SIG Newsletters (1970-1995)

Faculty Research Project on the AERA-SIG on
Critical Issues & Cultural Studies (Jupp &
Schubert)

3-1-1975

AERA-SIG Curriculum Newsletter

American Educational Research Association

NEWSLETTER

of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 8   March, 1975

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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
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Faculty and graduate students will share their perceptions of the problem as it
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George Willis of the University of Rhode Island. Four leading curriculum pro-
fessors will lead off with informal comments about the problem from their own
perspectives: Virginia Macagnoni, University of Georgia; John M. Mickelson,
Temple University; O. L. Davis, University of Texas at Austin; and Gordon Lawrence,
University of Florida.

Frances R. Link, of Curriculum Development Associates in Washington, D.C.,
will present research on the curriculum change process at AERA Session 26.12 on
Thursday morning, April 3, at 10:35 a.m., in the Thoroughbred Room of the
Washington Hilton. Her presentation is entitled, "A Case Study in Curriculum
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The SIG is co-sponsoring with Division B, Session 28.01, "Toward Reconceptual-
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Other Sessions of Interest to SIG

5.13.   Diffusion as Viewed from the Firing Line: Multiple Perspectives from Pro-
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6.06.   Toward a Renaissance of Curricular Studies (Invited Address, Division B).
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        Change."

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

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        tion (Symposium, AERA). Features studies being conducted by Ward S.
        Mason, NIE; William Paisley, Stanford; O. W. Markley, Stanford Research
        Institute; Rolf Lehming, NIE; David Clark and Egon Guba, Indiana
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27.16. Organizational Roles, Communication, and a Diffusion Program: Concepts,
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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
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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. Berman	University of Maryland
Wilma W. Bidwell	State University of New York at Albany
John Blight	Ohio Middle School Research & Resource Center
Robert Brashear	Western Michigan University
Amy Frances Brown	Nashville, Tennessee
John A. Brownell	East-West Center, University of Hawaii
Frederick B. Bunt, Jr.	Pace University
Helen R. Burchell	Ramapo College, New Jersey
Joel L. Burdin	AACTE & Journal of Teacher Education
Robert L. Buser	Southern Illinois University
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Harold D. Drummond	University of New Mexico
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Victor L. Dupuis	Pennsylvania State University
Dale Edwards	Evergreen Park High School (Illinois)
Allan Glatthorn	University of Pennsylvania
Gary A. Griffin	Teachers College, Columbia University
Carole Hahn	Emory University
Paul R. Hanna	Stanford, California
C. Glen Hass	University of Florida
Margaret Gill Hein	Lehigh University
Naomi L. Hersom	University of Alberta
Louise E. Hock	New York University
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Todd Hoover	University of Nebraska
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James J. Jelinek	Arizona State University
Alan M. Kaplan	Skokie, Illinois
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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	Louisana State University at New Orleans
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An Analysis of SIG-Related Studies

Baldridge, J. Victor, et al., "The Relationship of R & D Efforts to Field Users: Problems, Myths, and Stereotypes," Phi Delta Kappan, LV:10 (June, 1974), 701-706.

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 nonliear model with linkages between educator and student users and researchers holds promise for improving future relationships.

Booth, Barbara, "Interactions Among Educational Information Systems," The ERIC Report, 5 (November-December, 1974), 4-7.

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.

Dalin, Per. Case Studies of Educational Innovation: IV: Strategies For Innovation In Education. Paris: CERI, Organization For Economic Co-operation and Development, 1973.

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.

Eisner, Elliot W. & Vallance E. (Eds.) Conflicting Conceptions of Curriculum. Berkeley, CA: McCutchan, 1974.

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.

Levin, Malcolm A., & Simon, Roger I., "From Ideal to Real: Understanding the Development of New Educational Settings," Interchange, 5:3 (1974), 45-54.

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, Gerald & Gephart, William J. The Process of Development. Occasional
Paper 15, PDK. Bloomington, Indiana: Phi Delta Kappa Research Service
Center, 1972, 26 pp.

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

Pinar, William (Ed.) Heightened Consciousness, Cultural Revolution, and Curric-
ulum Theory. Berkeley, CA: McCutchan, 1974.

Presents papers by Pinar, Starratt, Huebner, Bateman, Greene, Macdonald, and
Pilder which describe their efforts to reconceptualize curriculum theory in terms
of varying modes of a 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) committment to public education, and 4) future of
"scientism" in the field of education.

Posner, George J. "The Extensiveness of Curriculum Structure: A Conceptual
Scheme," Review of Educational Research, 44:4 (Fall, 1974), 401-407.

Describes a synthetic framework for generating research questions related to
curriculum structure. Focusing on the extensiveness of relationships between
curriculum elements, the framewrok includes a "micro-macro" level of elements,
"temporality" of elements (with both vertical and horizontal aspects), "commonality"
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Riecken, Henry W., & Boruch, Robert F., "The Purposes of Social Experimentation,"
Educational Researcher, 3:11 (December, 1974), 5-9.

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 com-
plete 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.

Schutz, Richard E. The Conduct of Development in Education. Occasional Paper 14,
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Asserts that research, development, and practice are distinctive activities,
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Summers, Edward G., "Canadian Education Information: Some Perspectives and Sources On Systems Design," *Bulletin of Canadian Society for the Study of Education*, 2:2 (December, 1974), 1-8.

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.

Tyler, Ralph W., "Utilizing Research in Curriculum Development," *Theory Into Practice*, XIII:1 (February, 1974), 5-10.

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 (on social class), and research on learning (transfer and motivation). Research is also available on objectives, implementation, and preparing for the future.

Young, William F., "The Input and Reality: Can it Really be Done?" *Theory Into Practice*, XIII:1 (February, 1974), 11-14.

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

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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.

I favor keeping the present focus for the SIG ☐

I favor dissolving the SIG with its present focus ☐

I favor expanding the focus of the SIG to include the following: ☐

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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I favor keeping the present focus for the SIG

I favor dissolving the SIG with its present focus

I favor expanding the focus of the SIG to include the following:

Other comments or suggestions:

Name

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

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: _____

*Payments received prior to April 2, 1975, cover the previous
year, 1974-1975.

Payments received after that date will be for the membership
year, 1975-1976. All current memberships become renewable on
the date of the annual business meeting, this year on April 2.

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