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. 2        April, 1972

SIG Holds Two Sessions at AERA in Chicago

Two sessions are being sponsored by the AERA Special Interest Group (SIG) on "Creation and Utilization of Curriculum Knowledge" at the Annual Meeting of AERA in Chicago.

On Friday, April 7, at 8:30 a.m., General Session I (26.16) is scheduled for Room II in the LaSalle Hotel. The topic is "New Knowledge of Curriculum: A Critique of Methodologies." Professor Elizabeth Steiner Maccia of Indiana University will present a paper dealing with the methodologies of inquiry employed by four curriculum researchers. Two of the studies she will examine were reported at last year's meeting: "An Empirical Approach to Curriculum Theory Building," by Richard D. Hawthorne, Kent State University, and "A Methodology of Experience: An Alternative to Behavioral Objectives," by William E. Doll, Jr., State University of New York, Oswego. The other two studies are: "Two Positive Propositions for the Improvement of the Curriculum Field," by Bruce R. Joyce, Teachers College, Columbia University, published in the 1971 NSSE Yearbook, Part I, The Curriculum: Retrospect and Prospect, (pp. 329-355), and a newly reported study, "A Methodological Research Model for Curriculum and Instruction," by George S. Fisner, Cornell University. Those wishing to improve their understanding of research methodologies in the curriculum field will find it useful to hear Professor Maccia's examination of the approaches followed in these four studies.

General Session II (30.17) will be held Friday, April 7, at 2:15 p.m., in the Roord Room of the LaSalle Hotel. This is a two-part session in which SIG business will be conducted and discussion of the topic, "The Need for Research on Curriculum Inquiry and on Utilization of the Products of This Inquiry," will be held.

1971-72 Membership Increases to 80

At latest count, the number of persons who have identified themselves with the SIG on "Creation and Utilization of Curriculum Knowledge" has risen to 80. The current list of members accompanies this newsletter. The existence of the SIG has been made known through announcements at meetings, such as Professors of Curriculum meetings, through items in Educational...
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Researcher, Curriculum Theory Network, and several regional periodicals, and through mailings of the first issue of the SIG Newsletter. The listings in the AERA Annual Meeting Program have brought numerous inquiries and several new members. The $2.00 fee per person, set last year, provides funds to cover SIG dues to AERA and incidental expenses of meetings and newsletters. AERA has designated the membership year for SIG's to run from the business meeting of the Annual Meeting of one year to the same event in the next year. Thus, anyone joining the SIG after April 1, 1972, will find that his dues cover the year 1972-73. Members are encouraged to pass along information on the purposes and meetings of the SIG to all those who might find their research interests coinciding with those of the SIG. Membership forms for use in signing up new members are attached to this newsletter.

Professor Short Explains SIG's Purpose

SIG Acting Co-chairman, Edmund C. Short, Associate Professor of Education, The University of Toledo, in reply to inquiries about the purpose of the SIG on "Creation and Utilization of Curriculum Knowledge," has provided the following statement:

"The group focuses on research studies having to do with the process of generating knowledge of curriculum, that is, with studies that yield understanding of how research can be and is conducted in curriculum. This part of our purpose rests on the assumption that knowledge needed in the field of curriculum is slow in appearing because of general confusion about what research methods are appropriate. We want to give that question some attention and to advance the body of knowledge in this realm to the point where acquaintance with it can stimulate a flood of research conclusions and technological products.

The other half of our purpose is to study the utilization of curricular knowledge in the affairs of every day curriculum at whatever level of decision-making or utilization one might be functioning in the practical realm. The basic assumption behind this thrust of the SIG is that if curriculum knowledge is to be utilized by professionals in the field, it must not only be available but it must be understood just how the process of utilization operates in curriculum and how this process may be improved. We know very little about these aspects at present.

