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ABSTRACT

This report traces the Syracuse University Curriculum Development Institute through its activities during the 1972-73 academic year. It reflects the field work accomplished in the North Syracuse School District by, and the Syracuse University campus activities of, the five interns involved. The text first covers participant selection procedures, staff utilization, descriptions of the year spent in "living with and in" the North Syracuse District and the year of activities on the Syracuse campus, reports on professional meetings attended, explanations of the activities engaged in for purposes of information dissemination and public relations, descriptions of the consultant exchange programs and workshops held, and a listing of the types and kinds of materials and equipment utilized in the project. Appendixes present (1) the first of two interim reports, (2) a copy of the paper reporting the initial inquiry by and for interested parents, (3) a report of the North Syracuse support services field study, (4) several position papers by interns, and (5) a compilation of papers providing a retrospective overview of the entire project. (Pages 9, 9a, and 10 of appendix F may reproduce poorly.) (Author/EA)

FINAL REPORT

CURRICULUM DEVELOPMENT INSTITUTE

(YEAR THREE)

SYRACUSE UNIVERSITY

1 September 1972 - 30 June 1973

Grant No. OEG-0-70-2109
Project No. 6-0110

June 30, 1973

Curriculum Development Institute
Year III - Final Report

Project Director: Dennis Gooler

Associate Director: Philip Doughty

Institute Fellows: Keith Bernhard
Albert Beilby
Joseph Durzo
Connie Leean
Penny Richardson

Institute Staff: Jane Cashell
Martha Haggerty

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Overview

This report traces the Syracuse University Curriculum Development Institute through its activities during the 1972-73 academic year. The report reflects the strong emphasis placed on field work in North Syracuse as well as considerable personal and academic commitments to campus activities by interns. Each locale and type of activity or product will be described briefly in following sections with considerable documentation for each description included in the appendix section.

It is hoped that the appendices cited reflect the tenor and tempo of the various academic and professional activities. Two brief interim reports were prepared during the year to help communicate the updated general goals of the Year III Institute. They are included in this final report (Appendix A, No. 1 and 2) as documentation for the rationale used to define Year III goals and activities.

The format of the report deviates slightly from that suggested in the "Handbook for Directors" but the only noticeable change is a hopefully pardonable shifting of section sequence.

Participant Selection

Four of the five Year III CDI interns were hold-overs from Year II. By design, fifteen interns were selected for Year I, ten remained for

Year II and five for Year III. Of the original fifteen, most either finished their doctoral studies, including the dissertation and left, or left to take positions and work on their dissertations in absentia. For a more complete description of the disposition of Year I and Year II interns see Appendix G, No. 2. One new intern (Mr. Joseph Durzo) was added for Year III. He was selected on the basis of his interest in curriculum development and his instructional development experience with the Special Media Institutes (SMI).

This was the first year that both racial and sexual minorities were not represented on the project. The three female participants did however provide exemplary academic, professional, and sexual representation for the fairer sex.

Staff Utilization

CDI Year III Project Staff remained the same for the entire year. Dr. Dennis Gooler served as Project Director (.50 FTE), Dr. Philip Doughty joined the institute staff in September and served as the Associate Director (.25 FTE) and Ms. Kay Olmsted served as Project Secretary (.25 FTE). Ms. Jane Cashell served as graduate assistant to the project and in fact became a sixth CDI intern. The five CDI interns (Beilby, Bernhard, Durzo, Leean, and Richardson) remained on the project for the entire year. Several of the interns have continued to work with parents and staff in the North Syracuse School district throughout the summer on their own time without remuneration.

CDI's Year in the North Syracuse School District

The five Curriculum Development Institute interns decided to "live" in a local public school district for two reasons: (1) to learn through first-hand observation and participation in the day-to-day problems of support services personnel what contributions an instructional technologist might make to public schools and (2) to understand school-community relations better through active involvement with a variety of parent groups which were working with school officials in areas of policy-making, goal-setting, and evaluation.

The interns were faced initially with several problems: (1) gaining acceptance from the various groups with whom they hoped to work. Group members initially viewed them with some mistrust due to past experiences with student interns and also due to a general sense that people from "the hill" (Syracuse University) had never done much for the public schools of the area. (2) defining exactly which problems were to be studied, which needs could be met, and in which areas they could hope to have the most impact. (3) coming up with a plan for coordinating efforts, so that information and resources could be shared to make the combined time add up to something significant.

The interns met first with all of the district principals and central office administrators, and explained who they were, why they wanted to work in their district, and what could be done for them. It was an extremely difficult session, and a good lesson in the difficulties of communicating rather vaguely defined goals and intentions to a very practical and down-to-

earth group. They then met with the curriculum coordinators in each subject area, and heard of their major needs and problem areas (locating useful resources for teachers; helping teachers develop evaluation plans for students, programs, and themselves; setting up and implementing relevant in-service activities for teachers; organizing and managing instructional resources so that they can be maximally useful to teachers). They also presented themselves to the teachers' association and to two parent groups, explaining again who they were and what they hoped to accomplish.

Two interns, Penny Richardson and Connie Lean, spent the major part of the year working with a parents' group interested in evaluating the middle schools. They acted as participant observers, resource people, and process monitors for the group. They also conducted a series of team-teaching workshops for the middle school, and taught a mini-course on futures to an English class. One outcome of their efforts was a paper on parent involvement in school decision-making, presented at the AERA Convention in New Orleans and an invitation by the district to continue their efforts with parents groups in the coming year. See Appendix B for a more through description of their activities, examples of survey instruments used, and data obtained.

Joe Durzo spent the majority of his time working with the Phantom Project, an alternative high school for dropouts. He helped conceptualize both the instructional development and evaluation plans, and gathered resources relevant to the project.

Much of his off campus time was devoted to working with a team of North Syracuse people who were trying to wres le with the questions surrounding the development of an alternative program or school for the potential dropouts of their district. The two primary team members were Lowell Smith, Assistant Superintendent for Curriculum, and Tony Winkler, Director for special education and work-study programs.

Joe's role varied considerably depending upon the need and circumstances. At times he was an observer whose function was to provide feedback to the two primary planners about meetings which were held. At other times he was charged with critiquing the plans and suggestions which had been made. Still other times found him in the role of planner and suggestion maker. He also designed an evaluation plan for the Phantom Project which will get at the unintended outcomes of the program, as well as provide information about the intended goals for program modification.

As a result of this activity, he now has a better feeling about the complexity of curriculum design in the public schools, as well as some notions about how some of that complexity could be eliminated. He also has learned something about the general world of the public schools. Since he had never worked in that setting, he feels that this experience has been very useful. Joe has learned a great deal about the development of alternative schools in addition to giving him a chance to hold his notions of instructional development up to a different setting for critical examination.

A joint effort of Al Beilby, Keith Bernhard, and Joe Durzo included

designing and conducting a survey of teachers as to their support service needs and patterns of usage. Their initial survey instrument (Appendix C, No. 1) was used to interview the curriculum coordinators in the North Syracuse School district. An abbreviated version of this instrument (Appendix C, No. 2) was used to survey selected samples of teachers in the district. They presented the results of their survey at the AERA Convention, as well as to the curriculum coordinators and administrators (Appendix C, No. 3).

The value of the immersion in the district's problems, politics, and processes was in providing a "reality-check" for the interns and a chance to compare educational theories with "what's really out there." The project directors felt they gave a real boost to university-public school relations, for the public school people were almost touchingly grateful for any sort of help, and were delighted to reciprocate by offering their time as guest speakers in a variety of university course sessions.

CDI's Year on Campus

Although the CDI interns did in fact become deeply immersed in the various school district activities, they did also participate fully in the affairs of the University. They served on student advisory committees, the Departmental Appeals Board and departmental curricular redesign sub-committees. For example, Keith Bernhard served on the Area of Instructional Technology's Assessment Committee. The committee, made up of representatives of both faculty and students, designed a completely

new assessments procedures for the Area. Other CDI interns contributed considerable input and feeback to that committee. Keith's working paper, "Assessing the Quality of Instruction: A Question of Scope" reflects the content and quality of typical CDI input. (Appendix D)

The interns also taught a graduate course on curriculum development titled "Workshop in Instructional Technology: Curricular Analysis K-12." They included many of the curriculum coordinators, assistant superintendents, and teachers from North Syracuse as resource specialists and "reality checks" for the course.

Al Beilby prepared and presented a paper entitled "Instructional Development - Whose Job?" to the New York State Educational Communication Association Convention. (Appendix E) Another paper by Al, "The Generalist-Specialist Issue" has been included in the ERIC system and was the topic of a review in the May, 1973 issue of Audiovisual Instruction.

Connie Leean combined her professional interests in futures methodology and curriculum development in a monolog entitled "Praxeological Curriculum Development: A Case for Futures Inventions Methodology." (Appendix F) This is part of an outgrowth of the work that she and Penny Richardson have been doing with the North Syracuse Parent Planning and Advisory Committees. Their expertise in curriculum development, futures methodology, and goal setting made their presence welcome additions to many district advisory committee meetings.

