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AERA-SIG Curriculum Newsletter

American Educational Research Association

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NEWSLETTER

of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 1

October, 1971

Events of the 1970-71 Year

Preliminary consultation among a number of curriculum researchers during the year, 1970-71, resulted in an invitation to AERA members interested in forming a Special Interest Group on "Creation and Utilization of Curriculum Knowledge" to meet in New York in February at the 1971 AERA annual meeting. Various interpretations of the need for a SIG on this topic were presented and discussed at that time. By April a sufficient community of interest was identified and supported by the commitment of a large enough number of persons that AERA was petitioned to recognize the new SIG officially. The group is now functioning as one of a variety of such SIG's within AERA. The presentation of studies and the discussion of future needs and directions of the group will be a part of the formal AERA program in Chicago in April, 1972. All interested researchers, whether from Division B (Curriculum and Objectives) or from other divisions, are welcome to join and actively participate. Current members are listed on a separate page.

Purpose of the SIG

The attention of the SIG on "Creation and Utilization of Curriculum Knowledge" will focus upon certain aspects of curriculum research which until now have received little formal attention. These are identified as the phenomenon of curriculum inquiry, that of the utilization of the products of curriculum inquiry, and, thirdly, the relationship between these two. Researchers who are conducting studies related to any of these phenomena, in addition to those interested in undertaking studies in these areas, and those wishing to be made aware of findings of such studies, will find opportunity to evidence their common interest through this SIG.

In the words of the group's statement of purpose,

"Only one kind of curriculum research is to be encompassed by the work of this SIG. The focus of this research is to be upon the study of the creation and utilization of curriculum knowledge. The phenomena of interest in this domain are the inputs, processes, and products both of curriculum inquiry and of the utilization of such created knowledge. Neither the generation of particular items or systems of curriculum knowledge nor the use of any such knowledge is the intent of this kind of research activity. Rather, its purpose is to attain a more thorough understanding of the phenomenon of the

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creation and utilization of curriculum knowledge itself, and, ultimately to contribute to the improvement of the conduct of these activities. Thus, it is concerned with research on a particular type of research-into-practice problem. Studies appropriate to this kind of problem and within the limits of the stated purpose would seek to identify variables at work in these interrelated activities, would attempt to explain various relationships between them, and would provide guidelines for action based on this extended understanding of the phenomena. The difficulties encountered in producing curriculum knowledge that is needed and which will be used cannot be reduced until the phenomenon is better understood and related practical questions are answered. Attention of curriculum researchers can be drawn to these matters if they are in touch with each other through this SIG."

Officers During SIG Formation

Edmund C. Short, Associate Professor of Education, The University of Toledo, and Paul Kiohr, Professor of Education, The Ohio State University, are serving as Acting-Co-Chairmen of the SIG, and Mr. George J. Posner, doctoral candidate, The State University of New York at Albany, is Acting-Secretary. The officers are guiding the work of the SIG during its formative stage.

How to Keep Informed

Notices of importance to those interested in the work of this SIG will be found in the pages of the AERA Educational Researcher and in the Division B Newsletter now appearing in Curriculum Theory Network. An occasional direct mailing will also serve to help the membership and others wishing to be placed on the mailing list informed about the activities of the SIG.

Looking Forward to 1972

Studies appropriate for reporting at the 1972 meeting of the SIG should be made known to the Co-Chairmen as soon as possible. While there is some flexibility in planning the use of the program time available to the SIG, the amount of time is limited and the SIG program is already taking shape. One feature will be the opportunity to indicate work completed or in progress. A preview of the April, 1972, meetings will appear in the next communique to the membership.

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What Activities Are Needed

Officers should also receive suggestions for projects which may be conducted by the SIG on behalf of researchers involved in the SIG so that plans may be developed by which these activities may be considered by the SIG membership. Already the need has been suggested for developing mechanisms for sharing bibliographies and papers, for preparing reviews of research for use by the larger body of curriculum researchers and practitioners, for conducting joint activities with the AERA SIG on "Research Utilization," for seeking funding and sponsoring specific research studies, etc. Other expressions about activities that can and should be performed by the SIG are being sought prior to the next meeting.

