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AERA-SIG Curriculum Newsletter

American Educational Research Association

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creation and utilization of curriculum knowledge

special interest group of the american educational research association

**AERA
SIG**

No.23

March, 1983

SIG TO SPONSOR SESSIONS AT 1983 AERA MEETING

The Creation and Utilization of Curriculum Knowledge Special Interest Group will sponsor a number of sessions at the 1983 Annual Meeting of the American Educational Research Association to be held in Montreal, April 10-15. A special invited address will be presented by William F. Connell of the University of Sydney, Australia. Critics for this session will be William Schubert, University of Illinois, Chicago; George Posner, Cornell University; and Ralph Tyler, Science Research Associates. SIG chairperson, George Willis, will preside. A review of Dr. Connell's book can be found elsewhere in this newsletter.

Other sessions are entitled: "Grading, Parent-Teacher Conferences, and Homework: Their Influences on the Curriculum"; "What's Happening in Canadian Curriculum Studies: Overview and Appraisal"; "What to Do About Curriculum Deliberation"; and "Exploring Settings as a Source for Global Community Curriculum." The SIG will also sponsor a round-table session entitled "The Generation of a Cultural Mode of Rationality: Methodological and Pedagogical Implications for the Creation and Utilization of Curriculum Knowledge and Research."

Times, locations and specific paper titles and presenters for these sessions are presented on the final two pages of this newsletter.

SIG BUSINESS MEETING TO BE HELD

The Annual Business Meeting of the SIG will be held on Tuesday, April 12, 1983 from 6:15-7:45 pm in the Matapedia Room of the Queen Elizabeth Hotel in Montreal, Canada. This business session is held in conjunction with the Annual Meeting of the American Educational Research Association. All SIG members attending AERA are encouraged to attend the SIG business session.

FROM THE CHAIR

As Chair for the SIG, I invite and urge members to attend this year's business meeting in Montreal. As usual, the meeting will provide an opportunity to meet other SIG members and to decide on SIG activities and officers for the coming year. This year we will also need to address an issue which we have not addressed before. Currently, AERA is considering policies which would require each SIG to adopt a formal constitution and specific terms for officers. Our SIG has functioned well informally in the past. Our major problem has been recruiting volunteers to keep us running, not holding elections among campaigning candidates. Still, we may have reached a point where we will need more than the usual number of volunteers this year, some perhaps to serve on a committee to draw up a constitution for the SIG. If you are willing to serve the SIG in some capacity or have issues or ideas we should discuss,

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please attend the business meeting. If you cannot attend, contact me at the address below. I will be happy to place your ideas on the floor or your name in nomination at the business meeting.

At last year's meeting we voted to increase membership dues to \$5 and to include as part of membership an annual (or so we hope) publication of the SIG. As a result, this year's members are receiving Conceptions of Curriculum Knowledge: Focus on Students and Teachers, a collection of papers from SIG-sponsored sessions at the 1981 Annual Meeting in Los Angeles. Our ability to continue this kind of activity is in part contingent upon our securing of adequate program space at annual meetings, which is in part contingent upon the up-dated list of paid members we must periodically forward to AERA; so our perpetual appeals for prompt yearly renewal of memberships are not idle. The membership year runs from annual meeting to annual meeting. If you have not renewed for 1982-83, please do so now. After the annual meeting in Montreal we hope to canvass promptly for memberships for 1983-84.

Because of such problems, we were allotted one less session at Montreal than we were otherwise entitled. Nonetheless, by co-sponsoring several sessions with Division B, we were able to sponsor most, though not all, of the sessions we would have liked to sponsor. (Descriptions of all our SIG-sponsored sessions appear elsewhere in this newsletter.) One session of special note is also a result of a decision made at last year's business meeting. That session is our First Annual SIG Invited Address, "Science, Technology, and Curriculum Knowledge in the 20th Century: An Historical Critique," to be delivered by William F. Connell, University of Sydney, Australia. The session is scheduled for Tuesday, April 12, 10:35 am - 12:05 pm, in the St. Maurice Room of the Queen Elizabeth Hotel.