Professional meetings and activities

An integral part of the third year activities of the Curriculum Development Institute was participation by the interns at three sessions of two professional association meetings. It was felt that professional involvement for the interns would be of value in three ways: first, they would encounter the 'real world' pressures of professional rigor while conducting their research and studies in preparation for their presentations; second, at the meetings they would come in contact with important segments of American educational leadership; and third, they would have an opportunity to demonstrate their abilities as professionals in leading discussions, identifying central issues, presenting hypotheses and responding to questions from fellow members of these associations.

A proposal for reporting the research of the interns in the North Syracuse schools was accepted by the American Educational Research Association for presentation at the national convention in New Orleans. The interns conducted a one-and-one-half hour session dealing with two research projects: (1) the need for instructional support services in the schools and (2) the perceptions of various educational consumer audiences — so-called 'multiple publics' — regarding certain central issues in public school education. These reports are included in Appendix C, No. 3, and Appendix B as part of the documentation on North Syracuse School District activities.

The CDI interns and staff also conducted two sessions at the national convention of the Association for Educational Communications and Technology

in Las Vegas. The first session included an analysis of the three-year institute - its outcomes, its effectiveness, and some observations toward improvement in training programs. The interns began their one and one-half hour presentation-discussion by using a fish-bowl arrangement where they sat in a circle inside a larger circle of training program administrators and participants. Issues ranged from the difficulties of interns in performing at least three roles (individual student, group member and project participant, and resident expert), to the difficulties of evaluating intern and program performance, to the kinds of impact such programs have on the expectations of other faculty and students and on the activities of academic departments.

This particular presentation topic (and mode) was selected because it was felt that an examination of the value of training programs was in order, particularly as opportunities for funding such training programs have been diminishing. It was felt that such an examination might lead to clarification of the needs and goals of training, as well as speaking to the means used in training for professional growth. Discussion was lively as soon as the interns joined the larger circle of program administrators and participants. A set of perceptions on these topics was written by the interns, directors, assistants, and secretaries and distributed at the outset of the session. A copy of this set is attached as Appendix G, No. 1-8.

The second session conducted by CDI at the AECT convention involved the participants of CDI activities during Years I and II — the "CDI Network."

Some 35 of these people came together to consider the topic of Masters degree programs in Educational Technology. The discussion hinged on developing ways to identify those competencies needed by Masters level graduates. Professionals from all across the country offered questions, comments and suggestions on issues like the need for closer relationships between library, media, and educational technology personnel, the varying state certification requirements, the need for a coherent career development formula for media personnel, and the need for further study of curricular designs to deal with these varying issues.

The session was conducted to help sensitize the participants to the need for national reform, to discuss some issues related to that reform, and to begin the discussion of some means for generating that reform. At the close of the session, the participants were urged to attend the report session of the AECT task forcss on Certification and Accreditation which were also addressing these problems. It was also suggested that participants contact other members of the "CDI Network" who has not been able to attend to begin mobilizing their support for needed changes. A copy of the invitation to the session and a partial list of invitees is included as Appendix H.

Public Relations - Information Dissemination

In addition to representing the CDI at various parent and professional association meetings, (see excerpts from the North Syracuse District "Executive Council Minutes" - Appendix I, No. 1) the interns also managed to publish articles in the North Syracuse District Dispatch, a paper

distributed to all taxpayers in the district. (Appendix I, No. 2)

A CDI Newsletter was also prepared and distributed to participants of Year I and Year II CDI seminars and regional conferences (Appendix I, No. 3).

CDI Staff and Intern Consulting

CDI staff and interns participated in serveral consulting sessions with representatives of two universities. Representatives of these universities (University of Minnesota and Southern University) requested assistance from the CDI in the areas of curriculum development and instructional development in a higher education context. Brief descriptions of several of the sessions follow:

University of Minnesota:

After an initial inquiry from the University of Minnesota (at Minneapolis) and subsequent phone conversations, it seemed appropriate that members of CDI should make a site visit. The purpose of this visit was to clarify whether CDI involvement would be useful during the development of the Instructional Systems Resource Center program within the College of Education at the University of Minnesota.

On November 9, 1972, Dennis Gooler and Keith Bernhard traveled to Minneapolis to talk with Dr. John Rhetts, then the Acting Director of the Center, and Ms. Colleen Amundson, Information Systems Coordinator of the Center. During the discussion, Dr. Rhetts described the three major functions that were under consideration for the Center:

(1) providing media support services to the College of Education;

(2) performing instructional development functions and doing some related research; and (3) providing an instructional program for students in the College of Education, typically coming from the media department. At that time, they described the priority for these functions as being in this same 1-2-3 order. However, there seemed to be some major uncertainties about the scope of the media services they might provide -- particularly with regard to the university library system, and there was some question as to how the instructional development operation might be initiated and sustained.

It became clear that the curriculum development function mentioned earlier was not yet a focus of concern and that they needed the advice of experts on media services and instructional development to help them clarify their tasks. It was recommended that Paul Eickmann from the Center for Instructional Development (at Syracuse Univessity) and Philip Doughty, recently employed by the Division of Instructional Research and Services at Florida State University, be consulted regarding the instructional development issues.

A second consulting/design trip was made to the University of Minnesota on December 11, 12, and 13. Dennis Gooler and Philip Doughty of the CDI Project and Paul Eickmann met with John Rhetts and other Center staff to obtain information about the initial plans, constraints, and capabilities for the Center. A plan for the design, development and operation of a comprehensive center for the University of Minnesota was developed and

presented to Dean Merwin and other faculty members of the School of Education. The plans included recommendations for organization and management of the Center relating to both academic and service functions.

To note parenthetically, the University of Minnesota has just recently hired a full time director and an associate director for the Center. By all reports, the initial plans for the design and operation of the center reflect very closely those presented by Gooler, Doughty and Eickmann.

Southern University:

Two consulting sessions were held with faculty from Southern University, Baton Rouge, Louisiana. The first was held during the American Educational Research Association annual meeting in New Orleans. Several members of the faculty of their School of Education attended including Dr. Armistead Pierro, and Dr. Wesley McJulien. The focus of the discussion was twofold; the involvement of parents and community members in the curriculum planning process of public schools, and the study of resources and services available to teachers in public schools.

The second consulting session was held at Southern University. Interns spoke at some length with Dr. Henry Wiggins, Director of the Department of Instructional Media, and Dr. John Schultze, Assistant Director of the Department. The focus of the conversation was the direction of the Masters program at Southern University. Topics included the future of the program, the placement of graduates, and the relationship of the Southern University

program to the Syracuse University program. An additional meeting was held with Dr. McJulien, Dr. Pierro, and Dr. Wiggins to discuss the direction of research and development on the Southern University campus.

Consultants and Guests

The background and expertise of consultants to the Year III CDI ranged from directors of evaluation centers and exchanges to educational policy researchers to group dynamics specialists to deans. All contributed significantly to the CDI process and products. Six of the more influential consultants were the following:

Thomas Corcoran, Instructor-lecturer, Area of Instructional Technology, Syracuse University and a research fellow, Educational Policy Researcher Center, SURC, Syracuse, met with the interns in September, 1972. The purpose of the conference was to discuss field techniques and methods of data collection which could be utilized in North Syracuse. One technique discussed in depth was the participant observation method. Mr. Corcoran referred the interns to two other professors on campus who were giving training seminars in this methodology. This recommendation was later followed up by two interns working with Dr. Robert Bogdan and Dr. Jerry Grant.

Dr. Kenneth Fishell, Associate Dean of the College of Education, University of Vermont visited in December, 1972, spending a day with the interns in the school district and giving his perceptions of field work progress in identifying a research problem for a dissertation. He helped

clarify the various roles each was playing as resource personnel and researchers in the district and as CDI interns with contractual responsibilites and discussed ways of operating more effectively and efficiently with such diverse pressures.

Dr. Kenneth Komoski, Director of the Educational Products Information Exchange (EPIE), New York, was sponsored by the CDI to present a colloquium to Syracuse University faculty and students. Dr. Komoski met with the interns and other members of the department and guests from the University. During a three hour discussion session, topics ranged from the role of the Exchange as an agency describing comparable educational products and services to the kinds of difficulties presented by special interest groups in the evaluation of products and the prospects of educational improvement via product accountability systems for educational consumers.

Dr. Harry Randles, Acting Chairman for Educational Administration, Syracuse University, met with the interns on one occasion to help the group identify group processes and organizational dynamics in operation. A second session was held to help think through what and how the interns wanted to report to the Leadership Training Institute meeting at AECT in April.

Dr. Robert Stake, Director of CIRCE, College of Education, University of Illinois, Urbana-Champaign, was co-sponsored by CDI and several other departments. He delivered an address titled, "Evaluation: The State of the Art." He critiqued accountability in contemporary evaluation schemes and addressed the need for considering a plurality of public views on how

schools are doing. He also described the elements of an accountability-evaluation model which would be responsive to these diverse viewpoints. After the address, individual interns talked with him about their particular work in the North Syracuse setting, trying to identify needs and priorities of multiple publics in that setting.

