The Interdisciplinary Studies Colloquium sponsored by the Department of Interdisciplinary Learning & Teaching is a forum for the investigation of broad perspectives, knowledge, critical insights, and epistemology through education. Moving segmented knowledge toward synthesis builds relationships, uncovers opportunities and solves complex problems.
Colloquium Schedule and Location

Thursday, April 15, 2010

2:00 – 4:30 pm  
*UTSA Faculty and Student Papers and Roundtables*
University Room BB 2.06.04/BB 2.06.12

4:45 pm  
*Welcome and Introductions*
Dr. Roxanne Henkin, Coordinator of ILT Doctoral Program/Audrey Dentith, IDS Coordinator

5:00 – 6:45 pm  
*Interdisciplinarity, Theology and Curriculum in Postmodern Schooling*
Dr. Patrick Slattery (Texas A &M)  
Dr. Michael O’Malley (Texas State)  
University Room BB 2.06.04

7:00 – 8:45 pm  
*Rigor, Relationship and Relevance through Interdisciplinary Studies*
Dr. Veronica Boix Mansilla (Harvard University)

Friday, April 16, 2010

9:00 – Noon  
*Interdisciplinary Instruction and Assessment at the Crossroads*
Graduate Student & Faculty Workshop  
Dr. Veronica Boix Mansilla BB.2.06.12

12:00 – 1:00 pm  
*Lunch Fare and ILT Awards Ceremony*
Dr. Elizabeth Pate, ILT Dept. Chair/  
Dr. Marian Martinello, Associate Dean for Research  
University Room BB 2.06.04

1:00 – 4:00 pm  
*Inquiry as Humanities Detective Work*
Dr. Marian L. Martinello, UTSA Emeritus  
Dr. Gillian E. Cook, UTSA Emeritus  
University Room BB 2.06.04

4:00 – 6:00 pm  
*Fireside Chat*
Dr. Veronica Boix Mansilla  
BB 2.06.12 Conference Room
Detailed Schedule of Sessions & Events

Thursday, April 15, 2010

2:00 – 3:00 pm  Student & Faculty Presentations – Session 1

Roundtable 1  The Martinello Prize for Inquiry Papers: A panel presentation of nominees’ papers.

A roundtable presentation of excerpts from selected papers nominated for the 2010 Martinello Prize for Inquiry. Participants will describe how processes and findings of their inquiries and read a short excerpt from their papers. Winners will be announced at the Friday lunch and awards ceremony.

Preventing proposals and papers for National and International Conferences.
Dr. Kim Cuero, Dr. Courtney Crim, Dr. Maria Kaylor and Dr. Roxanne Henkin

A panel of ILT faculty will discuss the process of preparing and presenting proposals and papers from diverse disciplinary perspectives for graduate students who are beginning their academic careers. Examples will be shared with attendees.

University Room BB 2.06.04
Moderator: Dr. Susanne Kimball.

2:30 – 3:00 pm  Student & Faculty Presentations – Session 2

Roundtable 1  Global Interdisciplinary Studies and the New Teacher Education

Dr. Audrey Dentith, Dr. Alycia Maurer

A description and theoretical framework for new thematic focus on globalization in the IDS undergraduate program. This paper will describe the thematic philosophy and include the major tenets of autobiography and inquiry that inform the course content.

_IDS Programs and Teacher Education in Texas: History, Philosophy & Theory

Debra Root & Xiaoling Liang

This paper depicts the history of Senate Bill 994 and its effect on teacher education programs. An overview of existing IDS programs across the state will be reviewed and the theoretical and philosophical framework for such efforts in teacher education will be discussed.

Conference Room BB 2.06.12

Roundtable 2  The Inherent Interdisciplinarity of Adult Education

Shelbee Nguyen and Leo Wittnebel
Authors discuss the practice and application of adult education topics such as reflexivity, transformation and self-direction as inherently interdisciplinary, followed by conclusions, implications/future research.

Colonization or Collaboration: Family Literacy Interventions in Diverse Contexts

Tracey Kumar

This paper examines a family literacy program that teaches participants how to engage in home-based reading and writing instruction with their children. A postmodern framework is used to demonstrate how such interventions lack the diverse perspectives that are essential for education efforts in racially and ethnically diverse contexts.

Critical literacy, Social Justice and Postmodern Curriculum

Aubrey S. Marker

The Victorian novel Middlemarch is used as a platform for discussion of critical literacy theory and its relation to curricular implications, classroom practice and social change.

