3-1-1975

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. 8

March, 1975

SIG Sponsors Sessions at AERA

The annual Business Meeting of the SIG will be held this year on Wednesday, April 2, at AERA Session 22.01 (4:05 - 5:35 p.m.) to be held in the Georgetown West Room of the Washington Hilton Hotel. Items on the agenda are described elsewhere in this issue. The business meeting will follow an informal discussion of the problem of access to curriculum research in the graduate school setting. Faculty and graduate students will share their perceptions of the problem as it exists in a variety of locations throughout the country and will describe efforts made or proposed to solve it. The session will be chaired by SIG Co-chairman George Willis of the University of Rhode Island. Four leading curriculum professors will lead off with informal comments about the problem from their own perspectives: Virginia Macagno, University of Georgia; John M. Mickelson, Temple University; O. L. Davis, University of Texas at Austin; and Gordon Lawrence, University of Florida.


The SIG is co-sponsoring with Division B, Session 28.01, "Toward Reconceptualization of Curriculum Inquiry: Divergent Perspectives." This symposium, chaired by William Pinar, The University of Rochester, will feature presentations by Ira Weingarten, University of North Carolina, Greensboro; Paul Shaker, The Ohio State University; Madeline R. Grumet, The University of Rochester; and Kirke White, Webster (N.Y.) Public Schools. Paul R. Klohr, The Ohio State University, will serve as discussant of these presentations. Time: 2:15, Thursday, April 3. Place: Lincoln West Room of the Washington Hilton.

Other Sessions of Interest to SIG

5:15. Diffusion as Viewed from the Firing Line: Multiple Perspectives from Producers, Linkers, Consumers, Researchers (SIG/Research Utilization).

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6.06. Toward a Renaissance of Curricular Studies (Invited Address, Division B). Elliot W. Eisner, Stanford.
Initiating School Improvement: Strategies for Utilizing Educational Knowledge (SIG/Research Utilization). Especially the paper by Bruce Joyce, "Utilizing Knowledge to Effect Curricular and Instructional Change."

Nature of Curriculum: Its History, Claims, and Methods (Division B)

Research on the Knowledge Production and Utilization System in Education (Symposium, AERA). Features studies being conducted by Ward S. Mason, NIE; William Paisley, Stanford; O. W. Markley, Stanford Research Institute; Bolf Lehming, NIE; David Clark and Egon Guba, Indiana University; Michael Rabin, Northwestern.

Organizational Roles, Communication, and a Diffusion Program: Concepts, Competencies, and a Case for Research Utilization (SIG/Research Utilization).

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 2, 1975, and extends until the Annual Meeting in 1976. Membership in AERA is not a prerequisite for SIG membership. Interested graduate students are encouraged to join.

Newfield Receives NIE Research Grant

John W. Newfield, State University of Louisiana at New Orleans, is the recipient of a FY 1975 Research Grant from the National Institute of Education, under its Production and Utilization of Knowledge category, for conducting a study of "Information Demands of Curriculum Supervisors." This award was the only one strictly related to curriculum among those in this category. Our congratulations to Dr. Newfield, who is a member of the SIG. We look forward to the report of this study in the near future. Others might wish to apply to NIE at the next open cycle for similar grants to conduct knowledge production or utilization studies related to curriculum.

SIG Membership - March, 1975

Arthur Adkins
Vernon E. Anderson
Bruce R. Barron
George Beachamp
Roger V. Bennett
Louise M. Benham
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East-West Center, University of Hawaii
Pace University
Rampu College, New Jersey
AACIE & Journal of Teacher Education
Southern Illinois University
Bonifay, Florida
University of Illinois - Urbana

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Arthur Adkins    University of Maryland
Vernon E. Anderson   Carmel, California
Bruce G. Baron    Research for Better Schools, Philadelphia
George Beauchamp    Northwestern University
Roger V. Bennett    Memphis State University
Louise M. Barman    University of Maryland
Wilma W. Bidwell    State University of New York at Albany
John Blight     Ohio Middle School Research & Resource Center
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Laura C. Trout
Louise L. Tyler
Gordon F. Vars
Tom C. Venable
John A. Woth
David C. Williams
George Willis
Paul W. F. Witt
Vivian C. Wolf
Lucian R. Wootton
Esther Zaret

