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AERA-SIG Curriculum Newsletter

American Educational Research Association

NEWSLETTER

of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 3   June, 1972

Report of 1972 AERA-SIG Meetings

Panelists William E. Doll, Jr., George Posner, Richard Hawthorne (unable
to be present), Louise Berman (added at the last minute), and Bruce Joyce
received criticisms of their papers from Elizabeth Steiner Maccia at the
first SIG general session held April 7th at AERA in Chicago. In a paper,
"Conceptual Structures for Curriculum Inquiry," Professor Maccia posed a
theory of inquiry from which would follow two kinds of curriculum inquiry:
curriculum research and curriculum development. Curriculum research
produces either science of curriculum, praxiology of curriculum, or philosophy
of curriculum, depending upon intent and methodology used. Curriculum deve-
lopment produces policies and programs. Elaborated and distinguished, these
features of curriculum inquiry were presented as conceptual structures to
advance the creation and utilization of curriculum knowledge. Professor
Maccia concluded that the papers being critiqued were other attempts at
setting forth conceptual structures for curriculum inquiry which had to be
set aside as not adequate for the task. All papers presented are available
from their authors.
Discussion at the afternoon business meeting of the SIG centered around
proposing tasks that might be carried out by SIG members and the group at
large or in sessions at AERA. A number of promising suggestions were made
running all the way from generation of research paradigms to identification
of practitioners' problems that would benefit from research. Elsewhere in
this issue, members are given an opportunity to indicate which of the several
tasks suggested they wish to assist in carrying out. Minutes of the meeting
may be obtained by writing the acting secretary. Twenty-two members have
been added to the SIG roster since the report in the April Newsletter.
Others interested in this work are encouraged to affiliate (see attached
membership form).

Annual Report to AERA by SIG

On April 24, 1972, the SIG's acting officers forwarded an annual report
to the Executive Officer of AERA. The report described the activities of

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Annual Report to AERA by SIG

On April 24, 1972, the SIG's acting officers forwarded an annual report to the Executive Officer of AERA. The report described the activities of

the SIG during the past year and included copies of two issues of the SIG Newsletter distributed during the year. Names of current members were given, and the $50.00 annual assessment by AERA (for annual meeting space and other services) was paid for the year 1972-73. A letter of congratulations on our initial year of operation has been received from William J. Russell, AERA Assistant for Federal and Professional Affairs.

Report to Membership on SIG Finances

Receipts (to April 7, 1972):

    Membership Payments:

For 1970-1971 -	$ 90.00		
For 1971-1972 -	102.00		
		Total	$192.00

Expenses (to April 7, 1972):

    SIG Assessment by AERA

April 21, 1971 -	$ 50.00		
		Total	$ 50.00
	Balance (April 7, 1972)		$142.00*

*Since this report, as already noted, $50.00 has been submitted for the 1972-73 SIG Assessment to AERA.

An Invitation to Assume Specific Responsibility

    To be a viable, productive unit within AERA, the Special Interest Group on "Creation and Utilization of Curriculum Knowledge" must be more than a point of contact for researchers interested in this topic. It must stimulate activity, generate worthy studies, and report new knowledge. Those who have given some thought to what might be done have suggested a number of possibilities. They have not found it desirable, however, to determine priorities among tasks listed and then to solicit the cooperation of SIG members in tasks that might lead the list. Rather, it seems best to set forth a varied list of possible tasks and to call upon SIG members to assume responsibility for specific work which appeals to them and which they

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feel equipped to handle. In essence, this means the SIG will have no
program except that which members voluntarily agree to engage in as active
participants, either alone or with others. Included in this issue is a
checklist to which each member should give careful thought. If he feels
compelled to indicate an interest in any one (or more if time permits) of
these activities, he should fill in the sheet and forward it to one of
the SIG officers. Where appropriate, persons wishing to work at the same
task jointly with others will be put in touch with each other. Do not
hestitate to add to the checklist items of your own choosing or to make
extended comments or suggestions.