University Room BB 2.06.04

Moderators: Drs. Joellen Coryell & Holly Baker Hill

3:00 – 3:30 pm  Student & Faculty Presentations – Session 3

Roundtable 1  Vamos A Leer

Daisy Garcia, Shawna Fuentes & Ixtzel Treviño

Vamos A Leer is a dynamic and engaging web-based animation that provides early elementary age learners age appropriate reading lessons. Vamos a Leer will be targeted at Spanish speaking students who belong to bilingual or dual language.

Curriculum Framing of Language Arts – Exclusion of Diverse Learners

Kalpena Iyengar

This presentation is an attempt to analyze the disadvantages of Bernstein’s curriculum framing of the language arts discipline.

From refugee camp to American classroom

Ogochukwu Chukwudolue

This study examines curriculum used in schools attended by refugees with the hope of finding loop holes that can be addressed. The aim of this study is to reconceptualize the schools’ curriculum in a way that enhances the learning abilities of these students.
Roundtable 2

Understanding female representation in supplementary reading materials written by South African teachers for the Ithuba Writing Project.
Courtney C. Holmes, Emitzschkia Wallace, Dr. Misty Sailors and Manono Mdluli

This study examines the representation of females, through text and illustrations, in learning materials authored by South African teachers as part of the Ithuba Writing Project.

An Analysis of Caldecott Medal Winners and Honor Books from 2005 to 2010: A Post-Structuralist Perspective
Lori Prior & Angeli Wilson

Picture books play an important role in shaping children’s gender role attitudes and transmitting gender role stereotypes. Past research studies on Caldecott Award winning books given prior to 1995 have found a prevalence of a gender bias towards female characters. The purpose of this study is to examine gender issues in the Caldecott winner and honor books awarded from 2005 to 2010.

University Room BB 2.06.04

Moderators: Dr. Miriam Martinez

3:30 – 4:00 pm

Student & Faculty Presentations – Session 4

Roundtable 1

Mathematics Word Problems: A Focus on Vocabulary
Iris Montoya-Rodriguez, Dr. Elsa Ruiz & Dr. Emily Bonner

A five-week action research study evaluated reading and vocabulary strategies used to enrich a seventh grade mathematics curriculum to help students understand word problems.

“It's all about the kinds of questions I ask kids!”: Literacy coaching and the metacognitive development of classroom reading teachers.
Misty Sailors & Michelle Anguiano

This case study examines methodologies to examine the metacognitive development of three elementary reading teachers as they learned how to explain cognitive reading strategies to their students.

Roundtable 2

Beyond the Beats: Exploring the Hip Hop Phenomenon
Ralph Gdovin & George Jackson

This paper will explore the impact of Hip Hop, focusing on a diverse demographic of historically marginalized populations.

The Other in the Curriculum
Marlin Seigman
This paper applies post-colonial theories to American inner-city English classrooms and examines the possible dangers of relying on reading strategy rather than critical literacy.

Curriculum Analysis and Deconstruction in an 8th Grade English Class
Maureen Connelly
This paper deconstructs one unit of study in the middle school curriculum so as to update and revamp it according to postmodern curriculum expectations.

Roundtable 3
“Where are the field investigations?” An investigation of the (implied) paradox of learning about environmental education in a virtual classroom.
Rosalie Herber, Jennifer Brooks, Lista Schwarz & Dr. Christine Moseley
This research explores the question: Does learning about environmental education (EE) in an online environment contradict the basic premises of EE?

University Room BB 2.06.04
Moderators: Drs. Roxanne Henkin & Robin Wright

4:00 - 4:30 pm  Student & Faculty Presentations – Session 5

Roundtable 1
Conducting Interdisciplinary Research in the New Millennium: How are research questions being reshaped within the academy and what does this means for the advancement of knowledge?
Richard Gambitta, Ph.D., Rosalind Horowitz, Ph.D., Michelle Olvera Dart, M.A., and Kyle Murray, Ph.D.
This symposium highlights the evolutionary nature of interdisciplinary research. The ways in which scholars cross boundaries and conduct interdisciplinary research are illustrated with future projections.

University Room BB 2.06. 12
Patrick Slattery, Ph.D.

