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AERA-SIG Curriculum Newsletter

American Educational Research Association

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NEWSLETTER

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Special Interest Group of the American Educational Research Association

No. 18

July, 1980

As you can see, the editor has taken the liberty of changing the format of the newsletter, hopefully, to give it a more professional appearance. Your comments would be appreciated. Further, it has been requested that the SIG acknowledge the services provided by Owens College, at no cost, for typing, reproducing, and mailing the newsletter during the last year. Still, the main improvement needed is contribution of information, papers, or what-have-you by a wider range of the membership. Longer papers, studies, or bibliographies may be distributed by the SIG as special mailings. Please contact your editor (Michael P. Roetter, Owens Technical College, Caller No. 10,000, Toledo, OH 43699).

CALL FOR PAPERS - 1981 AERA Annual Meeting (Los Angeles)

Those attending SIG sponsored or jointly sponsored sessions in Boston, no doubt, found them most meaningful and informative. Division B was very satisfied with the SIG cooperation. It is suggested we continue such joint sponsorships as well as regular SIG sponsored sessions. Please submit proposals for the 1981 meeting to Dr. Bill Schubert (SIG Chairman and Program Chairman) at the University of Illinois at Chicago Circle, College of Education, Box 4348, Chicago, IL 60680.

1980-81 MEMBERSHIP

Paid membership to date indicates 54 active members in the SIG. A membership application is attached for those who have not renewed or to pass along to a colleague. Members are as follows:

New and renewed SIG members for 1980-81 (as of May 14):

Arthur Adkins	University of Maryland
William M. Alexander	Gainesville, Florida
Vernon E. Anderson	Carmel, California
T. Aoki	University of Alberta
Roger V. Bennett	Rhode Island College
F. Michael Connelly	OISE
James H. Finkelstein	Ohio State University
John I Goodlad	UCLA
Naomi Hersom	University of British Columbia
William E. Hoffman	Wooster, Ohio
Ladd Holt	University of Utah
Rosalind Horowitz	University of Minnesota
Andrew S. Hughes	Atlantic Institute of Education
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Roger P. Johanson	University of Minnesota
Mauritz Johnson	SUNY, Albany
Jean A. King	Tulane University
Arthur J. Lewis	University of Florida
William T. Lowe	University of Rochester
Gail McCutcheon	Ohio State University
D. John McIntyre	Southern Illinois University
John D. McNeil	UCLA
Janet L. Miller	Old Dominion University
Yvonne B. Miller	Norfolk State University
Murray R. Nelson	Pennsylvania State University
Nel Noddings	Stanford University
Antoinette A. Oberg	University of Victoria
Norman V. Overly	Indiana University
Dennis A. Pickering	Pittsburg State University
William Pinar	University of Rochester
A. Leon Pines	University of Maine at Farmington
Jerry Reece	New Mexico State University
Peggy M. Riethmiller	Michigan State University
Samuel D. Robinson	University of Saskatchewan
Michael P. Roetter	Michael J. Owens Technical College
Ann Lyn Schubert	University of Illinois at Chicago Circle
William H. Schubert	University of Illinois at Chicago Circle
Peter Seidman	Illinois Office of Education
Paul Shaker	Mount Union College
Edmund C. Short	Pennsylvania State University
Margery Sieber	Sir Sanford Fleming College
B. Othanel Smith	Clearwater, Florida
E. Brooks Smith	Wayne State University
Charles A. Speiker	Omaha, Nebraska
Bernard Spodek	University of Illinois
Laurel N. Tanner	Temple University
Bob L. Taylor	University of Colorado
Jay C. Thompson	Ball State University
Henry J. Triesenberg	Grand Rapids, Michigan
Ralph W. Tyler	Foster City, California
H. C. Waxman	University of Illinois at Chicago Circle
David C. Williams	Pennsylvania State University
George Willis	University of Rhode Island

1980 BUSINESS MEETING

Sixteen members of the SIG were in attendance at the Business Meeting held in Boston in conjunction with the AERA annual meeting on April 10, 1980. Membership in the organization, as reported by Dr. George Willis, was over 100 and that \$500 was in the treasury.