I wish to thank Robert Donmoyer, Diana Hiatt, George Posner, William Schubert, and Edmund Short, who served as program readers, conducting blind reviews

of all proposals submitted this year to the SIG.

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Department of Education
705 Chafee
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Kingston, RI 02881

IN MEMORIAM

We regret to announce the death of Lawrence Stenhouse of the Centre for Applied Research in Education (CARE), University of East Anglia, U.K. Dr. Stenhouse made a major contribution to the field. He pioneered efforts to make curriculum research and evaluation meaningful to practitioners and built bridges between the university community and the public schools. His contribution to our field was extremely important. We are all saddened by his passing.

VOLUMES ON CROSS-CULTURAL EDUCATION PUBLISHED

Georgia State University's Center for Cross-Cultural Education has published two volumes examining important educational issues from the perspectives of the social sciences and the humanities. Volume 1 is entitled Poverty, Power and Authority in Education: Cross-Cultural Perspectives. It contains papers by Harold Silver, Michael F.D. Young, and Edgar Z. Friedenberg.

Volume 2 is entitled Different People: Studies in Ethnicity and Education and features articles by Lung-chong Yound, "Identity, Conflict and Survival Mechanisms for Asian-Americans"; Helen Safa, "Caribbean Migration to the United States: Cultural Identity and the Process of Assimilation"; and John Raynor, "Race and Education in Britain: Interpreting British Policies in the 1960s and 1970s."

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To order, send \$4 for Volume 1 and \$5 for Volume 2 (postpaid, United States and Canada only) to: Center for Cross-Cultural Education, College of Education, Georgia State University, University Plaza, Atlanta, Georgia 30303.

CURRICULUM THEORY CONFERENCE TO BE HELD

The Journal of Curriculum Theorizing's Fifth Conference on Curriculum Theory and Practice will be held October 19-22, 1983. This year's conference will be co-sponsored by the University of Dayton and will be held at the University's Bergamo Center in Dayton, Ohio. This comfortable yet inexpensive conference facility rests on 250 acres of wooded and open land. It is easily accessible by car from most points in the mid-east and mid-west regions, and from other points in North America via the conveniently close-by Dayton International Airport. For further information write: The Editors, The Journal of Curriculum Theorizing, 53 Falstaff Road, Rochester, New York 14609

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Other events include papers by Gerald W. Jorgenson, John Carroll University, "Variations on a Theme: An Historical Analysis of IGE, Mastery Learning, and IPI" and Craig Kridel, Ohio State, "Further Discussions of the Curriculum Theory of Castiglione and Elyot."

In addition, a symposium, "Research in Curriculum History: A Conversation" will be presented by Barry Franklin, Herbert Kliebard, Daniel Tanner, and Wayne Urban. This symposium is co-sponsored by the Society and Divisions B and F of AERA.

Further information about the conference or the society in general can be obtained by contacting the current president, William H. Schubert, College of Education, University of Illinois at Chicago, P. O. Box 4348, Chicago, IL 60680 (312-996-5628).

CURRICULUM JOURNAL AVAILABLE

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MINI-REVIEW

Editor's Note: This is the second in a series of mini-reviews designed to alert SIG members to books which might be of interest. SIG members are encouraged to send mini-reviews of not more than two typed pages for inclusion in subsequent newsletters to: Robert Donmoyer, 202 Arps Hall, The Ohio State University, 1945 N. High Street, Columbus, OH 43210. The editor wishes to thank William Schubert for the following review.

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At first glance, the title of Connell's book may strike the reader as presumptuous. However, one has only to begin reading to realize that Professor Connell's work admirably represents the title. It is evident that this book is prepared with the most meticulous scholarship. In fact, the research process took more than twenty-five years and travels to many parts of the world. The result is 478 double-sized pages, the equivalent of 956 regular-sized pages. The book opens wide as a coffee table show-piece and is endowed with a rich supply of photographs of persons, places, and documents germane to the history of education in the twentieth century.

