ABSTRACTS OF SELECTED DOCTORAL DISSERTATIONS IN CURRICULUM: 1985

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Volume and page numbers cited are from Dissertation Abstracts International

Curriculum Planning


In this study, a model for curriculum planning was proposed that incorporated concepts of cybernetics to balance the demands of stability and change as presented by the needs of individual learners and the pressures of contemporary society. Duffner concluded that basic cybernetic theory is not adequate in itself for this task, but when it is expanded to incorporate certain scientific and philosophical concerns, a curriculum-planning model can be developed.


This study examined the guidelines used to derive curricular recommendations from facts and value judgments. A study of dental education in the United States was the main data source. The author determined that the links between "what is" and "what ought to be" are the decision makers' fundamental beliefs about curriculum. A classification system was developed that included beliefs about the inherent qualities of curriculum, what curriculum should do, and the origins that curriculum should be derived from.


The purpose of this study was to describe and synthesize the data on a computer-assisted approach to planning individualized instruction. The computer-based resource unit was found, in part, to save teachers' time in making decisions about learner characteristics, instructional objectives, content, activities, resources, and measuring devices.


In this study, factors affecting curriculum planning in the Valley View School District were examined for the years 1968–69 to 1981–82. The possible effects of the 45–15, or summer, plan were particularly scrutinized. Hopkins concluded that the major curricular influence in the years under consideration was the 45–15 plan, especially the feature of staggered student attendance. A second factor was community unrest because of the lack of curriculum continuity between schools. Finally, he found that below-average achievement test scores played an important role in the resulting curriculum changes.

Mainstreaming exceptional children was mandated in Ontario, effective September 1985. This study sought to determine how cooperative teacher planning could be used to enhance this practice. The results of a questionnaire indicated that those closest to the students have the greatest role in curriculum planning, the students themselves have much less impact on the planning.

Curriculum Development


The curriculum development processes used in baccalaureate nursing programs sponsored by the Church of the Nazarene were examined along four dimensions: objectives, selection of content and learning experiences, organization, and scope and sequence. After analyzing personal papers, archival documents, and interviews, Krumlauf identified three factors critical to curriculum planning: a qualified person responsible for directing curriculum planning, a clearly defined mechanism for implementing curriculum change, and community involvement in curriculum planning.


Using case-study methodology, this study examined how the process of curriculum development changes an organization. The context of the study was a small private college, the curriculum developed was a baccalaureate curriculum in occupational therapy. The conclusions point to the complexities of organizational change when a new curriculum is implemented as a financial survival strategy.


Case-study methodology was used in this study to examine how management training and development programs are conceived in the business world. Four findings were reported: A systematic approach to program development was endorsed, Tyler's framework is the prime example of the approach, Tyler's framework has seldom been applied for this purpose, and the framework should be used in the future.


The purpose of this study was to examine the effect on teachers of a graduate-level inservice course on the development of an elementary language-arts curriculum. The findings revealed, in part, that teachers implemented the curriculums they constructed in the course and that the professor was a significant influence on the thinking and behavior of those who participated.


Teachers, principals, directors, and community members were surveyed for their views on how curriculum planning can best be undertaken when no curriculum staff workers are available and on what curriculum-planning techniques can best facilitate wide participation. The data indicated that committees working in grade-level, departmental, building- and district-wide contexts offered promise as long as they operated in an atmosphere of mutual trust and respect.

This study described the development of an integrated humanities curriculum that used the Tyler rationale and the taxonomies of cognitive and affective objectives as its base. The case-study methodology yielded three main conclusions: A greater awareness of organizational constraints was needed to avoid time delays, teachers' expectations for students limited the depth and breadth of the program, and the technological model of curriculum development had limitations in practice.


This study sought to determine the level of participation in curriculum development by high school media specialists in Michigan by surveying principals and media specialists with a taxonomy instrument. The results were classified into two groups: high and low levels of expectations and involvement. Fitzgerald found that principals' expectations for involvement generally exceeded the actual involvement of the media specialist, those in the high group tended to be in larger schools, have bigger budgets, and work in situations with a lower specialist-to-teacher ratio.


