AERA-SIG Curriculum Newsletter

American Educational Research Association

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This issue of the SIG Newsletter is primarily devoted to informing our members what each of us spend our time doing in our professional lives. In the last request for renewal of membership we asked each of you "to describe briefly (limit 150 words) a little about yourself and your current scholarly interests and work." The response to this request was overwhelming. Thirty-nine members wrote something about themselves and the great majority of these members wrote a good deal. Because many persons belong to the SIG for the sole purpose of staying in touch with the field of curriculum, we have decided to publish all thirty-nine responses in this issue. They are presented in alphabetical order and are preceded by an alphabetical listing of all currently paid-up members of the SIG.

1978-79 Members of SIG: Creation and Utilization of Curriculum Knowledge

(as of Feb. 6, 1979)

Individual Members:

Arthur Adkins
William M. Alexander
Vernon E. Anderson
George A. Beauchamp
Roger V. Bennett
Louise M. Berman
Hollis Callaway
G. Harry Cannon
Donald R. Chipley
Donald R. Clerico
F. Michael Connell
Arthur L. Costa
David P. Creadall
Thomas E. Curtis
Harold B. Drummond
Curtis R. Finch
James H. Finkelstein
Jean Clare Firnerry
Joan L. Fulton
Geneva Gray
John J. Goodlad

University of Maryland
" " Florida
United States International University
Northwestern University
Memphis State University
University of Maryland
" " Wisconsin-Madison
" " British Columbia
Kelvin Grove College of Advanced Education
Australia
Syracuse University
Ontario Institute for Studies in Education
California State University, Sacramento
The NETWORK of Innovative Schools
SUSY at Albany
University of New Mexico
Virginia Polytechnic Institute
Ohio State University
Seton Hall University
Richmond, Virginia
Purdue University
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Roger V. Bennett      Memphis State University
Louise M. Barman      University of Maryland
Rolland Callaway     Wisconsin-Madison
C. Harry Cannon     British Columbia
Donald R. Chipley      Kelvin Grove College of Advanced Maucatic Australia
Donald R. Clerico     Syracuse University
F. Michael Connelly     Ontario Institute for Studies in Education
Arthur L. Costa      California State University, Sacramento
David P. Crandall     The NETWORK of Innovative Schools
Thomas Curtis       SUNY at Albany
Harold D. Drummond     University of New Mexico
Curtis H. Finch     Virginia Polytechnic Institute
James H. Finkelstein     Ohio State University
Jean Clare Finnerty     Seton Hall University
Joan L. Fulton      Richmond, Virginia
Geneva Gay          Purdue University
John I. Goodlad     UCLA
Bob Gowin

