

ABSTRACTS OF SELECTED DOCTORAL DISSERTATIONS IN CURRICULUM: 1988

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Curriculum Development

Farrell, Gail Elizabeth. "Curriculum Development, Implementation, and Evaluation Processes: A Cross-cultural Study of Secondary Schools in Australia, Canada, England, and the State of Georgia." Ph.D. Georgia State University, 1988. 262 pp. (49/10-A:2910).

Cross-cultural similarities and differences in curriculum development were examined through a survey of 599 secondary school principals. Although the survey found differences in the four cultures on some points, all cultures supported teacher participation and a local curriculum. In all four cultures, however, principals reported a climate of educational change and a push toward centralization and increased standardization.

Forsberg, Gudrun Lilli-Anne. "Curriculum Development and Constraints of Reality: Issues, Approaches, and Insights from an African Case Study with Particular Reference to Language Materials Development." Ed.D. University of Massachusetts, 1988. 321 pp. (49/05-A:1046)

To investigate curriculum planning in a developing country, the author examined primary-language materials development in Somalia. As a background, the study reviews curriculum development literature, relating it to the context, curriculum components, conditions, and problems of the setting. The author then adopts a case-study methodology as the Somali Curriculum Development Center Project gets under way. The study draws comparisons and contrasts between the literature and the actual setting and makes suggestions for curriculum development in emerging countries.

Freeouf, Barbara Curcic. "Curricular Negotiations in the Group Planning of a Preservice Teacher Education Program: An Ethnographic Study." Ed.D. Teachers College, Columbia University, 1988. 378 pp. (50/01-A:64).

This study uses ethnographic methodology to examine curriculum development in higher education. Eight faculty members were involved in the project for two years as they planned a new program of study. The results indicated that the Tyler rationale, the Goodlad curriculum domain, and McNeil's disjointed incrementalism helped explain the curriculum development process. According to the study, concepts of negotiation, the discovery of meaning through social interaction, and the democratic town meeting were most helpful.

Wingerter, John Frederick. "A Study of Teachers' Actual and Desired Levels of Participation in Curriculum Development as Perceived by Principals and Teachers." Ed.D. Temple University, 1988. 170 pp. (49/05-A:1054).

In this study, 394 secondary teachers and 28 principals responded to a questionnaire that sought information about teachers' actual and preferred level of involvement in curriculum development. Four areas of possible involvement were analyzed: goals and objectives, content, implementation, and evaluation. Teachers perceived that they were highly involved in the first three areas but only "somewhat" involved in evaluation. Responses from principals about teacher involvement were basically congruent with teacher responses. Teachers indicated a desire for greater participation in all areas.

Yongu, Aker Alex. "The Perceived Role of the School Media Specialist in the Curriculum Development Process in the Secondary School." Ph.D. The University of Toledo, 1988. 177 pp. (49/12-A:3612).

In this study, 50 library media specialists and 50 school-based curriculum directors were surveyed about the present and future status of such factors as (1) the relation of media to the instructional program, (2) the selection of curriculum materials, and (3) the use of media in curriculum materials. All participants supported a stronger role for the library media specialist in curriculum development activities.

Curriculum Leadership

Burger, Celia Ruth. "The Characteristics of Elementary Teachers Perceived and Identified as Curricular Leaders." Ed.D. University of Northern Iowa, 1988. 206 pp. (50/06-A:1540).

In this study, 16 teachers who were identified by peers, principals, and district administrators as influential in bringing about curricular changes took the Myers-Briggs Type Indicator. The author collected additional data through semi-structured interviews and demographic study. Five characteristics were common to these teachers: a propensity toward change and the change process, membership in an informal communication network, the attribution of success to effort, positive interpersonal relationships that were open to individual differences, and a life-style in which teaching was a style for living. This study suggests that the identification, training, and roles of teacher leaders could be enhanced.