In this study, the origins of the secondary curriculum operative in Guyana from 1956 to 1976 were examined by applying the Johnson model, which incorporates concepts relating to planning, implementation, and evaluation. Guyana became independent in the middle of the period studied, and conclusions about the development of curriculums in the newly independent nation were drawn.


Based on an examination of theoretical literature and information on the role and organization of curriculum centers in other countries, this study proposed a model for a curriculum center to direct curriculum development in the Republic of South Africa.

Curriculum Design

Whitefield, Anne Crouch. "A Curriculum Model for a Transitional First Grade as Response to a Court Order for a Metropolitan School System" Ed D George Peabody College for Teachers of Vanderbilt University, 1985, 110 pp (46/10-A:2920)

In this study, a curriculum model was developed for a transitional 1st grade based on a review of literature; a review of state and local guides, rules, and regulations, and observations of similar programs. The guide itself contained a conceptual framework and lists of objectives, skills, and suggested instructional procedures.


This study sought to develop a paradigm for international education. The major source for the model was the 1974 UNESCO Recommendation Concerning Education for International Understanding, Cooperation, and Peace and Education Relating to Human Rights and Fundamental Freedoms. The paradigm consisted of four components: philosophical framework, content, organization and selection, and evaluation. Suggestions for implementing the paradigm were offered.

Curriculum Evaluation


The purpose of this study was to develop, implement, and evaluate a curriculum-evaluation process that school districts with limited resources could use. The process was developed through staff responses to a priority rating of evaluative criteria. Based on these responses, data-collection methodology was designed that included questionnaires, open-ended response surveys, teacher-
observation techniques, and teacher interviews. The process was applied to an elementary social studies curriculum and was deemed effective for any curricular area.

**Thiessen, Janice Elaine Miller.** "An Interpretation of the Mandated Curriculum Evaluation Processes Reported to the State Department of Education." Ed D. Oklahoma State University, 1985, 103 pp (46/10-A.2885)

The purpose of this study was to describe local curriculum evaluation processes that resulted from a state mandate requiring local districts to evaluate their curriculums annually. Based on an analysis of 57 district plans, Thiessen found that districts were using a much broader concept of curriculum evaluation than the state mandated. Local districts were, therefore, using a broader data base for evaluation than the state had outlined.

**Hansen, Beverly Mae.** "A Measure of School Administrator Attitude toward the Inclusion of Students' Perception of Their Curriculum Experience as Criteria for Curriculum Evaluation." Ph.D. Saint Louis University, 1985, 122 pp (46/12-A.3583)

This study investigated the attitudes of principals and vice principals toward including students' perceptions of their curricular experiences as criteria for curriculum evaluation. It also explored possible differences in opinion expressed by elementary, middle, and junior high school principals.


This study focused on a description of curriculum evaluation as found in California community colleges. Past efforts at evaluation were found to be local in both focus and impact. Faculty had negative attitudes toward program evaluation because the results had too often been used to justify curtailing programs because of budget restraints. Also, historically evaluation was based on poorly conceived notions of the relevant outcomes of community college programs.


In this study, an eclectic approach to program evaluation is arrived at through a storytelling technique in which Alice and her sister converse with such people as Ralph Tyler, Lee J. Cronbach, Michael Scriven, and David Campbell. An evaluation approach identified as behavioral mapping is proposed that involves a quantitative technique for observing behavior in natural settings.

### Curriculum Content

**Habermas, Ronald Thomas.** Social Development as a Curriculum Component of Protestant Theological Education. Ph.D. Michigan State University, 1985, 250 pp (46/12-A.3583)

The author interviewed 27 faculty members from five theological schools to determine their perceptions of how students were encouraged to relate to other people. An analysis of the interviews indicated curricular features that inhibited such development as well as components that facilitated it—for example, interactional school activities and procedures for remediation. Habermas recommended that curriculum improvement be based on a firmer idea of the nature and purpose of theological education as well as on a better understanding of what curricular aspects could lead to social development.


