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## Letter from the President: Fall / Winter 2025

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### Abstract

ATE-K President Dr. Amanda Lickteig invites and introduces readers to the four articles found in the Fall/Winter 2025 issue of The Advocate. She also invites participation in the upcoming 2026 conference in Manhattan, KS on March 27, 2026.



## **A Letter from the ATE-K President (Fall / Winter 2025)**

*Amanda Lickteig, Ph.D., Teaching Associate Professor, Kansas State University  
President ATE-K*

It is my pleasure to introduce the latest issue of ATE-K's *The Advocate*, which brings together four timely manuscripts united by a shared commitment to human-centered teaching in a rapidly changing educational landscape. Across topics—artificial intelligence, culturally and linguistically sustaining pedagogy, teacher preparation, and literacy instruction—each piece invites us to consider not only the strategies we use, but how those choices shape students' intellectual and relational experiences.

Grounded in Bloom's Taxonomy and Cultures of Thinking, our first article examines K–12 educators' perceptions of generative artificial intelligence (GenAI) and highlights a central tension: while teachers commonly use GenAI to streamline planning, far fewer employ it to deepen student thinking. Authors Andersen and Yang remind us that meaningful learning requires intentional pedagogy aligned to higher-order cognition.

Our second article also addresses artificial intelligence, this time in pre-service teacher preparation. Haley Olson's analysis of the EDUCAUSE AI Landscape Survey data revealed that everyday AI use strongly predicts candidates' academic use, underscoring the need for programs to proactively redesign curricula that foster proficiency, ethical clarity, and academic integrity.

The third manuscript, *The Effectiveness of Game-Based Flipped Learning on Academic Achievement and Engagement*, is a practitioners research study aimed to determine if a game-based flipped learning (GBFL) environment was an effective learning model relative to flipped learning alone. Gautier's results indicate the potential of GBFL as a learning model and the future research required for validation.

The fourth manuscript introduces *Biography-Driven Instruction*, emphasizing the biopsychosocial histories of culturally and linguistically diverse learners. Through biography cards and adaptable tools, author Melissa Holmes demonstrates how understanding students' linguistic, sociocultural, cognitive, and academic assets can strengthen engagement and conceptual learning.

The issue concludes with Maydew's compelling exploration of teacher–student relationships in literacy instruction. Positioning Self-Determination Theory within the “Reading Wars,” the article introduces the HEART Model as a practical framework for supporting autonomy, competence, and relatedness while balancing rigor and responsiveness.

Collectively, these manuscripts remind us that effective teaching—whether integrating new technologies, planning responsive instruction, or supporting literacy learning—begins with centering students’ needs and experiences. I hope this issue sparks continued reflection and dialogue among our members, and I am grateful for your ongoing commitment to advancing thoughtful, equitable, and relational teaching.

Looking ahead, we invite manuscripts of all types (research studies, theoretical pieces, book reviews, classroom snapshots, and more) for our 2026 issues at <https://atekan.weebly.com/journal.html>. Please also plan to join us at our annual conference on Friday, March 27th, at Kansas State University’s Bluemont Hall.

Yours in education,

A handwritten signature in black ink that reads "Amanda Lickteig". The script is cursive and fluid, with the first name "Amanda" being larger and more prominent than the last name "Lickteig".

Amanda Lickteig, Ph.D.