Owen, Jean Davis. "An Investigation of the Curricular and Instructional Leadership Roles of Elementary Principals." Ed.D. The University of North Carolina at Greensboro, 1988. 116 pp. (49/08-A:2056).

Five elementary principals and one former principal who had been recognized for strong curricular and instructional leadership were interviewed for this study. In analyzing the interviews, the author made five assumptions, including (1) the role of the principal is evolving into one of greater curricular and instructional leadership, (2) curriculum is what happens in the instructional setting, and the principal is the leader of this happening, and (3) successful principals have a vision of what their school should be. From the analysis, 31 common themes emerged, which the author relates to the five assumptions.

Romberger, Joyce Elizabeth. "Curriculum Development Leadership for Elementary Principals." Ed.D. University of Massachusetts, 1988. 285 pp. (49/05-A:1051).

In this study, the author designed a staff development program for principals to help them acquire curriculum development competencies. Principals answered surveys about their role in curriculum development, and the author reviewed curriculum development literature to determine specific desirable competencies. Seventeen principals completed a needs assessment in relation to those competencies and participated in subsequent workshop sessions. Post test data indicated that the principals believed they had gained 21 of the 23 competencies. The author concludes with suggestions for course changes and greater implementation.

Curriculum Change

Booth, Dana Jan. "Campus-initiated Curriculum Change in Two Middle Schools: A Patchwork Quilt." Ph.D. The University of Texas at Austin, 1988. 281 pp. (49/06-A:1356).

The purpose of this study was to examine curriculum change as it occurred in two middle schools over a 10-month period. The author collected extensive data from such sources as school records, memorandums, lesson plans, school and classroom observations, and staff and student interviews. Four aspects of curriculum change were targeted: the importance of origin, the approach to development, conflict, and the patchwork character of the process. The study found little relationship between the origin of the change and the degree of implementation. The most important factor was the teacher's belief in the value of the change. The patchwork character of the process was not seen in a negative light but rather as a natural part of a democratic process.

Cockrell, Ronald Ross. "Hermeneutics and Legitimation in Participative Staff Development in Curriculum." Ed.D. University of San Francisco, 1988. 171 pp. (49/07-A:1681).

This study examined participant reactions to staff development efforts designed for curriculum change in the elementary school. The author analyzed 12 educators' comments and interpre-

tations from a hermeneutic and a critical theory perspective. Staff development efforts often use prepackaged approaches that manipulate participants, scientism and technology, not hermeneutic or interpretive thinking, dominate. Legitimate curriculum change may more likely result when true communication and dialogue occur.

Harper, Edna Jean. "An Empirical Study of Teacher Perceptions on Their Role in Curriculum Change through an Analysis of Teacher Demographics and Culture." Ph.D. The University of Akron, 1988. 297 pp. (49/10-A:2911).

The author surveyed teachers in three high schools to examine such factors as (1) their perceived role in curriculum change, (2) the type of curriculum-change activities they participated in, and (3) the relation between participation and how they viewed their role in curriculum change. The results indicated that teachers would like to be more involved in curriculum-related activities. Perceptions of the teacher's role in curriculum change were influenced by such variables as years in teaching and years at their present school. Also, the author analyzed responses about actual and ideal time for curriculum-change activities.

Jamison, Sandra Lynn. "Forces Perceived to Influence Implementation of Curricular Changes for Primary Health Care in Basic Nursing Education in Thailand." D.N.S. Indiana School of Nursing, 1988. 260 pp. (49/08-B:3105).

Two questions formed the basis of this study. What were the forces facilitating a change in training nurses for primary health care in Thailand, and what were the forces restraining such a change? The author adopted a naturalistic methodology over a five-month period to collect data. The analysis of the data indicated two types of facilitating forces—driving and supporting. Driving forces included national policy, supporting forces included faculty support. The analysis identified three restraining sources, each related to a need for security, which the author hypothesized was a cultural factor. The author urges that curriculum changes be studied within a cultural context.