Dr. Decker Walker, College of Education, University of Illinois at Urbana-Champaign, delivered a joint seminar in November 1972, co-sponsored by AIT, the Educational Policy Research Center and CSIE (Center for the Study of Information and Education) which was entitled, "Political Perspectives on Curriculum Development." He was asked to discuss the politcal and economic variables that influence curriculum development and implementation. He also met with the CDI interns in order to react to some of their initial findings on curriculum building in the North Syracuse school district and he also helped to clarify the political dynamics of curriculum development in public education.

Materials and Equipment

A rather mundane but potentially important bit of data concerns the equipment used during the year. The third year CDI rented several different pieces of equipment for the duration of the project. An IBM Selectric typewriter was rented for use in typing intern field notes, Institute correspondence, the Institute Newsletter, and various papers and reports for distribution and national conventions. The machine, except for operator deviations, worked flawlessly.

Two Doro-702 dictating/transcribing units were rented for use by

by interns and secretaries in translating field notes, drafts of papers and reports and institute correspondence. The machines employ a normal cassettee tape format which allowed the interns to use other cassettee tape recorders to dictate their notes and papers. The machines received considerable use by many different individuals and no difficulties were experienced with the operation of either machine.

Summary

It would be extraordinarily difficult for CDI staff and interns to parcel out the relative personal, professional and academic impact of the Institute on the University, the city, the school district and other peers. It would be an equally difficult task to ascertain the direct and indirect impact of the University, North Syracuse School District, and AIT community members on the Institute.

An important point to emphasize is that the interaction of these several components served to create an environment in which town and gown, student and faculty, parent and teacher, could interact, participate, disagree and grow without many of the encumbrances that restrict lesser endeavors.

Appendix A

No. 1

No. 2

INTERIM REPORTS

Submitted by

Curriculum Development Institute

Syracuse University

SYRACUSE UNIVERSITY

SCHOOL OF EDUCATION | Area of Instructional Technology

120 HUNTINGTON HALL | 150 MARSHALL STREET | SYRACUSE, NEW YORK
315/476-5541, EXT. 3702

October 31, 1972

No. 1

Mr. Clarence Fogelstrom
Media Specialist Program
U.S. Office of Education
7th and D Streets
ROB #3, Room 4624
Washington, D.C. 20202

Dear Mr. Fogelstrom:

We would like to bring you up to date on the activities of the Curriculum Development Institute (CDI) since September, 1972. The Institute has a two fold assignment for Year III: to study the curriculum needs of a public school district and to relay these needs to university and college departments training people in instructional development. CDI has established contacts with a local school district; North Syracuse, as well as several universities and colleges and has outlined plans for the year.

The interns have met with representatives of the audiences in North Syracuse, such as administrators, teachers, and parents, who affect curricular decisions. CDI first met with North Syracuse administrators during their school-year preparation workshops in August. Several interns presented the history of CDI and the proposal for the study of curriculum development in a public school setting as the task for Year III. After some discussion a number of administrators responded with interest in our project. With aid of these administrators, especially the assistant superintendent for curriculum, Mr. Lowell Smith, the interns arranged to meet with other people in the North Syracuse district.

Mr. Smith organized an informative meeting for CDI interns with subject area curriculum corrdinators and directors of the entire district. The history and future plans for curriculum, as well as some of the strengths and weaknesses of their development process, were presented. Generally, the directors and coordinators spoke of elementary school curricular revision which was completed, and of beginning revisions of the middle school and high school levels. Several areas considered important by the curriculum coordinators and directors included evaluation of curricula, in-service training for, and information dissemination to, teachers, and the teaching and learning of reading. CDI was eagerly invited by the coordinators to involve themselves in curriculum development.

After meeting with the curriculum coordinators the interns decided to consider viewpoints from other audiences relative to the needs of the North Syracuse district. They met with individual principals, teachers, and with the Teachers Association. CDI also met with school district committees which include people from all these audiences, the school board and two parents' groups that are concerned with curriculum.

During this information gathering process, the interns met as a group with Lowell Smith to establish specific goals. Wide interests have been narrowed down to specific projects with which the CDI interns will be involved individually. CDI hopes to study with different groups, several different processes related to curricula in North Syracuse and, at the same time, to serve as resource persons to these groups.

Al Beibly will be looking at teachers' need for support services: i.e., what kind of services are presently available, what is needed and how do teachers go about getting these needs met. Joe Durzo will be studying the curriculum development process in North Syracuse as it is used to develop "the Phantom Project" (a plan for alternative secondary education for students who have lost interest in schools) Connie Leean is interested in curricular inputs made to the district by the community: the kind of inputs made; how they are made; and what impact they have. Penny Richardson will be examining the decision-making process within the district: what decisions are made; by whom and for whom.

In addition to collecting data about curriculum development processes in public schools, CDI has another charge to fulfill this year: to relay data to institutions of higher education involved in training instructional developers. Keith Bernhard is working with university departments that are concerned with the revision or establishment of a course of study in curricular/instructional development, in order to align their courses more closely with public school needs. He is presently examining the interests and concerns of several institutions in order to establish a plan for involvement with them this year.

CDI has a good start on the duties for this year, but this has not been a simple task. Because of the nature of individual projects, the interns have assumed much of the responsibility for organizing CDI activities. The project director, Dennis Gooler, and the assistant director, Philip Doughty assist as advisors and consultants. The interns have as a group, had to grapple with problems of group planning and orgainzation, and have learned a great deal about the difficulites of such a task. In order to avoid a past problem of individuals pursuing their interests with no communications between individuals, the interns over reacted and tried to work as a group on all tasks. This way of

proceeding became so cumbersome that little was accomplished. The interns are presently writing a group proposal for our activities for this year, and they trust this proposal plus two weekly meetings (one to discuss individual projects and one to cope with the practical problems of CDI) will facilitate group functioning. Each individual will attend to his own project in North Syracuse and then share his experiences and findings with the group, weekly.

I hope this brings you up to date. The interns and I would appreciate any suggestions or questions you may have concerning the Curriculum Development Institute.

Cordially,

Jane Cashell
Graduate Assistant
Curriculum Development Institute

JC/keo

SYRACUSE UNIVERSITY

SCHOOL OF EDUCATION | Area of Instructional Technology

120 HUNTINGTON HALL | 150 MARSHALL STREET | SYRACUSE, NEW YORK
315/476-5541, EXT. 3702

CURRICULUM DEVELOPMENT INSTITUTE

No. 2

December 19, 1972

Mr. Clarence Fogelstrom
Media Specialist Program
U.S. Office of Education
7th and D Streets
ROB #3, Room 4624
Washington, D.C. 20202

Dear Clarence:

Enclosed is a copy of the interim report for the Curriculum Development Institute. Please feel free to attach the letter Jane Cashell sent you in November, if you think that will add to the report.

Cordially,

Dennis D. Gooler
Project Director

DDG:lal

Interim Report

Curriculum Development Institute

Syracuse University

September 1, 1972 - December 31, 1972

I. Participants

A. Director: Dennis D. Gooler
Associate Director: Philip Doughty

B. Participants: Albert Beilby
Keith Bernhard
Joe Durzo
Connie Leean
Penny Richardson

C. Graduate Assistant: Jane Cashell

II. Outcomes and Activities

The third year of the Curriculum Development Institute (CDI) began with an exploration of the functions, impact, and politics of the development process in a public school setting. These explorations have been pursued individually by the interns and as a group. Processes for the formal collection, interpretation, and reporting of the explored questions are now being designed and used. As a secondary outcome of these explorations the presence of the interns in the school district has been seen by administrators, teachers and parents as most beneficial to the district. Several consultants have aided CDI in the examination of the development process in the school district. The consultants have also presented information useful to the interns in their roles of aides and informal consultants to the district. Plans and procedures for dissemination of findings are established.

The first months of study by the Curriculum Development Institute in Year III included the receiving of permission from well-identified groups in the district such as administrators, curriculum coordinators and directors, the Teachers Association, parents' groups and personnel of individual schools to study the school district. After becoming acquainted with the district and district personnel,

the interns identified problems they were most interested in studying. Collection of information about these problems was begun using the participant observation technique. From these field notes, each intern has chosen reoccurring themes and formulated hypotheses about them. Interns are presently designing further data collection devices to test these hypotheses. Weekly group discussions with the project director and associate director have proven beneficial for keeping sight of CDI goals, for sharing information and identifying needs for further investigation.

Hypotheses established to date include the areas of: audiences and priorities involved in decisions made about curriculum, and how various audiences can be more involved in decisions; how change is affected in a school; who is responsible for curriculum development; how do media professionals wish to be involved; what range of support services are needed by district personnel; and what information and by what method should this information be conveyed to universities and colleges in the business of training developers and/or instructional technologists. The following is a sample of some of these hypotheses:

1. Whose responsibility is instructional development in the public schools--teachers or specialists? How is this responsibility perceived by various segments of the school system? Would the establishment of a central agency to assist in instructional development be desirable or possible?

2. What are the continuing education needs/desires of the media professionals in North Syracuse? or in the Central New York area?

3. How can the parents, citizens, and students become more involved in the process of curriculum development?

4. There will be a difference between teachers' perceived needs, their "felt needs" and the needs that outsiders (such as CDI) might infer.

