

5th Triennial International Association for the Advancement of Curriculum Studies Conference

May 26-29, 2015

Faculty of Education, University of Ottawa, Canada



IAACS Executive

President: Elizabeth Macedo (Brazil)

Vice-President: Lesley Le Grange (South Africa)

Treasurer: Nicholas Ng-A-Fook (Canada)

Secretary: Poonam Batra (India)

IAACS Website: <http://www.iaacs.ca/>

Welcome!

All educators attempt to shape the world; theorists should call attention to the tools used for the shaping in order that the world being shaped can be more beautiful and just.

(Huebner, 1975, p. 228)

The term *curriculum* is many things to many people.

(Aoki, 1980/2005, p. 94)

We are particularly inspired by the Blackfoot concept *aoksisowaato'p*, which refers to the ethical importance of visiting a place as an act of relational renewal that is life-giving and life-sustaining, both to the place and to ourselves.

(Blood, Chambers, Donald, Hasebe-Ludt, and Big Head, 2012, p. 48)

Dear Colleagues,

On behalf of the *International Association for the Advancement of Curriculum Studies* (IAACS) executive and in our capacity as conference chairs, we would like to invite you to join us for the fifth iteration of this conference. We are looking forward to providing a cosmopolitan refuge for each of you to share your research, stories, performances, and lived experiences with us during your stay at the University of Ottawa. Since its inception IAACS and its respective conference have migrated and inhabited several different continents and countries (China 2003, Finland, 2006, South Africa, 2009, and Brazil, 2012). Each place has provided a unique aesthetic, cultural, historical, material, psychosocial, and political “curriculum-as-lived-experience” for those in attendance (Aoki, 1991/2005, p. 160). Our institution is located within the downtown of our nation’s capital, which sits at the base of the Ottawa valley and overlooks the confluences and tributaries of the Kichi Sibi (Ottawa River) that meander across and beyond the traditional territories of the Anishinàbeg who have lived and migrated upon this landscape since time immemorial. The cosmological, emotional, intellectual, physical, and spiritual topographies of this landscape have provided, and continue to provide, a place for hosting the contested histories of, and contemporary relations between, Indigenous and non-Indigenous communities here in Canada or elsewhere (Donald, 2012). This is, as Chambers (2012) reminds us, our common countenance as treaty people.

As some of you may or may not know, the first iteration of this conference began 15 years ago at Louisiana State University (see Trueit et. al, 2000). At that time, a community of curriculum scholars gathered to “talk about issues in curriculum, hearing what people do, how they do it, how they think about things” with the hope that we could learn from each other (Trueit, 2000, p. x). Like Aoki (2000) suggested then, the IAACS and its associated conference provided a potential “Third space” to provoke “semiotic signs wherein linguistic and cultural signs in interludic play could generate newness and hope” (p. 457). Even as we face, what some might call a world in political, environmental, economic, existential, and so on crisis, (radical) hope continues to sustain our triennial gathering. And yet, during such real and/or imagined times of crisis, what should our tasks as curriculum scholars be, especially when the term “curriculum” remains many things, to many people? Whether here in Canada or others elsewhere, we are not the first to ask such internationally relevant curriculum question.

In 1975, Dwayne Huebner, asked us to reconsider the tasks of the curriculum theorist. Echoing his sentiments at that time, we might also ask, has any “progress” in response to this question been made in the last forty years? Since the publication of this essay, several other international scholars have sought to address

this timeless question.¹ For example in 1982, a special issue of *Theory Into Practice* was devoted to the conceptualizations of curriculum theory (McCutcheon, 1982). In this issue a group of international curriculum scholars asked: What is curriculum theory? How might we get one? What is it good for? In part, the conference theme *questioning curriculum theory* at our last conference in Brazil sought to address similar and different curricular questions within and across the diversified vertical and horizontal topographies that constitute and contextualize the places we live, love, and work within.

At the turn of this millennium, Chambers (1999) put forth the following four thought-provoking challenges for Canadian curriculum theorists, policy makers, administrators, practicing teachers, and graduate students to reconsider in their thinking, theorizing and curriculum designs:

1. How are we experimenting with tools from different Canadian intellectual traditions and incorporating them into our theorizing?
2. What kinds of languages and interpretive tools have we created to study what we know and where we want to go?
3. In what ways have, and are, curriculum theorists writing in a detailed way the topos— the particular places and regions where we live and work?
4. How are these places inscribed in our theorizing, as either presence or absence, whether we want them there or not?

Indeed, these four questions are, we suggest, still relevant. They invite us to reconsider our tasks as international curriculum scholars, and in turn, how we might (or not) challenge the discourse of “social efficiency” and the current push to hand over our re/conceptualizations of “curriculum” to multinational corporations and/or certain governmental regimes.

These are exciting times for Ministries of Education, Universities, and curriculum scholars in Canada. In Ontario for example, major teacher education and curriculum implementation reforms will be taking place at the time of your visit. On the national stage, the Association of Canadian Deans of Education are set to officially release their *Accord on the Internationalization of Education* at our annual Canadian Society for the Study of Education conference this upcoming May, 2015. One of the key areas of practices put forth in the *Accord* is to understand the internationalization of Canadian curriculum. For the next conference theme, and with such thought-provoking excitement in mind, we might ask what are the local, national, and international tasks of curriculum scholars that *defy conventions* while responding to such times of real and/or imagined crisis? How ought we respond to, and/or question, this question as an ethical engagement with what Adrienne Rich (2001) has called elsewhere the *arts of the impossible*? While submitting ourselves to the impossible possibilities of such kinds of questioning, may we spend next spring visiting and conversing together as an act of relational renewal that is life-giving and life-sustaining to this traditional *Anishinàbeg* place, the conference, to each other, and to ourselves.

On behalf of the conference committee and participants we would like to thank the *University of Ottawa*, its *Faculty of Education*, the *Association of Canadians Deans of Education*, the *Canadian Society for the Study of Education*, and the *Canadian Association of Curriculum Studies* for helping to co-sponsor the conference.

¹ The works of de Alba (2011), Egéa-Kuehne (2003), Le Grange (2010), Macedo (2011), Ropo & Tero, (2009), Pinar, (2013), Smits, (2008); and/or Zhang Hua & Zhenyu Gao, (2013) are some international examples that both professors and graduate students who are unfamiliar with the historical contexts of IAACS might consult prior to our gathering.

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Justice For Indigenous Women Initiative

[Justice for Indigenous Women's](#) core mission is to provide a meaningful way for mainstream Canadians to partner with a broad campaign to address the intergenerational impacts of the Indian Residential School era on Indigenous girls and women. We work in collaboration with [Project of Heart](#), an arts-based, learner-centered, activist education project. Gestures of reconciliation are created by students, which are then made into jewelry. These works of art act as "witness pieces" that speak to the importance of telling the truth about Canada's history.



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IAACS Volunteer Team

The success of the IAACS conference could not be realized without the generous help of our volunteer team: Alishia Valeri, Bryan Smith, Carmen Au, Cristyne Hebert, Farzaneh Salehi, Ferne McFadden, Hoa Truong-White, Jesse Butler, Julie Vaudrin-Charette, Karen Bouchard, Kelsey Schmitz, Lilia Forte, Linda Radford, Leila Razmjou, Michelle Boucher, Rita Forte, Shehzad Ghani, Tasnim Abdalla, and Yangjie Jin.

IAACS Knowledge Mobilization Team

We would like to thank the KMB Team in advance for sharing our collective conversations with those who could and could not attend this iteration of the IAACS Conference:

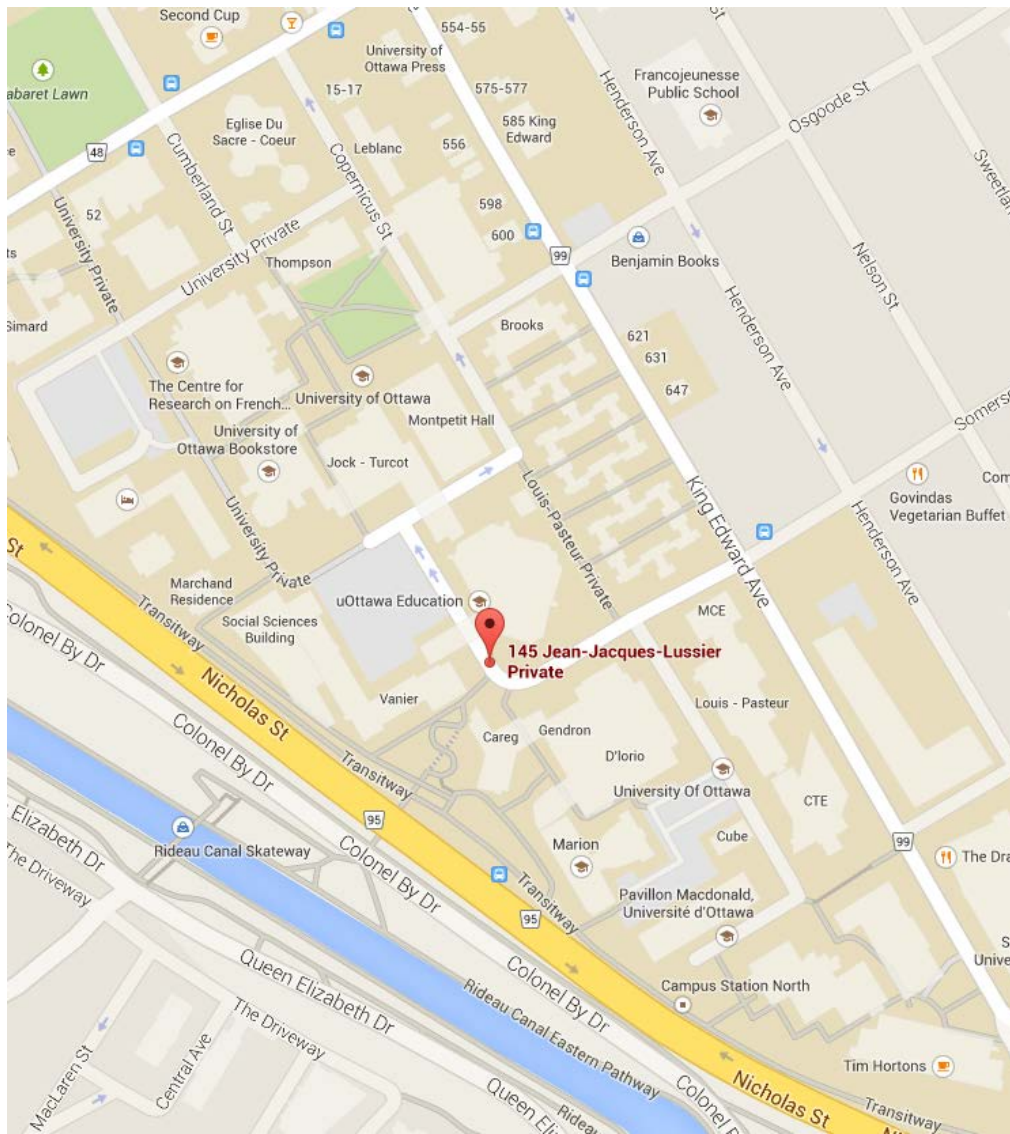
Amélie Lemieux (McGill University)
Hoa Truong-White (University of Ottawa)
Jenn Bergen (University of Ottawa)
Jesse Butler (University of Ottawa)
Jie Zheng (McGill University)
Julie Vaudrin-Charette (University of Ottawa)
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Mitchell McLarnon (University of Prince Edward Island)
Paul Eaton (Louisiana State University)
Shaofei Han (Louisiana State University)
Shehzad Ghanl (University of Ottawa)

Information for Presenters: 5th Triennial IAACS Conference

Faculty of Education, University of Ottawa, May 26th to May 29th

Conference Location and Registration:

The conference is being held at the Faculty of Education, University of Ottawa (Lamoureux Hall (LMX), 145 Jean-Jacques-Lussier Private). Most of the presentations will take place at this location except for some of the keynote sessions, which will be in Marion Hall. For a printable map of the campus please refer to <http://www.uottawa.ca/maps/CampusMap.pdf>. The printable map indicates parking lots, bus transportation, and taxi stands. When you arrive at Lamoureux Hall there will be a welcome desk on the main floor. Registration opens at 1:00 pm on Tuesday May 26th. Please see overall outline on next page for different daily events, or consult the conference APP (IAACS2015).



Overview of IAACS 5th Triennial Keynote Speakers



Vanessa de Oliveira Andreotti
Associate Professor, Canada
Research Chair in Race,
Inequalities and Global Change,
University of British Columbia

Imagining Education as an “Un-coercive Re-arrangement of Desires”: Drawing on Gayatri Spivak’s suggestion that education should be an ‘un-coercive re-arrangement of desires’, this presentation offers one interpretation of what that could mean in curriculum studies. Grounded on a discursive analysis of the allocation of desires within the historical phenomenon of modernity/coloniality, I explore the difficulties and possibilities opened by the idea of un-coercive pedagogical reallocations.



William Doll
Visiting Professor,
University of British Columbia

Seeking a Method-beyond-Method: This paper begins with personal reflections on teaching “methods” courses. It then moves on to a history of method, going back to the Sophists and culminating in the “methodization” movement of the 17th and 18th centuries. With a slight swerve – akin to Epicurius’ atoms falling not in a straight line, as Democratus believed, but rather swerving or bumping into one another – I move into reflections on the French sociologist and complexity theorist, Edgar Morin, and his sense of methodé. Here Morin searches for a new sense of method, one that goes well beyond the North American, simple concept of method and challenges us, as educators, to rethink our basic thoughts not only on curriculum and pedagogy but also on our concept of being human.



Dwayne Donald
Associate Professor, Secondary
Education, University of Alberta

Curriculum, Citizenship, and Sacred Ecology: A Call for “Real People”: With this talk, Donald will explore the intimate linkages between curriculum thought, citizenship, and notions of human being-ness. Specific attention will be given to the main mythologies that have guided formal schooling and curriculum thought since the Enlightenment juxtaposed with Indigenous understandings of what it means to be a ‘real person.’ Focus will be given to the curricular promotion of market-informed notions of citizenship that are unsustainable and continually overlook Indigenous wisdom insights on sacred ecology, holism, and ethical relationality. The point will be made that curriculum thought and notions of human being-ness need to begin with acknowledging and honouring the more-than-human entities that give us life.



Lesley Le Grange
Distinguished Professor,
Environmental Education and
Curriculum Studies, Stellenbosch
University

Currere’s Active Force and the Concept of Ubuntu: William Pinar avers that the internationalization of Curriculum Studies is about complicated conversations that occur across national boundaries. This paper opens up a conversation that draws on insights from North American scholars such as William Pinar, Ted Aoki, Jason Wallin and the African concept of ubuntu (humanness) in exploring the becoming of pedagogical lives in a post-humanist era. It invokes the etymological root of curriculum, currere, which Pinar first introduced to the field more than 40 years ago and, which Wallin recently extends in his exploration of what he calls “currere’s active force”. The paper intends to conceptually weave together currere and ubuntu to open up ways of becoming that are more human without being humanist. It troubles approaches to curriculum underpinned by humanism that have been complicit in producing the environmental crisis, the global financial crisis, the holocaust, the Rwandan genocide, apartheid, and so on.



Elizabeth Macedo

Professor of Curriculum Studies,
Department of Teaching and
Learning, Rio de Janeiro State
University

Intellectual Agency in the Internationalization of Curriculum Studies: In this paper, I will conceive internationalization as a liminal experience of translatability that creates incommensurable temporalities reenacting “national” and “academic” experiences, both understood as communitarian experiences. Instead of asking how boundaries among countries and academic disciplines are overlapped by the internationalization [or by trans-disciplinary approaches], I will work with the idea that they — and the national and academic identities associated to them — are effects of power of how the curriculum field has been politically represented. In other words, I will accept that curriculum communities have no essential meanings and are produced by intellectual agency operating in the making of the curriculum field. I will rely on data collected by William Pinar’s project “Curriculum Studies: Intellectual Histories, Present Circumstances.”



Janet L. Miller

Professor, Department of Arts &
Humanities-English,
Teachers College, Columbia
University

Worldwide Curriculum Studies: Communities without Consensus: I grapple with questions of ethical engagement that frame my notion of worldwide curriculum studies as “communities without consensus.” In so doing, I gesture toward possible and yet always fluctuating, momentary confluences wherein participants might explore curriculum studies as those that address how profoundly affected by others’ lives we are. Heterogeneities and rapid fluxes now characterize global flows of peoples, languages, technologies, commodities, cultures, and capital through and across constantly changing borders, discourses, and subjectivities. Given embodied effects and affects of these, how might the worldwide field of curriculum studies imagine its iterations in light of local populations loosened — voluntarily or not — from their geographically constrained communities, for example? How might a conception of “communities without consensus” connect curriculum studies around the globe in complex ways that directly address ethical questions that involve difference, unknowingness, and the profundity of our relationality.



William Pinar

Canada Research Chair, Professor
of Curriculum Studies, University
of British Columbia

The Cosmopolitan Cause of Curriculum Studies: Globalization summarizes our present circumstances, the ruthless promotion of standardized assessment, technology, and through them curricular content. Reactions against globalization testify to the pervasiveness of its psychic and well as political penetration. In contrast to globalization, internationalization is a term I reserve for the cosmopolitan cause of curriculum studies, the articulation of difference through democratic dialogue among colleagues within and across national borders. Such dialogue requires clarification through questioning of and by colleagues located elsewhere, as concepts are understood first on their own terms, then recontextualized according to local circumstances. In this presentation I will document important instances of recontextualization through reference to exchanges over key contemporary concepts among curriculum scholars working in Brazil, Canada, China, India, Mexico, South Africa, and the United States.