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Officers elected for the 1980-81 year were as follows:

Chairman and Program Chairman	Dr. William H. Schubert University of Illinois at Chicago Circle College of Education Box 4348 Chicago, IL 60680
Secretary-Treasurer	Dr. George Willis University of Rhode Island Department of Education 705 Chafee Building Kingston, RI 02881
Newsletter Editor	Dr. Michael P. Roetter Owens Technical College Office of Institutional Research and Curriculum Planning Caller No. 10,000 Toledo, OH 43699

It was decided at the meeting that the offices of chairman and program chairman be combined to centralize efforts. Further, Ann Lynn Schubert and Hersholt Waxman have graciously volunteered to assist the program chairman in preparation for the 1981 program.

The idea of having a SIG sponsored social hour was discussed with the thought that it could be a conversation session with certain invited well-known scholars. More information will be reported through the Newsletter as the idea is developed.

REPORT OF THE 1980 SIG RELATED SESSIONS

For the benefit of members not present at the 1980 Boston meeting, the following abstracts are offered for information purposes. Dr. Bill Schubert has provided an update as presented below of the well attended Session 2.02 "Curriculum Knowledge and Student Perspectives: Exploring the Relationships." The abstracts for Session 5.04, "Eclectic Approaches to Curriculum Research from Subject Matter Perspectives" and Session 8.31, "A Theory of Curriculum Construction as a Special Instance of Talcott Parson's General Theory of Action" are edited from the 1980 meeting abstract.

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SESSION 2.02

Curriculum Knowledge and Student Perspectives: Exploring the Relationship
-William H. Schubert, Organizer and Chairperson
University of Illinois at Chicago Circle

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-William H. Schubert, Organizer and Chairperson

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During the Past ten years, curriculum scholars and other educators have devoted increased attention to the relationship between student perspectives

and the creation and utilization of curriculum knowledge. Both the perennial character of this issue and some recent responses to it augment its significance.

Questions that characterize this topic and served as springboards for the presentations are exemplified by the following: Can curriculum be created and utilized defensibly if it is not rooted in knowledge about the ways students and teachers think and feel; that is, their perspectives on the world? Is the character of human perspectives too complex and rich to be adequately represented by inquiry that evolves from positivistic origins? Although the latter provide much worthwhile insight, is it not beneficial to seek more comprehensive and penetrating portrayals of student and teacher through?

Each of the invited presenters has made important contributions to these and related questions. Each was asked to comment on the potential and problems in studying student perspectives, and to recommend promising directions.

The first speaker was Professor Max van Manen from the University of Alberta, who spoke on "Iconicity in Pedagogy or Knowledge as Being." He drew upon his previous studies of the Utrecht School in the Netherlands and related work with his graduate students to characterize a form of pedagogy that restores the iconic or criticalhermeneutic dimensions of curriculum. He called for realization that the pedagogical relationship is an experience, a process that emanates from the life-worlds that constitute the being of pedagogues and students.

Professor Philip Jackson of the University of Chicago spoke on the topic, "The Uncertainties of Teaching." He emphasized the profound uncertainties involved in knowing what is occurring in the mind of another person, and in gathering evidence of learning. Professor Jackson offered four means of discerning what goes on inside the mind of another, and provided a brief critique of the potential and limits of each.

The third speaker, Professor Madeleine Grumet of Hobart and William Smith Colleges, spoke under the title, "Using Students' Stories to Study Curriculum Perspectives." She drew upon a notion of "curriculum" as the collective story that we tell our children. Emphasizing the centrality of autobiography to curriculum inquiry, Professor Grumet suggested the need to excavate the pasts, presents, and futures that grow within students and teachers through studying the curriculum expressed in the stories of children and youth.

