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AERA-SIG Curriculum Newsletter

American Educational Research Association

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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, praxisology of curriculum, or philosophy of curriculum, depending upon intent and methodology used. Curriculum development 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
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 development 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.

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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 hesitate 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 Utilisation 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 17202, 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 informed of its activities.

Signed: ________________________

___________________________

___________________________

Date: ________________

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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 humanistic education.

☐ Explain how to move from descriptive findings to programmatic statements in curriculum.
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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 Elch, College of Education, Ohio State University, 29 W. Woodruff, Columbus, Ohio 43210

George J. Posner, 111 Stone Hall, Cornell University, Ithaca, New York 14850

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