5. People who have refined certain techniques for improvement, such as "individualized instruction" or "evaluation," grab onto these labels as solutions, rather than defining goals and analyzing problems. Change is perceived as the injection of new "things" into the program, rather than as a human process.

6. Different client groups in the educational system will have different goals, priorities, and values concerning education according to their social class, economic background, value systems, participation level in the schools, and the kind of information they receive or seek about how the schools are doing.

7. In the planning of higher education programs for educational specialists, what information is needed? Who presently makes these decisions and what information is used? Are such programs currently providing public schools with relevant personnel? Can they do so in the future?

Testing of these hypotheses on various groups to determine if they are valid hypotheses to be drawn from the development process in a school district and the design of instruments for data collection about these hypotheses are now underway.

Involvement of CDI in the school district and university settings has had positive impact on these institutions. One intern is an active participant with the curriculum superintendent in the exploration of possibilities for an alternative secondary school for potential drop out students. This development team is charged with the responsibility of providing alternatives and recommendations to the district. Two other interns have worked as a team to provide teacher workshops on team teaching, to advise and consult in the area of evaluation a parents' group charged with the responsibility of evaluating the middle schools for the school district, to present a "futures" and educational goal development workshop for high school seniors, and to consult with specific teachers on individualized instruction. The fourth intern has been involved with evaluation from another angle. He has been investigating with curriculum coordinators and directors the evaluation instruments now in use in the district. The fifth intern, the project director and the associate director have consulted with the Instructional Systems Resource Center at the University of Minnesota in the establishment of the Center's goals and roles on campus.

III. Consultants and Other Guests

A. Dr. Decker Walker from the College of Education, University of Illinois, spoke to the group on the political perspectives of curriculum development.

B. Dr. Ken Fishell, Associate Dean of the College of Education, University of Vermont, visited in the school districts and discussed with the group possibilities for the establishment of hypotheses to be tested.

C. Thomas Corcoran, instructor-lecturer, Area of Instructional Technology, Syracuse University, and a research fellow, Educational Policy Research Center, discussed techniques and methods of data collection, especially the participant observation method.

IV. Dissemination

A newsletter to curriculum development professionals, nationally, has been initiated. The first issue discussed the CDI studies for this year and invited participation in an ongoing discussion of development processes in public schools. Essays from individual members of CDI are also being prepared for national distribution.

Al Beilby presented a paper at the New York State Educational Communications Association. He presented his hypothesis based on readings and observations concerning the need for increased support services in the instructional development process in the public schools. He also emphasized the need for teachers to be trained in instructional development skills.

A CDI proposal for a presentation to the American Educational Research Association has been accepted and a proposal has been submitted to discuss CDI studies at a session of the convention of the Association of Educational Communications and Technology. Papers will be prepared for distribution at those conventions.

V. Problems Encountered

The most difficult problem CDI has to face is the large scope of studying the curriculum development process. The list of hypotheses generated this year is really only a sample of possibilities. For example, the decision-making and politics surrounding the design and implementation of a curriculum is so complex a problem, that CDI can only scratch the surface.

Choosing hypotheses that will result in findings important to school district curriculum developers and institutions training curriculum developers is also not an easy task. Assigning of priorities to hypotheses to be explored by CDI could neglect the public school audiences interested in the information. The hypotheses are being presented to those audiences for their opinions on the relevance of the statements. However, presentation to several audiences does not answer all the questions that could be generated concerning these hypotheses. CDI is hopeful

that presentations at the national educational conventions (AERA and AECT) will provide some other feedback on the issue of choosing hypotheses and researching them.

Another issue raised by the choosing of research projects is one of dissemination and impact. CDI has limited resources (both personnel and budget) available for dissemination of findings. Even with newsletters, essays, journal articles, and convention presentations, results of this year's studies may not reach all the publics who might find them useful. Teachers and parents are probably best examples of publics outside this dissemination process.

Dissemination does not guarantee usage. It is not possible to estimate what information will be examined or used by public schools and institutions of higher education. However, it is especially hoped that the CDI findings can be carefully packaged and presented to have impact on the future planning of university and college programs training educational specialists.

VI. Plans for Next Semester

The major task for next semester will be the testing of instruments designed for data collection, as well as the collection and analysis of that data. In addition, CDI findings will have to be prepared for dissemination in the form of newsletters, essays, journal articles and the convention reports. Conferences with universities and colleges preparing instructional technologists and curriculum developers will continue. Findings also must be prepared to be presented and discussed with the North Syracuse district personnel and parents as they have requested.

Appendix B

INITIAL INQUIRY: PARENTS' GOALS AND PRIORITIES AND DESIRED INVOLVEMENT IN SCHOOL DECISIONS

Conducted by the

Curriculum Development Institute

Syracuse University

February 28, 1973

Initial Inquiry: Parents' Goals and Priorities and Desired Involvement in School Decisions*

Connie Leean
Penny Richardson

Curriculum Development Institute
Area of Instructional Technology
Syracuse University
Syracuse, N.Y. 13210
February 28, 1973

OVERVIEW

In an age when school personnel are beleaguered by demands for "accountability" and are faced with conflicting priorities of the multiple publics they serve, there is a need for instruments which assess those priorities, and which determine the extent to which these various groups desire involvement in school decision-making. This paper describes the development of such an instrument, and presents some findings based on its use in a pilot study.

The paper begins with a problem statement and rationale based on a review of the literature. In order to give the reader a total picture of the development of the research, the paper next presents the tentative speculations which resulted from analysis of the data. Description of the participant observation methodology is next, followed by a discussion of the research setting, the design of the instrument, and the sample of groups interviewed and surveyed. Results of the study are displayed and some implications which might direct further research are drawn.

It is important to keep in mind that the purpose of this study is twofold: to generate hypotheses about parent priorities and desire for involvement, and to further refine some instruments for doing this. As

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*Paper presented at the Annual meeting of the American Educational Research Association, New Orleans, February, 1973.

the sample size was small and non-random, and as the instrument is in a pilot stage of development, no claims for validity and reliability are made.

PROBLEM STATEMENTS

Questions

Participant-observation in settings involving teachers, parents, and administrative groups suggested that school people were very concerned with determining what parents really wanted from the schools, but that school personnel were unsure about how to find out this information. They receive conflicting messages from various individuals and groups of parents, and have little sense of what priorities reported herein are actually held by various groups.

The study was focused on gathering information about the broad question: What are parent priorities for schooling - i.e., What do parents see as the role of the school? The following four questions further delineate this focus:

1. What kinds of issues are of most concern to parents? What appear to be reasons for differing reactions of parents to a range of issues?
2. What role do parents wish to take in the decision-making process in schools? Do they wish merely to be kept informed, or do they wish to give advice, help with planning, or have a final vote on certain issues?
3. What sorts of information do parents want about issues or proposals in order to decide whether or not to support those issues? How well informed do they presently consider themselves to be?
4. Who do parents, teachers, administrators, principals, board members, and students see as having the "most say" on different sorts of school decisions? Which groups agree with each other on who should have the most say, which disagree, and why?

Rationale

Kirst and Walker (1971) state that curriculum theorists who create rational models for curriculum development are ignoring the political realities of pressure groups, values conflicts, and decision-making processes. Their work highlights the need for close observation of how curriculum actually gets built. Cunningham (1969) and Katz (1971) give examples of conflicts among groups with different priorities for schooling, as does much of the literature on community control. (AASA, 1970). Stake (1970) makes the plea that goals and objectives be considered fallible data, and points to the need for developing instruments to assess priorities of the various clients of the school. Stake and Gooler (1971) suggest that significant differences in priorities may occur among such client groups as parents, teachers, principals, and students; that priorities will vary depending on how the goals are stated, and that they will vary depending on whether the scale indicates importance, time allotment, cash allotment, or other conditions. Gooler (1971) developed an instrument for measuring teacher priorities for education, and indicated a pressing need for similar research on parent priorities.

The focus of this study was to determine parent priorities for schooling by asking parents to react to some "proposed decisions" in a variety of ways: by making a favorable-unfavorable judgment, by rating the proposals as to importance, by indicating the degree they wished to be involved in the decision, and by stating who they believed should have "the most say" in the decision.

SOME TENTATIVE SPECULATIONS

As previously stated, we will shift the normal order of reporting research and present at the beginning the tentative speculations which are suggested by the data from this trial run. These are intended as advanced organizers to help the reader see the total picture of this research. Speculations for each question focus are stated below:

(1) What issues are of most concern to parents?

a. Most parents will react favorably to proposals they understand, that fit their notion of what schools should be doing and that do not threaten any values.

b. Proposals that parents consider "important" deal with achievement, teaching methods, basic skills, and traditional school content.

c. Proposals that parents consider unimportant deal with student role, methodological innovations and structural changes.

d. Parents are more concerned with the content role of the schools than with the process role.

e. Parents are more concerned with how a proposal will affect achievement than they are with how much it will cost.

(2) What role do parents wish to take in decision-making processes?

a. Parents will wish to be involved in decisions about which they are confused, are unsure of the need, the trade-offs, the consequences.

b. Parents will wish to be involved in decisions which affect their basic values.

c. Parents will wish to be involved in decisions which affect the role of the student in school.