Dr. Ralph Tyler, Professor Emeritus at the University of Chicago, Director of Emeritus of the Center for Advanced Study in the Behavioral Sciences, and currently Senior Consultant for Science Research Associates, served as discussant. He acknowledged the worth of inquiry into the relation between curriculum knowledge and student perspectives, cited related research, and noted that each of the presentations dealt with the following important questions: What learning is of most worth? Who is responsible for worthwhile learning, and by what methods should it be pursued?

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SESSION 5.04

Eclectic Approaches to Curriculum Research from Subject Matter Perspectives
-Jere Confrey, Michigan State University, Organzier
-Daniel L. Duke, Stanford University, Chair

Because curriculum research is, by nature, a straddling of at least two disciplines, subject matter and education, researchers must be aware of the individuality and integrity of contributions from each discipline as the views are merged in developing curricula. The purpose of this symposium was to advocate, illustrate, and begin to build an eclectic view for curriculum theory. It was the opinion of the participants that constructive activities could follow from such an approach because the diversity of an eclectic permits many options for curriculum development. The symposium was presented in three parts: (1) a brief view of work of representative curriculum theorists illustrating that their views are rooted in the disciplines from which they came; (2) perspectives of curriculum inquiry from four different subject matter disciplines; and (3) the beginnings of an eclectic view of curriculum theory in which alternatives and options, their uniqueness and range of applicability are discussed. The perspectives papers were presented by specialists in subject matter and education. Jere Confrey of Michigan State university discussed the implications for mathematics curriculum and for curriculum theorizing of conceptual change analysis of mathematics. Contributions of methods of literary criticism to curriculum inquiry were presented by Jean King of Tulane University. Concept origins, biological inquiry, and curriculum were presented by Margaret Waterman of Cornell University. Elliott Lauderdale of Cornell University discussed historians' mistakes and their uses in curriculum theorizing. Pinchas Tamir of Hebrew University provided a thought-provoking response as discussant.

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SESSION 8.31 - The Round Table

A Theory of Curriculum Construction as a Special Instance of Talcott Parsons' "General Theory of Action"
-Vincent Presno and Albert J. Leonard
Wright State University

The purpose of this paper was to present a systemic definition of the curriculum based in structuralist methodology. The definition and analysis is based on the "General Theory of Action" formulated by Talcott Parsons and extended by Parsons and his associates. The resulting definition yields of four-function paradigm, allowing for the inclusion of well-known specific definitions of the curriculum into a larger definition. Further, this paradigmatic definition allows for identifying, locating, and prioritizing critical gaps in curriculum knowledge, theory, and research. The major functions of curriculum theory, professional community, course development, and curriculum research were analyzed.

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A SAMPLING OF SIG RELATED STUDIES, 1979-80

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REVIEW OF RECENT SCHUBERT ARTICLE

An excellent article by SIG Chair William H. Schubert, University of Illinois, Chicago Circle, in the January, 1980, issue of Educational Researcher, the membership magazine of the American Education Research Association entitled "Recalibrating Education Research Towards a Focus on Practice." The article dealt with a number of research issues prompted by the proposed research orientation of Joseph J. Schwab and is commended for reading by all members of the SIG.

Schubert identifies a distinction between theoretical and practical research in terms of four categories - source of the problem, method of inquiry, nature of the subject matter of inquiry, and its general purpose. Schwab's conception of the practical is interpreted within three categories and arguments are presented from other sources in support of Schwab's recommended focus on practice in educational/curricular research. The concept of "precedents," as contrasted with theoretical science's search for generalization, becomes a key concept in the search undertaken in practical research, notwithstanding the possibility that any single precedent which is discovered may not be useful as a guide to future action but must be corroborated by "accumulated precedents."

To illustrate that practical research has been and is being undertaken in curriculum inquiry, Schubert cites and discusses briefly work by Maxine Greene and Max van Maren, and others related to phenomenology of experience, work by MacDonald, Pinar, and others related to reconceptualist curriculum though, work by Eisner, Stake, Willis, and others related to qualitative evaluation, and work by Corey and others associated with the so-called "action research" movement. In conclusion, Schubert suggests several kinds of inquiry that might advance practical research in education: the development of compendia of precedents, the study, the characteristics and the procedures of practical research (so that the educator might be trained in it), idiographic studies, a balanced approach using the monothetic as well, and a synthesis of both. The reader is urged to ponder the many aspects of this thoughtful article.