Nine curriculum elements from Goodlad's *Study of Schooling* formed the basis for an analysis of the curriculums of 10 museums. 12 curators and more than 1,600 visitors were involved in this study. Beer found that both curators and visitors had goals in mind besides the goal of learning for a museum, that visitors acted as teachers for other visitors when no museum teacher was present, that there was little evaluation of displays, and that two-thirds of the displays either were not viewed by visitors or were viewed for less than 30 seconds.

**Smith, Phil McPate.** A Study of Baccalaureate Health Administrative Curriculum Topics. Ed.D. Brigham Young University, 1985, 153 pp (46/07-A.1829).

This study examined topics in health administration curriculums as they are currently found and sought to determine changes and trends in these topics. Based on a survey of 149 programs,
the author concluded that a high degree of standardization exists at the undergraduate level. Changes in the topics indicated that program leadership has been responsive to the need for change.


Aspects of the latent curriculum (e.g., punctuality, honesty, independence, cooperation) were examined in 26 elementary classrooms. Engelhard found that achievement level and sex had an impact on what students learned from the latent curriculum. Punctuality, honesty, independence, and attitude toward school appeared as significant differences between successful and unsuccessful students throughout elementary school; sex played a greater role in the early grades.


Professional literature on the teaching of American history was examined with respect to aesthetic curriculum inquiry, as exemplified by the work of Eliot Eisner, and radical left inquiry, as exemplified by the work of Michael Apple and Henry Giroux. Neither mode of inquiry was found to be compatible with either history rationales or the predominant instructional approaches used in history classes. Fernekes concluded that the two modes of inquiry were not advocated and that the values and aims of these modes have not advanced, either further. The pervasive instructional approaches found in American history classes are incompatible with the two curriculum modes.

Curriculum-In-Use


Curriculum consonance, as examined in this study, is a harmonious relationship among what teachers plan to teach (the intended curriculum), what happens in the classroom (the actualized curriculum), and what students learn (the experienced curriculum). To study these phenomena, methods of educational connoisseurship and criticism were used. Thorton concluded that dissonance occurs when there are inconsistencies in the intended curriculum, when the intended curriculum is not implemented clearly, and when there are discrepancies between the explicit and implicit demands placed on students. The concept of curriculum consonance was advocated as useful in understanding curriculum.

Whyte, Jacqueline Margaret. "An Analysis of the Experienced Curriculum of Students in a Form 3 Classroom in Guyana." Ph.D. University of Toronto, 1985 (47/03-A7811)

In this study, case-study methodology was used to understand the life of form 3 students in a Guyanese classroom. The framework for analysis was based on an aesthetic model that included the planned curriculum, the socio-historical curriculum, and the personal curriculum. When the curriculum was viewed in an aesthetic mode, it appeared that curriculum-planning models are needed that envision aesthetic activities in curriculum planning.


Ethnographic methodology was used in this study to examine the curriculum decisions made by one elementary teacher. The methodology included an ethnographic feedback loop designed to give the teacher an opportunity to learn the researcher's observations and respond to them. The framework for analysis was based on dilemmas from Dilemmas of Schooling. Generally, the teacher resolved the dilemmas toward the category of teacher control, although the resolution was mediated by such factors as the teacher's emphasis on humanism.


This study hypothesized that higher education often relies too heavily on curriculums from developed countries that are, at least in part, irrelevant to the population they are intended for. Two curriculums for Mexican universities were examined to determine the incorporation or disengagement from foreign curriculums across subject matter, geo-economic location, and the age, size, source of control, and sponsorship of the curriculums.
Curriculum Change


Using case-study methodology, this study examined curriculum development in Zambia and the Gambia by first developing a conceptual framework for systematic curriculum change and then applying it to actual practice. Although the author found that curriculum practices in the two countries reflected the framework, he recommended that personnel at the centers receive training in its use.


