AERA-SIG Curriculum Newsletter

American Educational Research Association

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ANNUAL SIG MEETING HELD

The Annual Meeting of the Creation and Utilization of Curriculum Knowledge Special Interest Group was held in New York in March in conjunction with the annual meeting of AERA. During this session the following officers were elected:

Chairperson and program chairperson - George Willis, The University of Rhode Island

Secretary / treasurer - Jason King, Tulane University

Newsletter editor - Robert Donmoyer, The Ohio State University

It was also decided during this session that dues for 1982-83 would be $5. In addition, Ed Short was directed to continue his efforts to establish SIG publications which will be made available to members of the SIG. Among other things, it is hoped these publications will provide incentives for prospective members to join the SIG and a reward to those who have already joined.

Members attending the recent SIG session expressed their appreciation to the following outgoing officers: William Schubert, The University of Illinois at Chicago Circle (chairperson and co-program chair); George Willis, The University of Rhode Island (secretary-treasurer); Michael Roetter (newsletter editor); and Ann Schubert (co-program chair).

SIG SPONSORS A SIGNIFICANT NUMBER OF AERA SESSIONS

The Creation and Utilization of Curriculum Knowledge SIG sponsored or co-sponsored eight sessions and three additional roundtable presentations during the 1982 AERA meeting in New York City.

Included was a session on "Education's Credibility Image" which featured Ted Hechinger, Education Editor of the New York Times, along with Harry Broudy, Michael Kirst, and Louis Rubin.

Other sessions and papers focused on the phenomenology of language in curriculum research; John Dewey's likely response to contemporary educational research efforts; action implications of recent curriculum thought; the research and practice implications of a curriculum model emerging from Goodlad's study of schooling; curriculum development and management; curriculum and cultural values; and an updating of Schubert's deliberative curriculum theory.

The SIG was such a prominent part of this past year's AERA program for two reasons. First, chairpersons William and Ann Schubert arranged to co-sponsor sessions with other groups. Second, the SIG membership is substantial.

The number of program slots any group is allocated is directly related to the number of AERA members who have joined that organization. This fact demonstrates the importance of completing and mailing the renewal of membership form contained elsewhere in this newsletter. Such action will insure that curriculum issues will continue to be given adequate attention in subsequent AERA programs.
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OUTGOING CHAIRPERSON EXPRESSES THANKS

Outgoing chairperson, William H. Schubert, wishes to express his appreciation to all members of the SIG who have helped him chair the SIG during the past several years. He also extends special thanks to Gail McCatchen, The Ohio State University, who was the 1981-82 program chair for Division B and Philip Smith, The Ohio State University, who was the 1981-82 chairperson of the SIG on Philosophical Studies in Education. Both groups co-sponsored AERA sessions with the Creation and Utilization of Curriculum Knowledge SIG and both chairpersons contributed immensely to the success of these cooperative efforts.

BIBLIOGRAPHY OF CURRICULUM LITERATURE PROVIDED

For the past several years, Edmund Short, Pennsylvania State University, has provided SIG members with a topically organized bibliography of significant curriculum literature which was published during the previous year. Ed's most recent list is included in this mailing. His efforts to keep our SIG members informed on curriculum literature is very much appreciated.

ANNOTATED EVALUATION BIBLIOGRAPHY AVAILABLE

The literature on curriculum evaluation is scattered so widely and is expanding so rapidly that it is becoming difficult for experienced curriculum evaluators to keep abreast and almost impossible for teachers and curriculum evaluation students to find their way around this voluminous literature. Therefore, Barry Frazier, in collaboration with Karen Langton, has published an Annotated Bibliography of Curriculum Evaluation Literature. The 150 separate abstracts contained in the publication provide a good balance between American and British writings and between references advocating quantitative approaches and those endorsing qualitative methods. The book is made easy to use through its inclusion of cross-referencing, a consolidated list of references, an author index, and a topic index.