(3) What kinds of information do parents want about issues or proposals?

a. On the issue of sex education, parents are more interested in the content, the methodology, and the qualification of teachers than they are in questions of whether to have such a program or not.

b. Parents will tend to become more positive about a new proposal or change when they have had all their questions answered satisfactorily.

(4) What are the five groups' perceptions on who should have the "most say" on issues?

a. Parents will desire the most say in value-laden issues such as sex education.

b. Parents will be perceived by all school authority groups as deserving the most influence in values-decisions such as sex education. Students, however will not give the parents this role.

c. Parents will wait on administrative initiative rather than aggressing for a participatory role in the schools.

d. Some teachers will desire to evaluate themselves; others will see this as an appropriate role for administrators.

e. District administrators tend to give to parents and students more say on educational issues than to principals or themselves.

METHODOLOGY

Use of Participant Observation

The researchers wished to obtain an initial reading on education-related goals, priorities, concerns and issues relevant to parents. Participant observation, which offers a chance to build grounded theory (Glaser and Strauss, 1967), was selected as the most appropriate methodology. "Participant observation" refers to a research approach in which the major activity is characterized by a prolonged period of contact with subjects at the location where they spend most of their working time. During the encounters, data, in the form of field notes, are unobtrusively and systematically collected. (McCall and Simmons, 1969; Becker and Geer, 1957; Bruyn, 1966; Filstead, 1970; Bogdan, 1972.) The goal of participant

observation research is to understand as fully as possible the situation being studied without disturbing that situation.

Research Setting

The North Syracuse School District in Central New York is a large, blue-collar district with nine elementary schools, two middle schools and two high schools. The district had recently been involved in an intensive attempt to involve parents in educational planning processes, and as a result there were a variety of parent groups in existence: the conservatively oriented Citizens Advisory Committee, composed of volunteer citizens interested in monitoring "moral issues,"; the Parents Planning Group, a group of parents and community members selected by the superintendent to give advice on school decisions; and the Parents Unity Council, parents who had broken with the Planning Group because they felt they were being manipulated and coopted by school officials.

The two researchers were both serving as administrative interns to the Assistant Superintendent for Curriculum and Instruction during the time of the pilot study and were asked to be note-takers, resource people, and process monitors for the Parents Planning Group, which was at the time engaged in an evaluation of the two middle schools. After some initial stiffness, the researchers were accepted as part of this group, which had great camaraderie and an informal style of communication. Besides attending twice-monthly meetings of this group, the researchers sat in on meetings of the Citizens Advisory Committee, the Parents Unity Council, and school board meetings, and had several personal conversations with parents, teachers, principals and district administrators.

Development of Instruments

The development of instruments went through several stages of refinement. A first draft involved an extensive interview protocol, which asked open-ended questions about issues that our participant observation notes revealed were of concern to parents. Some trial testing revealed that parents tended to respond to broad questions with vague generalities. This interview protocol was revised several times, with the final design becoming a quick check list allowing us to obtain brief background data on the respondents (See Appendix A).

In order to obtain parental reaction to concrete issues, we created and refined an instrument dealing with possible decisions which a school district might face. The sixteen "Proposed Decisions" were chosen on the basis of reality and possibility, representing a wide range of issues - i.e., curricular, philosophical, administrative, climate for learning, etc. (See Figure 1). In addition to wanting the parent's reaction to these issues, we also wanted to obtain a measurement of a projected level of involvement on each issue.

These sixteen proposed decisions were given a trial run with a few parents, asking them what questions they would want answered about each proposal in order to decide whether they were for the proposal or against it. Questions raised about the proposals broke down into fifteen basic categories (See Figure 2).

Use of Instruments

After this trial run to generate question categories, we began our focused interviews. The first part of the interview was a check-list questionnaire for obtaining background data (See Appendix A) which had questions like, "Where do you get most of your information about the schools?" and "Generally speaking, does your child like to go to school?"

1. Establishment of a learning resource center for students in every school.

2. Students be given representation on school policy-making committees.

3. More audio and visual aids for teachers.

4. New methods for teaching reading.

5. De-emphasis on college-bound programs --- more emphasis on occupational programs.

6. A policy of parent participation as teacher aids, tutors, speakers, etc. in schools.

7. Flexible scheduling (different times for class periods according to needs and interests).

8. Independent study programs for students.

9. More trips into community: museums, businesses, service agencies.

10. Substituting grades with a detailed progress report.

11. A sex education program.

12. Stricter discipline procedures.

13. Evaluation of teachers.

14. Mini-courses based on interests of students.

15. More remedial programs in math and reading.

16. An alternative high school for potential drop-outs.

FIGURE 1. Proposed Decisions for Parent Consideration

Basic Categories Concerning Conditions Underlying Most Educational Decisions

1. METHODS or TECHNIQUES
   "How would this be taught?"
2. COST or ECONOMIC
   "How much money would it cost?"
   (More resources and additional personnel; Higher taxes)
3. COGNITIVE ACHIEVEMENT
   "How will it affect my child's achievement?"
4. VALUES
   "Will it negatively affect a value I hold?"
5. PHILOSOPHY
   "What idea (or philosophy) is behind this?"
6. STUDENT'S ROLE
   "How does it affect the student's ole?"
7. TRADE-OFF TO PRESENT PROGRAMS
   "What will ha pen to basic skills or present programs?"
8. AFFECT CONSEQU NCES
   "How will it affect my child's happiness?"
9. SCHEDULE CHANGE
   "How will it change the schedule?"
10. CONTENT TAUGHT
    "What actually will be taught?"
11. NO PARTICULAR REACTION
    "I have no particular reaction to this (need more information, or not concerned)."
12. STATUS QUO vs. CHANGE
    "Why do we need to change anyway?"
13. ORGANIZATIONAL
    "Is it a practical idea; would it work on a large scale?"
14. POSITIVE ORIENTATION
    "Why not do it?"
15. PERSONNEL INVOLVED
    "Who would be involved?"

FIGURE 2. Basic Categories Concerning Conditions Underlying Most Educational Decisions

and "Have you ever gone to someone in the school with a question or problem? How were you treated?"

The second part consisted of the sixteen "Proposed Decisions" which were presented to the respondent on typed cards (See Figure 1). The parent was directed to think about what information he or she most needed to have in order to evaluate each proposal. The parent was to then match his or her question with one of the fifteen question options provided (See Figure 2).

Next, the parent was directed to make a quick judgment on whether he or she was favorable, unfavorable, or undecided about each proposal. This was followed by the parent rating the sixteen proposals in order of importance, using a Q-Sort format (See Figure 3). The parent was then asked to sort the proposals into two groups - (1) those decisions which I'd like to be informed about, but would leave to educators to decide, and (2) those decisions which are so crucial that parents must have a say (giving advice, being on a planning committee, or having a final vote).

The final step had the parent decide who should have the most say or influence on each of the sixteen decisions. The choices of "Main Influence Groups" included: (1) students, (2) teachers, (3) principals, (4) district administrators, (5) school board, and (6) parents. (See Appendix B).

Sample

Twenty two parents selected randomly from lists provided by the district principals, were personally interviewed. About half of the