This study examined faculty and administrators' perceptions of resistance to curriculum innovation. Personnel at four year schools of technology in New Jersey were surveyed on curriculum innovation in computer courses. Differences in the views of the faculty and the administration were found on several items.


This historical case study examined the forces affecting the development of a university mathematics curriculum. Data were obtained mainly from records of the mathematics department, the university, and the department chair of the undergraduate committee. Long concluded that curriculum change in the mathematics department was influenced most often by professors' perceptions of student needs, requests and suggestions from within the university, academic administrators, and professors.

Curriculum Implementation


The purpose of this study was to examine the implementation of Texas H B 246, which mandated 12 subject areas for all school districts in the state. Based on a review of documents for a random, stratified sample of 200 districts, Lenox found that the districts clustered at two extremes: full implementation or very little implementation. She found no significant difference in the degree of implementation according to the wealth of the district, its size, or its rural-urban classification. Most of the districts preparing for full implementation were revising or developing curriculum documents, but less than half were involved in staff development.


This study examined the elementary SCIS, Science Curriculum Improvement Study, as it was implemented in one school district over a ten-year period, 1971-1981. Test scores and archival documents were examined, students were interviewed, and professionals were surveyed. The author found that although the teachers were involved in the adoption process, the involvement was not enough to produce deep commitment, teacher attitude toward the inquiry approach in general and SCIS in particular was a problem, and collegial help is important in the institutionalization process.

Arnold, Stephen H. Perceptions of Participants of an Instructional Program in a Large Suburban High School: An Interview Study. Ed D. University of Maryland, 1985, 266 pp (47/02 A.396)

Teachers, principals, teacher coordinators, and supervisors were interviewed in this study to determine how these groups viewed the philosophy, theoretical foundations, and rationale of a new program. Arnold found that teachers' resistance to the program stemmed from their perception that instructional standardization had been imposed without their input, the teacher coordinators' duties were mainly administrative and clerical rather than instructional during the implementation process; and the new program met with teacher hostility.

In this study, ethnographic methods were used to understand how an official elementary science curriculum was interpreted and translated into Nigerian classrooms. The classroom curriculum was found to be generally different from and inferior to the prescribed curriculum because it was based on lecture rather than on the prescribed activities, and the topics as presented were incomplete, oversimplified, or modified inappropriately. Recommendations were made to redress problems in teacher education and curriculum development.


Ethnographic methodology was used in this study to understand the processes for developing, implementing, and experiencing a course in computer literacy. The influence of the historical, cultural, and organizational structure of the school district on how the innovation was developed and received was examined. The researcher noted that local curriculum committees designed to be responsive to local conditions and teacher influence may in fact have served to limit responsiveness to both. Also, although this course was intended to empower, problems may have occurred because of students' decreased choices when they enrolled in the course and the competition among teachers that may have resulted.


The purpose of this study was to determine the extent school districts planned for the integration of computer technology into the curriculum. In those districts where the computer was found in the curriculum, the comprehensiveness of its use was examined. Responses to a questionnaire indicated that most districts did not have a scheme for integrating the computer into the curriculum. When computers were found in the curriculum, they appeared on a limited basis.

**Plans and Guides**


This study examined plans submitted to supervisors as well as those not submitted to determine their functions. Pennella concluded that teachers used their submitted plans as an aid to decision making, a reminder, a log of past lessons, a report to supervisors, and a schedule. Unsubmitted plans tended to serve as a drawing board, a map, a log, or a schedule.

**McElyea, Virginia Breazeale.** "Effect of Modes of Written Discourse on Teachers' Understanding of Curricular Guides." Ed D University of Georgia, 1985, 267 pp (46/09-A.2545)

This study examined the effectiveness of four approaches to curriculum guidelines that can potentially affect teachers' practice. A curriculum guide on poetry was developed in four formats: traditional, narrative, expository, and a combination of narrative and expository. Teachers were exposed to one format and were then asked to identify instances and non-instances advocated in the guide. McElyea found that teachers exposed to the traditional guide displayed the lowest degree of understanding of the guide, there was no significant difference among the other formats. In general, teachers identified non-instances more easily than instances recommended in the guides.

