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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. 6

April, 1974

AERA Sessions of Special Interest to SIG

TOWARD DISCIPLINED INQUIRY IN CURRICULUM - I: BREAKING WITH CONVENTIONAL MODES, will be the topic of a symposium sponsored by the SIG on "Creation and Utilization of Curriculum Knowledge," during session 4.20 on Tuesday, April 16, at AERA in Chicago. The time is 10:35 a.m. and the place is the Crystal Room of the Palmer House.

Four leading scholars of research methodology in the curriculum field will share their views of possible new approaches in curriculum inquiry and submit them for criticism to a philosopher of education and to the audience assembled. Ian Westbury, of the University of Illinois at Urbana, will explore the use of empirical methods in investigating instructional encounters within organizational structures of schooling. His remarks are entitled, "Curriculum: A Search for Ways and Means." William F. Pinar, of the University of Rochester, will outline a method of curriculum inquiry directed at the existential experience of the learner interacting with the materials of instruction. His topic is "A Phenomenological Research Method for Knowledge Generation in Curriculum." Decker F. Walker, of Stanford University, will point out some short-comings of the methods of the behavioral and social sciences when applied to phenomena of the curriculum field. He will pose some alternative strategies capable of coping with the dynamic, multiple, value-laden features of curriculum. "The Right Tools for the Job," is his title. Michael W. Apple, of the University of Wisconsin at Madison, will treat, "Institutional Logics and the Methodology of Curriculum Research." He will examine certain epistemologically and ideologically conservative elements in the dominant models of curriculum research and argue for a logic of curriculum research methodology which might be called a "critical science" approach. Jonas F. Soltis, of Columbia University, will critique the presentations. Edmund C. Short, of the Pennsylvania State University, will chair the session.

Time has been set aside immediately following the symposium for a round table discussion with the participants from the panel and any member in attendance who wishes to join them in discussing their topic. This session, to be chaired by Naomi Hersom of the University of Alberta, is listed as session 5.17 and will begin at 12:25 p.m. in the same room as the symposium.

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The annual business meeting of the SIG will be held on Wednesday afternoon, April 17, at 2:15 (session 13.08), in Room H, LaSalle Hotel. A series of discussants will lead an informal consideration by all members of the SIG on the subject, "Research Problems in Curriculum: Alternative Paradigms." F. Michael Connelly, OISE; Decker Walker, Stanford; George Willis, Rhode Island; and Donald Chipley, Penn State, will lead off with prepared remarks.

Four other sessions at AERA this year will be of special interest to members of the SIG. The first is session 11.12, sponsored by the SIG/Philosophical Studies of Education. It features Dolores Silva, Temple University, and Bozidar Muntyan and W. Wade Burley, University of South Florida, Tampa, on the topic, "Regularization in Schooling; Toward Collaborative Endeavor Among Curriculum, Educational Philosophy, and Educational Psychology." This round table will meet at 10:35 a.m. on Wednesday morning, April 17, in Room I, LaSalle.

The second session of interest is session 19.15, sponsored by the SIG/Research Utilization. It will present Bruce Joyce, Teachers College, Columbia University, in an address, "Curriculum Change: Knowledge to be Utilized and Research to be Conducted." This session is open to all and is scheduled for Thursday morning, April 18, at 10:35 in the Press Gallery of the LaSalle.

Session 22.07, "Perspectives in Curriculum Development and Planning," lists two papers of interest, "The Futility of Educational Research in Curriculum Development," by Don M. Carriker, and "Sources of Knowledge Utilization in Curriculum Change in Nursing Education," by Shaké Ketefian.

Session 24.05, "Needed Historical Research in Curriculum" features a symposium consisting of Robert H. Beck, University of Minnesota; O. L. Davis, Jr., University of Texas at Austin; B. Othanel Smith, University of South Florida, Tampa; and Richard Stephens, Greenville College, Illinois. The symposium will be chaired by David Turney of Indiana State University and is scheduled for 8:15, Friday morning, April 19.

Your judgment on the session or papers of highest quality and most pertinent to the purposes of the SIG on "Creation and Utilization of Knowledge," is being sought upon the conclusion of the AERA Annual Meeting this year. Please take time to fill in the form on the back of the membership blank included in this newsletter and return for tabulation, as soon after April 19, as you can. Thank you.

#### SIG Dues

To affiliate with the SIG on "Creation and Utilization of Curriculum Knowledge," fill in the membership blank included in this newsletter and send in your \$1.00. The new membership year begins April 17, 1974, and extends until the Annual Meeting in 1975. Membership in AERA is not a prerequisite for SIG membership. Interested graduate students are encouraged to join.