Lundstrom, Karen Vosselteig. "The Relationship between School Context Variables and the Continuation of a Planned Curriculum Change." Ph.D. University of Minnesota, 1988. 215 pp. (50/02-A:347).

This study examined principal support for curriculum change by administering a questionnaire to 176 secondary teachers and their principals (167). Although teacher and principal perceptions were not congruent, principal support for curriculum change was related to the support of the superintendent, faculty, special interest groups, and students. The author concludes that curriculum leaders need to help teachers see the political nature of curriculum change and the need to work within the organizational structure of the school.

Merrill, Adeline Burroughs. "Organizational and Environmental Factors That Influence Curriculum Reform—A Case Study in School District Improvement." Ed.D. Columbia University Teachers College, 1988. 177 pp. (49/09-A:2525).

This study focused on a 1½-year period in a suburban school district that was undertaking curriculum changes in English and social studies. The research methodology included observation, interviews, and document and record analysis. The author used four factors to analyze curriculum change: (1) characteristics of change, (2) school level, (3) district level, and (4) external. The curriculum-change process was seen as nonrational, nonlinear, and political.

Paris, Cynthia Leigh. "A Two-Year Study of Curriculum Change. Teacher Agency, Individuality, and Experimentation." Ph.D. The University of Pennsylvania, 1988. 182 pp. (49/06-A:1362).

In this study, the author used ethnographic methodology to examine the experiences of five (K-4) teachers as they developed a word-processing curriculum. The study analyzes the teachers' work as they identified content, developed teaching strategies, and integrated the new material into the existing curriculum. The teachers did not engage in this process in the linear fashion suggested by the literature. The author proposes a model that better describes the process these teachers experienced as they successfully developed and integrated a new curriculum.

Curriculum-in-Use

Hawthorne, Rebecca Killen. "Classroom Curriculum. Educational Criticisms of Teacher Choice." Ph.D. Stanford University, 1988. 310 pp. (49/08-A:2088).

To examine the factors that influence teachers' curriculum decision making, explain some of the personal and organizational obligations over the curriculum, and theorize about the personal

and organizational obligations, the author interviewed and observed four middle school English teachers. Although all the teachers taught the same subject, their classes varied greatly. Variation in the teachers' expertise, personal commitment, and understanding of their students and the teacher autonomy the school district allowed in curriculum decisions explained the differences. Even with this autonomy, however, the teachers' work conditions brought indirect organizational pressure. The author identified common themes that were valuable for understanding teachers' decisions about curriculum.

Trudell, Bonnie Kay. "Constructing the Sexuality Curriculum-in-Use: An Ethnographic Study of a Ninth Grade School Sex Education Class." Ph.D. The University of Wisconsin-Madison, 1988. 506 pp. (50/01-A:112).

To examine the role of education in perpetuating unequal social relations, the author observed the daily activities in a required 9th grade health and physical education class. The selected content was largely uncontroversial and presented in fragments designed to lead to success on the test. Most students went along with the class, but sometimes students from a "more marginalized" group interjected their own language and experience. Forces affecting the teacher and thus the curriculum included a heavy teacher schedule, a demanding syllabus, and pressure from home. In the end, the teacher focused on getting through the material rather than dealing with it in depth.

Welsz, Eva. "An Examination of Curriculum as Opportunities to Learn: A Double Case Study." Ph.D. The Ohio State University, 1988. 412 pp. (49/09-A: 2529).

This qualitative study of the daily life of two inductee teachers examined the relations between teacher plans and official policy documents. The curriculum was recognized as what actually happens in the classroom. The study indicated that curriculum enactment from official policy documents to teacher plans to classroom life is not a linear process. The author developed a conceptual model of curriculum enactment.

Curriculum Theory

Cady, Joan M. "The Curriculum-Instruction Dualism: Implications for Practice." Ed. D. Rutgers The State University of New Jersey-New Brunswick, 1988. 768 pp. (50/03-A:609).

