMOTION IN HIGHER EDUCATION: IMPLICATIONS FOR TEACHING AND LEARNING

*Sabrina N. Ross, Georgia Southern University*  
*Meca Williams-Johnson, Georgia Southern University*  
*Michelle Reidel, Georgia Southern University*

3.1B 9:15-10:30 AM, BARRETT

## EULOGY FOR JOHN KEATING: REFLECTIONS ON TEACHER IDENTITY UPON THE PASSING OF MY TEACHING MENTOR

*Julie Marie Frye, Indiana University–Purdue University Columbus*

## RUNNING IN PLACE: CURRICULUM, CURRERE AND AUTOBIOGRAPHICAL TRAILS

*Cristyne Hebert, York University*

## IN THE WOUND: DEPRESSION AS GENERATIVE CURRICULUM THEORIZING

*Jake Burdick, Purdue University*  
*Julie Maudlin, Georgia Southern University*

3.1C 9:15-10:30 AM, CHAMINADE

### PANEL

## WHO ELSE CAN BILAL BE?: BEYOND CURRICULUM, HARASSMENT AND PLEASURE

*Francis S. Broadway, The University of Arkon*  
*Piya Chatterjee, The University of Arkon*  
*Faris Alnemari, The University of Arkon*

3.1D 9:15-10:30 AM, BOURDEAUX

## ENCOUNTERS IN BECOMING TEACHER/EDUCATOR(S)

*Erin Adams, University of Georgia*

## DISMANTLING THE NOTION OF CULTURAL COMPETENCE IN TEACHER EDUCATION

*Susan R. Adams, Butler University*  
*Monica A. Medina, Indiana University, Indianapolis (IUPUI)*

## THE TAMAGOTCHI CURRICULUM: STORIES FROM DIGITAL CLASSROOM SIMULATORS IN TEACHER EDUCATION

*Lori Turner Meier, East Tennessee State University*

3.1E 9:15-10:30 AM, HOELLE

## SUPER ROBOTS AND THE POP CULTURE MIRROR MARKET

*John Parker Cook, Georgia Southern University*

## “ROGUE” ENLIGHTENMENT AND EDUCATION’S FUTURE OF THE PAST: TRANSATLANTIC TEACHINGS FROM COLONIAL LOUISIANA

*Molly Quinn, Georgia Regents University*  
*Petra Hendry, Louisiana State University*

## RACIALIZING DISNEY’S DYNASTY: CULTURALLY RELEVANT CURRICULUM AND PEDAGOGY IN K-12 SCHOOLS THAT CRITIQUES HEGEMONIC IMAGES OF MASCULINITY

*Brian Whitney Collier, Northern Kentucky University*

SS 3 10:45-NOON, DARBY

### SPOTLIGHT SESSION

## Critiquing Black Movements: Remembering and Honoring the Scholarship of Dr. William H. Watkins

*Theodorea Regina Berry, University of Texas at San Antonio*  
*LaVada Taylor Brandon, Purdue University Calumet*  
*Marsha L. Heck, Indiana University South Bend*  
*Marvin Lynn, Indiana University South Bend*  
*Kelly Vaughan, Purdue University Calumet*

3.2A 1:15-2:30 PM, DARBY

### PANEL

#### ¿ADEMÁS DE LA LENGUA?: LAS CONSIDERACIONES TEÓRICAS Y PRÁCTICAS DE LA LINGÜÍSTICA Y LA ONTOLOGÍA

*Boni Wozolek, Kent State University*

*Sandro Barros, DePauw University*

*Samuel D. Rocha, University of British Columbia*

*Walter S. Gershon, Kent State University*

3.2B 1:15-2:30 PM, BARRETT

#### TRAVELLING SCIENCE AND TECHNOLOGY: HISTORICIZING THE PRESENT OF SOUTH KOREAN EDUCATION SYSTEM

*Sun Young Lee, University of Wisconsin–Madison*

#### CYPRUS SCHOOL CURRICULUM THROUGHOUT THE YEARS: CURRICULUM AS AN IDENTITY MODULATOR

*George Georgiou, PhD Candidate at the University of Cyprus*

*Mary Koutselini, Professor and Chair at the Department of Education of the University of Cyprus*

#### EMPOWERING CHINESE STUDENTS: PROVIDING CLIFFS NOTES TO AMERICAN CULTURE

*Amy Therese Szymaszek, University of Dayton*

3.2C 1:15-2:30 PM, CHAMINADE

#### CRYSTALLIZATION AND DIALECTICAL UNLEARNING - IMAGINATION: REVIVING CURRICULUM STUDIES

*Donald Blumenfeld-Jones, Mary Lou Fulton Teachers College, Arizona State University*

#### REVISITING THE CURRERE PROJECT: THE SEARCH FOR DEMOCRATIC SUBJECTIVITY

*Charles B. Griggs, Indiana University Southeast*

#### CURRICULUM CHANGE IN THE DIGITAL AGE

*Nicola Marae Allain, SUNY Empire State College*

3.2D 1:15-2:30 PM, BOURDEAUX

### PANEL

#### A PANEL IN TWO MOVES: NEW MATERIALISM ↔ CURRICULUM THEORY (PART TWO)

*Kirsten Robbins, Indiana University, Indianapolis (IUPUI)*

*Robert Helfenbein, Loyola University Maryland*

*Jake Burdick, Purdue University*

*Sarah E. Truman, OISE, University of Toronto*

3.2E 1:15-2:30 PM, HOELLE

#### TOWARDS A COLLABORATIVE ENGAGEMENT OF EDUCATIONAL THEORY: IMPACTING TEACHER EDUCATION, COMMUNITY, AND SCHOOLS

*Jason Alyn Ware, Purdue University*

*Hannah Dockrill, Purdue University*

*Tanner Givens, Purdue University*

#### HISTORICIZING THE PROFESSIONALIZATION OF TEACHING: CONSTRUCTION OF THE TEACHER IN THE PAST, PRESENT, AND FUTURE SOUTH KOREA