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AERA Special Interest Group on  
 "Creation and Utilization of Curriculum Knowledge"  
 Membership List - as of March, 1974

Arthur Adkins	University of Maryland
William M. Alexander	University of Florida
Vernon E. Anderson	Carmel, California
Michael W. Apple	University of Wisconsin - Madison
George A. Beauchamp	Northwestern University
Roger V. Bennett	University of Maryland
Emanuel Berger	Pennsylvania Department of Education
Louise Berman	University of Maryland
Wilma W. Bidwell	State University of New York at Albany
Amy F. Brown	Nashville, Tennessee
Joel Burdin	ERIC on Teacher Education
Robert L. Buser	Southern Illinois University
Rolland Callaway	University of Wisconsin - Milwaukee
Douglas C. Campbell	Ontario Institute for Studies in Education
Donald Chipley	Pennsylvania State University
Michael Connelly	Ontario Institute for Studies in Education
David P. Crandall	Network of Innovative Schools, E. Haverhill, Mass.
Thomas Curtis	State University of New York at Albany
David W. Darling	University of New Mexico
Margery Duffey	University of Kansas Medical Center
Dale Edwards	Evergreen Park (Ill.) High School
Charles Eiszler	Central Michigan University
Jean C. Finnerty	Seton Hall University
Arthur W. Foshay	Teachers College, Columbia University
Robert S. Fox	ERIC on Social Studies & Social Science Education
Barry M. Franklin	Lakeland College, Wisconsin
Helen Goodell	Kent State University
John I. Goodlad	University of California at Los Angeles
Martin Haberman	University of Wisconsin - Milwaukee
Carole Hahn	Emory University
Paul M. Halverson	University of Georgia
Glen Hass	University of Florida
Margaret B. Heir	East Stroudsburg, Pennsylvania
Naomi L. Hersom	University of Alberta
Louise Hock	New York University
William E. Hoffman	The College of Wooster (Ohio)
Todd Hoover	University of Nebraska
Arthur Hoppe	Northern Illinois University
Phillip Hughes	Canberra College of Advanced Education, Australia
James J. Jelinek	Arizona State University
Mauritz Johnson	State University of New York at Albany
Shaké Ketefian	New York University
Victor Lawhead	Ball State University
Jerome E. Leavitt	California State University - Fresno
Arthur Lewis	University of Florida
Wilma S. Longstreet	University of Michigan - Flint
William T. Lowe	University of Rochester

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Martin Haberman	University of Wisconsin - Milwaukee
Carole Hahn	Emory University
Paul M. Halverson	University of Georgia
Glen Hass	University of Florida
Margaret E. Heir	East Stroudsburg, Pennsylvania
Naomi L. Hersom	University of Alberta
Louise Hock	New York University

William E. Hoffman	The College of Wooster (Ohio)
Todd Hoover	University of Nebraska
Arthur Hoppe	Northern Illinois University
Phillip Hughes	Canberra College of Advanced Education, Australia
James J. Jelinek	Arizona State University
Mauritz Johnson	State University New York at Albany
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Everett C. Mann III  
 Virginia Macagnoni  
 Elizabeth Steiner Maccia  
 Gordon Mackenzie  
 Dorothy McCuskey  
 James McElhinney  
 John M. Mickelson  
 Robert G. Oana  
 James O'Hanlon  
 Mary O'Neill  
 William F. Pinar  
 Michael P. Roetter  
 Louis J. Rubin  
 Harold G. Shane  
 J. Harlan Shores  
 Edmund C. Short  
 Dolores Silva  
 Elizabeth S. Simpson  
 Bernard Spodek  
 Peter Taylor  
 Henry J. Triesenberg  
 Tom Venable  
 Tom Vickery  
 John A. Voth  
 Decker F. Walker  
 Mary Lou White  
 George Willis  
 Paul W. F. Witt  
 Vivian C. Wolf  
 Deborah C. Wolfe  
 Hugh B. Wood  
 Lutian R. Wootton  
 John Zahorik  
 Marta Arango Zeigenhagen