Rating of Importance: 1 - 7

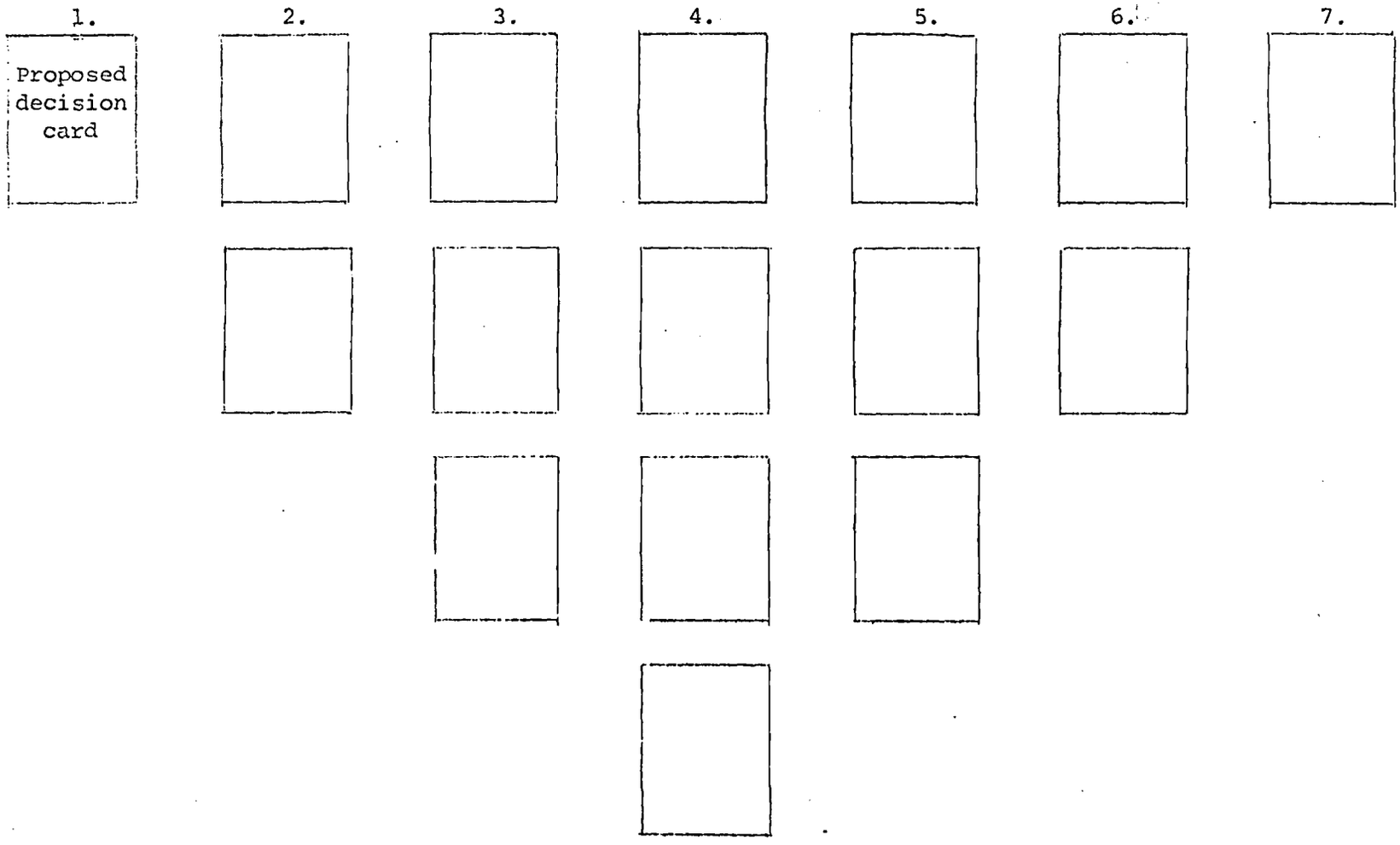

Figure 3. Q - Sort Format

parents could be classified as blue collar and half as white collar. Nine of them were men. Most families had several children in school from elementary to high school, and generally most were "moderately satisfied" with the schools.

We expanded the subjects to 97 in the use of the "Main Influence Group" instrument (Appendix B), selecting representatives from each of the main influence groups. The only group not represented was the school board, whose members did not return the responses in time.

RESULTS

Strengths of the Instrument

Before relating some findings, we would like to note one thing the instruments did well. In the interviews with parents, the exercises provided concrete issues which tended to stimulate conversation and draw out revealing comments on the respondent's values and general attitude about what schools are for. For instance, the majority of questions and inquiries directed to "Flexible Scheduling" were information requests about what it is and what it would do. Once these concepts were explained, many of the parents became positive about the idea. Those who remained negative were concerned about giving too much freedom and flexibility to students.

The concern about children being given too much responsibility came out strongly in the proposal, "Students be given representation on school policy-making committees." Twice as many parents were negative than positive toward this proposal. Many felt children are too young to accept

such responsibilities. This is an interesting finding, considering that a few elementary schools in the District already have such a policy - in one school a student council makes recommendations for change to the administration and in another the students, along with parents and teachers, make decisions affecting the total school program.

On the issue, "Mini-courses," most parents are positive, but are also concerned that such a program not become a trade-off for regular courses and teaching basic skills. They also want to know what would be taught, but didn't describe the issue as vitally important or necessary for them to have a say in deciding. (See Table 1. Also for following paragraph.)

The "Sex Education" proposal was bombarded with questions about what would be taught, how it would be taught, and who would teach it. Most parents, however, considered the proposal as a positive one. Many indicated that they might not be in favor of the proposal if sex education was taught extensively in the lower grades. Comments and questions on the issue, "Alternative high school for potential drop-outs" fell basically into negative categories of "Why is it necessary," and positive categories of "What actually would be taught?" Parents were split on their favorable/unfavorable reactions to this proposal, although there was a definite indication that if given more information and rationale on the issue, parents would generally be in favor of it.

From these recorded comments and inquiries on each decision, we now have a better idea of how to design other specific questions or proposals which would draw out more value-laden reactions and personal beliefs about the purpose of education.

Another positive value of the instruments is in the use of physically

Proposed Decisions and Questions	Frequency
1. Learning-resource center	
- no clear trend	
2. Student representation	
- student role	8
- why not?	5
3. AV for teachers	
- cost	6
- achievement	4
- why not?	4
4. New methods for teaching reading	
- how taught	5
- achievement	4
- why change?	6
5. Less emphasis on collegebound; more on occupational	
- achievement	5
- basic skills	6
6. Parent participation in schools	
- why not?	14
7. Flexible scheduling	
- is it practical?	5
8. Independent study	
- achievement	7
- student role	5
9. Trips into community	
- why not?	10
10. Progress reports for grades	
- achievement	8
- why change?	5
11. Sex education	
- how taught?	8
- what taught?	6
12. Stricter Discipline	
- no reaction, need information	5
- why change?	4
13. Evaluation of teachers	
- who involved?	9
- why not?	5
14. Mini-courses	
- what taught?	6
15. Remedial math and reading	
- how taught?	4
- why not?	5
16. Alternative high school	
- why change?	5
- is it practical	7

TABLE 1. Questions Raised Most Often

manipulable variables - the 16 proposed decision cards. Parents seemed to think it was easier to think about issues when they could sort, group and rate them physically. They also were comfortable with and easily grasped the several different directions of the multiple exercises. Many commented that they enjoyed it and the exercises made them think.

The Cart-Sorting Exercises: Favorable-Unfavorable Reactions

The proposals parents reacted most favorably to were "A policy of parent participation, "More trips into the community, "Mini-courses based on student interests," and "Remedial courses in math and reading." There were no particular information questions parents wanted to ask about these. (See Table 2.)

The one proposal parents reacted to in a clearly negative fashion was "Substituting grades with a detailed progress report." They consistently asked, "How will it affect my child's achievement?" There was also lack of enthusiasm for "Flexible scheduling" ("Is it practical?"), "Student representation on policy-making committees" ("How will this affect the student's role?"), "Independent study" ("How will this affect achievement and student role?") and "Alternative high school for potential drop-outs" ("Is it practical?"). (See Table 1.)

It is interesting to note that the positive reactions were generally to things parents understood (as indicated by their lack of information-seeking questions) and apparently feel comfortable with, while the more negative reactions were to innovations, things about which parents had a range of questions.