**Weaver, Patricia Ann.** "Local Models of the Curriculum-Planning Process for Secondary English A Descriptive Study " Ph D North Texas State University, 1985, 398 pp. (46/09-A.2552)

This study examined the development of curriculum guides in five school districts through the use of qualitative data collection techniques. A five stage model was proposed that involved pre-planning, planning, writing, implementation, and revision. In all districts, teachers received intensive training during the writing stage, and decision making occurred through negotiation. There seemed to be a strong trend toward centralization of curriculum development within a district as states increasingly mandated curriculum.

**Curricularists' Characteristics**

**Moore, Donald.** "Experiential Characteristics of Deans and Faculty as Correlates of Curriculum Change in U.S. and Canadian Bible Colleges." Ph D Michigan State University, 1985, 115 pp (46/12-A.3587)
The purpose of this study was to examine characteristics of deans and faculty of Bible colleges to determine their relationship to curriculum change in those colleges. Two questionnaires were used to gather data. Characteristics of deans and faculty responsible for curriculum change were identified. Only two variables differentiated between deans and faculty in schools with a high rate of curriculum change and those with a low rate of change: their source of education and their field of study.

**Kim, KyungJa.** "Discrepancies and Agreement between Three Theoretical Curriculum Designs and the Primary Teacher’s Perceived Use of the Designs in Social Studies as Related to Teacher Demographic and Background Variables" Ph.D University of Southern California, 1985 (46/05-A:1179)

The purpose of this study was to examine the curriculum designs used by elementary teachers in social studies and selected personal characteristics. Based on interviews of 26 teachers, the author found that the subject-centered design was used most frequently, followed by the society-centered design, no one used the learner-centered design. Teachers’ racial or ethnic background and grade-level assignment were related to their use of designs.

**Sundar, Aminand.** The Relationships between the Selected Variables of Primary Headteachers and Their Views on Curriculum Guidelines Ed D Columbia University Teachers College, 1985, 241 pp (46/09-A:2552)

To determine whether a relationship exists between size of school, academic qualifications, teacher training, teaching experience, headteachership, and time spent on various tasks and views on curriculum guidelines, 75 headteachers in Fiji were surveyed. The only factors to indicate a significant difference were size of school and the teachers’ views on organization and methods of curriculum guidelines. The author suggested that the curriculum leadership role of headteachers be studied further.


This study sought to determine whether higher education practitioners in Alabama accept the values of reconceptualist curriculum theory. 90 respondents completed a 30-item questionnaire based on the views of these theorists. Lamar found that the practitioners generally accepted reconceptualist beliefs. Agreement or disagreement could not be differentiated by course level taught or whether the primary role was teacher, administrator, or supervisor.

**Little, Nina.** "A Study of Teacher Participation in Curriculum Development and Teacher Job Satisfaction." Ph D The University of Nebraska–Lincoln, 1985, 106 pp (46/08-A:2179)

The purpose of this study was to determine the relationship between teacher job satisfaction and involvement in curriculum development. Little found that job satisfaction was not related to involvement in curriculum development. Teachers were generally involved in curriculum development through textbook selection. Some teachers indicated they would like broader involvement, additional pay was cited as a desirable incentive for involvement.

**Roles in Curriculum Work**

**Spence, Kathleen Lambour.** An Investigation of the Perceived Involvement of Principals of Elementary Schools in Curriculum and Instruction Ph.D. Gallaudet College, 1985, 155 pp (47/02-A:380)

In this study, the perceptions of elementary principals, classroom teachers, and special education teachers were assessed to determine the perceived involvement of elementary school principals in curriculum and instruction activities for regular and special education programs. Spence found that these groups disagreed about the frequency, actual level of involvement, and preferred level of involvement of the elementary principals. She recommended that the curriculum and instruction role of the principal be more clearly defined, particularly as it relates to special education programs.