*Ji-Hye Kim, University of Wisconsin–Madison*

#### A FRACTAL HISTORY OF TEACHER EDUCATION REFORM AND A CURRICULAR PROTEST

*Ligia (Licho) Lopez, University of Wisconsin–Madison*

3.3A 2:45-4:00 PM, DARBY

#### HISTORICIZING LOGICS OF EQUITY AND DIFFERENCE IN SCIENCE EDUCATION

*Kathryn Lewkowitz Kirchgaser, University of Wisconsin–Madison*

#### HOW DO TEACHERS UNDERSTAND THE PAST?

*Stephanie C. Konle, University of North Carolina at Chapel Hill*

#### SOCIAL JUSTICE ON THE TENURE TRACK: CURRICULUM VULNERABILITIES IN A PWI

*Jennifer Martin, The University of Mount Union*

3.3B

2:45-4:00 PM, BARRETT

## TOO GAY FOR SCHOOL?: QUEER BATTLE FATIGUE AND THE EVERYDAY EXHAUSTION OF SELF FOR THE LGBTIQ COMMUNITY IN SCHOOLS

*Boni Wozolek, Kent State University*

## THE IMPOSSIBLE CAPTURE: EXPLORING THE CRISIS OF REPRESENTATION IN POSTHUMANIST RESEARCH

*Zofia Zaliwska, Ontario Institute for Studies in Education, University of Toronto*

## PERPETUAL VIOLENCE, ENDLESS ENEMIES, AND THE PEDAGOGY OF ABJECTION

*Jubin Rahatzad, Purdue University*

*Hannah Dockrill, Purdue University*

3.3C

2:45-4:00 PM, CHAMINADE

## CULTURE, LANGUAGE, AND CURRICULUM: A COLLABORATIVE CASE STUDY OF TEACHING ENGLISH AS A SECOND LANGUAGE IN A PUBLIC ELEMENTARY SCHOOL IN SHANGHAI

*Jie Yu, Rollins College*

## EXPLORING THE EFFECT OF CURRICULUM STUDY FOR EFL TEACHERS THROUGH A PROFESSIONAL DEVELOPMENT COMMUNITY

*Wen-Ling Lou, Aletheia University, Taiwan (R.O.C.)*

## ETHNIC MINORITY STUDENTS' PERSPECTIVES OF CURRICULUM IN P. R. CHINA

*Ming Fang He, Georgia Southern University*

*Min Yu, Missouri State University*

3.3D

2:45-4:00 PM, BOURDEAUX

## PRIMAL LITERACIES AS POSTHUMAN RADICAL EQUALITY

*Curtis Porter, Indiana University of Pennsylvania*

## RESPONSIBLE INTRA-ACTIVITY IN THE UNIVERSE-CITY

*J. Gregory Keller, Indiana University, Indianapolis (IUPUI)*

## OBSERVING BODY WITH BODY (NOT MIND): A DAOIST-DELEUZIAN APPROACH IN EDUCATIONAL RESEARCH, AND ITS PRACTICAL (IM)POSSIBILITY