Call for Proposals for 1973 AERA Annual Meeting

SIG members are reminded that proposals for papers, symposia, etc., for
the 1973 AERA Program are due in the hands of Division Program Chairmen no
later than July 15, 1972. Procedures for submitting proposals appeared in
the April, 1972, issue of Educational Researcher. Any proposals especially
suitable for a session of the SIG on "Creation and Utilization of Curriculum
Knowledge" should be forwarded in the manner prescribed on p. 14 of that
issue to Dr. Donald R. Chipley, Chambers Building 159, Pennsylvania State
University, University Park, Pennsylvania 17057, for consideration by a
SIG committee headed by Dr. Chipley.

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AERA SIG on "Creation and Utilization of Curriculum Knowledge"

☐   Include me as a participating member for 1972-73.

☐   Enclosed is payment of $2.00 to cover meeting and newsletter
     expense.* (Checks should be made out and sent to Edmund Short,
     College of Education, University of Toledo, Toledo, Ohio 43606)

☐   I do not now wish to be included in the membership of this SIG,
     but please place my name on the mailing list to be kept infor-
     med of its activities.

                              Signed: _____

                                       _____

                                       _____

                                       _____

                              Date: _____

*Payments received prior to April 7, 1972, covered the 1971-72 year.
 Payments for 1972-73 must be made prior to the 1973 meeting.

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Checklist of Possible Tasks

Associated with AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

June, 1972

Directions: Check box for any item you will accept responsibility for
carrying out. On lines, please rank items as to importance
for the SIG (Use 1 for top priority, 2 for less priority, 3
for little or no priority).

_____ ☐ Prepare a reply to E. S. Maccia's 1972 SIG paper.

_____ ☐ Put name in for officer of SIG - specify which:

_____ ☐ Study number and nature of papers related to "Curriculum Knowledge"
in AERA Annual Meeting Programs and publications of AERA.

_____ ☐ Assist ERIC in writing or reviewing abstracts of curriculum
research reports prior to publication in Research in Education.

_____ ☐ Prepare a review of all AERA 1972 Annual Meeting papers presented
in Division B.

_____ ☐ Analyze quality of these papers after method of Persell (ERIC
ED 055 986)

_____ ☐ Draw up knowledge generated to date on Curriculum Evaluation.

_____ ☐ Collect and document (or generate) curriculum research paradigms.

_____ ☐ Identify and analyze methodological issues in curriculum research.

_____ ☐ Prepare a paper on whether or not curriculum knowledge is possible.

_____ ☐ Examine appropriate instruments and research methods for humanis-
tic education.

_____ ☐ Explain how to move from descriptive findings to programmatic
statements in curriculum.

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Identify and analyze methodological issues in curriculum research.

Prepare a paper on whether or not curriculum knowledge is possible.

Examine appropriate instruments and research methods for humanistic education.

Explain how to move from descriptive findings to programmatic statements in curriculum.

_____ ☐ Compare curriculum systems with instructional systems.

_____ ☐ Identify and analyze terminological issues in the curriculum field.

_____ ☐ Help identify and compile unpublished papers in curriculum inquiry for inclusion in SIG bibliography.

_____ ☐ Identify problems in utilization of curriculum knowledge in practice.

_____ ☐ Serve as liaison with the AERA SIG on "Research Utilization."

_____ ☐ Conduct a sociological study of the organization and communication within the curriculum research community.

_____ ☐ Enroll interested graduate students around the country in this SIG.

_____ ☐ Scan the research literature for references appropriate to work of the SIG.

_____ ☐ Identify kinds of knowledge needed by curriculum workers.

_____ ☐ Examine the present state of coordination between knowledge production and knowledge utilization in curriculum.

_____ ☐ Identify who are the users of curriculum knowledge.

_____ ☐ List others:

Send to one of the officers: Edmund C. Short, College of Education,
                             University of Toledo, Toledo, Ohio 43606

Paul Klohr, College of Education,   George J. Posner, 111 Stone Hall,
Ohio State University, 29 W. Woodruff,   Cornell University, Ithaca, New York
Columbus, Ohio 43210   14850

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