AERA-SIG Curriculum Newsletter

American Educational Research Association

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sig-newsletters

Part of the Higher Education Commons

Recommended Citation

This newsletter is brought to you for free and open access by the Faculty Research Project on the AERA-SIG on Critical Issues & Cultural Studies (Jupp & Schubert) at Digital Commons@Georgia Southern. It has been accepted for inclusion in SIG Newsletters (1970-1995) by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Merry Christmas! - And a belated Happy Thanksgiving!

The November newsletter is a bit belated but none-the-less here. The editor hopes the delinquency is made up by some of the features of this issue. Please pay special attention to the SIG activities planned for the AERA annual meeting in Boston. Two symposia plus a round table are planned under the auspices of the SIG and Division B. Further, we look forward to a well attended business meeting of the SIG. Why not support the activities of the SIG by attending the business meeting? Input from more members would be appreciated.

Membership

Since publication of the June newsletter, membership in the SIG has climbed to 99. The individuals who have either renewed membership or have joined since then:

Vernon E. Anderson  
Roger V. Bennett  
Donald R. Chipley  
Jean Clare Finnerty  
M. G. Frankel  
Joan Fulton  
Helen E. Hayes  
Dorothy Kuehnecke  

Carmel, California  
Rhode Island College  
Kelvin Grove College of Advanced Education (Australia)  
Seton Hall University  
Princeton, New Jersey  
Virginia Commonwealth University  
Toronto, Ontario  
Georgia State University
Merry Christmas! And a belated Happy Thanksgiving!

The November newsletter is a bit belated but none-the-less here. The editor hopes the delinquency is made up by some of the features of this issue. Please pay special attention to the SIG activities planned for the AERA annual meeting in Boston. Two symposia plus a round table are planned under the auspices of the SIG and Division B. Further, we look forward to a well-attended business meeting of the SIG. Why not support the activities of the SIG by attending the business meeting? Input from more members would be appreciated.

Membership

Since publication of the June newsletter, membership in the SIG has climbed to 99. The individuals who have either renewed membership or have joined since then:

Vernon E. Anderson  Carmel, California
Roger V. Bennett  Rhoda Island College
Donald R. Chipley  Kelvin Grove of Advanced Education (Australia)
Jean Clare Finnerty  Seton Hall University
M. G. Frankel  Princeton, New Jersey
Joan Fulton  Virginia Commonwealth University
Helen E. Hayes  Toronto, Ontario
Dorothy Huewecke  Georgia State University
AERA Meeting - Boston

In conjunction with Division B, the SIG is proud to announce three sessions at the AERA meeting which should be of interest to SIG members and many others. Please consult the program for the annual meeting which should be available sometime in February or March. The following information is available now though:

1. Symposium: "Eclectic Approaches to Curriculum Research from Subject Matter Perspectives."
   
   Chair: Daniel L. Duke, Stanford University
   
   Participants: Conceptual change analysis: implications for mathematics and for curriculum theorizing. Jere Confrey, Michigan State University

   Curriculum inquiry and literary criticism. Jean King, Tulane University

   Concept origins, biological inquiry and curriculum. Margaret Waterman, Cornell University

   Historians' mistakes: uses in curriculum theorizing. Elliott Lauderdaile, Cornell University

2. Symposium: "Curriculum Knowledge and Student Perspectives: Exploring the Relationship."

   Chair: William H. Schubert, University of Illinois, Chicago Circle


   The Need for Alternative Categories to Express How We Think. Philip W. Jackson, University of Chicago

   Iconicity in Pedagogy or Knowledge as Being. Max van Mannen, University of Alberta

   Discussant: Ralph Tyler, Science Research Associates

17B2
AERA Meeting - Boston

In conjunction with Division B, the SIG is proud to announce three sessions at the AERA meeting which should be of interest to SIG members and many others. Please consult the program for the annual meeting which should be available sometime in February or March. The following information is available now though:

1. Symposium: "Eclectic Approaches to Curriculum Research from Subject Matter Perspectives."
   
   Chair: Daniel L. Duke, Stanford University
   
   Participants: Conceptual change analysis: implications for mathematics and for curriculum theorizing. Jere Confrey, Michigan State University
   
   Curriculum inquiry and literary criticism. Jean King, Tulane University
   
   Concept origins, biological inquiry and curriculum. Margaret Waterman, Cornell University
   
   Historians' mistakes: uses in curriculum theorizing. Elliott Lauderdale, Cornell University

2. Symposium: "Curriculum Knowledge and Student Perspectives: Exploring the Relationship."
   
   Chair: William H. Schubert, University of Illinois, Chicago Circle
   
   
   The Need for Alternative Categories to Express How We Think. Phillip W. Jackson, University of Chicago
   
   Iconicity in Pedagogy or Knowledge as Being. Max van Mannen, University of Alberta

Dismissant: Ralph Tyler, Science Research Associates
3. Round Table — A paper accepted for presentation at a round table session is entitled, "A Theory of Curriculum Constructed as a special Instance of Talcott Parsons' General Theory of Action" by Vincent Presno and Albert J. Leonard of Curight State University.