*Weili Zhao, University of Wisconsin-Madison*

3.3F

2:45-4:00 PM, FIRESIDE LOUNGE

## GRADUATE STUDENT ROUNDTABLE

## ETHICAL CONSIDERATIONS IN QUALITATIVE RESEARCH

*Barbara Dennis, Indiana University*

PD 2

4:15-5:15 PM, DARBY

## PROVOKING DIALOGUES

## Bernadette Baker's *William James, Sciences of Mind, and Anti-Imperial Discourse*

*Barbara Dennis, Indiana University*

*Walter Gershon, Kent State University*

*Gabriel Huddleston, Indiana University, Indianapolis (IUPUI)*

*Jubin Rahatzad, Purdue University*

KN 3

7:30-9:00 PM, CHAPEL

## KEYNOTE

## "In Pursuit of the Revolutionary-Not-Yet: Curriculum Studies as Creative Criticality as Radical Praxis"

*Denise Taliaferro Baszile, Miami University of Ohio*

## PARTICIPANT INDEX

### A

#### Erin Adams

3.1 Saturday, 9:15-10:30 AM, Bordeaux

#### Susan R. Adams

2.2 Friday, 9:30-10:45 AM, Barrett

3.1 Saturday, 9:15-10:30 AM, Bordeaux

#### Rouhollah Aghasaleh

1.1 Thursday, 1:15-2:30 PM, Bordeaux

#### Vonzell Agosto

2.1 Friday, 8:00-9:15 AM, Barrett

#### Nicola Marae Allain

3.2 Saturday, 1:15-2:30 PM, Chaminade

#### Faris Alnemari

3.1 Saturday, 9:15-10:30 AM, Chaminade

#### Roland K. Arter

2.1 Friday, 8:00-9:15 AM, Chaminade

### B

#### Jacqueline Bach

1.1 Thursday, 1:15-2:30 PM, Darby

#### Sandro Barros

3.2 Saturday, 1:15-2:30 PM, Darby

#### Denise Taliaferro Baszile

KN 3 Saturday, 7:30-9:00 PM, Chapel

#### Theodorea Regina Berry

SS 3 Saturday, 10:45-Noon, Darby

#### Catherine (Cathy) Bhathena

2.1 Friday, 8:00-9:15 AM, Chaminade

#### Danielle Natalie Bierzynski

2.3 Friday, 1:15-2:30 PM, Bordeaux

#### Alan Block

SS 1 Thursday, 4:15-5:15 PM, Darby

KN 1 Thursday, 7:30-9:00 PM, Chapel

#### Donald Blumenfeld-Jones

2.2 Friday, 9:30-10:45 AM, Darby

3.2 Saturday, 1:15-2:30 PM, Chaminade

#### Michael Lee Boucher, Jr.

1.2 Thursday, 2:45-4:00 PM, Barrett

#### John Branscum

2.1 Friday, 8:00-9:15 AM, Hoelle

#### Donna Breault

2.2 Friday, 9:30-10:45 AM, Darby

#### Francis S Broadway

2.1 Friday, 8:00-9:15 AM, Bordeaux

3.1 Saturday, 9:15-10:30 AM, Chaminade

#### Jamie Buffington Adams

2.2 Friday, 9:30-10:45 AM, Barrett

#### Jake Burdick

SS 2 Friday, 4:15-5:15 PM, Darby

3.1 Saturday, 9:15-10:30 AM, Barrett

3.2 Saturday, 1:15-2:30 PM, Bordeaux

### C

#### Chelsea Beth Chandler

2.1 Friday, 8:00-9:15 AM, Barrett

#### Piya Chatterjee

2.1 Friday, 8:00-9:15 AM, Bordeaux

3.1 Saturday, 9:15-10:30 AM, Chaminade

#### Leigh Chiarelott

1.1 Thursday, 1:15-2:30 PM, Hoelle

## PARTICIPANT INDEX

### Nicholas Clegorne

2.3 Friday, 1:15-2:30 PM, Barrett

### Sharon Cohen

SS 1 Thursday, 4:15-5:15 PM, Darby

### Brian Whitney Collier

2.4 Friday, 2:45-4:00 PM, Hoelle

3.1 Saturday, 9:15-10:30 AM, Hoelle

### John Parker Cook

2.2 Friday, 9:30-10:45 AM, Chaminade

3.1 Saturday, 9:15-10:30 AM, Hoelle

## D

### Barbara Dennis

3.3 Saturday, 2:45-4:00 PM, Fireside Lounge

PD 2 Saturday, 4:15-5:45 PM, Darby

### Jenny Denyer

1.2 Thursday, 2:45-4:00 PM, Barrett

### Hannah Dockrill

3.2 Saturday, 1:15-2:30 PM, Hoelle

3.3 Saturday, 2:45-4:00 PM, Barrett

### Sybil Durand

2.4 Friday, 2:45-4:00 PM, Hoelle

## E

### A. Jonathan Eakle

2.4 Friday, 2:45-4:00 PM, Barrett

### Paul William Eaton

2.2 Friday, 9:30-10:45 AM, Chaminade

### Alycia Elfreich

SS 1 Thursday, 4:15-5:15 PM, Darby

2.2 Friday, 9:30-10:45 AM, Bordeaux

## F

### Tom M Falk

1.1 Thursday, 1:15-2:30 PM, Hoelle

### Kenneth J. Fasching-Verner

PD 1 Friday, 11:00-Noon, Darby

### Jillian Ford

SS 2 Friday, 4:15-5:15 PM, Darby

### Monique Frost

1.1 Thursday, 1:15-2:30 PM, Chaminade