True to the title, Connell provides the reader with many neglected perspectives on the twentieth century development of educational theory and practice with representative emphasis on the U.S.A., Europe (especially France and Germany), the U.S.S.R., Africa, China, Great Britain, India, and Japan. While little is said of Latin America, third world educational development is more

fully represented than in any other history of education that I know.

Following an introduction, the book's fifteen chapters are divided into three sections. Part One is "Educational Awakening 1900-16"; it treats social efficiency, the Herbartian movement, Dewey, origins of a science of education, and pre-WWII progressive educators. Part Two is called "Educational Aspiration 1916-1945," and includes emphasis on post-war educational reform, education between the wars in the U.S.S.R., Italy, Japan, and Germany, the growth of progressive education and educational psychology in the 1920s and 1930s, and colonial education in China, India, and Africa. The concluding part, "Educational Reconstruction and Expansion 1945-75," interprets the remaking of secondary and higher education in Europe, the U.S.A., and Japan following WWII; educational revolution in developing countries; and educational change in China and the U.S.S.R.

Another chapter in this third part is entitled "Trends in Educational Research and Curriculum Development," and deals with post-1940 educational sociology, research on teaching, and child development in the educational research section. The curriculum development portion includes heavy emphasis on the curriculum reform movement, and change at the primary and pre-school levels. Little is said about productive varieties in curriculum thought since 1965.

Seasoned curriculum scholars, beginning students of the field, and serious practitioners should find the perspective provided by this book invaluable. It is one of the best sources that I have found for augmenting historical and contextual awareness of the curricularist.

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NETWORK MAKING

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The editor wishes to thank the two contributors and to encourage other members of the SIG to send a one-page or less description of current activities to: Robert Donmoyer, 202 Arps Hall, 1945 N. High Street, The Ohio State University, Columbus, Ohio 43210. These descriptions will be included in subsequent newsletters.

NUCLEAR WEAPONS AND THE CURRICULUM

In the last Newsletter, Bob Donmoyer asked that we share current and projected research interests. We would like to share our concern for the implications of the anti-nuclear war issue for curriculum inquiry. We are convinced that ideas deep within this problem relate to the deepest of curricular concerns; moreover, the issue bears both on the nature of educational research and the purpose of education in society. To read the now popular works of Jonathan Schell (The Fate of the Earth), Mary Caldicott (Nuclear Madness: What You Can Do), Robert Scheer (With Enough Shovels: Reagan, Bush, and Nuclear War), and Nuclear War: What's In It For You? by Ground Zero, is to know that a massive public spirit is emerging to counter what is now referred to as "psychic numbing" against thinking about this issue.

The scholarly literature, too, reflects concern for the nuclear problem. This literature was carefully analyzed by a number of eminent scholars in a recent issue of Teachers College Record (Fall 1982, Volume 84, Number 1) devoted entirely to this topic. Physicians, clergy, musicians, psychologists, and educators have all been active in the movement for social responsibility, and it is a movement that is global in thrust, perhaps more fully emphasized elsewhere

than in the United States. Recently, The Chronicle of Higher Education (January 12, 1983, XXV, 18) carried a major article entitled "Rush of Books Urge Disarmament as Scholars Join Nuclear Debate." Of particular note are: Indefensible Weapons: The Political and Psychological Case Against Nuclearism (Basic Books, 1982) by Robert Jay Lifton, a Yale psychiatrist, and Beyond the Cold War: A New Approach to the Arms Race and Nuclear Annihilation (Pantheon Books, 1982) by E.P. Thompson. According to a report by Robin Burns of La Trobe University in Australia (in the Newsletter of the Australian Curriculum Interest Group, 4, 2, August 1982) there is a proposal for an Australian Peace and Development Research Institute. Existing models for related institutes exist in Norway, Sweden, Belgium, Costa Rica, India, Finland, the Federal Republic of Germany, Italy, and the Netherlands. The article also noted a bill before the U.S. Congress to establish a National Academy of Peace and Conflict Resolution.