Individuals in the United States and Canada can order this publication by sending a $15 check made payable to Annotated Bibliography Account to:

Dr. William H. Schubert
College of Education
University of Illinois
Box 4343
Chicago, IL 60680

AMERICAN HERITAGE CENTER CONSIDERS
ESTABLISHING CURRICULUM HISTORY ARCHIVES

The American Heritage Center of the University of Wyoming has expressed interest in creating a history and archival project documenting the development of the curriculum movement in the United States -- particularly at the secondary and university levels. The center already has received the papers and files of Rollin Caswell. If a more general archival project generates enough interest, the center would be interested in receiving the correspondence, manuscript drafts, speeches, articles, reprints, and books of other historically significant curriculum scholars. Packing and shipping costs could be reimbursed.

Members of the SIG who are interested in this project can contact Gene Grensley, Assistant to the President, the American Heritage Center, The University of Wyoming, Laramie, Wyoming 82071.

INFORMATION EXCHANGE INAUGURATED

The newsletter editor requests SIG members to contribute information regarding current research, scholarly activities and academic interests. A description of the activities of individual members will be published in subsequent newsletters beginning with the Winter 1983 edition. It is hoped that such publication will facilitate the development of informal networks among those who share common concerns or who may be working on a similar problem. At the very least, these informal networks should provide intelligent critics for paper drafts. Members are encouraged to send a one page or less
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Editor's Note: This is the first in a series of mini-reviews designed to alert SIG members to books which might be of interest to them. 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, Ohio 43210.

Evaluation of Educational Innovations

by Barry J. Fraser and Rieke Nash
Macquarie University

Currently many teachers need practical guidance in evaluating and documenting their school-based innovations. One of the few existing sources of thorough documentation of Australian school-level innovations can be found in the reports of evaluations of projects funded by the Schools Commission Innovations Program. Evaluation of Educational Innovations draws authentic examples from Innovations Program evaluation reports to provide teachers with concrete illustrations of a wide variety of useful ways of evaluating and giving accounts of their school-based projects.

This publication makes two contributions. First, examples drawn from evaluation reports are used to illustrate some of the major aspects which might be included when describing an innovation (e.g., aims, materials, student activities, problems). Second, illustrations from these reports are employed to clarify key techniques widely used when evaluating school-based innovations (e.g., interview, observation, questionnaire).

The Australian Schools Commission's National Innovations Committee commissioned the writing and funded production of Evaluation of Educational Innovations. Inquiries about the availability of this publication and requests for complimentary copies can be sent to the authors at the School of Education, Macquarie University, North Ryde, N.S.W. 2113, Australia.

Democracy in Education: Boyd H. Bode

by Robert V. Bullough, Jr.
The University of Utah

This book is quite different from Evaluation of Educational Innovations. It is a biography of one of the premier philosophers of education during the education's progressive era. This book is like the Fraser and Nash text in one important respect: both books are exceedingly readable and quite appropriate for practitioners who may be uncomfortable with or uninterested in more abstract, more exclusively theoretical works. Bode's ideas are here, to be sure, and they are here in all their complexity. Bullough, however, presents them in clear, straightforward prose and intertwines them with a compelling narrative about Bode's personal and professional life. A particularly interesting touch is dialogues Bullough has created between Bode and other famous colleagues. These dialogues appear throughout the book.


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Deborah R. Alexander  Oak Ridge, TN