To study the origins and treatment of the curriculum-instruction dualism in the literature, the author examined professional textbooks, research publications, and periodicals of professional organizations published since 1947. Content analysis was undertaken on four components of curriculum: objectives, subject matter, methods, and evaluation. The curriculum-instruction dualism has been taken for granted in the literature. The concept of instruction has received greater emphasis than the concept of curriculum. According to the researcher, the focus on issues of *how* and the view of the teacher as a technician trained to deliver instruction has been detrimental to the consideration of the important curriculum questions of *what* and *why*.

Clayton, Lurah B. "An Interpretation of Movement Education Developed from Curriculum Critical Theory." Ed. D. The University of North Carolina at Greensboro, 1988. 191 pp. (49/08-A:2146).

In this study, the author used critical theory to analyze movement education because it provided a way to examine social and historical context. Of the three categories of human intent postulated in critical theory, the author identified emancipation as the category in which movement education is rooted. Movement education was an outgrowth of movement analysis. The author proposes that movement education has been repressed at times by those operating from the human interest category of control.

Hollister, Everett Randall. "An Analysis of John McPeck's Philosophy of Critical Thinking and Jane Roland Martin's Philosophy of Curriculum." Ph.D. State University of New York at Buffalo, 1988. 235 pp. (49/12-A:3652).

In this study, the author analyzed John McPeck's work along several dimensions, including the relations among critical thinking, epistemology, and education and the teachability of critical thinking. Jane Roland Martin's work was analyzed largely with regard to liberal education and the ideal of the educated person. The study explored philosophical and educational implications of the analysis.

Kay, Aman Bekheirnia. "A Comparison of Philosophical Beliefs of John Dewey and Karl Marx Relevant to School Curriculum." Ed.D. New Mexico State University, 1988. 158 pp. (49/12-A:3603)

In this study, the author analyzed major primary sources and approximately 160 secondary sources pertaining to Dewey and Marx to determine major commonalities and differences between the two. Both men believed in compulsory education and a curriculum that would include the basics as well as vocational courses. Marx favored a national curriculum, but Dewey supported a state core curriculum with provision for local changes. Marx emphasized the social aspects of school, Dewey, the psychological features of learning. Although the two were influenced by different persons, both were at one time strongly influenced by Hegel.

Machinski, James Charles. "Curriculum Theorizing/Curriculum Modeling and the Roman Catholic School System. Development of a Theoretical Model for Curriculum Development and/or Curriculum Improvement." Ed.D. University of Nevada-Las Vegas, 1988. 162 pp. (49/09-A:2524)

In this study, the author analyzed the works of John Dewey, Ralph Tyler, and Jerome Bruner to determine relevant features for theorizing about Roman Catholic education and curriculum development. Dewey's contributions were particularly helpful in regard both to values and the involvement of faculty in curriculum development.

Hidden Curriculum

Ghouchlian, Nader Gholi. "What Conceptual Framework Can Be Derived from the Literature for Understanding the Hidden Curriculum in Theory?" Ph.D. University of Pittsburgh, 1988. 100 pp. (49/06-A:1359)

In this study, the author undertook a conceptual analysis of the hidden curriculum. The concept was elusive, but four major approaches emerged from the literature: atheoretical, functionalist, correspondence, and resistance. All these approaches contribute to an expanded understanding of the concept, but the resistance theory has the most to contribute in developing a critical pedagogy of the hidden curriculum.

O'Connor, Susan Smith. "A Comparison of the Hidden Curriculum in Three Elementary Reading Senes Assigned According to Reading Ability Group." Ed.D. University of Maryland-College Park, 1988. 226 pp. (49/09-A:2526)

To analyze the hidden curriculum of three elementary reading series used for different achievement levels, the author applied a specially designed instrument. It was based on literature about the hidden curriculum and sought information about such factors as authority figures, occupations, and behaviors represented in the texts. A portrait of the achiever in the texts emerged. The results indicated that, overall, males and females were almost equally represented as main characters, goal achievers, and authority figures when analyzing each series as a whole. Minorities were also represented.

