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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. 25

MARCH, 1984

FROM THE CHAIR

This issue of the Newsletter presents our part of the program for the Annual Meeting to be held in New Orleans from April 23 - 27. Although we were allotted only three sessions, we were able to put together an exciting program by co-sponsoring sessions with others. We have continued the tradition of inviting a session, this year a symposium on microcomputers and curriculum featuring two speakers who are extremely knowledgeable in the field but new to AERA meetings. We are experimenting with two innovative formats; a series of critiques of outstanding articles in curriculum and a session to consider the activities of the SIG. In addition, we are sponsoring four symposia, two paper sessions, and one roundtable paper. Read on for further details.

I would like to thank all of you who have helped put this program together. Participants, without whom there would be no program, are listed in this Newsletter; proposal reviewers, who also make an essential contribution, were listed in the last Newsletter. In addition, I would particularly like to express my appreciation to Bill Schubert, who never failed to respond to calls for advice, and to Karen Kepler Zumwalt, Program Chair of Division B, without whose help we would not have been able to sponsor so many sessions.

I urge all SIG members to attend these sessions and to bring your colleagues. I would also like to urge you to renew your membership for 1983-84 if you have not already done so. Renewal notices for 1984-85 will be sent out shortly after the Annual Meeting, but it is not too late to join for this year.

I look forward to seeing you in New Orleans.

Peter Pereira

SIG BUSINESS MEETING

Tuesday, April 24
6:15-7:45

Sheraton
Estherwood

The annual Business Meeting of the SIG will be held on Tuesday, April 24 from 6:15 to 7:45 p.m. in the Estherwood Room of the Sheraton Hotel in New Orleans. This meeting, held in conjunction with the Annual Meeting of the American Educational Research Association, immediately follows a special round table session on the history and activities of the SIG (see below). All SIG members are encouraged to attend. The agenda will include a report from the program chair and from the treasurer, discussion of next year's program and activities, and election of next year's officers.

HISTORY OF THE SIG

Tuesday, April 24
4:05-4:45

Sheraton
Pontchartrain B

A special roundtable session has been organized by Bill Schubert for the annual meeting program on Tuesday. Organizers of the SIG, former chairs, the current chair, and interested members will meet to discuss the origins, development, and future directions of the SIG. This is an opportunity for all of us to get together to consider where we have been and where we are going. Following the formal session, we will adjourn to a more salubrious location to continue the discussion and prepare for the annual Business Meeting.

Participants:

Edmund Short - Initial Conception
George Willis - Professional Activities
William Schubert - Scholarly Contributions
Peter Pereira - Future Directions

AREA SIG

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

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Thursday, April 26*
10:35-12:05

Marriott
Bonaparte Room

*Note change of day in Program Supplement

We have been deluged recently with extravagant promises about the coming revolution in curriculum, a revolution scheduled to take place when microcomputers have completed their invasion of United States' classrooms. In fact, the invasion is well underway. If it is to have a constructive outcome, we must be clearer about what it might accomplish. Are microcomputers merely a means for doing traditional tasks more efficiently? Or could they change our guiding conceptions of knowledge, of learning, and of the social context of classrooms? What might be their effects on the larger social context? What kinds of empirical evidence might help us to understand their potential impact on curricula? What sort of research is needed if we are to exploit their educational potential and avoid their misuse?

This symposium, invited by the SIG and Division B, will look at these questions from two different perspectives. Drawing upon his experience with mathematics and science curricula, Robert Tinker, from Technical Education Resource Centers, will analyze what can realistically be expected from computers, discuss the likelihood that these expectations will be realized and suggest ways in which our curriculum conceptions might actually be changed.

Hugh Burkhardt, from the the Shell Centre for Mathematics Education at the University Of Nottingham, will report on research which shows that a computer programmed as a "teaching assistant" can transform the social and intellectual context of classrooms. His analysis of what has taken place in England, where the microcomputer revolution is further advanced than in the United States, suggests that computers have changed the way teacher and students relate to each other, much as paraprofessionals have changed the practice of other professions.

Following these two presentations, Karen Sheingold, Director of the Center for Children and Technology at Bank Street College of Education, will critique the papers.

SYMPOSIA AND PAPER SESSIONS

Following are brief descriptions of the other symposia and paper sessions which the SIG is sponsoring. Complete information about all of these sessions can be found at the end of this newsletter.

Classroom Decision Making in Theory and Practice

Monday
12:25-1:55

Marriott
La Galerie 6

How do teachers produce and experience curriculum change in the classroom? To what extent are they willing or able to make decisions about content or to adapt to students' backgrounds? This group of papers looks at the way teachers influence the curriculum at the classroom and school level.

Sources for Curriculum: Philosophical Explorations

Monday
4:05-6:05
Marriott
Mardi Gras C

What are the enduring factors upon which curriculum decisions can be based? Can they be derived from epistemology, as Paul Hirst suggests? Or social circumstances, as Mathew Arnold suggests? Or everyday experience? Or some combination of factors? Though these are perennial questions, this group of papers offers some fresh perspectives based on philosophical analysis.