### Julie Marie Frye

3.1 Saturday, 9:15-10:30 AM, Barrett

## G

### Jim Garrett

SS 2 Friday, 4:15-5:15 PM, Darby

### Andrew Gatza

2.3 Friday, 1:15-2:30 PM, Barrett

2.4 Friday, 2:45-4:00 PM, Darby

### George Georgiou

3.2 Saturday, 1:15-2:30 PM, Barrett

### Walter S. Gershon

1.2 Thursday, 2:45-4:00 PM, Darby

3.2 Saturday, 1:15-2:30 PM, Darby

PD 2 Saturday, 4:15-5:45 PM, Darby

### Brian R. Gilbert

2.3 Friday, 1:15-2:30 PM, Bordeaux

### Tanner Givens

3.2 Saturday, 1:15-2:30 PM, Hoelle

### Kay Gordon

1.1 Thursday, 1:15-2:30 PM, Darby

## PARTICIPANT INDEX

### Charles B Griggs

3.2 Saturday, 1:15-2:30 PM, Chaminade

### Gulistan Gursel-Bilgin

2.4 Friday, 2:45-4:00 PM, Bordeaux

## H

### Shaofei Han

1.2 Thursday, 2:45-4:00 PM, Chaminade

### Rachel L. S. Harper

2.4 Friday, 2:45-4:00 PM, Chaminade

### Mary J. Harrison

2.3 Friday, 1:15-2:30 PM, Hoelle

### Ming Fang He

2.3 Friday, 1:15-2:30 PM, Darby

3.3 Saturday, 2:45-4:00 PM, Chaminade

### Cristyne Hebert

3.1 Saturday, 9:15-10:30 AM, Barrett

### Marsha Lynn Heck

2.3 Friday, 1:15-2:30 PM, Hoelle

### Robert Helfenbein

3.2 Saturday, 1:15-2:30 PM, Bordeaux

### James Henderson

2.2 Friday, 9:30-10:45 AM, Darby

2.3 Friday, 1:15-2:30 PM, Chaminade

KN 2 Friday, 7:30-9:00 PM, Chapel

### Petra Hendry

3.1 Saturday, 9:15-10:30 AM, Hoelle

### Herbert W. Hough

1.1 Thursday, 1:15-2:30 PM, Barrett

### M. Francyne Huckaby

2.1 Friday, 8:00-9:15 AM, Darby

### Gabriel Huddleston

1.2 Thursday, 2:45-4:00 PM, Darby

PD 2 Saturday, 4:15-5:45 PM, Darby

## J

### Sonia Janis

2.3 Friday, 1:15-2:30 PM, Darby

### Jennifer Grace Job

2.2 Friday, 9:30-10:45 AM, Hoelle

## K

### Deborah Biss Keller

1.2 Thursday, 2:45-4:00 PM, Chaminade

### J. Gregory Keller

3.3 Saturday, 2:45-4:00 PM, Bordeaux

### Tom Kelly

1.1 Thursday, 1:15-2:30 PM, Hoelle

2.2 Friday, 9:30-10:45 AM, Darby

2.3 Friday, 1:15-2:30 PM, Chaminade

### Arlo Kempf

2.4 Friday, 2:45-4:00 PM, Bordeaux

### Laura Ann Kieselbach

2.4 Friday, 2:45-4:00 PM, Barrett

### Ji-Hye Kim

3.2 Saturday, 1:15-2:30 PM, Hoelle

### Christopher Mark Kirchgasler

2.3 Friday, 1:15-2:30 PM, Hoelle

### Kathryn Lewkowitz Kirchgasler

3.3 Saturday, 2:45-4:00 PM, Darby

### Pamela Konkol

2.2 Friday, 9:30-10:45 AM, Hoelle

## PARTICIPANT INDEX

### Stephanie C Konle

3.3 Saturday, 2:45-4:00 PM, Darby

### Mary Koutselini

3.2 Saturday, 1:15-2:30 PM, Barrett

### Elizabeth Kregel

1.1 Thursday, 1:15-2:30 PM, Darby

### Kelsy Krise

1.2 Thursday, 2:45-4:00 PM, Barrett

### Layla Kurt

1.1 Thursday, 1:15-2:30 PM, Darby

### Tiffany Kyser

2.2 Friday, 9:30-10:45 AM, Bordeaux

## L

### Mary Sylvia Land

1.2 Thursday, 2:45-4:00 PM, Barrett

### Sun Young Lee

3.2 Saturday, 1:15-2:30 PM, Barrett

### Timothy Leonard

1.1 Thursday, 1:15-2:30 PM, Bordeaux

### Avi Desai Lessing

2.2 Friday, 9:30-10:45 AM, Bordeaux

2.4 Friday, 2:45-4:00 PM, Chaminade

### Darla Linville

2.4 Friday, 2:45-4:00 PM, Hoelle

### Ligia (Licho) Lopez

3.2 Saturday, 1:15-2:30 PM, Hoelle

### Wen-Ling Lou

3.3 Saturday, 2:45-4:00 PM, Chaminade

### Jason Michael Lukasik

2.4 Friday, 2:45-4:00 PM, Chaminade

## M

### Kevin Russel Magill

1.2 Thursday, 2:45-4:00 PM, Bordeaux

### Jennifer Martin

3.3 Saturday, 2:45-4:00 PM, Darby

### Lance E. Mason

2.2 Friday, 9:30-10:45 AM, Hoelle

### Odile Mattiauda

2.2 Friday, 9:30-10:45 AM, Barrett

### Julie Maudlin

3.1 Saturday, 9:15-10:30 AM, Barrett

### Meghan McKee

2.4 Friday, 2:45-4:00 PM, Bordeaux

### Monica A Medina

3.1 Saturday, 9:15-10:30 AM, Bordeaux

### Lori Turner Meier

3.1 Saturday, 9:15-10:30 AM, Bordeaux