-Submitted by Dr. Edmund Short, Penn State

PUBLISHERS AND AUTHORS OF CURRICULUM BOOKS

William Schubert, chairman of the SIG, has prepared a tabulation of curriculum book publishers and authors covering the period 1970-1979. This eleven-page list will be mailed to SIG members a part of the groups activities. Members should receive this paper early this Fall.

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The SIG thanks Tom Popkewitz and Debra Stuard, program chairmen of AERA Division B for their excellent cooperative planning for the joint meetings held in Boston. We hope to continue such cooperative endeavors next year.

CURRICULUM OCCASIONAL PAPERS

The editor received a letter from new member Dr. Ted T. Aoki, Department of Secondary Education, University of Alberta, stating that the Faculty of Education has available a series of occasional papers entitled "Curriculum Praxis." Five of the available 15 papers are listed here as being possibly relevant to the objectives of the SIG. More information or paper copies (\$1.50 each plus shipping) may be obtained from the University (338 Education South, Edmonton, Alberta, Canada T6G2G5).

- No. 2 "Toward Curriculum Inquiry In a New Key"
by Ted T. Aoki, University of Alberta, Edmonton
- No. 7 "Curriculum in Alberta: A Study of Perceptions"
by Kim Krawchenko, Pat Paradis, and Bill Sommerfeld,
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- No. 9 "A Critical Analysis of Teacher Education from the
Perspective of Curriculum"
by Donald C. Wilson, University of British Columbia
- No. 10 "The Use of Qualitative Forms of Evaluation for
Improving Educational Practice"
by Elliot W. Eisner, Stanford University
- No. 15 "Preface To A Theory of Symbolic Interchange"
by R. Glenn Martin, University of Alberta

BOOK ANNOUNCEMENT

The fourth volume of Information Through the Printers Word: Dissemination of Scholarly, Scientific, and Intellectual Knowledge by Fritz Machlup and Kenneth Leeson and Associates has just been published. This book completes a series of studies by these authors of the economics of scholarly journal and book publishing and of bibliographic services. The bottom line is, as everybody knows, that costs are up; the mountains of detailed data presented, however, provide much to contemplate for those concerned about the future of knowledge dissemination.

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PAPER EXCHANGE

The SIG offers to facilitate the exchange of scholarly papers among curriculum inquirers by providing in its Newsletter periodic lists of papers available upon request from their authors. The next issue of the Newsletter will include such a list, provided readers send the editor the following information: Author, Title, Brief Synopsis (35 words maximum), Cost, and Address.

If there is interest, the SIG will later extend its services to distributing fuller abstracts or to establishing a formal system of paper exchanges on behalf of authors. Please express your preference among these three options to the editor. For now, we encourage SIG members and any others who have papers available on curriculum research and utilization to list them with the Newsletter.

QUESTIONS ANYONE?

The idea has been suggested that members of the SIG submit scholarly questions for inclusion in the Newsletter addressed to the general membership. The officers of the SIG, in fact, may want to direct especially good and relevant questions to certain curriculum scholars. We can only do this if members direct good questions to the editor in time for the November Newsletter. May we hear from you?

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New and renewal members will receive throughout the year additional issues of the newsletter and any occasional papers distributed by the SIG. (This fall the SIG will distribute William Schubert's "A Tabulation of Publishers and Authors of Curriculum Books, 1970-79.") Also, AERA now allocates annual meeting sessions to SIG's according to how many paid-up members each SIG contains; please help us retain our share of program sessions.

If you have not already done so please renew your members by filling out the form below and sending it with \$3.00 for dues for 1980-81 to SIG Secretary-Treasurer:

George Willis
Department of Education
705 Chafee Building
University of Rhode Island
Kingston, RI 02881

Enclosed is \$3.00

Signed _____

AERA member? Yes _____
No _____

Address _____

Your Position _____

Date _____

P.S. If your dues are already paid, please pass this page onto a colleague.