Cornell University

Cornell University

Colorado University

Stanford, California

Kaiserslau, Florida

Toronto, Ontario

East Stroudsburg, Pennsylvania

University of British Columbia

Calgary

Cleveland, Ohio

Northern Illinois University

University of Utah

Georgia State University

Atlantic Institute of Education

University of Washington

Bloomington, Indiana

University of Nebraska at Omaha

New York University

University of Minnesota

Ithaca, New York

Florida Technological University

University of Florida

Rochester

Trenton, New Jersey

Marisch University, Australia

University of Virginia

Southern Illinois University

University of Rhode Island

SCLA

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Temple University

Columbus, Ohio

Pennsylvania State University

University of Georgia

Stanford University

University of Victoria

Chicago, Illinois

Bloomington, Indiana

Pittsburgh State University

University of Rochester

Oliva at Farmington

North Texas State University

Cornell University

New Mexico State University

Michigan State University

University of Saskatchewan

Michael J. Owens Technical College

University of Illinois

Lincoln, Nebraska

University of Illinois at Chicago Circle

Bloomington, Indiana

New York University

Pennsylvania State University

Mississippi, Ontario

Clearwater, Florida

Wayne State University

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C. Glen Hass     Gainesville, Florida
Helen E. Hays     Toronto, Ontario
Margaret Gill Hein     University of British Columbia
Naomi Hersom     University of Calgary
Robert R. Hoen     Wooster, Ohio
William E. Hoffman     Northern Illinois University
Arthur Hoppe     University of Utah
Ladd Holt
Dorothy Huenecke     Georgia State University
Andrew S. Hughes     Atlantic Institute of Education
Francis P. Hunkins     University of Washington
Harry M. Hutson, Jr.     Bloomington, Indiana
David E. Kapel     University of Nebraska at Omaha
Shaké Katefian     New York University
Richard D. Kimpston     University of Minnesota
Jean A. King     Ithaca, New York
Marcella L. Kysilka     Florida Technological University
Arthur J. Lewis     University of Florida
William T. Lowe     University of Rochester
Gordon N. MacKenzie     Tennafly, New Jersey
Colin Marsh     Murdoch University, Australia
Gail McCutcheon     University of Virginia
D. John McIntyre     Southern Illinois University
Wm. Lynn McKinney     University of Rhode Island
John D. McNeil     UCLA
Theona McQueen     University of Miami
John M. Mickelson     Temple University
Janet L. Miller     Columbus, Ohio
Murray R. Nelson     Pennsylvania State University
John Newfield     University of Georgia
Nel Noddings     Stanford University
Antoinette A. Oberg     University of Victoria
Mary F. O'Neill     Chicago, Illinois
Norman V. Overly     Bloomington, Indiana
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Galen Saylor  
William H. Schubert  
Peter Seidman  
Francine Shuchat-Shaw  
Edmund C. Short  
William E. Sinnett  
B. Othanel Smith  
E. Brooks Smith

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Cornell University  
New Mexico State University  
Michigan State University  
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Michael J. Owens Technical College  
University of Illinois  
Lincoln, Nebraska  
University of Illinois at Chicago Circle  
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Pennsylvania State University  
Mississauga, Ontario  
Clearwater, Florida  
Wayne State University
Charles A. Speiker  
Omaha, Nebraska

Bernard Spodek  
University of Illinois

George W. Stansbury  
Decatur, Georgia

University of Texas at San Antonio

Kate Strickland  
"  
Missouri-Columbia

A.W. Sturges  
Rutgers University

Daniel Tanner  
University of Colorado

Essie B. Taylor  
Grand Rapids, Michigan

Henry J. Trzesien  
University of Alberta

David G. Tucker  
Pasadena, California

Ralph W. Tyler  
Indiana State University

Tom C. Venable  
University of Wisconsin-Milwaukee

Jim Yenne  
"  
Missouri-Columbia

John A. Voth  
"  
Illinois at Chicago Circle

E.C. Waxman  
Kingston, Jamaica

David C. Williams  
University of Rhode Island

George Willis  
"  
Arizona

Herbert B. Wilson  
National Institute of Education

Robert I. Wise  
University of Washington

Vivian C. Wolf-Villets  
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Fred H. Wood  
Virginia Commonwealth University

Esther Zaret  

Institutional member:  
Canberra College of Advanced Education, Australia

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Donald R. Clerico: I am presently engaged in dissertation research investigating parental rationales for placing children in conservative protestant "Christian" schools. By focusing on the educational perspectives, attitudes and expectations of Christian school parents the study should provide insights into the nature of their rejection of public schooling and their perceptions of the alternative offered by the Christian school.

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Kate Strickland  
A.W. Strurges  
Daniel Tanner  
Bob L. Taylor  
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Arthur L. Costa: As a professor working with students seeking their Master's Degree and credential in Educational Administration, I seek ways to help potential administrators understand, implement and improve curriculum and instruction. With the increased pressure on the site administrator today, this is a formidable task.

Thomas E. Curtis: My recent research has been related to aesthetic education both American and comparative to Western European educational practices. I have also been involved with gathering a series of statements from New York State educational associations concerning their views as to what constitutes quality education within their specific disciplines.


James H. Finkelstein: I am an advanced Ph.D. candidate in Early & Middle Childhood Education at The Ohio State University. My interests however are somewhat removed from my department. I am currently writing my dissertation which is termed Educational Research as Human Praxis. The focus of this work is the impact of phenomenologically oriented social sciences on educational research. My most recent paper is "Commonsense Alternatives to Educational Research: Theomenology & Ethnomethodology." This paper is to be presented at the First International Congress on Education in Toronto this June.


My doctorate was earned at Fordham University in English. In addition to an M.A. in Medieval English I completed all course work in mathematics for the M.A. degree. Post-doctorally, I earned my certifications as teacher of English and Mathematics, Supervisor Principal K-12 and Superintendent of Schools K-12. I have been a mathematics teacher (Grades 9-12) for 18 years and during those same years an adjunct professor of mathematics (7 years) and of English (16 summers). I served as high school principal, supervisor of 110 Catholic schools working through 36 community supervisors (7 years) and Assistant Superintendent of a public school for 3 years. Presently, I teach graduate courses, direct administrative internship and field experiences and have designed and conducted 2-week intensive workshops for School Administrators (6 cr) at Seton Hall University. My publications and memberships can be gleaned from D.I.B. or Who's Who of American Women. One of the most outstanding experiences I have had was being Official Delegate to the International Educational Conference in Geneva, Switzerland where Oliver Caldwell and I represented the United States of America, 1964. Plagett was one of the speakers. My present involvement is helping to design an Educational Specialist Degree and eventually a doctoral program in education. The Ed.S. has been in operation for the past 2 years.