Eero Ropo

Professor, Faculty of Education,
University of Tampere

Curriculum for Identity: Enhancing Identity Negotiations in School Education: Curriculum is largely based on the political decisions of the type of know-how, and knowledge required by the life as a productive citizen in a future society. In educational practice, however, education is concerned with the individual growth of children and youngsters in the schools. I will discuss the concept of identity in relation to school education and curriculum. The main point is that taking individual, social and cultural identities as a basis for education requires changes in the current school curricula, pedagogical practices, conceptions of learning and assessment and evaluation of results. I will also describe some results from our research efforts in Finland to develop school education to enhance identity negotiations in school practice.



Paul Tarc

Associate Professor
Faculty of Education
Western University

Fostering Cosmopolitan Literacies in Performative Times: In the expanding internationalization of education movement, there is heightened attention to the qualities and desired outcomes of intercultural encounters, experiences and lessons. However, conceptions of (cultural) difference, of development and of the learner tend toward the simplistic, the measurable and the determinable under pressures of performativity. For example, ‘intercultural competence’ frames the learner as a self-enclosed knowledge-seeking subject who progressively moves from the ethnocentric to the ethno-relative along a determinable spectrum, itself set apart from (ethnocentric) culture. Even more ‘critical’ models often hold to too-simple correspondences between knowledge, awareness and transformation. ‘Cosmopolitan literacies’ represents a kind of intervention into this discursive space, offering a more complex conception of the limits and possibilities of learning across difference, the core curricular aim of international education. This presentation will introduce and discuss the lens of cosmopolitan literacies as well as how it may find traction in performative times.



Hongyu Wang

Professor of Curriculum Studies
Oklahoma State University

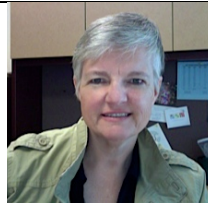
Nonviolence as a Daily Practice of Education: This presentation evokes nonviolence—the calling of our time—as a curriculum vision to re-think our daily educational work. Cultivating the integration of body and mind and promoting compassionate relationships, nonviolence should lie in the heart of today’s education. The following, intertwined, aspects of nonviolence education will be discussed: the definition of nonviolence in education; curriculum and pedagogy of nonviolence; the simultaneity of working from within and working with others; nonviolent international and cross-cultural engagement with difference. Advocating education about, for, and through nonviolence in the worldliness of curriculum studies, this presentation invites individual and collective efforts to enact the principle of nonviolence in daily practice to open up impossible possibilities. **We would like to thank the Association of Canadian Deans of Education (ACDE) for sponsoring her talk.**



Zhang Hua

Professor, Dean
Graduate School of
Educational Studies
Hangzhou Normal University

Toward Curriculum Wisdom: What is the aim, content, and methodology of curriculum studies? From Franklin Bobbitt to Ralph Tyler, the aim of curriculum studies is to control the process of curriculum development. The content is to seek the “laws” and “rules” of curriculum making. The methodology is scientism and proceduralism. The orientation can be called knowledge-based curriculum studies. From 1970s on, in representative of the Reconceptualization, the orientation of curriculum studies has been changed from “knowledge-basedness” to “wisdom-basedness”. Transforming knowledge into wisdom, integrating wisdom and morality, are two main themes of wisdom-based curriculum studies. The great Canadian curriculum scholar Ted Aoki made great contributions to curriculum wisdom. The wisdom traditions of China, especially Confucianism, Taoism, and Buddhism, are of potential to construct curriculum wisdom and meet the need of curriculum studies in a radically changeable society.



Reta Ugena Whitlock

Associate Professor, Curriculum &
Instruction, Interim Chair of the
Department of Educational
Leadership at Kennesaw State
University

Currere and Radical Love: Understanding Curriculum as Queer Theological Text: I have begun to consider Queer Theology as a framework for understand curriculum. Using works by queer theologians Patrick Cheng and Marcella Althaus-Reid, I look for spaces where queer theory, theology, and curriculum theory converge. Queer theology pushes representational and methodological boundaries for educational research. “The problem of the schools,” Huebner contended, “is—the schools are not places where the moral and spiritual life is lived with any kind of intentionality” (1993, p. 414-415). If this sums up the unresolved moral and spiritual crisis in education (Purpel, 1988), then Queer Theology might allow us to trouble not only what we think we know about morality, spirituality, and religion in schools, but also what we think we know about education, curriculum, and schools themselves. This presentation moves beyond queer theological curriculum frameworks to begin grappling what a *currere* of radical love might look like.

5th Triennial IAACS Conference Agenda

<p align="center">DAY 1</p> <p align="center">Tuesday, May 26th 2015</p>	<p>7:00 a.m. – 2:00 p.m.</p> <p>2:30 p.m. – 4:00 p.m.</p> <p>4:15 p.m. – 5:45 p.m.</p> <p>6:00 p.m. – 7:15 p.m.</p> <p>7:30 p.m. – 9:30 p.m.</p>	<p>Trip to Kitigan Zibi Reserve (RSVP: Buses will leave in from of LMX)</p> <p>Session One</p> <p>Session Two</p> <p>Keynote Address (Peter Decontie and Gilbert Whiteduck)</p> <p>Reception (food and drinks will be served)</p>
<p align="center">DAY 2</p> <p align="center">Wednesday, May 27th 2015</p>	<p>8:00 a.m. – 8:30 a.m.</p> <p>8:30 a.m. – 9:45 a.m.</p> <p>10:00 a.m. – 11:30 a.m.</p> <p>11:30 a.m. – 1:00 p.m.</p> <p>1:00 p.m. – 2:30 p.m.</p> <p>2:45 p.m. – 4:15 p.m.</p> <p>4:30 p.m. – 5:45 p.m.</p>	<p>Coffee and snacks LMX 477</p> <p>Keynote Panel (Zhang Hua and Eero Ropo)</p> <p>Session One</p> <p>Lunch</p> <p>Session Two</p> <p>Session Three</p> <p>Keynote Panel (William Doll Jr. and Reta Ugena Whitlock)</p>
<p align="center">DAY 3</p> <p align="center">Thursday May 28th 2015</p>	<p>7:45 a.m. – 8:30 a.m.</p> <p>8:30 a.m. – 9:45 a.m.</p> <p>10:00 a.m. – 11:30 a.m.</p> <p>11:30 a.m. – 1:00 p.m.</p> <p>1:00 p.m. – 2:30 p.m.</p> <p>2:45 p.m. – 4:15 p.m.</p> <p>4:30 p.m. – 5:45 p.m.</p> <p>5:45p.m – 7:30 p.m.</p> <p>10:00 p.m. – 1:00 a.m.</p>	<p>IAACS Business Meeting LMX 477</p> <p>Keynote Panel (Janet Miller and Paul Tarc)</p> <p>Session One</p> <p>Lunch</p> <p>Session Two</p> <p>Session Three</p> <p>Keynote Panel (William F. Pinar and Elizabeth Macedo)</p> <p>Dinner</p> <p>Karaoke Night at Father and Sons Restaurant and Pub</p>
<p align="center">DAY 4</p> <p align="center">Friday May 29th 2015</p>	<p>8:00 a.m. – 8:30 a.m.</p> <p>8:45 a.m. – 10:00 a.m.</p> <p>10:15 a.m. – 11:45 a.m.</p> <p>10:15 a.m. – 11:45 a.m.</p> <p>11:45 a.m. – 1:15 p.m.</p> <p>1:15 p.m. – 2:45 p.m.</p> <p>3:00 p.m. – 4:15 p.m.</p>	<p>Coffee and snacks MRN AUD</p> <p>Keynote Panel (Hongyu Wang and Vanessa Andreotti)</p> <p>Session One</p> <p>Lead Associate Teacher Orientation and Town Hall (Joel Westheimer)</p> <p>Lunch (Provided) at SITE</p> <p>Session Two</p> <p>Closing Keynote Address (Lesley LeGrange and Dwayne Donald)</p>

5th Triennial IAACS Conference Draft of Program

Day 1
Tuesday,
May 26,
2015

1:00 p.m.– 4:30 p.m.

Registration Lobby of Lamoureux Hall

2:30 p.m. – 4:00 p.m.

Session I

Re-Imagining East and West: Cosmopolitan Educational Intra-Actions (LMX 121)

Chairs: Petra Hendry (Louisiana State University) and Hongyu Wang (Oklahoma State University)

Discussants: William Pinar (University of British Columbia)

East-West Cultures, Cosmopolitanism, and Curriculum Studies
Zhang Hua (Hangzhou Normal University)

Uprooting Positionality: A Rhizomatic Cosmopolitanism
Kenneth Fasching-Varner (Louisiana State University)

Tracing Cosmopolitan Genealogies as Autobiographical-Intellectual Research
Nicholas Ng-A-Fook (University of Ottawa)

Re-Imagining Identity: Generative Possibilities for Student Affairs Curricula
Paul William Eaton (Louisiana State University)

Rethinking "Cross-Cultural Studies" from Ontoepistemological Perspectives
Shofei Han (Louisiana State University)

Ted Aoki and a Soul-full Curriculum
William Doll (Louisiana State University)

Brazilian Everyday Life Curriculum Studies: On Methods, Knowledge and Teachers (LMX 122)

Chairs: Carlos Eduardo Ferrazo Federal (University of Espírito Santo), Catarina Dallapicula (Federal University of Lavras)

Everyday Life Research: for a poetics of difference
Carlos Eduardo Ferrazo (Federal University of Espírito Santo), and Catarina Dallapicula (Federal University of Lavras)

On Scientific Circulation in Education: Can't do it Without the Teachers
Alessandra Nunes Caldas (University of the State of Rio de Janeiro), and Nilda Alves (University of the State of Rio de Janeiro)

Day 1

Tuesday,
May 26,
2015

2:30 p.m. – 4:00 p.m.