### Gregory Michie

2.2 Friday, 9:30-10:45 AM, Hoelle

### Janet Miller

2.4 Friday, 2:45-4:00 PM, Fireside Lounge

KN 2 Friday, 7:30-9:00 PM, Chapel

### Roland Mitchell

PD 1 Friday, 11:00-Noon, Darby

### Berlisha Morton

2.2 Friday, 9:30-10:45 AM, Chaminade

PD 1 Friday, 11:00-Noon, Darby



## PARTICIPANT INDEX

### N

#### Isabel Nuñez

2.2 Friday, 9:30-10:45 AM, Hoelle

### O

#### Mark Jason Ortwein

1.2 Thursday, 2:45-4:00 PM, Chaminade

### P

#### Maya Ronit Pindyck

1.1 Thursday, 1:15-2:30 PM, Darby

#### Elizabeth Pittard

1.1 Thursday, 1:15-2:30 PM, Barrett

#### Curtis Porter

2.1 Friday, 8:00-9:15 AM, Hoelle

3.3 Saturday, 2:45-4:00 PM, Bordeaux

#### Wilfredo Portillo

2.4 Friday, 2:45-4:00 PM, Darby

#### Mary Priester

2.4 Friday, 2:45-4:00 PM, Darby

### Q

#### Molly Quinn

KN 2 Friday, 7:30-9:00 PM, Chapel

3.1 Saturday, 9:15-10:30 AM, Hoelle

### R

#### Jubin Rahatzad

3.3 Saturday, 2:45-4:00 PM, Barrett

PD 2 Saturday, 4:15-5:45 PM, Darby

#### Michelle Reidel

3.1 Saturday, 9:15-10:30 AM, Darby

#### Kirsten Robbins

2.2 Friday, 9:30-10:45 AM, Bordeaux

2.4 Friday, 2:45-4:00 PM, Darby

3.2 Saturday, 1:15-2:30 PM, Bordeaux

#### Samuel D. Rocha

3.2 Saturday, 1:15-2:30 PM, Darby

#### Alberto J. Rodriguez

1.1 Thursday, 1:15-2:30 PM, Barrett

#### Arturo Rodriguez

1.2 Thursday, 2:45-4:00 PM, Bordeaux

#### Sabrina N Ross

2.3 Friday, 1:15-2:30 PM, Darby

3.1 Saturday, 9:15-10:30 AM, Darby

#### Nikki Rotas

1.2 Thursday, 2:45-4:00 PM, Darby

### S

#### Karyn Sandlos

SS 2 Friday, 4:15-5:15 PM, Darby

#### Jim Scheurich

2.3 Friday, 1:15-2:30 PM, Fireside Lounge

2.4 Friday, 2:45-4:00 PM, Darby

#### Ross H Schlemmer

2.1 Friday, 8:00-9:15 AM, Barrett

#### Jen Schneider

2.3 Friday, 1:15-2:30 PM, Chaminade

#### Rebecca M. Schneider

1.2 Thursday, 2:45-4:00 PM, Barrett

#### Ajay Sharma

2.3 Friday, 1:15-2:30 PM, Barrett



## PARTICIPANT INDEX

### Erik James Shaver

2.1 Friday, 8:00-9:15 AM, Chaminade

2.4 Friday, 2:45-4:00 PM, Darby

### Jenna Min Shim

2.1 Friday, 8:00-9:15 AM, Chaminade

### Chamina L Smith

1.1 Thursday, 1:15-2:30 PM, Chaminade

### Amy Therese Szymaszek

3.2 Saturday, 1:15-2:30 PM, Barrett

## T

### Justin Neal Thorpe

1.2 Thursday, 2:45-4:00 PM, Bordeaux

### Erik Tillema

2.3 Friday, 1:15-2:30 PM, Barrett

### Sarah E. Truman

2.2 Friday, 9:30-10:45 AM, Barrett

3.2 Saturday, 1:15-2:30 PM, Bordeaux

### Yasin Tunc

1.2 Thursday, 2:45-4:00 PM, Bordeaux

## U

### Michael Uljens

2.3 Friday, 1:15-2:30 PM, Chaminade

## V

### Sandra K Vanderbilt

1.1 Thursday, 1:15-2:30 PM, Bordeaux

### Kelly P Vaughan

2.3 Friday, 1:15-2:30 PM, Bordeaux

SS 3 Saturday, 10:45-Noon, Darby

## W

### Maranda Ward

2.4 Friday, 2:45-4:00 PM, Bordeaux

### Jason Alyn Ware

3.2 Saturday, 1:15-2:30 PM, Hoelle

### Joseph Watras

1.1 Thursday, 1:15-2:30 PM, Hoelle

2.1 Friday, 8:00-9:15 AM, Hoelle

### Emily Wender

2.4 Friday, 2:45-4:00 PM, Barrett

### Ugena Whitlock

SS 1 Thursday, 4:15-5:15 PM, Darby

### Nate Williams

2.4 Friday, 2:45-4:00 PM, Darby

### Tiffany J Williams

1.1 Thursday, 1:15-2:30 PM, Chaminade

### Meca Williams-Johnson

3.1 Saturday, 9:15-10:30 AM, Darby

### Boni Wozolek

PD 1 Friday, 11:00-Noon, Darby

3.2 Saturday, 1:15-2:30 PM, Darby

3.3 Saturday, 2:45-4:00 PM, Barrett

## Y

### Rose Ylimaki

2.3 Friday, 1:15-2:30 PM, Chaminade

### Jie Yu

3.3 Saturday, 2:45-4:00 PM, Chaminade

## PARTICIPANT INDEX

### Min Yu

2.3 *Friday, 1:15-2:30 PM, Darby*

3.3 *Saturday, 2:45-4:00 PM, Chaminade*

### Z

### Zofia Zaliwska

1.2 *Thursday, 2:45-4:00 PM, Darby*

3.3 *Saturday, 2:45-4:00 PM, Barrett*