Jean L. Fulton: Instructional design and evaluation using a cognitive psychology foundation.

Carole L. Hahn: I have been doing research on how perceptions of curriculum innovations relate to the adoption of those innovations. I have tested the applicability of Rogers' and Shoemakers' concepts of relative advantage, compatibility, complexity, trialability and observability to the adoption of social studies curriculum projects, social studies textbooks, mathematics
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textbooks and to an educational television series. Factor analyses have consistently yielded constructs which are different from those suggested by Rogers. I am now interested in determining how the constructs relate to Gene Hall's levels of use in the process of implementation.

Helen E. Hayen: I am currently enrolled as a Ph.D. student in the Department of Curriculum, O.I.S.B.

Naomi Herzon: I was elected President of the Canadian Society for the Study of Education for two year term 1978-80.

Ladd Holt: I am presently head of the Elementary Division at the University of Utah. We are developing a new undergraduate Teacher Education program using developmental models as our basic foundation. Our hope is to develop research on the developmental changes prospective teachers undergo in such a program and the relationship between teacher development along specific dimensions and behavior in the classroom.

Arthur Hopp: I have been Professor of Education with major concern for curriculum and instruction for many years. Will become Professor Emeritus upon retiring from Northern Illinois University in August of this year. A consuming interest of mine for the past several years has been HUMANIZING CURRICULUM AND INSTRUCTION. I have directed a workshop on that topic for the past six years. (Hope to do it again after retirement!) I served on 1978 Yearbook Committee of A S C D -- (IMPROVING THE HUMAN CONDITION) and wrote the first chapter. I will be moving to Arizona!

Francis P. Hunking: Interests: I am interested in the total field of general curriculum with special interest in educational systems.
I also am interested in the concept of change as it relates to curriculum development.
I also have a continuing interest in the areas of social studies education, questions and questioning, strategies, and model of teaching. Much of research has been in the area of questions and questioning as well as in the area of social studies education.

Shako Katranci: My work involves the utilization of research knowledge in practice; issues relative to education on moral/ethical issues in professional practice - in health fields, in undergraduate education in general.

Jean King: I am currently a grad student at Cornell, working with George Posner in Curriculum and Jason Millan in Research Methodology. My thesis (Ph.D.) is about peer rating of composition (i.e. the difference between the ways teachers and students rate papers and the possibility of training students to rate like teachers). Last week I presented a paper entitled "The Hidden Curriculum in English" at the New York State English Council conference in Rochester, and I will present a paper entitled "Teaching Writing in an Age of Testing" at the National Council of Teachers of English convention at Kansas City in November.

Marcella L. Kylik: I am currently doing research with a group of persons interested in identifying means of analyzing curriculum according to ACCS (Anneheurst Curriculum Classification System). Specific concern at this time is on materials for gifted!
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D. John McIntyre: Currently I am an assistant professor in the Department of Curriculum, Instruction and Media at Southern Illinois University at Carbondale. As coordinator of a teaching center, I am responsible for the preservice experiences of S.I.U. students and the ever-increasing staff development projects in the public schools. Recently, Tom Vickery- Syracuse University - and I have been examining the student teaching experience. Areas such as the stability of student teacher behavior over time, the influence of "significant others" as observers, and the effect on pupils have been or are being examined. I am also involved in research examining the relationship between a teacher's learning style and their preferred teaching strategies.

Gordon H. MacKinnon: Not "scholarly" as you have used the term, but - I am participating in a comprehensive study of School District Number One, Columbia, South Carolina, and in a Management Study (Curriculum and Staff Development) East Orange, New Jersey.

Janet L. Miller: In my position as "curriculum person" at Battelle, I am able to combine theory and practice, so to speak. I continue to be involved in designing and developing curriculum for children's education television programming - this is an aspect of my work in which I am most interested. Given the scientific nature of the majority of the work done at Battelle (it is the largest private not-for-profit research organization in the world!), I am constantly provided with opportunities for interdisciplinary work in the true sense of the word. In our most recent project, I have worked with scientists and experts in the areas of agriculture in developing the curriculum for a television series directed to nine to twelve year olds on the subjects of food and natural fibers. Having come from the humanities disciplines (English and curriculum theory!!), I find the meetings of the scientists and the educators to be most interesting! This work has certainly broadened my perspectives as to the very meanings of the words education and curriculum.