We are interested in exploring the educational implications and research possibilities of this movement. How should those who develop curricula respond to this issue? What responses are currently being made? Does the problem provide a new justification for the ideology of education as reconstruction?

Toward this end we have organized an AERA session (AERA # 39.39) to be sponsored by the Student Division of AERA. It will explore these and related questions. It is scheduled to be held on Thursday, April 14, 1983, in the Ballroom Centre (fourth floor) of the Sheraton Hotel, 10:35 am - 12:05 pm. Participants will include Maxine Greene (Teachers College, Columbia University), Steven Selden (University of Maryland), Cheryl Koopman (Harvard Medical School), William Schubert (University of Illinois at Chicago), and Stanley Elam (Phi Delta Kappa). We want to note that Dr. Elam is collecting information on curricular and instructional responses to the threat of nuclear war.

If readers are aware of innovations in this area, they should write to Dr.

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Elam at Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402. We welcome those who share an interest in this topic to also write to us: William H. and Ann L. Schubert, College of Education, University of Illinois at Chicago, P. O. Box 4348, Chicago, IL 60680.

STUDY OF EVALUATION USE CONDUCTED

A colleague and I recently completed a year-long study of the process of evaluation use in a large city school district for the National Institute of Education. Based on extensive naturalistic data gathering, the research documents how local school administrators use evaluation information generated by the district's research and evaluation unit. This data was used to construct a framework for conceptualizing the evaluation use process in a local education authority.

The findings of the study question recent assumptions about evaluation reporting procedures and collaboration as remedies to the problem of use. The data suggest that these may work in some instances but not in others, because both the use and non-use of evaluation were found to be viable and "rational" alternative responses to the evaluation process in the complex political environment of a school bureaucracy.

To the factors contributing to evaluation use suggested in the recent literature, this study added or revised three concepts. First, we discovered a distinction between what users said they believed in and what they acted upon and apparently believed in. This difference between "espoused theories" and "theories-in-use" means that evaluation processes and products may be used by decision-makers, but not in a direct and predictable manner. Second, the personal factor discussed by Patton and others was expanded to include dimensions of the self-confidence of the primary users and the receptivity of the organizational context. Third, we found that high level managers with decision authority, the people with clout, must care about the

evaluation process and assure it moves forward if evaluation is to be used.

Our conceptual framework for discussing the evaluation use process describes two "types" of evaluation use: "signalling," whereby information is sent out of the system to signal that required activities are proceeding as mandated; and "charged," whereby the user takes the information and uses it either instrumentally or persuasively. The process of evaluation use was found to include evaluation activities, evaluation use products, i.e., users' actions and their changes in attitude, and the written evaluation products--informal reports (e.g., memos, short reports and brief data summaries) and more formal written reports. The evaluation process was observed to be dynamic and ongoing, using evaluation activities and products throughout the evaluation period. Finally, the range and variety of evaluation use recorded during the year's observations suggested a domain of charged use that assumes that use, non-use, and misuse of evaluation processes and products are all realistic forms of evaluation use in real world contexts such as LEA's.

The implications of these findings are that evaluators and decision-makers who wish to use the evaluation process to guide rational change must become increasingly sensitive to the difficulty of conducting and using evaluations in the complex interpersonal and political settings of pressured school district organizations. Skilled evaluators need to learn to recognize when a situation calls for an evaluation "signal" and when instead a more extended evaluation process is in order. Finally, by recognizing the nature of charged use, whether instrumental or persuasive, evaluators should be able to work more effectively with decision-makers to increase use. Considerations for future research conclude the report.

Jean A. King
Department of Education
Tulane University
New Orleans, LA 70118

Elam at Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402. We welcome those who share an interest in this topic to also write to us: William H. and Ann L. Schubert, College of Education, University of Illinois at Chicago,

P.O. Box 4348, Chicago, IL 60680.

