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8-1-1976

### AERA-SIG Curriculum Newsletter

American Educational Research Association

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of the  
AERA Special Interest Group on  
CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 9

August, 1976

At the AERA Annual Meeting in San Francisco in April, members of the SIG/Creation and Utilization of Curriculum Knowledge met in a series of informal conversations and at the scheduled business meeting to discuss purposes and procedures of the organization. The result was to reaffirm the professional value of the SIG to its members and to broaden participation in its leadership.

Throughout its existence the SIG has provided educators interested in both the study of curriculum and the use of such study in curriculum development with a forum and a meeting place for their common concerns and has assured a place on AERA programs for these interests. Primarily through the efforts of Edmund Short and Donald Chipley of Penn State, it has identified and described published articles related to these interests. Discussions in San Francisco affirmed that these activities should be continued and expanded and that direct participation in them by as many members of the SIG as feasible should be encouraged. Consequently, at the San Francisco meetings a Coordinating Council of SIG members was formally established for these purposes.

Members of the Coordinating Council for 1976-1977 are Edmund C. Short (Pennsylvania State University), Laurel Tanner (Temple University), Daniel Tanner (Rutgers University), William H. Schubert (University of Illinois, Chicago Circle), George Willis (University of Rhode Island), and William F. Pinar (University of Rochester). Specific officers are Willis, chairperson; D. Tanner, program chairperson; Short, treasurer; and Pinar, newsletter editor. In addition to continuing all previous functions of the SIG, the Coordinating Council is currently exploring several new ones. These include the feasibility of several bibliographical projects for the classification of curriculum documents and communications with Division B officers and with NIE about the advisability of the establishment of a national center for the dissemination of curriculum documents. Perhaps most notably, Laurel Tanner is coordinating investigation of means for identifying and distributing to members of the SIG papers of special professional significance.

Members interested in any activities of the SIG or in proposing new activities are invited to communicate their interests to the Council.

-- George Willis --

## CALL FOR PAPERS

The 1977 AERA Annual Meeting will be held April 4-8 in New York City. Proposals for papers in connection with the AERA Special Interest Group on the Creation and Utilization of Curriculum Knowledge must be received by August 16, 1976. Complete instructions concerning proposals for papers may be found in the May 1976 issue of the Educational Researcher. Proposals for papers should be submitted to:

DR. DANIEL TANNER  
GRADUATE SCHOOL OF EDUCATION  
RUTGERS UNIVERSITY  
NEW BRUNSWICK, N. J. 08903

of the

AERA Special Interest Group on

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CENTRALIZING THE CURRICULUM LITERATURE

A Project In Progress

William H. Schubert

On April 22, 1976, William H. Schubert (University of Illinois at Chicago Circle) reported "Phase One" of a research project entitled "The Literature of Curriculum Development: Toward Centralization and Analysis" to the Special Interest Group on the Creation and Utilization of Curriculum Knowledge of AERA in San Francisco. The central purpose of the research venture was to accumulate and centralize citations that portray the heritage of our field and facilitate systematic analysis of contributions to curricular thought. The need for the project was quite obvious -- to prevent unnecessary searches that might be characterized as "rediscovering the wheel" in curriculum inquiry. The present ahistorical nature of the field has been acknowledged by many curriculum writers.

Progress to Date

A chronological bibliography of curriculum literature (1900-1976) has been nearly completed. It has been limited to books, yearbooks, monographs, and special issues of journals that treat topics closely related to curricular assumptions and theory, curriculum development prescriptions and descriptions, collections of readings on curriculum, and curriculum considerations that deal with the several sub-fields of educational endeavor. Approximately 800 citations have been collected and organized in decade groupings (alphabetical by year). Further, the citations have been analyzed and categorized relative to the following classifications: (a) tendency toward prescriptive or descriptive treatment; (b) disciplinary orientation; (c) predominant educational subfield emphasis. The classification scheme was considered illustrative of possible analyses, not necessarily exemplary of the most productive analyses. Citations have been (and are currently being) checked against holdings of major libraries, personal collections of curriculum scholars, and bibliographies in curriculum texts.