Indiana University  
 University of Georgia  
 Indiana University  
 Tenafly, New Jersey  
 Western Michigan University  
 Ball State University  
 Temple University  
 Central Michigan University  
 University of Nebraska  
 Chicago, Illinois  
 University of Rochester  
 Owens Technical College (Perrysburg, Ohio)  
 University of Illinois - Urbana  
 Indiana University - Bloomington  
 University of Illinois - Urbana  
 The Pennsylvania State University  
 Temple University  
 University of Southern California  
 University of Illinois  
 Ottawa, Canada  
 National Union of Christian Schools, Grand Rapids  
 Indiana State University  
 Syracuse University  
 University of Missouri - Columbia  
 Stanford University  
 Wright State University  
 University of Rhode Island  
 Michigan State University  
 University of Washington  
 Queens College of City University of New York  
 University of Oregon  
 University of Georgia  
 University of Wisconsin - Milwaukee  
 Nova University

#### 1974 SIG Business Meeting

Matters of business, future directions of the SIG, and discussion of "research questions needing attention" will be on the agenda of the 1974 SIG business meeting, to be held Wednesday, April 17, at 2:15 in Room H, LaSalle Hotel, Chicago. This session, 13.08, will be a time for informal exchange among members of the SIG on research issues and tactics of concern to the membership. As proposed last year, each person is asked to bring "three basic questions" that need to be researched in curriculum and to contribute them in the discussion to be led by Professors Connelly, Walker, Willis, and Chipley. Guests are welcome to attend.

Virginia Macagnoni	University of Georgia
Elizabeth Steiner Maccia	Indiana University
Gordon Mackenzie	Tenafly, New Jersey
Dorothy McCuskey	Western Michigan University
James McElhinney	Ball State University
John M. Mickelson	Temple University
Robert G. Dana	Central Michigan University
James O'Hanlon	University of Nebraska
Mary O'Neill	Chicago, Illinois
William F. Pinar	University of Rochester
Michael P. Roetter	Owens Technical College (Perrysburg, Ohio)
Louis J. Rubin	University of Illinois - Urbana
Harold G. Shane	Indiana University - Bloomington
J. Harlan Shores	University of Illinois - Urbana
Edmund C. Short	The Pennsylvania State University
Dolores Silva	Temple University
Elizabeth S. Simpson	University of Southern California
Bernard Spodek	University of Illinois
Peter Taylor	Ottawa, Canada
Henry J. Triezenberg	National Union of Christian Schools, Grand Rapids
Tom Venable	Indiana State University
Tom Vickery	Syracuse University
John A. Voth	University of Missouri - Columbia
Decker F. Walker	Stanford University
Mary Lou White	Wright State University
George Willis	University of Rhode Island
Paul W. F. Witt	Michigan State University
Vivian C. Wolf	University of Washington
Deborah C. Wolfe	Queens College of City University of New York
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Reports of SIG-Related Studies (1973-1974)

- Straumanis, Eric R., "What is a Normative Basis for Curriculum Research?" Paper presented at AERA, March 1, 1973.
- Berman, Louise M. and Jessie A. Roderick, "The Relationship between Curriculum Development and Research Methodology" Journal of Research and Development in Education, 6 (Spring, 1973), 3-13.
- Hemphill, John H., "A Model for Educational Development," pp. 49-57 in Frank C. Pratzner and Jerry P. Walker (Eds.) Programmatic R & D in Education: Positions, Problems, Preparations. Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University, 1972.
- Ketefian, Shake, Knowledge Utilization in the Process of Accepting Selected Innovations in Baccalaureate Education in Nursing. Doctoral dissertation. Teachers College, Columbia University, 1972.
- Walker, Decker F., "What Curriculum Research?" Journal of Curriculum Studies, 5 (1), (May, 1973), 58-72.
- Atkins, J. Myron, "Practice Oriented Inquiry: A 'Third Approach' to Research in Education," Educational Researcher, 2 (7), (July, 1973), 3-4.
- Short, Edmund C., "Knowledge Production and Utilization in Curriculum: A Special Case of the General Phenomenon," Review of Educational Research, 43 (Summer, 1973), 237-301.
- Schwab, Joseph J., "The Practical 3: Translation into Curriculum" School Review, 81 (August, 1973), 501-522.
- Wilson, John, "Curriculum," pp. 104-117 in his Philosophy and Educational Research. Windsor, England: National Foundation for Educational Research in England and Wales, 1972.
- Hood, Paul D., "Dissemination, Distribution, and Utilization of Laboratory Products," pp. 187-206 in John K. Hemphill and Fred S. Rosenau (Eds.), Educational Development: A New Discipline for Self-Renewal. Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1973.
- Rosenau, Fred S., C. L. Hutchings, and John K. Hemphill, "Utilization of the Output of Educational Research and Development," pp. 221-234 in John K. Hemphill and Fred S. Rosenau (Eds.), Educational Development: A New Discipline for Self-Renewal. Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1973.
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- Charters, W. W., Jr., and John E. Jones, "On the Role of Appraising Non-Events in Program Evaluation," Educational Researcher, 2, (11), (Nov., 1973), 5-7.