STUDY OF EVALUATION USE CONDUCTED

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**SIG-SPONSORED
AERA SESSIONS FOR 1983**

SIG Invited Address

Science, Technology and Curriculum
Knowledge in the 20th Century: An
Historical Critique

Tuesday, April 12, 10:35am-12:05pm, Queen
Elizabeth (St. Maurice)

Chair: George Willis, University of Rhode
Island

Invited Speaker: William F. Connell,
University of Sydney (Australia)

Discussants: William H. Schubert,
University of Illinois, Chicago;
George J. Posner, Cornell University;
Ralph W. Tyler, Science Research
Associates

SIG-Sponsored Symposia

What to do about Curriculum

Tuesday, April 12, 8:15-10:15 am, Queen
Elizabeth (St. Maurice)

Chair/Discussant: Elizabeth Vallance,
Kansas State University

Participants: Peter Pereira, DePaul
University, "Perception and the
Practical Arts"; Thomas W. Roby,
Chicago City Colleges, "Habits and
Impeding Deliberation"; William
Knitter, Concordia University,
"Pluralism and the Eclectic Arts";
Ilene B. Harris, University of
Minnesota Medical School, "Communica-
ting the Character of Deliberation"

Exploring Settings as Source for Global/
Community Curriculum

Monday, April 11, 4:05-6:05 pm, Queen
Elizabeth (St. Laurent)

Chair: Virginia M. Macagnoni,
University of Georgia

Participants: Ted. T. Aoki, University of
Alberta, "A Dialectic Between
Conceptual World and Lived World:
A Way of Understanding Community
Life"; Louise Berman, University of
Maryland, "Persons, Settings, and
Curriculum"; Norman Overly, Indiana
University, "Contributions of Ethno-
graphic Research to Curriculum:
New Harmony, Indiana"; Jessie A.
Roderick, University of Maryland,
"The Ethnic-Cultural World of
Learners"

Grading, Parent-Teacher Conferences, and
Homework: Their Influences on the
Curriculum

Thursday, April 14, 8:15-10:15 am,
Bonaventure (Hampstead)

Chair: Roger Cunningham, Ohio State
University

Participants: Gail McCutcheon, Ohio
State University, "Methods Used in
Studying Practitioners' Problems";
Fred Burton, Ohio State University,
"How Does Grading Influence the
Curriculum?"; Karen Zuga, Kent State
University, "How Do Parent-Teacher
Conferences Influence the
Curriculum?"; Gail McCutcheon, Ohio
State University, "How Does Homework
Influence the Curriculum?"

Reactors: Kelly Stevens, Hamilton Central
School, "Implications for Administra-
tors"; Chris Willmore, Westerville
Public Schools, "Implications for
Teachers"; B. Robert Tabachnick,
University of Wisconsin, General
Discussant

What's Happening in Canadian Curriculum
Studies: Overview and Appraisal

Wednesday, April 13, 12:25-1:55 pm,
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Chair: Edmund C. Short, Pennsylvania
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Facilitating Curriculum Research by Teachers and Students

Thursday, April 14, 4:05-6:05 pm, Bonaventure (Westmount)

Details to be announced.

SIG-Sponsored Roundtable

The Generation of a Cultural Mode of Rationality: Methodological and Pedagogical Implications for the Creation and Utilization of Curriculum Knowledge and Research

Monday, April 11, 1:15-1:55 pm, Queen Elizabeth (Galerie 4)

Beverly Gordon, Ohio State University

SIG Business Session

Tuesday, April 12, 6:15-7:45 pm, Queen Elizabeth (Matapedia)

Newsletter for the
CREATION AND UTILIZATION OF
OF CURRICULUM KNOWLEDGE
SPECIAL INTEREST GROUP
of the
American Educational Research Association

Chairperson: George Willis
Secretary/Treasurer: Jean King
Editor: Robert Donmoyer

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