The Card Sorting Exercises: Desire for Involvement

The two decisions parent most wanted to have a part in were "A

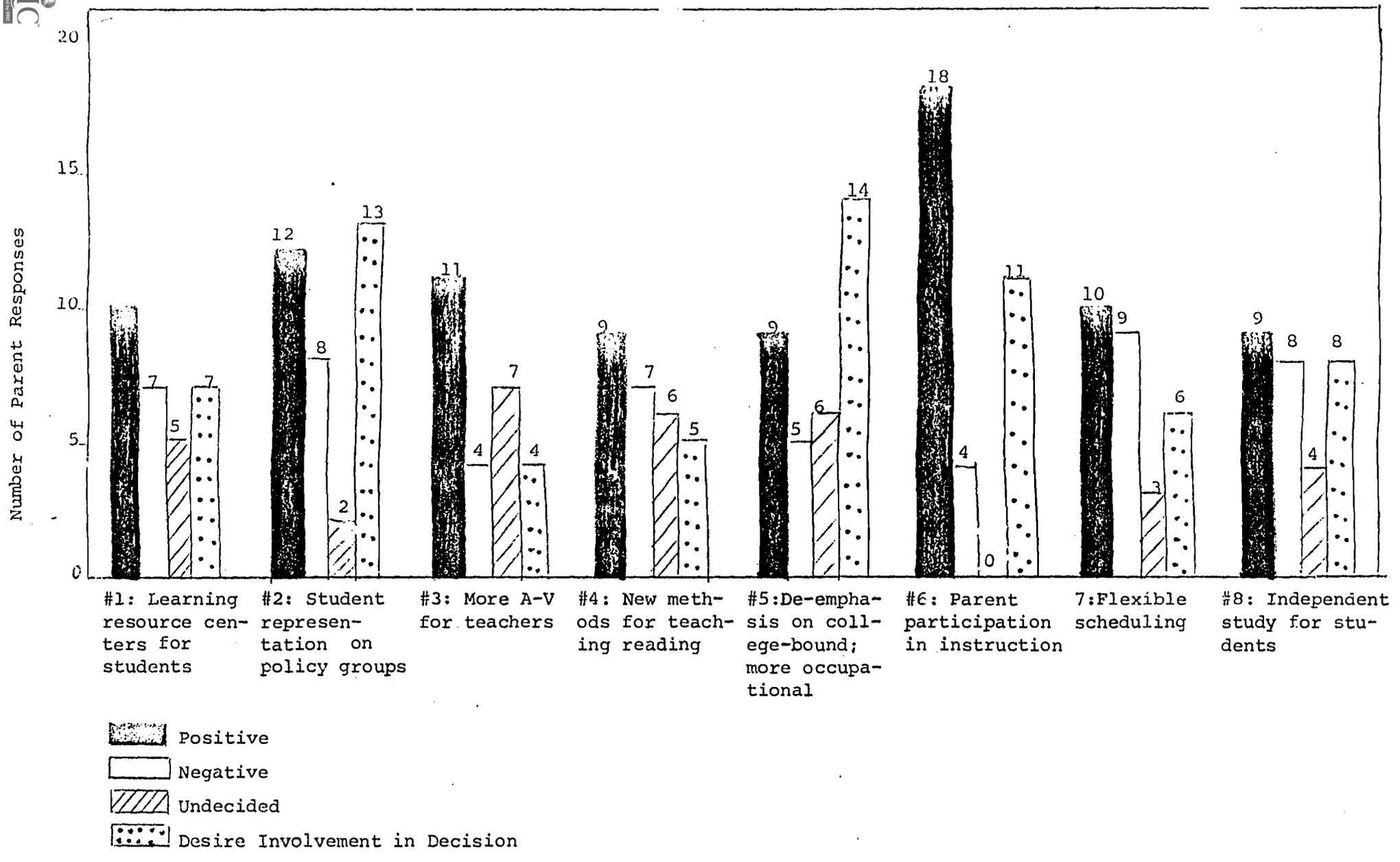

TABLE 2. Parent Responses to Sixteen Proposed Decisions

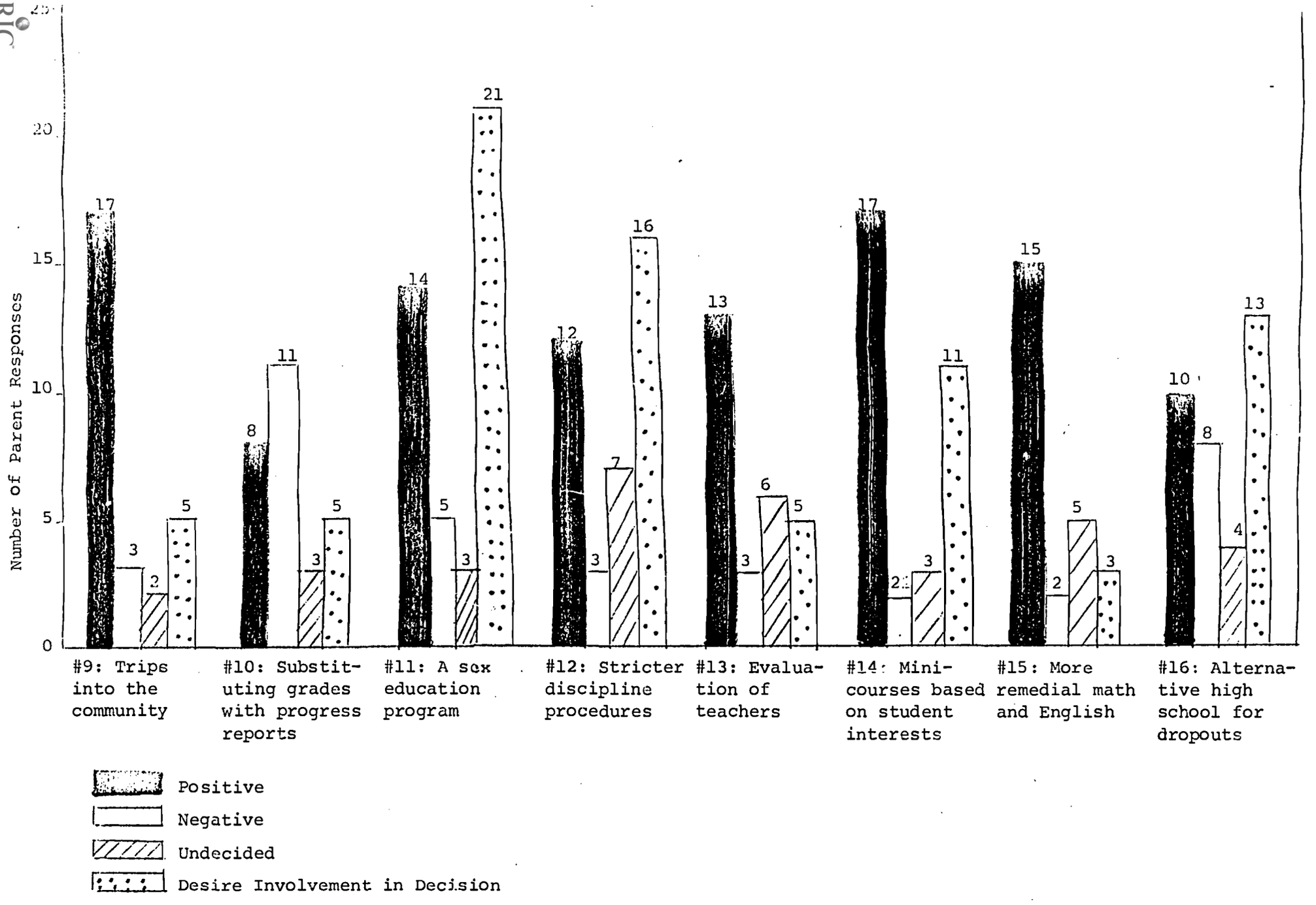

TABLE 2 (continued). Parent Responses to Sixteen Proposed Decisions

program of sex education" and "Stricter discipline procedures." (See Table 2.). For sex education, they wanted to know "What will be taught?" and "How will it be taught?" and for stricter discipline, they wanted to know "Why change, why is this necessary?" They also showed some interest in "De-emphasis on college-bound programs--more emphasis on occupational programs," asking "How will it affect achievement and basic skills?"; and "Student representation on policy committees, asking "How will this affect student role?" "Alternative high school programs for potential drop-outs" also scored high on desire for involvement, and the question most asked was "Is it practical?"

These proposals elicited the liveliest discussions during our parent interviews. Each proposal seemed to touch on a particular value position of the parents: how much responsibility can and should students be given, how involved should schools be in teaching values, what should be traded off in order to gain something else?

Parents cared least about involvement in decisions about "More remedial programs in math and reading," "Audio-visual aids for teachers," "Trips into the community," and "Evaluation of teachers." Apparently these decisions do not threaten parent values or introduce the unknown. Parents feel content to "leave them to the educators."

The Card Sorting Exercises: Rating of Importance

The proposal which the largest percentage of parents chose as "most important" was "Remedial programs in math and reading." Other proposals with a fairly high average importance were "De-emphasizing college programs" and "Substituting grades for a detailed progress report." (See Table 3).

Rank	Proposal
1	More remedial math and reading.
2	De-emphasis on college-bound programs, more emphasis on occupational programs; Substitute grades with progress reports.
4	Sex education programs. Evaluation of teachers.
6	Stricter discipline procedures.
7	Mini-courses on student interests. Learning resource center. Policy of parent participation in schools.
10	More trips into community. New methods for teaching reading.
12	More AV for teachers.
13	Independent study programs for students.
14	Student representation on policy-making committees.
15	Flexible scheduling.
16	Alternative high school for potential drop-outs.

TABLE 3. Ranking of importance of proposals as viewed by parents. (N = 22)

Decisions parents rated as least important were "Alternative high schools for potential drop-outs," "Flexible Scheduling," and "Student representation on policy-making committees."

Summary Observations on Card-Sorting Exercise

It is interesting to note that parents do not necessarily desire involvement in decisions they consider important. "Remedial math and reading" was clearly considered most important by parents, and is a proposal most parents favor, yet it ranks lowest on "desire for involvement." On the other hand, "Student representation on policy-making committees" was considered fairly unimportant, yet the desire for decision-making involvement on this issue was high. The same is true for "Alternative high schools for potential drop-outs." A possible explanation for this apparent contradiction is the nature of the three decisions. "Remedial math and reading" is a proposal most parents would recognize as one that is clearly within the traditional role of schools. It is not controversial, and it is a straightforward example of an area in which school people might be expected to have expertise. "Students-representation on policy-making committees," however, introduces a new role for students, one that challenges many parents assumptions about the authority hierarchy in schools. Many parents we talked to doubted if students were ready for this kind of responsibility. Parents wanted to be in on decisions about just what kinds of powers students would be given. The questions raised about creating an "Alternative high school for potential drop-outs" were: "Why change, how necessary is this?" and "Is it practical?" Parents wanted to be in on this decision so they could be sure that there was a real need,

and also that the program was workable.

Findings from the "Main Influence Group" Exercise

The following narration relates to the charts in Figure 4 and Figure 4. Continued.

For the decision, "Establishment of a learning resource center for students in every school," both teachers and principals predominantly gave the most say to themselves. Parents and district administrators agreed for the most part to give the main decision say to teachers.

In the second decision, "Students be given representation on school policy-making committees," a majority of teachers and parents gave the most say to principals, while the principals spread their vote among five of the groups. A majority of students gave the most say to themselves and 3 out of 8 district administrators gave it to students.

Proposed decisions, "More AV aids for teachers," "New methods for teaching reading," and "More trips into the community" were the only decisions where the most say was given to one group - the teachers, who also gave the most say to themselves.

There were no significant percentages for decision #5, "De-emphasis on college bound programs; more emphasis on occupational programs," as all groups scattered their vote among all the six groups. This might indicate that the proposed decision was ambiguously stated, involving more than one factor.