Schultz, Steven B. "The Hidden Curriculum. Finding Mechanisms of Control and Resistance in the Preschool." Ed.D. Teachers College, Columbia University, 1988. 263 pp. (49/09-A:2532)

Theories of cultural reproduction and resistance formed the basis of this study. The author used ethnographic methods in a preschool setting to answer two questions: How do preschool children mediate the hidden curriculum of the school, and how do these events reflect the dominant culture? The data revealed 13 hidden curriculum themes, including definition of work and play, "invisible" people, disempowerment through third-person reference, and beauty in the eyes of the teacher. Additional analysis led to the placement of these themes in the literature of the field.

Curriculum History

Lord, William. "Manual Training in Public Elementary Schools, 1880-1910: A Study of Curriculum Change." Ph.D. University of Leeds (United Kingdom), 1988. 435 pp. (49/08-A:2091)

This study presents a socio-historical examination of manual training in British public schools between 1880 and 1910. During these years, manual training was legitimated as a school subject, largely because of its vocational relevance. A major data source was record materials of associations of manual training teachers. In the struggle for status, a number of teacher groups were formed that directly competed with each other. The study explores the conflict between the groups and its effect on curriculum change.

Wegner, Gregory Paul. "The Power of Tradition in Education: The Formation of the History Curriculum in the Gymnasium of the American Sector in Berlin, 1945-1955." Ph.D. The University of Wisconsin-Madison, 1988. 460 pp. (49/06-A:1391).

This study discusses the conflict between German and American ideals of teaching history as the subject was reconceptualized in the German Gymnasium after World War II. The German heritage valued an elite academic structure, class orientation, and an emphasis on ancient and medieval history, each of these stood in direct contrast to American views. The differences stemmed largely from contrasting views of family and school roles. The study follows the process of reconceptualizing the history curriculum through 1948 when the Soviets and Americans agreed on what German history should emphasize, through a 1952 German textbook revision, and on into the mid-1950s.

Wyatt, Carolyn Dobbs. "The Reform of the High School English Curriculum, 1955-1975: Curricular Implications and the Black Student." Ed.D. Harvard University, 1988. 236 pp. (49/09-A:2530).

This study examines proposals for English curriculum reform from the academic model proposed in the 1950s to the elective model proposed in the 1970s. A case study of curriculum change in the Cambridge, Massachusetts, high schools from 1965 to 1975 is included. Interviews of former students, teachers, and administrators, school documents, private records, and newspaper articles provided the data. The study interrelates theories of English education, black language learning, and curriculum reform, along with the practical aspects of an actual curriculum change.

Miscellaneous

DeClaire, Pamela Kay. "Faculty and Administrators' Perceptions of Organizational Structure, Decision Making, and Conflict during Curriculum Decision Processes." Ed.D. University of Cincinnati, 1988. 95 pp. (49/08-A:2036).

Faculty and administrators from 240 schools responded to a questionnaire addressing four areas: demographics, organizational structure, decision making, and conflict in relation to baccalaureate curriculum committees. The responses of the two groups generally agreed. Both groups, for example, expressed greater satisfaction with planning decisions than with implementation decisions. They differed, however, on their perceptions of who had veto power over curriculum decisions. The administrators overwhelmingly identified the dean as the one with veto power, but the faculty were almost evenly divided between the dean and the total faculty.

Gwiazda, Caroline Skutnik. "Perceived Sources of Influence on School Curriculum in Ohio." Ed.D. The University of Akron, 1988. 357 pp. (49/07-A:1684).

Members of the Ohio Association for Supervision and Curriculum Development received a four-page survey asking their views about influences on courses, objectives, and methods. 302 educators from all levels responded. The educators most frequently answered "the state" to the question "Who has influence in deciding what should be taught?" The educators most frequently responded "a curriculum committee" to the question "Who influences how the subject will be taught (objectives)?" In answer to the question about influences on teacher methods, the educators identified teacher skills as having the greatest effect, no single source was identified as most influential overall. The author makes suggestions for developing a procedure to help educators recognize where they may yield the greatest influence.