Pennsylvania State University
State University of New York at Albany
University of Texas at Austin
University of New Mexico
University of Kansas Medical Center
Pennsylvania State University
Evergreen Park High School (Illinois)
University of Pennsylvania
Teachers College, Columbia University
Emory University
Stanford, California
University of Florida
Lehigh University
University of Alberta
New York University
The College of Wooster (Ohio)
University of Nebraska
Northern Illinois University
Arizona State University
Skokie, Illinois
University of Minnesota
Ohio State University
University of Florida
University of Rochester
Meesapia, New York
Ball State University
Temple University
Bowling Green State University
Louisiana State University at New Orleans
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Indiana University
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University of Rochester
University of Connecticut
University of Maryland
University of Connecticut
Lincoln, Nebraska
National Institute of Education
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Pennsylvania State University
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University of Illinois - Urbana
University of Illinois - Chicago Circle
Ottawa, Canada
Northwest Regional Educational Laboratory
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Naomi L. Hersom    University of Alberta
Louise E. Hock    New York University
William E. Hoffman    The College of Wooster (Ohio)
Todd Hoover    University of Nebraska
Arthur Hoppe    Northern Illinois University
James J. Jelinek    Arizona State University
Alan M. Kaplan    Skokie, Illinois
Richard D. Kimpston    University of Minnesota
Paul R. Klohr    Ohio State University
Arthur J. Lewis    University of Florida
William T. Lowe    University of Rochester
Alan E. Maher    Messapequa, New York
James H. McElhinney    Ball State University
John M. Mickelson    Temple University
Patricia L. Mills    Bowling Green State University
John Newfield    Louisiana State University at New Orleans
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Vincent R. Rogers    University of Connecticut
J. Galen Saylor    Lincoln, Nebraska
Jon C. Schaffarzick    National Institute of Education
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Harriet Talmage    University of Illinois - Chicago Circle
Peter A. Taylor    Ottawa, Canada
Robert M. Toepper    Northwest Regional Educational Laboratory
Laura C. Trout    Indiana University
Louise L. Tyler    University of California at Los Angeles
Gordon F. Vars    Kent State University
Tom C. Venable    Indiana State University
John A. Voth    University of Missouri - Columbia
David C. Williams    Eastern Kentucky University
George Willis    University of Rhode Island
Paul W. F. Witt    Michigan State University
Vivian C. Wolf    University of Washington
Lutian R. Wootton    University of Georgia
Esther Zaret    Bank Street College of Education
An Analysis of SIG-Related Studies


Claims that the marriage between R & D specialists and educational practitioners in the sixties has failed because researchers have relied too heavily on a linear conception of the research process. Proposes that a new nonlinear model with linkages between educator and student users and researchers holds promise for improving future relationships.


Observes that information is packaged in a number of separate and distinct systems ranging from ERIC to Encyclopedias. Users draw from these numerous self-contained systems by reference to various indexing guides. A more efficient approach would be to develop a comprehensive, integrated educational information system.


Sets up a theoretical framework for clarifying the nature of innovations and innovative strategies, and uses these distinctions as a base for defining a process-oriented model of innovation. Draws upon case studies of Central Institutions, Innovative Regions, and Innovative Schools throughout the world. Examines the role of the individual and research in educational innovation, considers barriers and unintended effects, and notes features resulting in meeting modern needs.


Identifies and describes five orientations toward curriculum: 1) development of cognitive processes, 2) curriculum as technology, 3) self-actualization, 4) social reconstruction-relevance, and 5) academic rationalism. Presents two or three sample works reflecting each orientation.


Calls for viewing 'organization' as a socially constructed and individually perceived reality in which the dialogic process informs collective experience and action; proposes studying within a seven-phase analytic framework the evolution of developing educational settings. Some implications are drawn for facilitating program development.

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Nadler, the developer of the IDEALS concept, a systems approach to design and development, defines development as a process of creating tools and procedures for doing a particular job. Its strategy is to determine function, design ideal systems, develop an optimum system, and deliver results.