Brazilian Everyday Life Studies as a new epistemological approach to the understanding of teacher's work
Maria Luiza Süsskind (Federal University of Rio de Janeiro State), and Carmen Sanches Sampaio (Federal University of Rio de Janeiro State)

Narratives, Stories and Writing Pasts (LMX 403)

Past Places Displaced in Present Time: Teaching Narratives of Two Teacher Educators
Cynthia Morawski, Genevieve Cloutier (University of Ottawa)

Writing on the Walls: Tales of a Twelfth Grade "Prosumer"
Shenin Yazdanian (University of Ottawa)

The Collected Stories on Becoming a Writer
Chelsea Larock (University of Ottawa)

Ambivalence and Transference: Reading Childhood in J.M. Coetzee's Boyhood
Lauren Jervis (York University)

Visual Art, Engagement and Civic Identities (LMX 445)

KIZUNA: BOND
Takako (Yoriko) Gillard (University of British Columbia)

Innovative On-line Videos of Visual Artists
Kathy Browning (Laurentian University)

Creating Urban Art in a School; Student Engagement and Culturally Relevant Pedagogy
Melissa Proietti (McGill University)

Youth civic identities: Cultivating spaces for engagement through campaigns, social media, and arts-based competencies
Jennifer K. Bergen, Lorna R. McLean, Hoa Truong-White, Jenn Rottmann and Lisa Glithero (University of Ottawa)

History and Migration (LMX 407)

Coming to America: A social constructivist approach to teaching and learning about immigration
Karla Fuller, and Katie Wilson (Guttman Community College CUNY)

Day 1

Tuesday,
May 26,
2015

2:30 p.m. – 4:00 p.m.

Stories from my father's father: An historically conscious look at remembering immigrant experiences

Annette Furo, Alishia Valeri (University of Ottawa)

History is Not Past but Alive! Calling for More Historical Researches by Scholars In Early Childhood Curriculum

Yao Luo (Zhejiang Normal University)

Analyse du nouveau programme d'histoire au secondaire : vers un repli identitaire à travers l'enseignement de l'histoire nationale

Catinca Adriana Stan (Laval University)

Home, Place and Becoming Educated (LMX 451)

"Where is Home?" Structuring Violence, Visiting, Re-visiting, and Hope

Robert Christopher Nellis (Red Deer College)

A curriculum-as-lived in the hyphens and marked by cracks in our wor(l)ds: A complicated conversation

Veena Balsawer (University of Ottawa)

Curriculum Genealogy, Attunement of Becoming Educated and an Educator: A Collaborative Story of Ted Tetsuo Aoki
Patricia Liu Baergen and David Murphy (University of British Columbia)

Re-visioning teacher mentorship: Dialogue, collaboration and place consciousness

Ching-Chiu Lin, Rita Irwin and Keith McPherson (University of British Columbia)

Instruction, Sport and Programming (LMX 422)

The Effects of Criteria Instruction and Collaborative Reasoning on First-Year University Students' Argument-Counterargument Discourse

Olubusayo Olojo and Jazlin Ebenezer (Wayne State University)

Physical education teacher candidates' personal sports histories and understandings of curriculum

Rogério Bernardes (Nippissing University)

Creating a Degree Program at Canada's Capital University

Sheri Zhang (University of Ottawa)

Day 1

Tuesday,
May 26,
2015

2:30 p.m. – 4:00 p.m.

International and Intercultural Perspectives (LMX 455)

What is Curriculum Consciousness? An International Perspective

Daniel F. Johnson (University of Illinois at Urbana Champaign)

Internationalization of Curriculum Studies: Imaginative reflections and future possibilities

Petro du Preez (North-West University)

Interculturalism in Global Context: Political and Conceptual Distinctions from Multiculturalism

Nancy Nelson (University of North Texas)

The despair of race and place: Cultural Narratives and identity

Douglas McKnight (The University of Alabama)

4:15 p.m. – 5:45 p.m.

Session 2

Nonviolence Education: Possibilities and Challenges (LMX 455)

Chair and Discussant: Hongyu Wang

Nonviolent Interventions: Changing the Culture of Our Classrooms

Lindsay Wessinger (Oklahoma State University)

Seeking Footprints in the Leaves: Blurred Images on the Path to Nonviolence Education in Young Adult Literature

Heidi W. Jenkins (Oklahoma State University)

Teaching about Poverty: A Nonviolent Approach

Cathy Bankston (Oklahoma State University)

Holocaust Education: A Possibility for Teacher Satyagraha

Naomi Poindexter (Oklahoma State University)

Ubuntu, TRC, Kennedy, and King in the Community College Classroom: Fostering Student Agency through Non-violence Education

Robert L. Davis (Oklahoma State University)

Border pedagogies: Living in the difference of transcultural provocations in the nation's capital (LMX 403)

A Fine Attention to Detail: Attuning Educators/Researchers to the Creative Sensibilities of the Artist

Ashley Campbell (University of Ottawa)

Day 1
Tuesday,
May 26,
2015

4:15 p.m. – 5:45 p.m.

A curriculum of sound: a/r/tographical reflections on teaching musical Composition

Jessica Duerksen (University of Ottawa)

Circulating with geo-metrons as lively tensions in the land of academia

Patricia Palulis (University of Ottawa)

Telling our stories, bringing up difficult memories... a way of understanding, healing, and educating

Houda Sabra (University of Ottawa)

Lived Experience and Reflection (LMX 422)

Carrying on the conversation: Reflections on curriculum as phenomenon, event, and autobiography

Theodore Christou, Heather Coe, Christopher DeLuca, Launa Gauthier and Judy Wearing (Queen's University)

Educators' Conceptions of Curriculum Discourse: Journal Collection of Recordings and Reflections

Susan Beth Harden, Deirdre Denise Nelson, Suha Mohammed Hamdan, Russell Edward Pickell and Jazlin Ebenezer (Wayne State University)

From Curriculum Practice to Curriculum Theory: Toward a New Progressivism for Elementary Education

Elinor A. Scheirer (University of North Florida)

Graduate Students' Lived Experience of Curriculum Studies

Deborah Court (Bar-Ilan University)

Solving the problems with the neighborhood experiences: A Descriptive Analysis of Music Education Materials Used at the Elementary School between Macau and Taiwan

Dennis Ping-Cheng Wang (University of Macau)

Practicing Complicated Conversation: Internationalization, Curriculum Studies in Brazil, and the Writing of the Book (LMX 220)

"Who is William F. Pinar?"

Maria Luiza Sússekind (Federal University of Rio de Janeiro State), William Pinar (University of British Columbia)

Theory, Emancipation and Enlightenment (LMX 121)

Curriculum Studies through post-critical perspective

Silvia Morelli (Universidad Nacional de Rosario)

Day 1

Tuesday,
May 26,
2015

4:15 p.m. – 5:45 p.m.

Edith Stein: An Emancipatory Curriculum
Stephen S. Triche (Nicholls State University)

Reconceptualizing Dewey's Progressivism for a Postcolonial World

Susan Jean Mayer (Critical Explorers)

Rereading Education History and the Enlightenment via the Franco-Afro-Creole Protest Tradition in Antebellum Louisiana
Petra Hendry (Louisiana State University), Molly Quinn (Georgia Regents University)

Ethics, Intercultural Dialogue, and Socio-Environmental Transformation in the 21st Century: Learning from African, Buddhist, Cree, Sufi, and Yoga Wisdom (LMX 407)

Claudia Eppert (University of Alberta), Heesoon Bai (Simon Fraser University), Dwayne Donald (University of Alberta), Mandy Krahn (University of Alberta), Zahra Kasmali (University of Alberta), Derek Rasmussen (Simon Fraser University), Rekiyat Siyaka (University of Alberta)

6:00 p.m. – 7:15 p.m.

Opening Keynote Address (Marion Auditorium)

Gilbert Whiteduck and Peter Decontie

7:30 p.m. – 9:30 p.m.

Reception (Faculty of Social Sciences 40001)

Food and refreshments (cash bar)

Day 2

8:00 a.m. – 8:30 a.m.

Coffee and Snacks in LMX 477

8:30 a.m. – 9:45 a.m.

Keynote Address (Zhang Hua and Eero Ropo) (LMX 121)

10:00 a.m. – 11:30 a.m.