4. Business Meeting — Members are urged to attend the business meeting of the SIG as mentioned earlier. Business will include most importantly suggestions and ideas for future SIG activities. As many members as possible should be heard. Election of officers also occurs as well as a report from this year's officers.

New Book on Curriculum Inquiry

A new book on curriculum inquiry in Canada appeared in July, 1979, entitled, Curriculum Canada: Perceptions, Practices, Prospects (edited by Walter Werner). This 150-page volume contains the papers and reports given at a Symposium on Curriculum Inquiry in Canada, held at the University of Victoria (British Columbia) in February, 1979. This invitational gathering of thirty prominent curriculum scholars from major Canadian universities heard reports from eight provinces on the status of curriculum research and development in these provinces. While all are informative and some are instructive within the Canadian setting, the report of interviews done in Alberta on subjective and political factors operating in curriculum decision making has implications for curriculum decision making far beyond the Alberta context. Besides, offering an example of ethnographic methods of study that should be useful elsewhere, this report suggests that we may need to revise our linear conceptions of curriculum making as a result of learning how the "lived reality" of persons involved in this process really affects the process.

Ten major papers, as well as an overview of the Canadian scene by the editor, constitute the first hundred pages of this volume. Not only do these papers provide the best available evidence of where Canadian curriculum scholars are in 1979 in their thinking, but they also demonstrate that some of the most useful concepts and practices in the entire field of curriculum inquiry are emanating from the work of these Canadian scholars: Ted Aoki on critical inquiry a la the Frankfort School of Social Criticism; Kieran Egan on educational theory as a basis for curriculum design; Michael Fullan on conceptualizing curriculum implementation; Keith Leithwood on the identification of problems for study in curriculum and matching the appropriate methodology to them; Al MacKay on taking curriculum variables into account in research on teaching; Tom Maguire, J. Bernier, and Donald Wilson on guidelines for evaluation; George Tomkins on the need for historical perspective in curriculum studies; B. Robert on Canadian Studies.

This book is excellent reading. It may be obtained from the Center for the Study of Curriculum and Instruction, University of British Columbia.

Edmond Short

17/B3
Leonard of Curight State University.

4. Business Meeting — Members are urged to attend the business meeting of the SIG as mentioned earlier. Business will include most importantly suggestions and ideas for future SIG activities. As many members as possible should be heard. Election of officers also occurs as well as a report from this year's officers.

New Book on Curriculum Inquiry

A new book on curriculum inquiry in Canada appeared in July, 1979, entitled, *Curriculum Canada: Perceptions, Practices, Prospects* (edited by Walter Werner). This 150-page volume contains the papers and reports given at a Symposium on Curriculum Inquiry in Canada, held at the University of Victoria (British Columbia) in February, 1979. This invitational gathering of thirty prominent curriculum scholars from major Canadian universities heard reports from eight provinces on the status of curriculum research and development in these provinces. While all are informative and some are instructive within the Canadian setting, the report of interviews done in Alberta on subjective and political factors operating in curriculum decision making has implications for curriculum decision making far beyond the Alberta context. Besides, offering an example of ethnographic methods of study that should be useful elsewhere, this report suggests that we may need to revise our linear conceptions of curriculum making as a result of learning how the "lived reality" of persons involved in this process really affects the process.

Ten major papers, as well as an overview of the Canadian scene by the editor, constitute the first hundred pages of this volume. Not only do these papers provide the best available evidence of where Canadian curriculum scholars are in 1979 in their thinking, but they also demonstrate that some of the most useful concepts and practices in the entire field of curriculum inquiry are emanating from the work of these Canadian scholars: Ted Aoki on critical inquiry a la the Frankfort School of Social Criticism; Kieran Egan on educational theory as a basis for curriculum design; Michael Fullan on conceptualizing curriculum implementation; Keith Leithwood on the identification of problems for study in curriculum and matching the appropriate methodology to them; Al MacKay on taking curriculum variable's into account in research on teaching; Tom Maguire, J. Bernier, and Donald Wilson on guidelines for evaluation; George Tomkins on the: need for historical perspective in curriculum studies; B. Robert on Canadian Studies.

This book is excellent reading. It may be obtained from the Center for the Study of Curriculum and Instruction, University of British Columbia.

Edmund Short
Announcement of New Journal

The first issue of a new journal, Knowledge: Creation, Diffusion, Utilization, was published in September, 1979, by Sage Publications. This journal will be of great significance for members of this SIG on "Creation and Utilization of Curriculum Knowledge." It brings together scholarly works from many fields which focus upon one or more of the processes of knowledge specified in the sub-title of the journal--creation, knowledge diffusion, and knowledge utilization. Persons in such diverse fields as government, education, health, agriculture, etc., will be contributing studies to this journal. Articles will appear on methodological issues, state-of-the-art discussions, and other issues related to the pursuit of knowledge.


Individual subscriptions to this quarterly journal are: $16.50 - 1 year; $32.50 - 2 years; $46.50 - 3 years. From Sage Publications, P.O. Box 5024, Beverly Hills, CA 90210.