PAPER EXCHANGE

The SIG offers to facilitate the exchange of scholarly papers among

curriculum inquirers by providing in its Newsletter periodic lists of papers available upon request from their authors. The next issue of the Newsletter will include such a list, provided readers send the editor the following information: Author, Title, Brief Synopsis (35 words maximum), Cost, and Address.

If there is interest, the SIG will later extend its services to distributing fuller abstracts or to establishing a formal system of paper exchanges on behalf of authors. Please express your preference among these three options to the editor. For now, we encourage SIG members and any others who have papers available on curriculum research and utilization to list them with the Newsletter.

QUESTIONS ANYONE?

The idea has been suggested that members of the SIG submit scholarly questions for inclusion in the Newsletter addressed to the general membership. The officers of the SIG, in fact, may want to direct especially good and relevant questions to certain curriculum scholars. We can only do this if members direct good questions to the editor in time for the November Newsletter. May we hear from you?

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Prepared by Dr. Edmund Short
Pennsylvania State University
May 10, 1980

Distributed by the AERA SIG for the
Creation and Utilization of Curriculum
Knowledge

A SAMPLING OF SIG-RELATED STUDIES, 1979-80

Status of Curriculum Inquiry

- Haglett, J. Stephen, "Conceptions of Curriculum History," Curriculum Inquiry, 9(Summer, 1979), 129-135.
- Goodlad, John I. and others, "What We Don't Know About Schooling," Phi Delta Kappa, 61(May, 1980), 591-606.
- Schubert, William H., "Recalibrating Educational Research: Toward A Focus on Practice," Educational Researcher, 9(January, 1980), 17-31.

Curriculum Inquiry Methodologies

- Apple, Michael W., "Beyond Ideological Reproduction," pp. 154-166; 193-195, Ideology and Curriculum, Boston: Routledge & Kegan Paul, 1979.
- Barone, Thomas E., "Effectively Critiquing the Experienced Curriculum: Clues from the New Journalism," Curriculum Inquiry, 10(Spring, 1980), 29-53.
- Button, H. Warren, "Creating More Useable Pasts: History in the Study of Education," Educational Researcher, 8(May, 1979), 3-9.
- Eisner, Elliot W., The Educational Imagination, New York: Macmillan, 1979.
- Fisher, Charles W. and David C. Berliner, "Clinical Inquiry in Research on Classroom Teaching and Learning," Journal of Teacher Education, 30(November-December, 1979), 42-48.
- Giroux, Henry A., "Beyond the Limits of Radical Educational Reform: Toward a Critical Theory of Education," The Journal of Curriculum Theorizing, 2(Winter, 1980), 20-46.
- Giroux, Henry A., "Toward a New Sociology of Curriculum," Educational Leadership, 37(December, 1979), 248-253.
- Littleford, Michael, "Vico and Curriculum Studies," The Journal of Curriculum Theorizing, 1(Summer, 1979), 54-64.
- McCutcheon, Gail, "Educational Criticism: Methods and Application," The Journal of Curriculum Theorizing, 1(Summer, 1979), 5-25.
- Mitrano, Barbara S., "Feminist Theology and Curriculum Theory," Journal of Curriculum Studies, 11(July-September, 1979), 211-220.

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- Young, Jean Helen, "Teacher Participation in Curriculum Decision Making: An Organizational Dilemma," Curriculum Inquiry, 9(Summer, 1979), 113-127.

Knowledge Creation

- Campbell, Donald T., "A Tribal Model of the Social System Vehicle Carrying Scientific Knowledge," Knowledge: Creation, Diffusion, Utilization, 1(December, 1979), 181-201.
- Nelson, Stephen D., "Knowledge Creation: An Overview," Knowledge: Creation, Diffusion, Utilization, 1(September, 1979), 123-149.

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