Session I

Study: An Undervalued Concept and Activity? (LMX 220)

Anne Phelan, William Pinar and Claudia Ruitenberg (University of British Columbia)

Affective Assemblages: Intensities, Animacies, Schooling (LMX 455)

Bessie Dernikos, Nancy Lesko, Stephanie McCall, and Alyssa Niccolini (Teachers College, Columbia University)

Day 2

Wednesday,
May 27,
2015

10:00 a.m. – 11:30 a.m.

Science and Technology: Mobility, Induction and Technologization (LMX 403)

Mobile Technologies-embedded Place-based Learning for the Educationally Oppressed: A Social Justice Curriculum and Pedagogy in Science Classrooms

Anthony Campana and Jazlin Ebenezer (Wayne State University)

Currere as a Decolonizing Practice for Newly “Inducted” Science Teachers

Maria F.G. Wallace (Louisiana State University)

Incorporating Contemplative Practices into the 21st Century Curriculum as a Means of Developing Deep Attention in Students: A Potential Counter-Balance to Technology-Enhanced Hyper Attention

Karen Jacobsen (University of Alberta)

Imagining Identities and Becoming (LMX 422)

Unswayed: Strong Poet Curriculum

Meaghan Low (Trent University)

Ceremony, Story, Other, and Imagination, as Way of Becoming

Antonella Bell (University of Alberta)

Reconceptualizing the Curriculum: Wading Through/Pushing Through/Navigating New Waters in the Education of a Teacher

Pamela Konkol and Trisha Wickland (Concordia University Chicago Center for Policy and Social Justice)

Considérations pédagogiques sur les parcours de doctorants étrangers au Canada

Lilia A. Simões Forte and Barbara Graves (University of Ottawa)

The dyad learning situation – learning experience within specific multicultural contexts A tridimensional philosophy of curriculum (LMX 407)

Rodica Mariana Niculescu (University Transilvania of Brasov)
Doina Usaci, and Iolanda Bedianu (University Transilvania of Brasov)

Day 2

Wednesday,
May 27,
2015

10:00 a.m. – 11:30 a.m.

Thinking Anew about Students and Teachers (LMX 451)

Stepping into the lives of children: A rhythm of pedagogical thoughtfulness

Scott Hughes (Mount Royal University)

Teacher's professional identity construction under the background of curriculum reform

Yang Tao and Wenjun Zhang (Zhejiang University)

Shifting from Isolation to Integration: A Dewey Classroom 2.0

Victoria Chen (Queen's University)

Protecting and Transmitting the Shanghainese Language: A Study on the Pre-school Curriculum in Shanghai

Xu Zhou (East China Normal University)

Visible Transformation: Critical Pedagogy, Performance and Meaning Making (LMX 121)

Transforming our experience: Exploring gesture theatre with Mayan women in Guatemala

Emmanuelle Lambert-Lemoine (University of Ottawa)

Teaching critical pedagogy and theories of social protest in an American Studies Course to university students under siege

Diane Shammass, (Shammass Group)

Addressing Low Levels of Confidence within Education: An Autoethnography "Starring" the Hidden Curriculum of International Latin DanceSport

Crestina Pasco-Pacheco (University of Ottawa)

Social Issues with Global Consequences: Future Teachers Make Meaning of Their Role

Avril Aitken (Bishop's University), Linda Radford (University of Ottawa)

11:30 a.m. – 1:00 p.m.

Lunch (On your own)

Day 2

Wednesday,
May 27,
2015

1:00 p.m. – 2:30 p.m.

Session 2

A Métissage Made of Stories: Life Writing and the Topos of Curriculum (LMX 121)

Erika Hasebe-Ludt (University of Lethbridge), Dwayne Donald (University of Alberta), Cynthia Chambers (University of Lethbridge), Teresa Strong Wilson (McGill University), Nané Jordan (University of British Columbia), and Adrian McKerracher (University of British Columbia)

Engaging Conversation through Multiple Epistemologies in International Curriculum Studies Literature: The AAACS's Internationalization of Curriculum Studies Taskforce (LMX 220)

Chair and Discussant: Peter Appelbaum (Arcadia University)

Las Etapas de la Educación y Revolución: Literacy, Communism and Democracy from Tao Xingzhi to Raul Ferrer
Todd Alan Price (National Louis University)

Donghak (Eastern Learning), self/other, and social Transformation
Seungho Moon (Oklahoma State University)

The Task of Curriculum Scholars in Indonesia: Voices from Poesara Taman Siswa and Wasita
Dinny Risri Aletheiani (Arizona State University)

Curriculum Theorizing the New Teacher (LMX 455)

The teacher factor in foundation phase teaching: How should a teacher education curriculum be envisaged for foundation phase teaching?

Labby Ramrathan (University of KwaZulu-Natal)

Curriculum policies on teacher education: an analysis with the help of WordSmith Tools.

Clarissa Bastos Craveiro (Universidade Federal Fluminense (UFF)/Universidade do Estado do Rio de Janeiro (UERJ))

What type of teachers do we intend to train? An analysis of teacher profiles in MERCOSUR curricula.

Silvina Feeney and Andrea Alliaud (Universidad Nacional de General Sarmiento)

Day 2

Wednesday,
May 27,
2015

1:00 p.m. – 2:30 p.m.

Crossing Borders: Teacher Education in the International Context (LMX 451)

“Humanitude” as an Art Education Issue within Francophone Teacher Education Programs

Mariette Th  berge (University of Ottawa) and Francine Cha  n   (Universit   Laval)

Teacher education in Canada and Denmark in an era of “neutrality”

Dion R  sselb  k Hansen (University of Southern Denmark), Anne M. Phelan (University of British Columbia), Ane Qvortrup (University of Southern Denmark)

Curriculum and pedagogical practice: giving to read, speaking and writing in school everyday life research (LMX 445)

Giving to Read: Studies on Curriculum With School Everyday Lives

Carlos Eduardo Ferra  o, and Marco Antonio Oliva Gomes (UFES)

Teacher Narratives and Thought and Practices Curricula: Researching, Writing, and Understanding Everyday Practice
In  s Barbosa de Oliveira, and Alexandra Garcia Lima (UFES)

Curriculum and Everyday Practice in Conversation Networks: Speaking

Janete Magalh  es Carvalho (UFES)

Curriculum Theory: Perspectives from Asia (LMX 422)

A Comparative Study of Kindergarten and Parent Satisfaction with “Indigenous Peoples” Preschool Lingual-Cultural Curriculum, Teaching and Material in Taiwanese Indigenous Area-The Southern Area as an Example

Mei-Chueh Chou (Kun Shan University)

Post/Curriculum: Thoughts on the Future (LMX 122)

Effecting a 21st Century Mindscape: Gnoseologica of Education in the Transactional Curriculum

Blaine E. Hatt (Nipissing University)

A 21st Century Task of Examining Government Schools and their Curricula

Mark Weiler (Brock University)

Day 2

Wednesday,
May 27,
2015
Day 2

Bio-engineering Curriculum (BEC): Frameworks for Design, Enactment and Research

Jazlin Ebenezer (Wayne State University)

From letrados to technocrats: post-dictatorship transformations of Chilean curriculum

David Romero (The University of British Columbia)

Relating, in/re/trans-forming and renewing in artful learning-teaching spaces through collaborative artmaking processes and emerging creative forms (LMX 407)

Kathy Mantas (Nipissing University)

2:45 p.m. – 4:15 p.m.

Session 3

The 'Power of the Possible' in Seemingly Impossible Times: Celebrating and Honoring the Legacy of Maxine Greene (LMX 121)

Chair: Michelle Kilborn (Memorial University of Newfoundland)

Janet Miller (Teachers College, Columbia University)

William Pinar (University of British Columbia)

Elizabeth Macedo (Universidade do Estado do Rio de Janeiro)

Zhang Hua (Hangzhou Normal University)

Reforms, Policy and Active/Action Research (LMX 407)

"How do we fit active research within our curriculum at various grade levels?"

Paul Loranger (International educational consultant)

Governing for responsibility: an analysis of Greek-Cypriot Health Education policy and curricula

Philippou Stavroula (University of Cyprus), and Theodorou

Eleni (European University Cyprus)

The Aesthetic Experience: Encounters, Getting Lost and Possibilities (LMX 455)

Practice of Aesthetic Education: Qualitative Intelligence Development in Science Curriculum

Shu-Ching Chou (National Taipei University of Education)

Thinking the potential possibilities of a curriculum as encounter in the art museum

Marie-France Berard (University of British Columbia)

Day 2
Wednesday,
May 27,
2015

Internationalizing Curriculum (LMX 451)

*Curriculum Studies and Methodological Nationalism:
Engaging the Idea of Internationalization*
Bryan Smith (University of Ottawa)

*Conversation through the prism: Transnational Curriculum
Inquiry*
Rosane Karl Ramos (Pontifical Catholic Univeristy/Rio de
Janeiro)

*Glocal Internationalization of Foundations of Education
(across) Curricula*
Lynne Alexandrova (University of Toronto)

I think, therefore I.B.
Natasha H. Chenowith (Kent State University)

2:45 p.m. – 4:15 p.m.