Bibliography of Curriculum Texts

In the last issue of the newsletter, mention was made regarding the inclusion of a listing of basic texts for curriculum. Shortly thereafter the editor received a letter from Dr. Tom Veneble, a member from Indiana State University, saying he would be involved in such work during an upcoming sabatical. His work will ultimately involve the production of an annotated bibliography which the SIG may distribute to its membership. The first phase of his work was the development of an overall bibliography covering the period 1970-1979. The results are attached to this newsletter including his definition of a curriculum text.

In the meantime, Bill Schubert (University of Chicago) provided an update on a running bibliography of curriculum publications he maintains. His list takes up with materials published in 1976. In comparing the two lists, the important question appears to be "What constitutes a curriculum text?" and as Dr. Schubert suggests "For what type of curriculum course?" In order to remain objective, a supplemental list from Dr. Schubert's submission which covers texts not listed by Dr. Veneble is provided below. This is not to suggest that Veneble overlooked texts in his search, though, because his definition for selection may have been different. Dr. Schubert indicates texts which are synoptic and/or which have wide course use in several kinds of curriculum courses. Books considered to be synoptic are labeled "s" in the list that follows. (Note again that this list is from 1976 to present.)
The first issue of a new journal, Knowledge: Creation, Diffusion, Utilization, was published in September, 1979, by Sage Publications. This journal will be of great significance for members of this SIG on "Creation and Utilization of Curriculum Knowledge." It brings together scholarly works from many fields which focus upon one or more of the processes of knowledge specified in the subtitle of the journal--knowledge creation, knowledge diffusion, and knowledge utilization. Persons in such diverse fields as government, education, health, agriculture, etc., will be contributing to studies to this journal. Articles will appear on methodological issues, state-of-the-art discussions, and other issues related to the pursuit of knowledge.


Individual subscriptions to this quarterly journal are: $16.50 - 1 year; $32.50 - 2 years; $46.50 - 3 years. From Sage Publications, P.O. Box 5024, Beverly Hills, CA 90210.

Bibliography of Curriculum Texts

In the last issue of the newsletter, mention was made regarding the inclusion of a listing of basic texts for curriculum. Shortly thereafter the editor received a letter from Dr. Tom Veneble, a member of Indiana State University, saying he would be involved in such work during an upcoming sabbatical. His work will ultimately involve the production of an annotated bibliography which the SIG may distribute to its membership. The first phase of his work was the development of an overall bibliography covering the period 1970-1979. The results are attached to this newsletter including his definition of a curriculum text.

In the meantime, Bill Schubert (University of Chicago) provided an update on a running bibliography of curriculum publications he maintains. His list takes up with materials published in 1976. In comparing the two lists, the important question appears to be "What constitutes a curriculum text?" and as Dr. Schubert suggests "For what type of curriculum course?" In order to remain objective, a supplemental list from Dr. Schubert's submission which covers texts not listed by Dr. Veneble is provided below. This is not to suggest that Veneble overlooked texts in his search, though, because his definition for selection may have been different. Dr. Schubert indicates texts which are synoptic and/or which have wide course use in several kinds of curriculum courses. Books considered to be synoptic are labeled "s" in the list that follows.

(Note again that this list is from 1976 to present.)
1976


1977


17/85

1976

Barrow, R. Common sense and the curriculum. Hamben, Connecticut: Shoe String


1977


17/B6
A BIBLIOGRAPHY OF CURRICULUM TEXT

1970-1979

T. C. Venable
Indiana State University

The bibliography which follows is the first step in the compiler's attempt to up-grade his former area of expertise. Having filled the role of administrator for a period of seven years, I found myself growing out-of-touch with the literature of the field. The list of texts with which I intend to become familiar is presented with the hope that it will prove useful to other curriculum students and with the invitation for others to suggest additions and deletions.

Inasmuch as a favorite topic for curriculum specialist is that of attempting a definition of curriculum, it is not surprising that I had a difficult time determining what books to include. (One of my colleagues insists that the outstanding curriculum book of the decade is Zen and the Art of Motorcycle Maintenance.) My criteria for inclusion were these: First, whether the author--by title or preface--stated that the book was a curriculum text. Second, if librarians agreed it to be a curriculum text by so classifying it. Third, if after a hasty scanning, I decided it fit my definition of curriculum. (Subjectivity granted.)

Your comments are invited.


The bibliography which follows is the first step in the compiler’s attempt to up-grade his former area of expertise. Having filled the role of administrator for a period of seven years, I found myself growing out-of-touch with the literature of the field. The list of texts with which I intend to become familiar is presented with the hope that it will prove useful to other curriculum students and with the invitation for others to suggest additions and deletions.

Inasmuch as a favorite topic for curriculum specialist is that of attempting a definition of curriculum, it is not surprising that I had a difficult time determining what books to include. (One of my colleagues insists that the outstanding curriculum book of the decade is Zen and the Art of Motorcycle Maintenance.) My criteria for inclusion were these: First, whether the author—by title or preface—stated that the book was a curriculum text. Second, if librarians agreed it to be a curriculum text by so classifying it. Third, if after a hasty scanning, I decided it fit my definition of curriculum. (Subjectivity granted.)

Your comments are invited.