### Weili Zhao

3.3 *Saturday, 2:45-4:00 PM, Bordeaux*



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# Facilities and Map

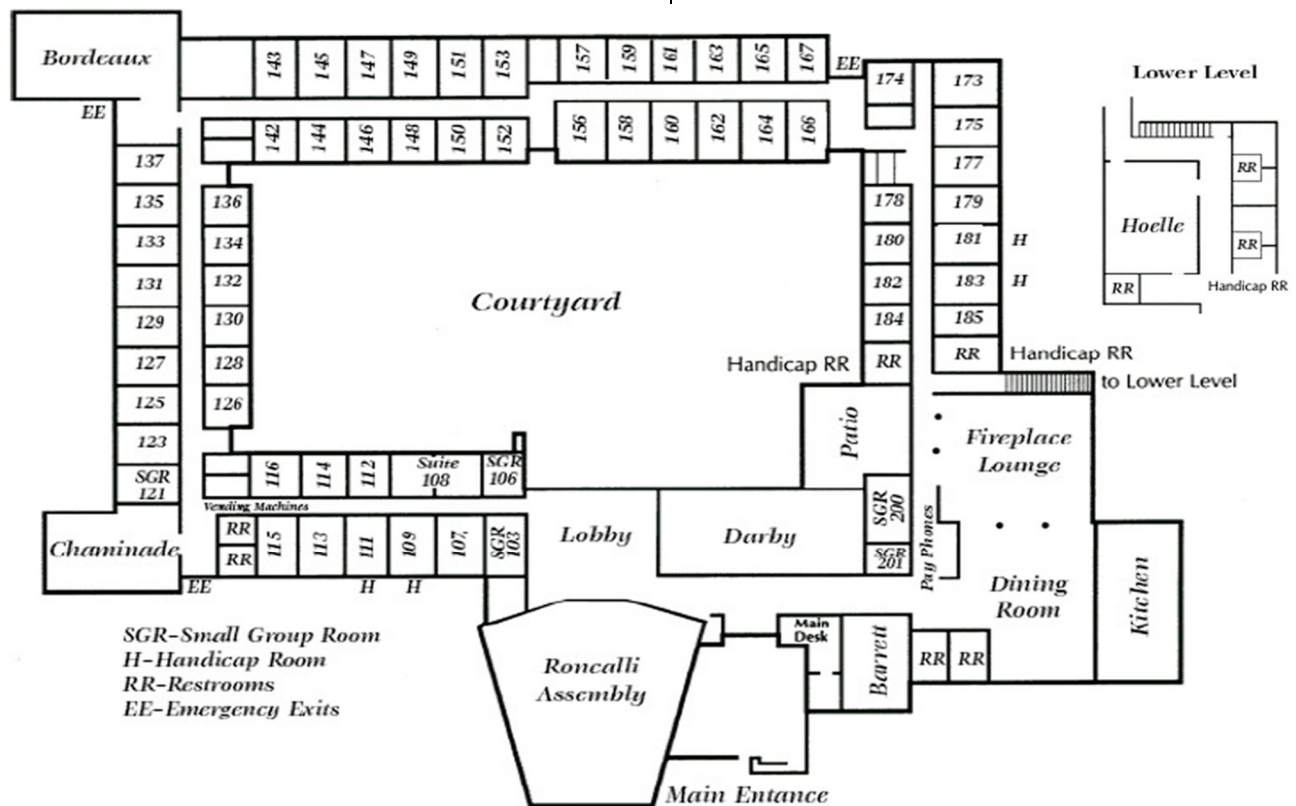
The Bergamo Center has 61 modern bedrooms with private bathrooms. There are 26 single rooms (with one single bed) and 35 doubles (with two single beds). Rooms are equipped with clock radios. Overnight guests enjoy daily maid and linen service and have full control of the bedroom air-conditioning and/or heat.

For additional information visit the Bergamo Center's website at [www.bergamocenter.org](http://www.bergamocenter.org)

Meals are served buffet style in the center's dining room.

<b>Breakfast</b>	7:00 to 8:00 AM 8:00 to 9:00 AM	<b>Friday Saturday</b>
<b>Lunch</b>	12:00 to 1:00 PM	<b>Thursday- Saturday</b>
<b>Dinner</b>	6:00 to 7:00 PM	<b>Thursday- Saturday</b>

On Friday and Saturday, please help yourself to complimentary continental breakfast and afternoon snacks available in the lobby.



NOTE: There is an elevator in the back of the kitchen with access to the lower level.

	Darby A	Barrett B	Chaminade C	Bordeaux D	Hoelle E	Fireside Lounge F
Thursday, October 9, 2014						
Noon - 1:00 pm	Lunch					
1:15 - 2:30 pm  <b>Session 1.1</b>	Social, Emotional, and Academic Needs of Gifted Students  Dangerous Data: Countering Early Childhood Education Discourses Through Perilous Becomings  Getting “Real” in Education: The Pedagogical Aspects of Reality Television	Utopia and the Common Cure for Static Standards  Teachers on Pinterest: Black hole of productivity or discovery-based intentionality?  Engineering Rainbows and Unicorns: Using Curriculum Theory to Critique the Next Generation Science Standards	Curriculum of Black Girlhoods: Research, Representation and Self-Actualization	Their gaze pierces our shadows: What the Anthropology of L'Arche teaches us about pedagogy  Engendering the History of the Life and Work of Martin Luther  Teacher Education: More Catholic than The Pope	Transcending the Limited Visions of Schooling: Honoring the Work of Conrad Pritscher (1932-2014)  EdTPA Epistemology & Ontology: Revisiting Ralph Tyler's Circuit Theory of Curriculum-Instruction-Evaluation	
2:45 - 4:00 pm  <b>Session 1.2</b>	A Panel in Two Moves:  New Materialism <--> Curriculum Theory  (Part One)	Continuing Teacher Education Through Educative Mentoring  Caring solidarity as a framework for training and researching White teachers in multiracial and multicultural settings.  Past places and present pedagogy: Mapping a teacher's learning path	Education in Mindfulness: Creating a Capacity for Democracy and Intercultural Understanding  The Regulation of Understanding Through Intellectual Virtue: Some Implications for Doctoral Education  Silence: Meaning and Reflection	Steering (or Stealing) Education Through Quantification and Outcomes-Based Education  Mental hygiene movement in Turkey, 1920 – 1950: Reforming the nation through reforming the mind  Student as Value Based Product: Reconceptualizing the Subjective Nature of Education		
4:15 - 5:45 pm	Spotlight Session 1: Thinking Theologically about Curriculum Presenters: Alan Block, University of Wisconsin—Stout, Sharon Cohen, American University, Alycia Elfreich, Indiana University—IUPUI, Ugena Whitlock, Kennesaw State University. Location: Darby Room					
6:00 - 7:00 pm	Dinner					
7:30 - 9:00 pm	On the Asking of Questions Keynote Speaker: Alan Block, University of Wisconsin—Stout. Location: Roncalli Assembly (Chapel)					
9:00 pm - Midnight	Socializing in Lounge / Cash Bar. Location: Fireplace Lounge					