Hesel, Sandra Kay. "A Set of Criteria Derived from Curriculum Theory to Assist in the Planning, Use, and Evaluation of Educational Interactive Videodiscs." Ph.D. The University of Arizona, 1988. 290 pp. (49/05-A:1046).

Elliot Eisner's six categories of curriculum design and DeBloom's characteristics of interactive design formed the basis of criteria established in this study to evaluate videodiscs. The application of the criteria revealed that Eisner's cognitive processes model uses the potential of interactive videodiscs more than the other models. The author urges undertaking further exploration of this model as it applies to interactive videodiscs.

Martin, Marcia Elaine. "Superintendent/School Board Relationships as Influenced by State Curriculum Regulations." Ph.D. University of Pittsburgh, 1988. 269 pp. (49/07-A:1648).

Four school districts were involved in this examination of local response to state curriculum regulations using multisite case-study methodology. The author interviewed, surveyed, and

observed superintendents and school board members. Local school leaders indicated a trend toward more state directiveness. Inadequate funding was the major problem with state mandates. The author concludes that stable local leadership prepares a district to deal with state curriculum mandates

Melnick, Carol R. "A Search for Teachers' Knowledge of the Out-of-School Curriculum of Students' Lives." Ph.D. University of Illinois at Chicago, 1988. 330 pp. (49/08-A:2092).

This study sought to determine teachers' knowledge of their students' out-of-school lives, interests, and experiences, how they use this knowledge; any constraints of its use; and what influences students to acquire and use this knowledge. Twelve teachers reported to use out-of-school knowledge about their students participated in the study. The analysis revealed that the student's history converges with the teacher's history and becomes the lived experience of the classroom when this knowledge is used. All persons are seen as human in the process. Greater meaning for all was seen as a desirable outcome of the process.

Morgan, Ivor Neil. "Achieving the Intended Curriculum in Secondary Schools." Ph.D. University of Southampton (United Kingdom), 1988. 317 pp. (49/07-A:1687).

This study had two major phases. First, to determine the goals and objectives of 15 British secondary schools over a three-year period and then to evaluate the achievement of the goals in 12 of the schools. The data were collected in the first phase through a series of site visits and interviews; the author sought information on the extent curriculum intentions were consciously identified. The study analyzed influences on these intentions or goals and examined the factors contributing to the successful achievement of the goals.

Ramseyer, Philip Alan. "Comparison of Perceptions of High School Social Studies Teachers and Social Studies Curriculum Supervisors Regarding Forces That May Inhibit or Support the Implementation of Affective/Participatory Objectives in Citizenship Education." Ed.D. University of La Verne, 1988. 153 pp. (49/08-A:2095).

In this study, 197 secondary social studies teachers and 33 supervisors of these teachers responded to a survey about 20 factors that support or inhibit carrying out affective and participatory citizenship objectives. The data analysis indicated agreement between the two groups on 17 factors that support implementation. Curriculum supervisors tended to be more optimistic overall. The author suggests that supervisors develop support systems for teachers to help them view implementation more positively.

Titus, Mary Ellen. "Integration of the Curriculum. Opinions and Ideas for Curriculum Design from a Selected Group of the Kansas Public." Ph.D. Kansas State University, 1988. 253 pp. (49/05-A:1054).

Because life situations are not divided into subject-matter categories, the author undertook this exploration of opinions about an integrated curriculum. From three categories, the author randomly selected 35 participants. (1) working, (2) retired, and (3) nonretired, ages 50 to 64, and not working outside the home. During recorded telephone interviews, the participants responded to a previously mailed questionnaire. Responses from 32 participants indicated the need for an integrated curriculum. Major concerns to be addressed are (1) the need for competent teachers and (2) when the curriculum should begin to be integrated.

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