Book Series

Curriculum & Teaching Dialogue

Series Editors
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Curriculum and Teaching Dialogue is the journal of the American Association of Teaching and Curriculum (AATC). An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the AATC on October 1, 1993. The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study, to constitute a national learned society for the scholarly field of teaching and curriculum (teaching is the more inclusive concept; curriculum is an integral part of teaching?the "what to teach" aspect).

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Curriculum and Teaching Dialogue is a peer-reviewed journal sponsored by the American Association for Teaching and Curriculum. The purpose of the journal is to promote the scholarly study of teaching and curriculum. The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings. The journal is published annually in two volumes and includes traditional research papers, conceptual essays, as well as research outtakes and book reviews. Publication in CTD is always free to authors. Information about the journal is located on the AATC website http://aatchome.org/ and can be found on the Journal tab at http://aatchome.org/about-ctd-journal/.

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly field of teaching and curriculum. The field includes those working on the theory, design and evaluation of educational programs at large. At the university level, faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education.

CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.

CONTENTS: Acknowledgments, President’s Message—Kinship and Hope, William White. Editor’s Notes, David Flinders.

Curriculum and Teaching Dialogue
Vol. 18 # 1 & 2

David J. Flinders, Indiana University; Christy M. Moroye, Regis University


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David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver; Christy M. Moroye, University of Northern Colorado

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- Presidents’ Message: Curriculum and Community, Amy Masko.

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David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver


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David J. Flinders, Indiana University

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