Toward a Theory of Action Research

Monday
4:05-6:05
Marriott
La Galerie 6

This symposium compares and contrasts four perspectives on action research: those of Kolb and Argyris, construction theory, progressivism, and phenomenological pedagogy in an attempt to develop a unified and coherent theory underlying action research.

Beyond the Measured Curriculum

Tuesday
8:15-10:15
Sheraton
Grand Ballroom B

Most curriculum research has focused upon a behavioristic, rationally based curriculum design. Although this approach is of great importance to schooling, other models should also be studied. This symposium explores alternative perspectives for conceptualizing the curriculum and derives implications for future study and research.

Curriculum Rhetoric, Rituals, and Rationalities

Tuesday
12:25-1:55
Sheraton
Pontchartrain D

Curriculum studies and discourse serve symbolic as well as theoretical and practical ends. From different perspectives, employing different methodologies, this symposium raises and pursues questions of curriculum rhetoric, ritual, and rationality. All participants will challenge conventional curriculum wisdom in an effort to foster reconsideration of issues too often obscured or neglected.

Processes of Curricular Change in Medicine

Thursday
8:15-10:15
Sheraton
Oakley

Many medical schools are making important changes in their curricula. But how do they go about this task and what factors are taken into account? This symposium analyzes the processes which were used at three Canadian institutions and examines the considerations which were deemed important.

The Role of Goal Design in the Deliberative Process

Thursday
1:15-1:55
Sheraton
Pontchartrain B

Although participants in curriculum deliberation may be unaware of the ethical and epistemological assumptions that underly the decisions which they make, their assumptions can be made explicit. This roundtable paper describes a process whereby deliberators can uncover their assumptions and thus solve problems in ways which consciously reflect their values.

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This year, at Ed Short's suggestion, the SIG is sponsoring an innovative series of sessions called "Critiques of Outstanding Articles in Curriculum." Ed has selected seven articles from the curriculum literature (all published in 1983), found leaders willing to promote discussion of each article, and has contacted the authors of the articles, some of whom will be present for the discussions. If these sessions are well received, we may continue them in future years allowing more time for discussion than we were able to provide this year. Read the articles in advance, bring along your copy, and join in. The discussions are scheduled as individual roundtables, mostly on Tuesday and Thursday, as follows:

Tuesday	8:45-9:25	John Packard
C. A. Bowers, "Linguistic Roots of Cultural Invasion in Paulo Freire's Pedagogy." Teachers College Record, 1983, 84, 935-953.		
Tuesday	10:35-11:15	James Nolan
Malcolm Skilbeck, "Lawrence Stenhouse: Research Methodology", British Educational Research Journal, 1983, 9, 11-20.		
Tuesday	1:15-1:55	Robert Kennedy
Michael Fullan, "Evaluating Program Implementation: What can be Learned from Follow Through", Curriculum Inquiry, 1983, 12, 215-227.		
Thursday	10:35-11:15	Edmund Short
Joseph Schwab, "Practical 4: Something for Curriculum Professors to Do", Curriculum Inquiry, 1983, 13, 239-264.		
Thursday	12:25-1:05	Francine Hultgren
Ulf Lundgren, "Social Production and Reproduction as a Context for Curriculum Theorizing", Journal of Curriculum Studies, 1983, 15, 143-154.		
Thursday	4:05-4:45	Colin Marsh
Michael Huberman, "Recipes for Busy Kitchens: A Situational Analysis of Routine Knowledge Use in Schools", Knowledge: Creation, Diffusion, and Utilization, 1983, 4, 478-510.		
Friday	12:25-1:05	Murry Nelson
Herbert Kliebard and Barry Franklin, "The Course of the Course of Study: History of Curriculum", Historical Inquiry in Education: A Research Agenda (AERA, 1983), 138-157.		

Newsletter for the
CREATION AND UTILIZATION OF
CURRICULUM KNOWLEDGE
A Special Interest Group
of the
American Educational Research Association
Chairperson: Peter Pereira
Secretary Treasurer: Jean King

Editor: Edmund Short/Peter Pereira

This Newsletter is not an official
AERA publication.

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AERA SIG

SPONSORED SESSIONS FOR 1984 ANUAL MEETING

Invited Symposium

27.04 Computers in the Curriculum: Visions and Realities

Thursday, April 26*, 10:35-12:05, Marriott, Bonaparte Room

Chair: Peter Pereira, DePaul University

Invited: Hugh Burkhardt, University of Nottingham

Speakers: Robert Tinker, Technical Education Research Center

Discussant: Karen Sheingold, Bank Street College

*Note change of day from Official Program.