Presents papers by Pinar, Starratt, Huehner, Bateman, Greene, Macdonald, and Pilfer which describe their efforts to reconceptualize curriculum theory in terms of varying modes of more personally meaningful creative consciousness. Inner states and self-development are major concerns and inquiry presently revolves around the following issues: 1) confidence in schools as liberating institutions, 2) shape of future reform, 3) commitment to public education, and 4) future of "scientism" in the field of education.


Describes a synthetic framework for generating research questions related to curriculum structure. Focusing on the extensiveness of relationships between curriculum elements, the framework includes a "micro-macro" level of elements, "temporality" of elements (with both vertical and horizontal aspects), "commonality" of elements, and "contiguity" of elements.


Distinguishes six ways experimentation is used to inform the development of social intervention programs: 1) to test a plausible hypothesis, 2) to develop elements of an intervention program, 3) to test the various components of a complete program, 4) to compare and choose from multiple program design options, 5) to estimate critical parameter values, and 6) to evaluate and resolve conflicting claims. Limitations and advantages of the use of social experimentation are discussed.


Asserts that research, development, and practice are distinctive activities, notes that universities have strong research capabilities but weak development capabilities, and calls for the support of educational development laboratories based on the model of defense and space development efforts.

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Reviews selected literature on designing and developing an information delivery system for Canadian education and identifies thirteen themes common to this literature. Suggests the use of a systems approach, involving specific foundation considerations, functional components, and design parameters.


Research is defined as "an effort to get carefully evaluated and systematically organized knowledge about some phenomenon." The usefulness of research lies in its producing essential concepts, generalizations about the relations among concepts, and particular facts, in its way of studying questions, and in its objective attitude toward facts. Curriculum development can draw upon research of anthropologists on the nature of community, research in social psychology concerning peer group influence, research in personality psychology (human needs), research in sociology (social class), and research on learning (transfer and motivation). Research is also available on objectives, implementation, and preparing for the future.


Recognizes that there is a huge gap between what we know and what we do in practice, and that research projects in local schools are almost non-existent. Needed to change this condition: 1) an increase in awareness of the need for research, 2) increased investment of financial resources, 3) increased involvement of affected personnel, and 4) increased commitment to unity of purpose.

Some observations emerge from analysis of these studies.

1. Distinctions are made between data and information, research and development, and research and practice, but seldom between information and knowledge.

2. Research, development, the systems approach, and utilization - all have an important personal-social element which cannot be ignored.

3. Tangential studies related to the creation and utilization of curriculum (or any) knowledge are evident, but few appear dead-center on the topic.

4. Intensified development and use of comprehensive information systems in education are a prerequisite to improved research and knowledge utilization in curriculum.

5. Studies in this area are being done by researchers from a number of different fields; an interdisciplinary base should be maintained in shaping future research efforts in this area.

-Donald R. Chipley, Penn State University

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SIG Business Meeting

The existence of the SIG in its present form is at issue among the membership. This matter will thus become the focus of deliberations at the Business Meeting of the SIG, to be held Wednesday, April 2 at the end of Session 22.01, 4:05 - 5:35 p.m., in Georgetown West of the Washington Hilton Hotel.

Among the alternatives expected to be presented for possible action is one to expand the purpose of the SIG to encompass a range of interests not now satisfactorily met under the present focus: research on the process of creation and utilization of curriculum knowledge.

If there are other specific proposals that might elicit widespread acceptance as a new focus for a SIG, please prepare in writing a brief statement of the idea and notify the chairman of the business meeting, Edmund C. Short, of your intention to present such a proposal at the meeting. Contact may be made at the Hilton.

Those unable to participate in the discussions in Washington may wish to make their views known by filling in the items below and forwarding this sheet, along with their membership dues for the new year, to the address on the reverse side.

<table>
<thead>
<tr>
<th>I favor keeping the present focus for the SIG</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I favor dissolving the SIG with its present focus</td>
<td></td>
</tr>
<tr>
<td>I favor expanding the focus of the SIG to include the following:</td>
<td></td>
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Other comments or suggestions:

Name

(Note: this is only an expression of preference and of suggestions; not an official ballot on options.)

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AERA SIG on "Creation and Utilization of Curriculum Knowledge"

Include me as a participating member for 1975-1976

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:

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