Professor and Regents Scholar in the College of Education and Human Development at Texas A&M University where he teaches courses in philosophy of education, curriculum theory, social foundations of education, and arts-based research. His books include: *Curriculum Development in the Postmodern Era* (2nd Ed, Routledge, 2006); *Ethics and the Foundations of Education: Teaching Convictions in a Postmodern World* (Allyn and Bacon, 2003); *Understanding Curriculum* (Peter Lang Publishers, 1995); and *Contextualizing Teaching* (Addison-Wesley Longman, 2000). Dr. Slattery has published numerous research articles which have appeared in journals such as: *Harvard Educational Review, Journal of Curriculum Studies, Educational Theory, and Qualitative Inquiry, Journal of Curriculum and Pedagogy*, and *Curriculum Inquiry*. He is a former editor of JCT: *Journal of Curriculum Theorizing* and the current co-editor (with James Henderson of Kent State University) of *The Journal of Curriculum and Pedagogy*. Patrick Slattery is the President of the American Association for the Advancement of Curriculum Studies (AAACS), a member of Professors of Curriculum, the former chair of the Arts-Based Educational Research SIG of the American Educational Research Association (AERA), and a council member of the Curriculum and Pedagogy Group (C&P). He is also an artist, lecturer, and activist for social justice issues in organizations such as the Lesbian and Gay Rights Lobby of Texas (LGRL), Queer Studies SIG of AERA, Campaign to End the Death Penalty (CEDP), and the Human Rights Campaign (HRC) in his hometown of Austin, Texas. The central theme of his work is the promotion of a just, compassionate, and ecologically sustainable global culture through holistic and reconceptualized approaches to curriculum, constructive postmodern understandings of education, queer studies in gender and sexuality, and processes of philosophical visions of creativity and change. In his research he contends that spiritual, ethical, and social transformation is intimately linked to visual culture, public pedagogy, and aesthetics and that wisdom can emerge in the artistic process.
Assistant Professor of Educational and Community Leadership and teaches in the Ph.D. in Education and M.Ed. in Educational & Community Leadership programs at Texas State. His research interests include curriculum theory, public pedagogy, leadership for educational equity, and internationalization of education. Working within intersections of critical and post structural frameworks, Dr. O’Malley’s recent research projects have involved student protest for educational equity in Chile, state oversight of the East St. Louis, IL urban school district, and rethinking qualitative methodologies for critical participatory research with youth. A former secondary school teacher, assistant principal for academic affairs, and principal, Dr. O’Malley earned his doctorate in education from Saint Joseph’s University, Philadelphia under the direction of Dr. Jeanne F. Brady and also holds degrees in philosophy and theology. He is a Visiting Scholar with Universidad Alberto Hurtado in Santiago de Chile and the Massachusetts College of Liberal Arts Leadership Academy. He has lectured internationally most recently at the University of South Africa (UNISA) in Pretoria. Selected publications appear in the Journal of Curriculum Studies, the Journal of Curriculum and Pedagogy, Educational Studies, Sociology, Teaching Education, and Urban Education and he is co-editor of The Articulation of Curriculum and Pedagogy for a Just Society: Advocacy, Artistry, and Activism (Educator’s International Press).
Veronica Boix-Mansilla, Ed.D.

Is Principal Investigator of the Interdisciplinary Studies Project at Project Zero since 2001. This multi-year multi-pronged set of empirical studies, examines the cognitive, epistemic, social and emotional dimensions of interdisciplinary work, instruction and collaborations. She has an M.Ed. and Ed.D. in Education, Human Development and Psychology from Harvard University. Dr. Boix-Mansilla’s research and writing bring together cognitive developmental psychology, epistemology, pedagogy and the sociology of knowledge to understand the challenges presented by interdisciplinary learning of complex problems as well as the instructional and assessment options available to teachers in pre-collegiate and collegiate education. The Targeted Interdisciplinary Assessment and the Teaching for Interdisciplinary Understanding frameworks have informed the work of instructional networks ranging from the Washington Center for the Improvement of Undergraduate Education to the International Baccalaureate Organization.

Dr. Boix-Mansilla is also the director of the L@titud project (Latin American Initiative for Understanding and Development), which promotes an education for understanding in multiple Latin American contexts. She chairs the Future of Learning Summer Institute at the Harvard Graduate School of Education, where educators and scholars are invited to reflect about how societal changes such as globalization, the digital revolution and our growing understanding of human biology impact the nature of learning and the demands imposed to schools. She works extensively with secondary schools and universities on matters of disciplinary and interdisciplinary instruction and assessment and she serves as an advisor in various committees and initiatives (e.g., International Baccalaureate, Organization of American States, Social Science Research Council, NSF-IGERT program evaluation, and Asia Society).