Initiated and Proposed Inclusions

1. Continuous revision of the current collection of citations.
2. Addition of journal articles, doctoral dissertations, ERIC holdings, and presented papers.
3. Collection of actual documents and books to provide a centralized library.
4. Classification of additional productive categories to enhance further study and analysis.
5. Acquisition of financial support to carry on the project with greater quality.
6. Publication and dissemination of the materials produced.

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Questionnaire

In the interest of increased productivity in further centralization and analysis of the curriculum literature your response to the following questionnaire is requested. It is assumed that collaboration among curriculum scholars in this effort will facilitate subsequent priorities and directions taken.

Please indicate the priority that you give to the underlined items in the blank at left, and respond to the open-ended question that follows each. (Indicate highest priority with "1" and continue consecutively for the remainder of the items). It is anticipated that a report on the questionnaire results and action taken on them will be presented at the 1977 SIG meeting at AERA in New York. Thank you for your cooperation.

Make Bibliography and Analyses Available to Curriculum Scholars

Should this be done formally or informally, and through what resource might dissemination be accomplished?

Make Additional Classification Schemes for Purposes of Analysis

What categories and/or methods of analysis do you suggest?

Collect Actual Texts and Documents to Provided a Centralized Library

How might such a library be used and funded?

Add Journal Articles, Doctoral Dissertations, In-House Documents, Non-English Sources, and ERIC Holdings to the Citation Lists

Funding How might additional efforts to centralize and analyze the curriculum literature be managed and funded?

Many requests for "Phase I" of this research project presented in San Francisco have been made. Currently it is not possible to accommodate all requests because of the size of the document. Suggestions regarding dissemination, as well as other comments, are heartily welcomed. Please mail completed questionnaires to:

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Chicago, Illinois 60680

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Edmund Short

A number of our SIG members are not now also members of AERA (they don't have to be). Unless a number of us, however, who have let our AERA membership lapse, renew AERA membership soon, this SIG will be dropped as a SIG of AERA. (A minimum of 30 AERA members is required.) Of course, this prospect can be avoided by enrolling immediately a few additional persons who are AERA members.

At two AERA sessions in April in San Francisco papers were presented under the auspices of the SIG. At session 21.24 on Curriculum Inquiry, Francis P. Hunkins, University of Washington, spoke of a systems perspective on the meaning of the technical in curriculum decision-making, the questions of how. He posed essential decisions concerned with development, implementation, maintenance, and evaluation. He saw the system's view as able to provide the how for Schwab's "polyfocal conspectus" in curriculum deliberation. OISE's Max Van Manen, who is going to Alberta this year, presented an analysis of the language of the practical. Dividing his discussion of the practical into the empirical-analytic, the phenomenological, and the dialectic, he proceeded to explore the theoretical orientations underlying each, the guiding interest of each (control, understanding, praxis), three concepts of the practical, criteria for deliberation in each case, and the implications of each for the associated curriculum models. William H. Schubert, University of Illinois at Chicago Circle, introduced a study of curriculum literature (books since 1900) and indicated an approach to be used in analyzing this literature. Elsewhere in this newsletter is a questionnaire for all interested persons to complete, surveying priorities regarding most needed analyses and best methods for carrying out such analyses.

A team from the University of Hawaii, under the leadership of Arthur R. King, Jr., presented in session 27.10, under joint auspices with Division B, a running account of curriculum development and change from need, to conceptualization, to design, to development, to implementation, to evaluation, to publication and diffusion. The experience and practices found successful in the large-scale development projects carried on by the Curriculum Research and Development Center, University of Hawaii, are as enlightening and encouraging as anything reported in the curriculum development literature.

Any of the presenters of the above papers may be contacted for a copy of the papers. Addresses are available in the AERA Annual Meeting booklet.