**Reconceptualizing: Challenges, Transformation and
Constructing (LMX 407)**

*Essentials of a Transformative Education: The Life and Work
of James Macdonald*
Ashwani Kumar (Mount Saint Vincent University)

*L'approche narrative, son Mist salutaire et le Deep Caring qui
en définit l'essence*
Michelle Boucher (University of Ottawa)

Curriculum, Science, and Third Spaces (LMX 403)

*A Case Study Characterizing a Third Space Emergence at the
Interplay of Formal-Informal Science Educators: Challenges as
Opportunities for Personal Growth*
Shamarion Grace and Jazlin Ebenezer (Wayne State
University)

*Constructing Adaptive Scientific Knowledge Through School-
community Partnerships in Low Income Contexts*
Judith Lander (University of Toronto)

*Résolution de Problèmes Arithmétiques verbaux:
Microanalyse de la dialectique sujet/matériel*
Élysée Robert Cadet (University of Ottawa)

4:30 p.m. – 5:45 p.m.

**Keynote Address (Bill Doll and Ugena Reta Whitlock)
(Marion Auditorium)**

Day 3
Thursday
May 28, 2015

8:30 a.m. – 9:45 a.m.

Day 3

**Keynote Address (Janet Miller and Paul Tarc)
(LMX 121)**

10:00 a.m. – 11:30 a.m.

Session 1

Sounds and the Self (LMX 455)

The Curriculum of Silence

Samira Thomas (University of British Columbia)

Reciprocity of Minds between Self and Others

Takako (Yoriko) Gillard (University of British Columbia)

*Is-ness Matters: A Textual and Sonic Argument for the
Importance of the Ontogenic*

Walter S. Gershon and Samuel D. Rocha (Kent State
University)

Tommy's tune: The inaction of affirmative action

Karen V. Lee and Peter Gouzouasis (University of British
Columbia)

10:00 a.m. – 11:30 a.m.

Bridging Curriculum Theory / Didaktik, Teaching, and Leadership in a Democratic World (LMX 451)

*A Teacher Education Challenge: Exploring the Meaning of '3S'
Pedagogy*

Thomas Kelly (John Carroll University)

*A Curriculum Theory / Didaktik Challenge: Examining the Role
of Educational Leadership*

Rose Ylimaki (University of Arizona), and Michael Uljens (Abo
Akademi University)

*Deconstructing, Dignifying and Deepening: Lead-Learning
Leadership for a Democratic World*

James Henderson (Kent State University)

Curriculum and XXI Century. Traits and contours from Latin America (LMX 407)

*Curriculum discourse as a field of theoretical production:
traits and contours*

Bertha Orozco Fuentes (Universidad Nacional Autónoma de
México, Instituto de Investigaciones sobre la Universidad y la
Educación)

Day 3

Thursday
May 28, 2015

10:00 a.m. – 11:30 a.m.

The construction of the university curriculum through social contours from the perspective of the internationalization of the curriculum

Alicia de Alba (Universidad Nacional Autónoma de México, Instituto de Investigaciones sobre la Universidad y la Educación)

Curriculum discourse as a field of theoretical production

Rita Angulo Villanueva (Universidad Autónoma de San Luis Potosí)

Curriculum from universities: discursive constructions in Argentina and México

Silvia Morelli Gaso (Universidad Nacional de Rosario, Argentina)

Curriculum reform: changing tension between academic and bureaucratic change

Aurora Bustillo Garfias (Universidad Autónoma de Coahuila)

Queer-ing Curriculum, Exploration and the Teenager (LMX 403)

Imagining queer(ed) pedagogies: Dialogues of (re)presentations, performance and curriculum in LGBTQ theatre scripts

Katrine Cuillerier (University of Ottawa)

Queer Battle Fatigue: Exploring spaces of exhausting and being in schools

Boni Wozolek (Kent State University)

“Transviada” critique of curriculum within Brazil

Thiago Ranniery Moreira de Oliveira (Universidade do Estado do Rio de Janeiro)

Tempting Towards the Impossible: Digital Habitus and the Teenage Learner

John Richardson (University of Calgary)

WHERE IS ‘REFUGEE’ IN INTERNATIONAL EDUCATION? LIVING, LEARNING AND TEACHING IN DADAAB REFUGEE CAMP (LMX 220)

Mohamud Olow, Bulle Mohamed, Ahmed Hussein, Abdikhafar Ali, Ali Hussein, Mohamed Hassan, Karen Meyer, Cynthia Nicol, Samson Nashon, George Belliveau, and Rita Irwin (University of British Columbia)

Day 3

Thursday
May 28, 2015

10:00 a.m. – 11:30 a.m.

Listening and Engagement (LMX 122)

Reflecting on The Past to Move into The Future: Slowing Down to Listen to the Heart in Our Narratives of Experience as Wise Counsel for Future Decision-Making
Carmen Shields (Nipissing University)

An engaged curriculum practice
Catarina Dallapicula (Federal University of Lavras)

I sweat, therefore I am (not whole unto myself): How my teaching body works to remind me of primal and primary dependence
David Lewkowich (York University)

Dis/Placing Home: Un/working a Curricular Métissage (LMX 422)

Cristyne Hebert (York University), Bryan Smith (University of Ottawa), Veena Balsawer (University of Ottawa) and, Adrian McKerracher (University of British Columbia)

Conversations and the Creative (LMX 124)

Expanding the Theoretical Frame: Viewing Canadian Curriculum Scholarship through the Group of Seven
Jennifer Nolan and Jill Kovacs (Queen's University)

Creativity in teaching online affects undergraduate students' motivation to learn.
Natalia Matusevscaia (Concordia University)

Why Are We Here?: Engaging Educational Research as a Curriculum of Place (LMX 445)

Chair: Nicholas Ng-A-Fook (University of Ottawa)

Jesse Butler, Julie Vaudrin-Charette and Ferne McFadden (University of Ottawa)

Executive Meeting: Presidents as well as Journal Editors of national affiliated associations of IAACS (LMX 477)

Presiding: Elizabeth Macedo (IAACS President) and Alice Casimiro Lopes (Editors of Transnational Curriculum Inquiry)

11:30 a.m. – 1:00 p.m.

Lunch

Day 3

Thursday
May 28, 2015

1:00 p.m. – 2:30 p.m.

Session 2

Coyote and Raven Re-Imagine Education in an Era of Climate Change: Conversing with Ten Thousand Intelligences and Agencies (LMX 121)

Peter Cole and Pat O'Riley (University of British Columbia)

Memory/Fantasy, Inquiry/Analysis (LMX 455)

No Longer Lost at Sea: Reclaiming a Lost Tradition, Language, Topos, and the Rescue Fantasy When Marooned
Peter Appelbaum (Arcadia University)

Memory of Reciprocal Relationships

Takako (Yoriko) Gillard (The University of British Columbia)

Embracing im/perfection through mistakes: Lessons learned from multimodality, bibliotherapy and teacher narrative inquiry

Jennifer Rottman and Cynthia Morawski (University of Ottawa)

Analyzing the Images of Children in Militaristic Conflicts: Informing Curriculum for the 21st Century

Rita Forte (University of Ottawa)

1:00 p.m. – 2:30 p.m.

The Curriculum of Arts-based Community Engaged Scholarship: Creating Places and Spaces of Possibility (LMX 451)

An Aboriginal Youth Curriculum Exchange through Arts & Technology – Stories of Culture, Identity, Community & Place
Diane Conrad, Dwayne Donald and Mandy Krahn (University of Alberta)

Arts Research as Social Intervention: Engaging in Community-based Scholarship with First Nations Youth

Warren Linds (Concordia University), and Linda Goulet (First Nations University of Canada)

Interrupting the Script: Community Creation in Unexpected Spaces

Lynn Fels (Simon Fraser University)

Activated Porosity in our Learning Spaces

Kathryn Ricketts (University of Regina)

Day 3

Thursday
May 28, 2015

1:00 p.m. – 2:30 p.m.

Knowing, Being and Identities (LMX 445)

Keeping the Faith When Worlds Collide: Negotiating Professional Identity and Responsibility at a Faith-Based Institution

Pamela Konkol (Concordia University Chicago Center for Policy and Social Justice)

Recovering the dialogues between Phronesis and Techne in curriculum

Ying Ma (The University of British Columbia)

Sensual Curriculum: Understanding Educational Ways of Knowing and Being Through the Senses.

Walter Gershon (Kent State University)

Back to the lifeworld of pedagogy: A phenomenological look into the task of curriculum studies

Yin Yin (University of Alberta)

Curriculum in the Chinese Context (LMX 422)

Multiple-role model of curriculum scholars' involvements in innovating curriculum and teaching in schools: an example from China

Wenjun Zhang, Liya Tu (Zhejiang University)

The Arts of the Impossible and the Making of Curriculum in China

Qiang Wang, Shaoqian Luo (Beijing Normal University)

Curriculum and Teacher Education Are ... (LMX 122)

Discussant: João Paraskeva (University of Massachusetts)

Curriculum and Teacher Education Are... Everyday Life.