Murray E. Nelson: I teach courses in Social Studies Curriculum, Elementary and Middle School Curriculum History. My interests are more in historical development of curriculum ideas and practices as well as external influences on that development. Pursuing that, I have written and continue to research the history of the middle school curriculum and recently (with H. Wells Singleton) been investigating FBI files as a research area of curriculum policy history.


Dennis A. Pickering: I am presently serving as curriculum specialist at Pittsburgh State University. While in this capacity I am involved in designing a new field based curriculum leadership program. This program is

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now being field tested within several districts in the states of Kansas and Missouri. I am also serving as program coordinator for the new Individualized Elementary Teacher Preparation Program which has recently been implemented here at FSU.

Perry Miller (et al.): My greatest interest is in teaching at the graduate level although I've been involved in some development/research activities in the area of educational sciences/cognitive mapping. I teach courses in curriculum improvement, change and innovations issues/theory, leadership, program development, futuristics, and creativity.

Michael P. Roeter: Although my work is administrative in nature, I maintain an interest in curriculum theory. My work involves both responsibility for curriculum and administrative leadership as a division head. I find involvement with the SIG keeps me somewhat abreast in this aspect of curriculum thinking and therefore worthwhile.

Calen Saylor: My interests are in the area of history of curriculum, broadly defined. The Oregon Curriculum Bulletin recently published my report of "Reform in Secondary Education: The Continuing Efforts to Reform Secondary Education and a Modest Proposal." Previously the L & S Center, Lincoln, Nebraska published my "Antecedent Developments in the Movement to Competency-Based Teacher Education." This was a report prepared for AACTE project on Competency-Based Teacher Education.

Peter Goldman: Ed.D. - Indiana University - 1978. Chairman - Norman V. Overly. Discussion on the collective bargaining of curriculum issues; why management and teachers bargained and agreed contractually to issues they were under no obligation to bargain, much less agree to. My other interests include: Anthropology as an analytic and methodological tool in curriculum/education, policy studies/analysis, politics of education/curriculum development, diffusion and adoption, and educational options.

Francine Shuchat-Shaw: 1978-79 will be my third year on New York University's faculty, in the Division of Education, the Communications in Education Program. Our collective concern with this Program is to move it away from its historical affiliation with tradition in the field of "audio-visual instruction," and transform its more recent preoccupation with what is known as instructional technology and the systems approach to curriculum and instruction; as a consequence, this transitional period is marked by our own preoccupation with critique of these traditions and a search for alternative conceptions of the place, meaning and function of audio-visual forms of expression in educational experience.

My own current work relates to this preoccupation, I have been attempting to develop a framework for comprehensive critique, epistemological and political in nature, of "audio-visual media phenomena in educational environments" and to relate this critique to contemporary critiques of schooling; more generally; I do this with a view toward alternatives, the central one being student's, rather than teacher's use of various expressive mediums, such as film, still photography, video, as modes of inquiry, as means to facilitate thoughtful encounters with the here and now, an to an unfolding understanding the taken-for-granted and acting on, transforming its problematic aspects.
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Peter Seidman: Ed.D. — Indiana University 1978. Chairman — Norman V. Overly. Discussion on the collective bargaining of curriculum issues; why management and teachers bargained and agreed contractually to issues they were under no obligation to bargain, much less agree to. My other interests include: Anthropology as an analytic and methodological tool in curriculum/education, policy studies/analyses, politics of education/curriculum development, diffusion and adoption, and educational options.

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My own current work relates to this preoccupation; I have been attempting to develop a framework for comprehensive critique, epistemological and political in nature, of "audio-visual media phenomena in educational environments" and to relate this critique to contemporary critiques of schooling more generally; I do this with a view toward alternatives, the central one being student's, rather than teacher's use of various expressive medium, such as film, still photography, video, as modes of inquiry, as means to facilitate thoughtful encounters with the here and now, as tool toward understanding the taken-for-granted and acting on, transforming its problematic aspects.
Bill Sinnett: Major - Adult Education; Minor - Curriculum; Thesis Title - "Contemporary Human Images and Lifelong Learning." Using the philosophies of John Macmurray, Martin Buber and Maurice Friedman to build up working human images from a psychological basis and hermeneutical and critical theory (Frankfort School - Marcuse, Habermas, Adorno through Hork) to provide a sociological basis - integrating this as philosophical anthropology and doing analysis and critique of goals and aims of lifelong learning as presently espoused within the adult education field, particularly Canada and the policy implications for lifelong education (note the distinction between lifelong learning, which I equate to living and being-in-the-world and lifelong education which arises out of the recommendation in the Faure report, Learning to be and are formal prescription for institutional intervention into economic malaise).