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Task Force on Resources Planning and Analysis, NIE Office of Research and Development Resources, Building Capacity for Renewal and Reform: An Initial Report on Knowledge Production and Utilization in Education. Washington, D.C.; National Institute of Education, 1973.

Deats, Tom, "Moving and Using Information," Teachers College Record, 75 (February, 1974), 383-393.

Ponder, Gerald A., "The Curriculum: Field Without a Past?" Educational Leadership, 31 (February, 1974), 461-464.

Walker, Decker F., and Jon Schaffarzick, "Comparing Curricula," Review of Educational Research, 44 (Winter, 1974), 83-111.

Pincus, John, "Incentives for Innovation in the Public Schools," Review of Educational Research, 44 (Winter, 1974), 113-144.

#### Implications of Proposed Revision of AERA Constitution for SIG

AERA's Ad Hoc Committee on Governing Structure presented its recommendations for new internal organization of AERA in the October, 1973, issue of the Educational Researcher. Considerable discussion of the proposed changes has taken place during recent months and action on the Committee's report is expected this spring.

A number of the provisions recommended deserve careful thought and debate. Those which effect Special Interest Groups are of special concern to members of the SIG. For example, the status of Special Interest Groups is proposed to remain much as it is in the present AERA structure. However, when membership reaches 100, a SIG may apply for divisional status. Under present circumstances, the number of divisions could rise markedly upon adoption of such a provision. Some SIG's favor this because participation in AERA governance is thus assured. Others question this method of generating divisions because of its potential for splitting power over too diverse a range of groups. In addition, the present focus of SIG's on face-to-face informality and common research interests might be transformed into a drive for increased memberships and the pursuit of power-oriented goals. Whatever view of these issues one holds, they deserve serious debate. Your views should be registered with the Ad Hoc Committee very soon.

#### Making Clear the Focus of the SIG

Persons coming across the name of the SIG on "Creation and Utilization of Curriculum Knowledge," are often puzzled as to its purpose. Notices in AERA publications and at the Annual Meeting usually provide a brief phrase like "studying the creation and utilization of curriculum knowledge, the need for such knowledge, and the methodologies for its generation." Whether such phrases really clarify the SIG purpose is questionable.

The SIG is intended to provide a focus for researchers who see their work directed toward the generation of publicly verifiable statements about phenomena within any aspect of the curriculum domain (however defined); toward understanding the several dimensions of the process of supplying and using such knowledge in the enhancement of curricular practice; and toward improving the skills of curriculum researchers in knowledge creation, and the skills of curriculum practitioners in knowledge utilization. Anyone engaged in research of these kinds should be made acquainted with the SIG and asked to join in mutual sharing and critiquing of such work.

Initial Report on Knowledge Production and Utilization in Education.  
Washington, D.C.; National Institute of Education, 1973.

Deats, Tum, "Moving and Using Information," Teachers College Record, 75  
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Include me as a participating member for 1974-1975.

Enclosed is payment of \$1.00 to cover meeting and newsletter expense.\* (Checks should be made out and sent to: Edmund Short, 141 Chambers, College of Education, Pennsylvania State University, University Park, PA 16802).

I do not 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: \_\_\_\_\_

\*Payments received prior to April 17, 1974, cover the previous year, 1973-1974.

Payments received after that date will be for the membership year, 1974-1975. All current memberships become renewable on the date of the annual business meeting, this year on April 17.

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Date:

\*Payments received prior to April 17, 1974, cover the previous year, 1973-1974.

Payments received after that date will be for the membership year, 1974-1975. All current memberships become renewable on the date of the annual business meeting, this year on April 17.

Quality Assessment Survey

1974 AERA Program Sessions  
As Judged by Members of SIG on  
"Creation and Utilization of Curriculum Knowledge"

Please list five or more presentations at AERA 1974 which you think fit the concern of this SIG and rank them in terms of quality from 1 (top quality) to 5 (or higher) on each of two dimensions.

Session Number	Person(s) Reporting	Topic	Rank on Significance of Research Problem Dealt With	Rank on Quality of Execution of Inquiry Approach Used
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Comments:

(Please indicate personal reactions to any of the presentations listed above that might help explain your judgments of quality. Also, suggestions for improving quality of research attempted or methodologies used may be made.)

(When completed, please return to SIG chairman)

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