Professor Klohr Expresses SIG's Value

If an active group can evolve out of the special interest group on creation and utilization of curriculum knowledge, it can make a much-needed contribution to curriculum as a field of study.

To illustrate the practical need for a clearer picture of this field of knowledge, let me cite just one example. I participated recently in one of the three national seminars sponsored by the ASCD working group on supervision, chaired by Robert Harnack of State University of New York - Buffalo. One broad task area identified by this group as basic to an understanding of supervision and the preparation of leaders in that field is curriculum development. And, in turn, curriculum theory is seen as one of the realms within this task area. A number of us at the Buffalo seminar - both practitioners and theorists - realized that what we needed most to move ahead was some way (or ways) of organizing knowledge about curriculum theory so that we could examine it and make use of it.

This is not, of course, a new thought. George Beauchamp, among others, has urged that we meet this need. He has repeated this time and again in the last few years. My experience with the Buffalo seminar was, for me, simply a fresh realization of the urgency. Too, every autumn when I fare groups of students in a course titled "Fundamentals of Curriculum" or a "more advanced" course titled "Curriculum Theory", I feel the inadequacy of the knowledge base on which such work rests.

And, finally, one of the task forces developing new simulation materials for U.C.E.A. is centered on what is being called the "curriculum reform" role. Again, those of us involved in the early phases of this undertaking feel the need for some organized effort to cope, in a systematic way, with curriculum knowledge.

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AERA Special Interest Group on
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 Membership List - as of October, 1971

Morton Alpern	Temple University
Vernon E. Anderson	University of Maryland
George Beauchamp	Northwestern University
Angela Brown	Nashville, Tennessee
Helen Purchell	University of Pennsylvania
Joel B. Purdin	ERIC Clearinghouse on Teacher Education
Rolland Callaway	University of Wisconsin-Milwaukee
Hal Chalmers	University of Alberta
C. L. Davis, Jr.	University of Texas at Austin
Dewitt C. Davison	University of Toledo
Merrie Finder	State University of New York at Albany
L. David Glick	University of Toledo
Paul M. Halverson	University of Georgia
C. Glen Hass	University of Florida
Racmi L. Herson	University of Alberta
Louise E. Hoek	New York University
Francis P. Hunkins	University of Washington
Dave Joffares	University of Alberta
James J. Joffeck	Arizona State University
Marion D. Jenkinson	University of Alberta
Maurita Johnson	State University of New York at Albany
Paul Klehr	Ohio State University
Phil C. Lange	Columbia University
Marcella R. Lawler	Columbia University
Virginia Macagnoni	University of Georgia
Elyzabeth S. Maccia	Indiana University
John M. Mickelson	Temple University
Patricia Mills	Bowling Green State University
Norman Overly	Indiana University
George Posner	State University of New York at Albany
D. Pratt	Queen's University, Kingston, Ontario
Arthur D. Roberts	University of Connecticut
Richard M. Saxe	University of Toledo
Kenneth Sepperaad	Hampshire College
Edmund C. Short	University of Toledo
H. G. Smith	University of South Florida
Terne D. Stewart	University of Alberta
David G. Tucker	University of Alberta
Robert T. Utz	University of Toledo
John A. Voth	University of Missouri at Columbia
Morton Waiman	Illinois State University
Norm Watts	University of Alberta
Thomas W. Whiteley	University of Saskatchewan
Vivian C. Wolf	Seattle, Washington
Jean Young	University of Alberta

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Morton Alpren
Vernon

Temple University

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Include me as a participating member for 1971-72.

Enclosed is payment of \$2.00 to cover meeting and newsletter expense.*
(Checks should be made out and sent to Edmund Short, College
of Education, University of Toledo, Toledo, Ohio 43606)

I do not now wish to be included in the membership of this SIG, but
please place my name on the mailing list to be kept informed of its
activities.

Signed: _____

Date: _____

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