Both aspects of the domain of research to which this SIG is directed - the study of the creation of curriculum knowledge and the study of utilization of curriculum knowledge - are inter-related, or they should be. We also, therefore, wish to locate or conduct and report studies of the total process, and develop understandings of how the two processes may be facilitated by optimum functioning of each in relation to the other."
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I believe this whole topic is perhaps one step removed from the usual research and development most of us do when we generate new theories, concepts, products, techniques, etc., and when we engage in utilizing expertise in curriculum. It is hoped that this SIG will help us become more self-conscious about what we are doing and how we are doing it, by making these matters, themselves, the objects of study, thus giving us a base for improving the conduct of creation and utilization of curriculum knowledge.

Meetings of Interest to the SIG

Five sessions of special interest to members of this SIG are being presented at the AERA Annual Meeting in Chicago under the Special Interest Group format and planned by the SIG on "Research Utilization." This SIG, which has existed for several years in AERA, is presenting Session 2.0 on "Payoffs Packages: Demonstration of Research Utilization Training Systems and Products." Session 12.18 on "Adams High and the Active Learner: the Evaluation of Education;" Session 15.19 on "The Impact of the National Institute of Education on Practice Improvement;" Session 9.16 on "Research Utilization: Special Address and Business Meeting;" and Session 30.16 on "Research Utilization Programs and the National Center for Educational Communication, U.S.O.E." See program booklet for topics of specific participants.

Another Special Program at AERA, Session 2.0 on "Research and Development in Instructional Materials," draws attention to a concern of the SIG. A series of presentations has been arranged to show the research and development process involved in development of several educational products. Check a current listing of times and places for these meetings upon your arrival in Chicago.

One of the 1972 AERA Research Training Sessions is also of interest to members of the SIG. Entitled, "Research Utilization Skills for the Educational Practitioner," this 5-day training session will be held following AERA, April 8-12, at the Center for Continuing Education at the University of Chicago. Check the November, 1971, Educational Researcher for further information. Partial fee waiver is available by contacting Edmund C. Short, the University of Toledo.

A 3-day session on March 6-7-8 at ASCD Annual Conference in Philadelphia provided some 50 participants of Action Lab 27 with an opportunity to explore the topic, "Adapting Research Findings to Improve Educational Practice." Dr. John Newfield, U. S. Office of Education Fellow, planned the sessions and was assisted by a dozen leaders from throughout the country representing research, development, dissemination, and practice. Formal statements were presented as follows: "Knowledge Production and Utilization," Edmund C. Short; "Information Analysis," Diana Ashworth, Research Information Unit, South Carolina State Department of Education; "Making Research to Practice," Gordon Hoke, CIRCE, University of Illinois; "Utilizing Research in Development Processes," Steve Gyno, Product Design and Development, Research For Better Schools, Philadelphia; "Implementing Research and Research-Based Development," Thomas Hamill, Speedier Project, Palmyra, Pa.; and "Retrieval of Information Via ERIC," John Carlson, National Center for Educational Communication, U.S.O.E.
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At the business meeting of the SIG, April 7, at 2:15 p.m., discussion of future directions for the work of this SIG will be conducted. Important decisions facing the group will be made at this time. All members and interested persons are urged to be present to participate in the deliberations. Acting Co-Chairmen Paul Klohr (Ohio State) and Edmund Short (Toledo), and Acting Secretary, George Posner (Cornell), welcome recommendations for agenda items for this business session.

Reports of SIG-Related Studies


Announcement of unpublished work or other work underway by H. Johnson, L. Berman, R. Chipley, G. Beauchamp, E. S. Maccia, E. Short and T. Clement, and others, will be made at SIG business meeting, April 7.

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AERA Special Interest Group on
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State University of New York at Albany
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Deputy Superintendent - Toledo Public Schools
University of Miami
University of Georgia
"Creation and Utilization of Curriculum Knowledge"

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Syracuse University
University of Missouri – Columbia
University of Alberta
Michigan State University
University of Washington
University of Georgia
University of Alberta
AERA SIG on "Creation and Utilization of Curriculum Knowledge"

Include me as a participating member for 1972-1973. 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.

Date: ___________________ Signed: ___________________

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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)

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