	Darby A	Barrett B	Chaminade C	Bordeaux D	Hoelle E	Fireside Lounge F
Friday, October 10, 2014						
7:00 - 8:00 am	Breakfast					
8:00 - 9:15 am  Session  2.1	History, Theory & Ideas: A Living Tribute to William H. Watkins	Art as Pedagogy	Answering Apple’s Question: Can Education Change Society? Differing Perspectives	The License To Be Finer, Bigger and Greater Than You, Blahh!: A Currere in n-Languages	Can environmental education be democratic?	
		Love, Art, and Teaching	Anti-Racist Pedagogy and the Dynamics of Recognition		An Eco-pedagogical Approach to Public Intellectualism	
		Art/is/try: Molding Curriculum Leadership and Theory	The impact of students’ subjectivity on learning			
9:30 - 10:45 am  Session  2.2	Is Contemporary Curriculum Studies a Protestant Project?: A Jew and a Protestant walked into a bar . . .	Perambulation & Perhaps Public Pedagogy	Engaging Non-Traditional Curricular and Pedagogical Spaces: Emerging Researchers Panel	The Visceral Curriculum	Cultivating Controversial Conversations: Philosophies of Difficult Discussions	
		Invitation or Pick-Up Lines? Discourse of Gender and Power in the Sex Ed Class				
		Complicated Collaborative Methodology in Light of Currere		Currere in the Urban Context	McLuhan’s Challenge to Critical Media Literacy: Examining the City as Classroom Textbook	
11:00 am - Noon	Provoking Dialogues 1: Panel Discussion of <i>Racial Battle Fatigue in Higher Education: Exposing the Myth of Post-Racial America</i> Presenters: Kenneth J. Fasching-Varner, Louisiana State University, Roland Mitchel, Louisiana State University, Berlisha Morton, Colgate University, Boni Wozolek, Kent State University Location: Darby Room					
Noon - 1:00 pm	Lunch					
1:15 - 2:30 pm  Session  2.3	Emergent Curriculum Perspectives and Possibilities	Models of Students’ Cognition: Re-Thinking Mathematics Through an Equity-Based Research Lens	Being Toward a World of Singular Pluralities: Implications for Educational Praxis	“Reading the Self”: Developing Self-Insight Through Reflection	Taking Responsibility for Other People’s Children: Reflections on a Pedagogy of Difficult Knowledge	Graduate Student Roundtable  Ph.D. Checklist  Faculty Jim Scheurich, Ph.D. Indiana University--IUPUI
		Production of ‘Nature’ in School Science: An Ontological Exploration		The ideological fantasy and fetishism of power in American classrooms: An autoethnographic exploration	On the Intimate Frontiers of Colonial Classrooms: Thinking Historically about the Making of the Teacher as an Agent of Social Transformation	
		(STEM)ulating Dialogues: Imagining More Holistic and Just Curricula in Engineering Education		A Curriculum of Epilepsy: A Mother-Scholar's Autoethnographical Narrative	Peace, Love, and Playing with Poeisis: Transformative Learning Coyote Style or Maybe the Hippies got it Right?	