Symposia

5.07 Toward a Theory of Action Research

Monday, April 23, 4:05-6:05, Marriott, LaGalerie 6 (2nd Floor)

Chair: Nancy Chism, The Ohio State University

Participants: Gail McCutcheon Ohio State University, "On the Evolution of Teachers' Theories of Action through Action Research"; William Schubert and Ann Schubert, University of Illinois, Chicago, "Philosophical Assumptions in the Progressive Evolution of Action Research"; Antoinette Oberg, University of Victoria, "Construct Theory as a Framework for Action Research"; Max van Manen, University of Alberta, "Phenomenology as Action Research".

Discussant: Judith Green, Ohio State University

9.21 Beyond the Measured Curriculum

Tuesday, April 24, 8:15-10:15, Sheraton, Grand Ballroom B (5th Floor)

Chair/Discussant: Carolyn Ellner, California State University, Northridge

Participants: Frances Klein, USC, "Differing Curriculum Conceptions"; Louise Berman, University of Maryland, "An Interpretive Approach to Curriculum"; James MacDonald, University of North Carolina, "A Phenomenological Orientation to Curriculum"; Louise Tyler, UCLA, "Meaning and Schooling".

Discussant: Decker Walker, Stanford University

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14.24 Curriculum Rhetoric, Rituals, and Rationalities

Tuesday, April 24, 12:25-1:55, Sheraton, Pontchartrain D (3rd Floor)

Chair/Discussant: Millard Clements, New York University

Participants: Barry Franklin, Augsburg College, "Efficiency and Community: W. W. Charters Reconsidered"; Alan Tom, Washington University, "Curriculum Theory and Responsibility"; Jane White, University of Maryland, Baltimore County, "Story and Myth in the Classroom: Informal Transmission of Teaching Traditions"; Jose Rosario, High Scope Educational Research Foundation, "Exercise in Futility: Humanistic Appeals and School Change"; Thomas Popkewitz, Arlene Barry, Alan Pittman, Maura van Susteren, University of Wisconsin, Madison, "Educational Change and Its Messianic Roots".

Discussant: Catherine Cornbleth, University of Pittsburgh

37.25 Processes of Curricular Change in Medicine

Thursday, April 26, 8:15-10:15, Sheraton, Oakley (4th Floor)

Chair: Hugh Scott, Universite de Sherbrooke

Participants: Lynn Currie, Dalhousie University
Dale Dauphinee, McGill University
Victor Neufeld, McMaster University

Discussants: Peter Pereira, DePaul University
Carter Zeleznik, Jefferson Medical College
Richard Coulson, Southern Illinois University

Paper Sessions

1.05 Classroom Decision Making in Theory and Practice

Monday, April 23, 12:25-1:55, Marriott: La Galerie 6 (2nd Floor)

Chair: Jennifer Monaghan, Brooklyn College

Participants: Jean A. King, Tulane University, "The Process of Curriculum Change in the Classroom"; Christine Sleeter, Ripon Collge and Carl Grant, University of Wisconsin, Madison, "Teacher Autonomy and Determinants of Teacher Work"; Barbara Mason, Garland (Texas) Independent School District, "Teachers' Content Decisions: Potential for Conflict in Local Curriculum Development"; Thomas Roby, City Colleges of Chicago, "Deliberation and the Arts of Teaching".

Critic: John Olson, Queen's University, Canada

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Critic: John Olson, Queen's University, Canada

5.17 Sources for Curriculum: Philosophical Explorations

Monday, April 23, 4:05-6:05, Mariott, Mardi Gras C (3rd Floor)

Chair: Ilene Harris, University of Minnesota

Participants: Marie Schilling, University of Chicago, "The Nature of Knowledge as the Foundation for Liberal Education: A Critique of Paul Hirst's Views"; Terrence Whaley, University of Chicago, "Mathew Arnold and the Value of Literature: A Lesson for Today?"; William Knitter, Concordia University, Montreal, "Aesthetic Experience as a Model for Curriculum Thought and Action"; Robert Floden, Margaret Buchman, J. R. Schville, Michigan State University, "The Case for Separation of Home and School".

Critic: James Charbonnet, New Orleans Public Schools

Round Table Sessions

18.38 The Story of the SIG on the Creation and Utilization of Curriculum Knowledge

Tuesday, April 24, 4:05-4:45, Sheraton, Pontchartrain B (3rd Floor)

Participants: Edmund Short, Pennsylvania State University, "Initial Conception"; George Willis, University of Rhode Island, "Professional Activities"; William Schubert, University of Illinois, Chicago, "Scholarly Contributions"; Peter Pereira, DePaul University, "Future Directions".

43.01 The Role of Goal Design in the Deliberative Process

Thursday, April 26, 1:15-1:55, Pontchartrain B (3rd Floor)

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Jean A. King, secretary/treasurer SIG
Department of Education
Tulane University
New Orleans, LA 70118

MEMBERSHIP RENEWAL FORM

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Name: _____
Address: (if this is a new address please check ___)

Street

City State Zip Code
Professional position: _____
Date: _____
Member of AERA: ___yes ___no

NEW MEMBER FORM

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Name: _____
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