Curtis B. Finch  Virginia Polytechnic

F. M. Connelly  OSE

O. L. Davis, Jr.  University of Texas, Austin

Jim Finkelstein  Ohio State University

Jean Clare Finney  West Orange, NJ

Geneva Guy  Purdue University

Nanai Hersom  University of Saskatchewan

Louis E. Hock  NYU

Andrew S. Hughes  Atlantic Institute of Education

Francis F. Hunkins  University of Washington

Joan B. Eymann  University of San Francisco

Mauritz Johnson  SUNY at Albany

Richard D. Lipton  University of Minnesota

Jean A. King  Tulane University

David L. Laske  University of Illinois at Chicago Circle

Arthur J. Lewis  University of Florida

William T. Lover  University of Rochester

Gail McGee  Ohio State University

D. Joan McEntire  Southern Illinois University

John B. McNeil  UCLA

John M. Nickelson  Temple University

Janet  L. Siller  Old Dominion University

Bonnie Morse  Northwestern University

Mel Nodding  Stanford University

Norman V. Omerly  Indiana University

Peter Rehak  DePaul University

William Pinar  University of Rochester

A. Leon Pines  University of Maine, Farmington, ME

Gerald Ponder  North Texas State University

George J. Ponsor  Cornell University

Jerry Raeco  New Mexico State University

Jesse A. Reddick  University of Maryland

Michael F. Reuter  Owens Technical College

Galen Saylor  Lincoln, NE

Philip L. Smith  Ohio State University

Bernard Spodek  University of Illinois

George W. Stambaugh  Georgia State University

Daniel Tanner  Rutgers University

Laurel N. Tanner  Temple University

Bob L. Taylor  University of Colorado

Tom C. Venable  Indiana State University

Tom Rusk Victory  Syracuse University

E. C. Wazan  Springfield, Illinois

Herbert J. Wilson  University of Arizona

F. J. Wolters-Millet  University of Washington

The following members have already joined the SIG for 1982-83:

David Laske  University of Illinois at Chicago Circle

Colin Marsh  Hardwick University (Australia)

Thomas Roby  Chicago, IL

Michael Reuter  Owens Technical College

Galen Saylor  Lincoln, NE

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Newsletter for the
CREATION AND UTILIZATION
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of the
American Educational Research Association

Chairperson: George Willis  
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Editor: Robert Donmoyer

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Vernon E. Anderson  Carmel, CA
T. Aoki   University of Alberta
Roger V. Bennett  University of Wisconsin, Oshkosh
Louise M. Berman  University of Maryland
Rolland Callaway  University of Wisconsin, Milwaukee
F. M. Connelly   OISE
O. L. Davis, Jr.  University of Texas, Austin
Curtis R. Finch   Virginia Polytechnic
Jim Finkelstein   Ohio State University
Jean Clare Finnerty  West Orange, NJ
Geneva Gay   Purdue University
Naomi Hersom   University of Saskatchewan
Louis E. Hock   NYU
Andrew S. Hughes  Atlantic Institute of Education
Francis P. Hunkins  University of Washington
Joan S. Hyman   University of San Francisco
Mauritz Johnson  SUNY at Albany
Richard D. Kimpson  University of Minnesota
Jean A. King   Tulane University
David L. Laske   University of Illinois at Chicago Circle
Arthur J. Lewis  University of Florida
William T. Lower  University of Rochester
Gail McCutcheon  Ohio State University
D. John McIntyre  Southern Illinois University
John D. McNeil   UCLA
John H. Mickelson  Temple University
Janet. L. Miller   Old Dominion University
Bonnie Moore   Northwestern State University
Nel Noodings   Stanford University
Norman V. Overly  Indiana University
Peter Pereira   DePaul University
William Pinar  University of Rochester
A. Leon Pines   University of Maine, Farmington
Gerald Ponder  North Texas State University
George J. Posner  Cornell University
Jerry Reese  New Mexico State University
Jessie A. Roderick  University of Maryland
Michael P. Roetter  Owens Technical College
Galen Baylor  Lincoln, NE
Philip L. Smith  Ohio State University
Bernard Spodek  University of Illinois
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Daniel Tanner  Rutgers University
Laurel N. Tanner  Temple University
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Tom Rusk Vickery  Syracuse University
H. C. Waxman  Springfield, Illinois
Herbert B. Wilson  University of Arizona
Vivian C. Wolf-Wilets University of Washington

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Mail forms and dues to:  
Jean A. King, secretary/treasurer SIG  
Department of Education  
Tulane University  
New Orleans, LA 70118

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Membership Renewal Form

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Name: ________________________________

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

Street

City __________________ State __________ Zip ______

Professional position: __________________

Date: __________________

Member of AERA: ______ yes ______ no

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A SAMPLING OF SIG-RELATED STUDIES, 1981-82
Prepared by
Edmund Short
The Pennsylvania State University

Status of Curriculum Inquiry


Curriculum Inquiry Methodologies


Campbell, Donald T. "Experiments as Arguments," Knowledge: Creation, Diffusion, Utilization, 3 (March, 1982), 327-337.


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The Pennsylvania State University

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McCutcheon, Gail, “Curriculum Theory: This Issue,” Theory Into Practice. 21 (Winter, 1982), 2-3.


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**Ideological Aspects of Curriculum**


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Knowledge Utilization


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