Her most recent publications have appeared in Educational Leadership, Research Evaluation and the Journal of Communities Education.
Marian Martinello, Ed.D.

Grew up in an immigrant community in New York City where she attended public schools. She completed her bachelor’s and Master’s degrees at Queens College of the City University of New York (CUNY) and earned her doctorate in Curriculum and Teaching at Teachers College, Columbia University. She taught in New York and California public schools and in teacher education programs at Queens College, CUNY and at the University of Florida before coming to San Antonio in 1975. At UTSA, she helped to design the Interdisciplinary Studies degree and certification program for elementary and middle school teacher preparation and served as the Director of the IDS program. Her work in teacher education on inquiry learning and museum education won federal funding, increased inservice opportunities for teachers, and influenced curriculum development in San Antonio area public schools. She received teaching awards in Florida and Texas and was named a Minnie Stevens Piper Professor in 1982, the first at UTSA. Dr. Martinello’s central research interests are in inquiry learning and interdisciplinary curriculum and teaching. She has authored award-winning books for teachers and students on the history and cultures of Texas. Among them are her “search-for” books that detail the process of humanities detective work. The Search for Emma’s Story (TCU Press, 1987) about an early twentieth century German Texan woman of the Hill Country received a 1988 San Antonio Conservation Society Book Award. The Search for Pedro’s Story (TCU Press, 2006) about an eighteenth century soldier in San Antonio, was so honored by the San Antonio Conservation Society in 2009. The Search for a Chili Queen: On the Fringes of a Rebozo (TCU Press, 2009), explores the life of a late nineteenth century chili vendor on San Antonio’s Military Plaza. She co-authored Interdisciplinary Learning and Teaching (Merrill/Prentice Hall, 2000) with Gillian Cook. Dr. Martinello retired from UTSA in May 2000 as Professor Emeritus. In 2009, she accepted an invitation to serve as Acting Associate Dean for Research in UTSA’s College of Education and Human Development. She continues to write, to consult on education projects, and to play with Ready Lady, her retired thoroughbred racehorse.
Trained as an elementary teacher at Stockwell College of the University of London, and taught in public elementary, middle, and high schools in England, West Africa, Canada, and the United States prior to coming to UTSA in 1976. Dr Cook received her B.A. in English from Sir George Williams University, Montreal, and her Ed.M. and Ed.D. in Learning Environments from Harvard University.

Dr. Cook co-authored *Interdisciplinary Inquiry in Teaching and Learning* (Merrill/Prentice Hall), with Marian Martinello and also wrote several spelling textbooks. She has written numerous chapters related to her research in museum education, and English education and interdisciplinary studies. Her articles have been published in journals such as: *Primary Voices; Journal of Staff Development; Middle School Journal; Educational Forum;* and *English Education.*

While at UTSA, Dr. Cook taught classes in supervision, elementary education, and interdisciplinary studies, conducted research and published in all three areas. She took leadership roles in national and local professional organizations related to English/LanguageArts teaching and instructional supervision. She served on numerous university, college, and division committees and as the Director of the Office of Core Curriculum for the University for a three year term. Since her retirement in 1998, Dr. Cook has been privileged to maintain her academic interests in interdisciplinary study and leadership by training House Group leaders and Stephen Ministers at St. Luke’s Episcopal Church and taking a leadership role in Adult Education at St. Luke’s. She also continues to lead tours and train docents at the Institute of Texan Cultures.
We are pleased to announce the winners of the 2009-2010 Martinello Prize for Inquiry Papers

Renee McCombs
Yannik Scarff
Angela Sherwood

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Congratulations to all Nominees for the 2009-2010 Martinello Prize for Inquiry Papers

Alyssa Graham
Angela Sherwood
Margaret O’Leary
Michelle Shaffer
Rachel Rios
Laurie Rodriguez
Sarah Brooke
Renee McCombs
Yannick Scarff
Patricia Rodriguez
Kathleen Oliver
Jessica Reed

ACKNOWLEDGMENTS

The Monetary Awards for the Martinello Prize for Inquiry Papers and a portion of the monies for lunch fare on April 16 are donated in memory of Giuseppe Antonio and Marietta Martinello by Dr. Marian Martinello. Other contributions for the food were made by the Dean’s Office, College of Education and Human Development.