Maria Luiza Süsskind (Federal University of Rio de Janeiro State), and Inês Barbosa de Oliveira (Rio de Janeiro State University)

Curriculum and Teacher Education Are ... Politics

Todd A. Price (National Louis University)

Curriculum and Teacher Education Are ... Images

Nilda Alves, and Alexandra Garci (Rio de Janeiro State University)

Day 3

Thursday
May 28, 2015

Globalization and the Academy (LMX 407)

Doctoral study curriculum-making for curriculum studies scholarship in the 21st century
Shan Simmonds (North-West University)

Double degree programs at Ontario Universities: Challenges and Prospects for global citizenship education
Desire Yamutuale (Western University)

Globalization, internationalization, and higher education: An exploration of university policy makers and practitioners' perspectives on internationalization of higher education (IHE) in China
Jie Zheng (McGill University)

1:00 p.m. – 2:30 p.m.

Mathing Curriculum (LMX 403)

Interpreting Recursive Mathematics Curricula
Lixin Luo (University of Alberta)

Origami as a manipulative for mathematics
Tatiana Peres Toledo (University of Ottawa)

Storying the self as a mathematics teacher in the 21st century: curriculum, autobiography, and psychoanalysis
Tasha Ausman (University of Ottawa)

An approach to Scientific and Didactical Conceptual Structures (ECCD) of Mathematics Education Professors
Rita Angulo Villanueva and Gustavo Salazar Pérez (Universidad Autónoma de San Luis Potosí)

"The [Neoliberal] Basics" (LMX 220)

Hope, optimism, and neoliberal structures of feeling in education under late capitalism
Lisa Taylor (Bishop's University)

Challenges to Curricular Theory in the 21st Century: Thinking School Beyond the Basics
Talita Vidal Pereira and Hugo Heleno Camilo Costa (State University of Rio de Janeiro)

Day 3

Thursday
May 28, 2015

Neoliberalism and Regimes of Evaluation: Teacher Educators at Two New York Colleges Try to Escape the Spider Web of Governmental Power

Leigh O'Brien (State University of New York at Geneseo), Sue Novinger Robb (The College at Brockport, State University of New York)

Criticalizing Youth Studies: A Conversation (Marion Hall)

Chair: Awad Ibrahim (University of Ottawa)

Discussant: Shirley Steinberg (University of Calgary)

Reading the wallpaper: Disrupting performances of whiteness in the blog 'Stuff White People Like'

Nichole E. Grant & Timothy J. Stanley (University of Ottawa)

Why is my champion so 'hot'? Gender Performance in the online video game League of Legends

Kelsey Schmitz (University of Ottawa)

From 'Hijabi' to 'Ho-jabi': The politics of veiling fashionably

Saba Alvi (University of Ottawa)

"The breaking cipher: A communal space where dancers create knowledge

Haidee Smith Lefebvre (McGill University)

Cultural Studies of Youth Culture Aesthetics as Critical Aesthetics Education

Michael Macdonald (MacEwan University)

2:45 p.m. – 4:15 p.m.

Session 3

Complicating Conversations: Readings and writings of William F. Pinar (LMX 121)

Discussant: William F. Pinar (University of British Columbia)

Layers of Internationalization and poststructuralism: William F. Pinar and curriculum studies in Brazil

Maria Luiza Sússekind (UNIRIO Federal University of Rio de Janeiro State)

Maple Jazz

Rita Irwin (University of British Columbia)

Becoming an International: Curriculum Theory, Currere, and Subjectivity

Nicholas Ng-A-Fook (University of Ottawa)

Day 3

Thursday
May 28, 2015

2:45 p.m. – 4:15 p.m.

Talking back to "Walking Monsters": Reflections on what it means to be a public intellectual

Petra M. Hendry (Louisiana State University)

Generative and Generous Vision: Histories and Trajectories
Janet Miller (Teachers College, Columbia University)

(Poor) Questions about a poor curriculum: with a nod to Edgar Morin

William E. Doll (University of British Columbia)

An Embodied Currere: Dance, poetics, place and site-specific performance

Dr. Celeste Snowber

Engaging with Disruptive Learning Narratives in International Placements: An Invitation to Dialogue about Dis-identification, Dislocation, and Displacement (LMX 455)

Manu Sharma (University of Windsor), Andrew Allen (University of Windsor), and Awad Ibrahim (University of Ottawa)

Teaching in China (LMX 403)

Child Study and Teacher Professional Development: A Case in One Elementary School in Shanghai

Lu Hong (Meiyuan Elementary School)

Role Remodeling of Curriculum Scholars in Mainland China: Experience and Reflection of Cooperation with Local Education Authorities in Curriculum Capacity Building

Liya Tu, and Wenjun Zhang (Zhejiang University)

Heeding Curriculum: Vulnerability, Purpose and Questioning (LMX 122)

Towards a Curriculum of Vulnerability and Blandness: Insights from Levinas and Classical Chinese Thoughts

Jinting Wu (University of Macau)

On the Nature and Purpose of Education: An Introduction to the Work of J. Krishnamurti

Ashwani Kumar (Mount Saint Vincent University)

The Key Curricular Question and the Nuclear Predicament

Hannah Spector (The Pennsylvania State University, Harrisburg)

Day 3

Thursday
May 28, 2015

2:45 p.m. – 4:15 p.m.

True education: Valuing the in-between space by heeding language

Natalia Archacka (The University of British Columbia)

Power dynamics within the curriculum: Cases in literature pedagogy, science education, and social studies (LMX 407)

Conceiving the Curriculum with Student-Text Transactions: Readers' Experiences to Foster Critical Literacy and Democratic Teaching

Amélie Lemieux (McGill University)

Constructing a vision based on critical theorists' approaches to social studies curricula

Ehaab Abdou (McGill University)

Learning objectives and outcomes? In the midst of Ralph Tyler and Gregory Cajete

Eun-Ji Amy Kim (McGill University)

Theory, Vulnerability and the Aesthetic (LMX 451)

Playing Double Dutch: Qualitative Research from the Inside Out and the Outside In

Trista Hollweck (University of Ottawa)

The End of The Theory?

Heidi Paju (Tallinn University)

Confluences, dialogs and interconnections in a theoretical-analytical perspective design

Rita de Cássia Frangella (Universidade do Estado do Rio de Janeiro)

Research as Vulnerability

Reagan Mitchell (Louisiana State University)

Language, Memories and Stories (LMX 445)

The Lesser Blessed: Exploring the Use of Fictional Narratives When Teaching Difficult Truths

Elissa Sivel (University of Ottawa)

Complicating the conversation in curriculum theory: Contested language, memories, and oral history as groundwork in "teaching the conflict"

Niki Christodoulou (Georgia Regents University)

Day 4
Friday
May 29, 2015

4:30 p.m. – 5:45 p.m.

Keynote Address (William Pinar and Elizabeth Macedo) (LMX 121)

Day 4

8:00a.m. – 8:30 a.m.

Coffee and Snack Lobby LMX

8:45 a.m. – 10:00 a.m.

Keynote Panel (Hongyu Wang and Vanessa Andreotti) (Marion Auditorium)

10:15 a.m. – 11:45 a.m.

Session 1

Contemporary Studies in Environmental and Indigenous Pedagogies: A Curricula of Stories and Place (LMX 407)

Chair: Kelly Young (Trent University)

Principles of Environmental and Indigenous Pedagogies
Dwayne Donald (University of Alberta), Dan Roronhiakewen Longboat (Trent University), Andrejs Kulnieks (York University), Kelly Young (Trent University)

Portraits of Environmental and Indigenous Pedagogies
Derek Rasmussen (Policy Advisor on First Nations Issues)

Practices of Environmental and Indigenous Pedagogies
Brigitte Evering (Trent University), Dan Roronhiakewen Longboat (Trent University), Darren Stanley (University of Windsor), and Nicholas Ng-A-Fook (University of Ottawa)

10:15 a.m. – 11:45 a.m.

Racialized Curriculum: Conversations about Raced Identity (LMX 339)

(Mis) Recognition, Race, and Anti-Racist Pedagogy
Jenna Shim (University of Wyoming)

The despair of race and place: Cultural Narratives and identity
Douglas McKnight (The University of Alabama)

Racialization discourse in second language education classrooms

Marie-Carene Pierre Rene (University of Ottawa)

From School Success Notes to Struggle Buses: Lessons from

Day 4
Friday
May 29, 2015

Girls of Color about Everyday Justice
Walter Gershon and Boni Wozolek (Kent State University)

Embodiment and Race (LMX 220)

Curriculum and educational racism. Mexican basic education debate
Ana Laura Gallardo-Gutiérrez (Universidad Nacional Autónoma de México-México)

White women teachers, Black boys, and epistemological and ontological entanglement
Mary Newbery (Teachers College, Columbia University)

Writing Muslim, youth perspectives into Canadian curriculum theorizing: The disruptive im/possibilities of the YouTube series, Chronicles of a Somali Girl
Diane Watt, Fartousa Siyad, Kayf Abdulqadir, and Hodan Hujaleh (University of Calgary)

10:15 a.m. – 11:45 a.m.