R. Brooks Smith: I am presently involved in a Documentation Project for a U.K.-U.S.A. Teach-in-Exchange Program I direct. We are trying to assess the impact of this kind of comparative in-service education experience on the professional development of these exchange teachers and on their involvement in curriculum development (knowledge and process).

Bernard Snopek: I am concerned with curriculum theory and early childhood education.

Kate Strickland: I am currently working on revision, presentation, and publication of my dissertation, "An Historical Review of Curriculum Research, 1915-1975." My focus at this point is on the development of an annotated bibliography of research published on the Curriculum 1915-1975, and on the presentation/punctuation of the revised and extended version of my review of curriculum research. I am also working on several straight history of curriculum articles focused on the 1960's, and 1915-1938. ("Scientific Movement in Education")

Jim D. Vennes: Graduate Studies at University of Wisconsin and University of Chicago. Professional Activities and Research interests in areas of non-school education, environmental education, family life education, adult education, in-service education in business and industry. I have conducted survey research of national NACTE member institutions to determine the range of programs currently available to prepare educators for professional roles in non-school settings.

John Voth: I am involved in content organization/structuring, those various sets of objectives constant for all content learning, and skills related to these two dimensions.

David C. Williams: Currently serving as consultant to Ministry of Education in Jamaica, coordinating US input in project developing continuing/community education nationwide. Program is part of a comprehensive rural development scheme, and spans agricultural, economic, and youth advocacy interest. The focal point is curriculum development with communities seeking non-formal learning networks.

Herbert B. Wilson: I am very involved in cross cultural communication and application to curriculum and instruction. I recently conducted our cultural Literacy Laboratory for Arizona State Department of Education Consumer Education and Homemaking; University of Guam; Northern Arizona University; and USC-CRLA in service. Since developing the Lab over 3000 students have
philosophies of John Macmurray, Martin Buber and Maurice Friedman to build up working Human Images from a psychological basis and Hermeneutical and Critical theory (Frankfort School - Marcuse, Habermas, Adorno through Marx) to provide a sociological basis - integrating this as philosophical anthropology and doing analysis and critique of goals and aims of lifelong learning as presently espoused within the adult education field, particularly Canada and the policy implications for lifelong education (note the distinction between lifelong learning, which I equate to living and being-in-the-world and lifelong education which arises out of the recommendation in the Faure report, Learning to Be and are formal prescription for institutional intervention into economic malaise).

E. Brooks Smith: I am presently involved in Documentation Project for a U.K. – U.S.A. Teach-in-Exchange Program I direct. We are trying to assess the impact of this kind of comparative in service experience on the professional development of these exchange teachers and on their involvement in curriculum development (knowledge and process).

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participated. It is designed to clarify our own cultural perception, develop cross-cultural communication skills, and apply insights gained to curriculum development and instructional programming.

I can send more data and research on this if interested.

I am a member of the Board of Review to accredit Baccalaureate and higher degree programs in nursing for the National League. I am presently working as a faculty member on a stress management training grant utilizing a variety of techniques such as biofeedback to assist patients experiencing stress.
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Joe Burnett, Educational Theory
Ronald Braatz, Educational Leadership
Lawrence Immacone, Review of Educational Research
William Pinar, Journal of Curriculum Theorizing
Joel Weiss, Curriculum Inquiry
Ian Westbury, Journal of Curriculum Studies

The SIG business meeting is scheduled for Monday April 9 at 4:05 in the Boardroom of the St. Francis.

Special Recognition to:
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Tom Vickery, Program Chairperson, for arranging the above program, and Ed Short for his role in preparing and chairing it.

Fred H. Wood, Edmund Short, and Steven R. Thompson from Pennsylvania State University for their fine papers on "The job market for curriculum specialists in higher education."

William Pinar and the University of Rochester for copying and mailing several past issues of the newsletter.

The University of Illinois at Chicago Circle, College of Education, for copying and mailing this edition.

Dan Tanner, at Rutgers, for his many efforts to produce a monograph of papers based on the 1973 SIG session in Toronto. It includes an introduction by Dan Tanner and articles by Len Berk, Ralph Tyler, and Arthur Birtch. Members can look forward to receiving copies before the Annual Conference.

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