The only study pertaining to the creation or utilization of curriculum knowledge to have been funded by the National Institute of Education during fiscal 1975 was completed by Dr. John W. Newfield, University of New Orleans (a member institution of the Louisiana State University), and was reported at AERA in April 1976. Entitled "Information Demands of Curriculum Supervisors", the study's final report, soon to be available from ERIC, is interesting because of what it reports regarding information demands of 80 curriculum supervisors in four sites in the State of Louisiana who participated in simulated information demand sessions regarding decision-making in connection with an aerospace education curriculum. These individuals drew most frequently on direct interpersonal communication with co-workers, although other sources were consulted. Type of sources varied greatly but were generally purposefully chosen. They consisted of information related to the subject area (aerospace education), to the school situation, to the available resources, to student ability, to strengths of present curriculum offerings, and to community views. The report is interesting also because of its thorough discussion of information use and measurement in general and its review of the status of these matters in curriculum development. The report advances the understanding of the study of the utilization of knowledge (and of curriculum knowledge) and presents some stimulating implications for practice and for future investigations of this topic.

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Note that the State Research Representatives within ASCD (Association for Supervision and Curriculum Development) have conducted a survey of needed research within the profession. The summary report identifies over forty categories of problem areas needing research. These are grouped in five broad clusters: professional development, evaluation/research, instruction, innovation and change, and management or organization. Those interested in seeing this report of research needs from the field or who wish to assist with conducting research in an area identified in the survey should write Don Chipley, ASCD Research Network Chairperson, 159 Chambers Bldg., Pennsylvania State University, University Park 16802.

SIG Related Studies 1975-1976

- Conran, Patricia C. and George A. Beauchamp, "A Causal Model in Curriculum Research: An Aid to Theory Building", Educational Leadership, 32 (March, 1975), 392-397.
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- Daniels, L. B., "What is the Language of the Practical?" Curriculum Theory Network, 4 (No. 4, 1975) 239-261.
- Elsner, Elliot W., "The Perceptive Eye: Toward a Reformation of Curriculum Evaluation", Invited Address, Division B. American Educational Research Association, Washington, D.C., March 31, 1975.
- Foshay, Arthur W., "What Have Been the Contributions of Curriculum Research?" in Arthur W. Foshay, Essays on Curriculum. New York: Curriculum and Teaching Department, Teachers College, Columbia University, 1975, pp. 172-185.
- Fullan, Michael and Alan Pomfret. Review of Research on Curriculum Implementation. Toronto: Department of Sociology of Education, Ontario Institute for Studies in Education, 1975. 121 pp.
- Goodlad, John I. The Dynamics of Educational Change: Toward Responsive Schools. New York: McGraw-Hill, 1975.
- Guba, Egon G. and David L. Clark. "The Configural Perspective: A New View of Educational Knowledge Production and Utilization," Educational Researchers, 4 (April, 1975), 6-9.
- Huebner, Dwayne. "The Moribund Curriculum Field: Its Wake and Our Work." Invited Address, Division B. American Educational Research Association, San Francisco, April 21, 1976.
- Johnson, Mauritz, "Needed Research: Emphasis on the Future," Educational Leadership, 33 (April, 1976), 505-508.
- Kelly, Edward F., "Curriculum Evaluation and Literary Criticism: Comments on the Analogy", Curriculum Theory Network, 5 (No. 2, 1975), 87-105.
- Kliebard, Herbert M., "The Rise of Scientific Curriculum Making and Its Aftermath," Curriculum Theory Network, 5 (No. 1, 1975), 27-38.
- McLaughlin, M. W., "Implementation as Mutual Adaptation: Change in Classroom Organization," Teachers College Record, 77 (February, 1976), 339-351.
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Professor William F. Pinar  
The University of Rochester  
College of Education  
Department of Curriculum, Teaching, and Supervision  
Rochester, New York 14627  
Telephone 716-275-3958

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SIG Dues and Membership: Creation and Utilization of Curriculum Knowledge

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\_\_\_\_\_ Include me as a participating member for 1976-1977

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Signed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Date: \_\_\_\_\_

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