	Darby A	Barrett B	Chaminade C	Bordeaux D	Hoelle E	Fireside Lounge F
Friday, October 10, 2014						
2:45 - 4:00 pm  Session  2.4	White educators talk about their white racism: Educators of color critique their talk	The Benefits to Collaborative Literacy Strategies for the ESOL Learner  Losing Textual Experience: The Common Core and Readers  Becoming Artist and Literacies In and Out of School	Open Microphone II: Curriculum Micro-Theorizing	Urban Youth Identity: A Discourse Review  Assets-Based Community Mapping as Curriculum in an Urban Toronto School: Results of a Collaboration Between Sixth Graders and Masters of Teaching Stud...  Critical Discourse Analysis for Critical Peace Education	(Re) Narrating Masculinity: An Analysis of The Boondocks and The Wire Television Series as Culturally Competent Curriculum Texts to Shape Culturally R...  Creating spaces of freedom for girls’ gender and sexuality through young adult literature  Discrepant Youth Identities: Engaging Intersectionality in Young Adult Literature	Graduate Student Roundtable  Job Searches and other General Questions  Faculty Janet Miller, Ph.D. Teachers College at Columbia University
4:15 - 5:45 pm	Spotlight Session 2: Complicating the Curriculum Conversation Through Contemporary Film Presenters: Karyn Sandlos (Panel Chair), School of the Art Institute of Chicago (SAIC), Jake Burdick, Purdue University, Jillian Ford, Kennesaw State University, Jim Garrett, University of Georgia. Location: Darby Room					
6:00 - 7:00 pm	Dinner					
7:30 - 9:00 pm	Expanding Possibilities: Honoring Maxine Greene's Influences on Curriculum Theorizing Keynote Speakers: Janet Miller, Teachers College at Columbia University, James Henderson, Kent State University, Molly Quinn, Georgia Regents University. Location: Roncalli Assembly (Chapel)					
9:00 pm - Midnight	Socializing in Lounge / Cash Bar. Location: Fireplace Lounge					
Saturday, October 11, 2014						
8:00 - 9:00 am	Breakfast					
9:15 - 10:30 am  Session  3.1	Breaking the Silence Surrounding Intersections of Gender, Race, Class, and Emotion in Higher Education: Implications for Teaching and Learning	Eulogy for John Keating: Reflections on Teacher Identity Upon the Passing of My Teaching Mentor  Running In Place: Curriculum, Currere and Autobiographical Trails  In the Wound: Depression as Generative Curriculum Theorizing	Who Else Can Bilal Be?: Beyond Curriculum, Harassment and Pleasure	Encounters in Becoming Teacher/educator(s)  Dismantling the Notion of Cultural Competence in Teacher Education  The Tamagotchi Curriculum: Stories From Digital Classroom Simulators in Teacher Education	Super Robots And The Pop Culture Mirror Market  “Rogue” Enlightenment and Education’s Future of the Past: Transatlantic Teachings From Colonial Louisiana  Racializing Disney’s Dynasty: Culturally Relevant Curriculum and Pedagogy in K-12 Schools that Critiques Hegemonic Images of Masculinity	

	Darby A	Barrett B	Chaminade C	Bordeaux D	Hoelle E	Fireside Lounge F
	Saturday, October 11, 2014					
10:45 am - Noon	Spotlight Session 3: Critiquing Black Movements: Remembering and Honoring the Scholarship of Dr. William H. Watkins Presenters: Theodorea Regina Berry, University of Texas at San Antonio, LaVada Taylor Brandon, Purdue University—Calumet, Marvin Lynn, Indiana University—South Bend, Marsha Heck, Indiana University—South Bend, Kelly Vaughn, Purdue University—Calumet. Location: Darby Room					
Noon - 1:00 pm	Lunch					
1:15 - 2:30 pm  Session  3.2	¿Además de la Lengua?: Las consideraciones teóricas y prácticas de la lingüística y la ontología	Travelling science and technology: Historicizing the present of South Korean education system  Cyprus school curriculum throughout the years: Curriculum as an identity modulator  Empowering Chinese Students: Providing Cliffs Notes to American Culture	Crystallization and Dialectical Unlearning - Imagination: Reviving Curriculum Studies  Revisiting the Currere Project: the search for democratic subjectivity  Curriculum Change in the Digital Age	A Panel in Two Moves  New Materialism <--> Curriculum Theory  (Part Two)	Towards a Collaborative Engagement of Educational Theory: Impacting Teacher Education, Community, and Schools  Historicizing the Professionalization of Teaching: Construction of the Teacher in the Past, Present, and Future South Korea  A Fractal History of Teacher Education Reform and a Curricular Protest	
2:45 - 4:00 pm  Session  3.3	Historicizing Logics of Equity and Difference in Science Education  How do teachers understand the past?  Social Justice on the Tenure Track: Curriculum Vulnerabilities in a PWI	Too gay for school?: Queer battle fatigue and the everyday exhaustion of self for the LGBTQI community in schools  The Impossible Capture: Exploring the crisis of representation in posthumanist research  Perpetual Violence, Endless Enemies, and the Pedagogy of Abjection	Culture, Language, and Curriculum: A Collaborative Case Study of Teaching English as a Second Language in a Public Elementary School in Shanghai  Exploring the Effect of Curriculum Study for EFL Teachers Through a Professional Development Community  Ethnic Minority Students' Perspectives of Curriculum in P. R. China	Primal Literacies as Posthuman Radical Equality  Responsible intra-activity in the universe-city  Observing body with body (not mind): a Daoist-Deleuzian approach in educational research, and its practical (im)possibility		Graduate Student Roundtable  Ethical Dilemmas in Research  Faculty Barbara Dennis, Ph.D. Indiana University
4:15 - 5:45 pm	Provoking Dialogues 2: Panel Discussion of Bernadette Baker's <i>William James, Sciences of Mind, and Anti-Imperial Discourse</i> Presenters: Barbara Dennis, Indiana University, Walter Gershon, Kent State University, Gabriel Huddleston, Indiana University—IUPUI, Jubin Rahatzad, Purdue University. Location: Darby Room					
6:00 - 7:00 pm	Dinner					
7:30 - 9:00 pm	In Pursuit of the Revolutionary-Not-Yet: Curriculum Studies as Creative Criticality as Radical Praxis Keynote Speaker: Denise Taliaferro Baszile, Miami University. Location: Roncalli Assembly (Chapel)					
9:00 pm - Midnight	Socializing in Lounge / Cash Bar. Location: Fireplace Lounge					