**Cooper, Reginald Larnell.** The Roles and Functions of Public School Curriculum Directors as Perceived by Selected Groups of Educators in the State of Alabama Ed D Auburn University, 1985, 190 pp. (46/02-A:338)
Alabama superintendents, curriculum directors, principals, and teachers were surveyed to determine their perceptions of the roles of curriculum directors—for example, coordinating curriculum planning and development and providing for inservice needs. Perceptions of such functions of the directors as management and research were also gathered.


This study sought the perceptions of elementary principals in Canada about their roles in curriculum development and management. Based on the results of a survey, the author determined that principals identified many roadblocks to effective curriculum leadership, including the lack of time.


The purpose of this study was to determine which competencies for curriculum specialists were identified as important by high school principals, science department heads, and curriculum specialists. Based on more than 300 responses, the author concluded that principals and department heads rate human relations competencies the highest; curriculum specialists rate technical competencies and human relations competencies high, and department heads and curriculum specialists rate conceptual competencies as least important.

The Curriculum Field


Marxist theory formed the basis of this study, which addressed three questions. How can educational phenomena be explained through Marxist theory? What values underlie Marxist theory? Should these values affect Marxist explanatory investigation of the schools? The response to the first question included an analysis of functionalism and its application to educational critique. For the second question, a description of a naturalist ethic that Marx used was presented. Liston argued in response to the third question that the validity of Marxist explanation should not rest on its values.


This study examined the dominant school of curriculum thought, as exemplified by the Tyler rationale, from a sociobiological perspective. Gahm asserted that from the perspective of sociobiology, the Tyler rationale is a secondary epigenetic rule. With that point of view in mind, methodology from anthropology and sociobiology were suggested as useful in determining whether the assertion is valid. The author suggested that this orientation can offer new perceptions to the larger field of curriculum.


Using interpretive analysis of the writings of Ralph W. Tyler (and the writings of those who influenced or were influenced by him), interviews, and correspondence, this study attempted to determine the context in which the Tyler rationale was created and its influence on others soon after its publication. This intellectual history identified three generations of like-minded curriculumists, from Edward Thorndike and Franklin Bobbitt to Ralph Tyler to John Goodlad, Benjamin Bloom, and Hilda Taba.


A journal established at Teachers College, Columbia University, in 1934, The Social Frontier, was reviewed from its inception until its demise in 1943 to determine how it addressed several curriculum questions. Is subject matter a collection of subjects to be mastered? Should students be actively involved in their education, or should they be the passive recipients of information?
Show education address the whole person or merely the mind? Should society, the learner, and knowledge all influence education, or should one of these sources dominate? O'Neill found that the journal authors' views generally recognized the need to unite school and society, and they generally held knowledge as a means toward the end of improved living.


This theoretical study examined the work of Henry Giroux, Maxine Greene, James Macdonald, Dwayne Huebner, and William Pinar as it contributed to a "language of possibility" for education. A framework of communitarian ethics, combined with strategic considerations of behavioral ecology, is presented as a curriculum orientation that focuses on the possibility of affiliation and community.

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This set of articles explores an array of alternative orientations to curriculum beyond the dominant one that values quantification and measurement of results, by such noted curriculum scholars as Edmund C. Short, William E. Doll, Robert Zais, Elizabeth Vallance, M. Frances Klein, Nancy R. King, Louise M. Berman, Esther Zaret, Louise L. Tyler, and Jack Frymier.

—William H. Schubert


Centralized/decentralized decision making in curriculum development and alternative designs for core curriculum are the primary issues analyzed in this book. Although the analysis is done in the context of reporting on both the rise of a new national curriculum framework and the demise of the Schools Council in England and Wales, this work transcends this particular setting with profound new distinctions and arguments that are applicable anywhere these same issues exist. The author argues persuasively for creative new practices and procedures that take account of both political and social realities and the need for rational school-based curriculum development. Not just a history or a textbook, this volume contains theoretical and practical advances of importance to the entire curriculum profession. A companion volume of 27 *Readings in School-Based Curriculum Development* has also been edited by the author and is available from the same publisher.