Understanding Aesthetic Tasks within the 21st Century (LMX 342)

La prise en compte de la théorie de l'activité dans l'étude du travail corporel
Marie-Eve Skelling Desmeules (University of Ottawa)

Self-Directed as a Strategy to facilitate meaning learning of fine arts curriculum in the 21st century
Anu Olusola Adesanya (Tai Solarin College of Education)

Making Meaning Visible and Visual: Curriculum Consultants' Revelations on High School Content Area Instructional Practices
Lois Keller and Karon Guttormson (University of Saskatchewan)

Roles, the Body and Vision (LMX 360)

Reconceptualizing Teachers' Roles for Aesthetic Innovation
Sean Wiebe (University of Prince Edward Island)

Body Hair, Evolution, and Curriculum Theory
Judy Wearing (Queen's University)

Teachers' Vision of Professional Development in the Arts: A Currere Experience
Bernard Andrews (University of Ottawa)

Day 4
Friday
May 29, 2015

10:15 a.m. – 11:45 a.m.

Drama and Theatre Education: Canadian Perspectives
Mindy. R Carter (McGill University)

The Curricular Environment: (Re)Building Curriculum (LMX 106)

Shifting Emphasis for Curriculum Scholars: Re-defining the Learner and the Environment in 21st Century Education
Bernie Murray (Ryerson University)

The Bear Pit: Curriculum Creation at the Ontario Department of Education, 1960-1975
Kurt Clausen (Nipissing University), and Eriola Pema (University of Ottawa)

Trans-formation of teachers as agents in the building of the curriculum
Carola Hernandez H. and Irma Flores H (Universidad de Los Andes)

Beginning and Post-: Exploring The Start, Middle and the New (LMX 390)

The Known World: Charting new territory for curriculum inquiry
Jeff Frank (St. Lawrence University)

Creating Spaces of Possibility
Christine Jonas-Simpson, Nadine Cross, Gail Mitchell (York University)

Beginning of the Middle
Takako (Yoriko) Gillard (The University of British Columbia)

From Telescope to Kaleidoscope: Post-structural Strategies for Envisioning Multiplicity
Jon Smythe (Tulsa Community College)

Arts Hives (LMX 219)

Janis Timm-Bottos and Rosemary Reilly (Concordia University)
Tanya Brann-Barrett (Cape Breton University), Stephen Legari

Lead Associate Teacher Orientation and Town Hall (Marion Auditorium)

(Nicholas Ng-A-Fook, Tracy Crowe, Lisa Glithero, Joel Westheimer and Awad Ibrahim)

Day 4
Friday
May 29, 2015

11:45 a.m. – 1:15 p.m.

Lunch (Provided) at SITE

1:15 p.m. – 2:45 p.m.

Session 2

Wisdom Traditions: Renewing Inquiry in Curriculum and Pedagogy (LMX 360)

Dwayne Donald, Mandy Krahn, Zahra Kasamali and Michelle Kilborn (University of Alberta)

Character, Citizenship and Understanding (LMX 390)

“It’s textbook”: Learning Peace through Citizenship Education in Post-war Sri Lanka

Thursica Kovinthan (University of Ottawa)

A Moral Education in Japan: Using Habermas' Term of Mutual Understanding in the Classroom Practice

Shigeru Asanuma (Tokyo Gakugei University)

Personal Perspective and the Democratization of Classroom Understandings

Susan Jean Mayer (Critical Explorers)

Chasing for a competent body, mind and character in the global, market-oriented era

Tiina Kujala and Liisa Hakala (University of Tampere)

1:15 p.m. – 2:45 p.m.

The School Bus Symposium: A journey of Sensory Experience (This session will take place on a rented bus in front of LMX lobby)

Sean Wiebe (University of Prince Edward Island), Pamela Richardson (University of British Columbia), Diane Conrad (University of Alberta), Mitchell Mclarnon (University of Prince Edward Island), Karen Meyer (University of British Columbia), and Lyn Fels (Simon Fraser University)

Curriculum, Democracy and Citizenship (LMX 106)

A Tribute to the Heart of Canadian Democracy

Natasha H. Chenowith (Kent State University)

Day 4
Friday
May 29, 2015

Understanding Democratic Morality through a Currere of Relational Renewal: A Conversation
James G. Henderson (Kent State University), William F. Pinar (University of British Columbia)

Enriching Multicultural Citizenship Learning through Mindfulness: A Narrative Inquiry
Keith Brown (University of Toronto)

Land, Environment and Multiple Perspectives (LMX 342)

Learning as "outputting:" Perspectives of Young Eco-Civic Leaders in Canada on the Development of Student Agency
Lisa Glithero (University of Ottawa)

Educational Renewal in Canada's Northwest Territories: Learning and Living in Respectful Relationship to the Lived Topos of Here
Susan Catlin (Government of the Northwest Territories)

Understanding the purpose and meaning of education in the 21st century: Duoethnographies from multiple perspectives of educational learners and leaders
Lisa Starr (McGill University)

1:15 p.m. – 2:45 p.m.

Indigenous and Cultural Values (LMX 339)

Truth & Reconciliation: Seeing "Ghosts" in a Nation's Educational Past
Brenda D. Davis (University of British Columbia)

A silenced First Nation ancestry and the difficult spaces in-between: A haunting a/r/tographic movement.
Genevieve Cloutier (University of Ottawa)

Reflections on Literature and Reconciliation in Indigenous and non-Indigenous classrooms in Elementary and Senior High
Bill Howe and Eileen Marthiensen (University of Alberta)

The Politics of Second Language Learning (LMX 220)

Academic Freedom, Politics and the Nature of Second Language Curriculum and Assessment Documents.
Douglas Fleming (University of Ottawa)

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), Lihua Wang (Zhejiang Normal

Day 4
Friday
May 29, 2015

University), and Hong Lu (Meiyuan Primary School)
*Lingering Between the West and East: An Autoethnography
on EFL Curriculum Development*
Yang Gao (Kent State University)

**The Curriculum of Language, Reflections and Recordings
(LMX 407)**

*Bridging the World Digital Divide of Language Curriculum in
the 21st Century: A Billigual Approach*
Adebisi Elizabeth Banjo (Tai Solarin College of Education)

*The European and the Hungarian research-based trends on
the curriculum implementation*
Vilmos Vass (BKF University of Applied Sciences, Budapest)

3:00 p.m. – 4:15 p.m.

**Closing Keynote Address (Leslie Le Grange and
Dwayne Donald) (Marion Auditorium)**

Understanding the Tasks of Curriculum Theorists: A Global Manifesto

We live in a time of hypermodernity, where movement of people and ideas is made ever facile. This is a moment of radical hope and at the same time a moment of human and environmental destruction. From Nepal to Syria, from boat people in the Mediterranean to border crossers in southern U.S.; from Indigenous peoples' struggle for civil and land rights to political, economic, existential questions the world over. What is the task of the curriculum theorist in such a world? In what we are boldly titling a 'manifesto,' we are calling for chapters that attempt to tackle this question. As Aoki made clear thirty-five years ago, different interpretive communities continue to define and approach the concept of 'curriculum' differently. We are asking then for potential contributors to revisit these interpretive communities. Here, Pinar et al. (1995) suggest ten interpretive communities as a way to start the conversation and approach the task of the curriculum theorist: historical, political, racial, gender, phenomenological, poststructural/deconstructed/postmodern, (auto)biographical, aesthetic, theological, institutional and international. Since then, environmental, indigeneity, postcoloniality and cosmopolitanism have been added, among many others, as interpretive communities that have attempted to *think through* (Derrida, 2000) the task of the curriculum theorist.

We invite contributors to think with us through the question that is guiding the proposed manifesto/edited volume: using one or more of these interpretive communities, from a theoretical, policy and/or praxis point of view, what are the tasks of the curriculum theorist in relation to the places you live and work? We also invite contributors to think about other supplementary questions, to bring and propose their own along the way; always from one or more of these interpretive communities, what is curriculum theory? How might we get an interpretive community? And, What is it good for? Framed as challenges to curriculum theorists, Cynthia Chambers (1999) poses further questions contributors may wish to reconsider as they attempt to think through the task of the curriculum theorist:

1. How are we experimenting with tools from different intellectual traditions and incorporating them into our theorizing?
2. What kinds of languages and interpretive tools have we created to study what we know and where we want to go?
3. In what ways have, and are, curriculum theorists writing in a detailed way the topos— the particular places and regions where we live and work?
4. How are these places inscribed in our theorizing, as either presence or absence, whether we want them there or not?

Chapter Submission:

When: January 29, 2016

Length: 5,000 words maximum

Specifications: APA style, 12 Font, Times New Roman, Double-Spaced

To Whom: Nicholas Ng-A-Fook: nngafook@uottawa.ca

We thank you for your continued support and commitment to the field, and let us keep the hope!

Editors: Nicholas Ng-A-Fook, Awad Ibrahim, William F. Pinar, Bryan Smith, and Cristyne Hebert



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