Decision #6, "A policy of parent participation as teacher aids, tutors, speakers, etc. in schools," was the only decision which no group gave to themselves. Instead, parents gave it to principals, principals

PROPOSED DECISIONS	STUDENTS	TEACHERS	PRINCIPALS	DIST. ADMIN.	SCHOOL BOARD	PARENTS
1. Establishment of a learning resource center for students in every school		** ++: DA, Pa	**		++: S	
2. Students be given representation on school policy-making committees	**		++: T, Pa			
3. More audio and visual aids for teachers		** ++: S, Pr, DA, Pa				
4. New methods for teaching reading		** ++: S, Pr,DA, Pa				
5. De-emphasis on college-bound; more on occupation	S C A T T E R E D D I S T R I B U T I O N S - No Significant Percentages					
6. A policy of parent participation as teacher aids, tutors, speakers in schools			++: Pa	++: Pr		++: S, DA
7. Flexible scheduling	**	++: Pa, DA	** ++: T			
8. Independent study programs for students	** ++: DA	** ++: Pr, Pa				
9. More trips into community: museums, businesses, service agencies		** ++: Pr, Pa, S, DA				

Figure 4. Main Influence Groups As Perceived By Parents, Students, Teachers, Principals, and District Administrators

PROPOSED DECISIONS	STUDENTS	TEACHERS	PRINCIPALS	DIST. ADMIN.	SCHOOL BOARD	PARENTS
10. Substituting grades with detailed progress report		** ++: S, Pr				** ++: DA
11. A sex education program	**					** ++: T, Pr, DA
12. Stricter discipline procedures			** ++: T //: Pa			//: Pa
13. Evaluation of teachers		++: DA //: T	** //: Pa, T	//: Pa		
14. Mini-courses based on interests of students	** ++: DA //: T	++: Pr //: T				
15. More remedial programs in math and reading		** ++: S, Pa				
16. An alternative high school for potential drop-outs				++: Pr		**

Figure 4. Continued

KEY: ** = largest % of respondents who gave the "main say" to themselves

++ = largest % of groups who gave the"main say" to another group (S = Students, T = Teachers, Pr = Principals, DA = District administrators, Pa = parents)

// = Groups who split their vote evenly between two other groups

gave it to district administrators, students and district administrators gave the most say to parents. One indication is that parents don't seem to want the most say about whether they should participate more in schools. Perhaps they feel it is necessary to be encouraged and provided by administrators, as they seemed to indicate in comments made during the interviews.

Two groups, students and principals, gave to themselves the most say in the decision "Flexible scheduling." While parents and district administrators gave the most say to teachers, the teachers themselves gave it to principals.

Two groups, students and teachers, gave to themselves the most say in the decision, "Independent study programs for students." District administrators agreed with the students, and parents and principals agreed with the teachers.

The most say on "Substituting grades with detailed progress report" was split between teachers and parents with each of these giving the most say to themselves. Students and principals agreed with the teachers, while district administrators agreed with parents.

The decision dealing with "A sex education program" was very interesting in that all the groups except students gave the most say to parents (including parents themselves). Twenty four out of twenty eight students gave the decision to themselves and only one student gave it to parents. Only one person, a district administrator, gave the most say to students. Students are saying quite emphatically that they ought to be consulted most on the sex education decision issue. Parents feel just as strongly about their input even though parents didn't rate this issue as very

importance on the Q-Sort.

On the issue of "Stricter discipline procedures," principals gave themselves the most say and teachers agreed. Parents split their vote between the principals and themselves. Students didn't show any clear consensus as they distributed their vote almost evenly between principals, parents and themselves.

Although principals gave themselves the most say in "Evaluation of teachers," the other votes were quite dispersed. Teachers split their vote between themselves and principals, and parents split their vote between principals and district administrators. Only one parent out of 25 gave the most say to teachers, which is indicative of many comments parents made during interviewing, expressing a strong interest in administrative evaluation of teachers.

Eight percent of responding students gave the most say on "mini-courses based on interests of students" to themselves. District administrators agreed with them. Principals gave the most say to teachers, while teachers split their vote between themselves and students.

The proposal, "More remedial programs in math and reading" to which parents gave the highest rating in importance was designated as the domain of teachers by parents. Students agreed. Teachers predominantly gave the most say to themselves, while principals and district administrators scattered their vote evenly among teachers, principals, and district administrators. On the issue "An alternative high school for potential drop-outs," parents were the only ones that gave themselves the most say. The only other significant percentage was from principals, who gave the most say to the district administrators. It is hard to guess why

there is a lack of consensus among members of the student, teacher, district administrator groups on this issue, especially when it is in fact a developing issue in the district. It could be that information about this possibility and what it could look like is missing from these groups, or that the domain of who should have the most influence is very unclear to all these groups.

SUGGESTIONS FOR FURTHER RESEARCH

The instrument in its present form has several weaknesses. Some of the "proposed decisions" are either too vague or too familiar to elicit much response from parents. Some of the information questions overlap or fit too few decision categories.

The researchers found the best discussions, the most provocative comments, and the most revealing viewpoints expressed in response to proposed decisions which dealt with controversial values issues, with new student roles, and with innovations. The following, therefore, seem the most fruitful areas for further inquiry:

1. What are parent priorities for student roles in the schools?
2. What are parent priorities for "futures-oriented" curricular proposals, such as continuous learning for all ages?
3. What are parent priorities on controversial curricular issues such as the teaching of birth control techniques?
4. How potent do parents feel about actually influencing educational policies? How can this be measured?

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1. Name_____ Address_____

2. Occupation of head of family_____ Wife's occupation_____

3. Education level of head of family
   1) 8th grade or less____
   2) high school____
   3) college ____

   Education level of wife
   1) 8th grade or less____
   2) high school____
   3) college ____

4. Resident of North Syracuse for how long?
   1) less than 1 year____
   2) 1-5 years____
   3) 6 or more years____

5. Number of children in each category
   1) I have no children____
   2) Pre-School____
   3) Elementary____
   4) Middle School____
   5) High School or older____

6. Where do you get most of your information about the schools?
   1) your child____
   2) neighbors____
   3) PTO____
   4) newspapers____
   5) other_____

7. How satisfied are you with the adequacy of your information about the schools?
   1) very satisfied____
   2) moderately satisfied____
   3) somewhat dissatisfied____
   4) very dissatisfied____

8. How would you describe the quality of the North Syracuse School system in general?
   1) Excellent____
   2) Very good____
   3) Fair____
   4) Poor____

9. Which words best describe the teachers in the district?
   1) well-prepared____
   2) concerned____
   3) lazy____
   4) too strict____
   5) friendly____
   6) unfriendly____
   7) too easy____
   8) old-fashioned____
   9) innovative____
   10) too experimental____

10. Generally speaking, does your child like to go to school?

    Age of child____
    1) very much____
    2) moderately so____
    3) doesn't want to____
    4) don't know ____

    Age of child____
    1) very much____
    2) moderately so____
    3) doesn't want to____
    4) don't know____

11. Do you feel the schools prepare children for:

college	occupation	getting along with others	basic skills
1) thoroughly____	1) thoroughly____	1) thoroughly____	1) thoroughly____
2) so-so____	2) so-so____	2) so-so____	2) so-so____
3) inadequately____	3) inadequately____	3) inadequately____	3) inadequately____

12. How would you describe your political viewpoint?
    1) conservative____
    2) moderate____
    3) liberal____

13. When new programs are being developed by the school, do you wish to:
    1) be involved in the final decision____
    2) make suggestions to decision makers____
    3) be given advanced notice and information____
    4) leave everything to the educational professionals____

14. Have you ever gone to someone in the school with a question or problem?
    1) yes____
    2) no____

15. How do you feel you were treated?
    1) with respect____
    2) with little respect____
    3) not sure____

16. Which organizations or groups do you participate in (school, community, church, work, etc.) which take up the majority of your time and which you feel the most identified with?

_____

_____

What things do you think your child should learn in school to be able to survive (be productive, be happy, live well) in the future?

you belong to: Student ____ Teacher ____ Principal ____ Parent ____

District Administrator ____ School Board Member ____

Many decisions must be made in the operation of a school system. Many people or groups have influence on such decisions. In the spaces below, indicate which groups of people you believe should have the most say in each of the decisions listed. In many cases, you may feel that more than one should have an important role in the decision. Here, however, you are to specify one group who should have the most say in the decision. Mark an X for that group.

Proposed:	Main Influence Group					
	Students	Teachers	Principals	District Administrators	School Board	Parents and Community
1) Establishment of a learning resource center for students in every school						
2) Students be given representation on school policy-making committees						
3) More audio and visual aids for teachers						
4) New methods for teaching reading						
5) De-emphasis on college-bound programs—more emphasis on occup tional programs						
6) A policy of parent participation as teacher aids, tutors, speakers, etc. in schools						
7) Flexible scheduling (different times for class periods according to needs and interests)						
8) Independent study programs for students						
9) More trips into community: museums, businesses, service agencies						
10) Substituting grades with a detailed progress report						
11) A sex education program						
12) Stricter discipline procedures						
13) Evaluation of teachers						
14) Mini-courses based on interests of students						
15) More remedial programs in math and reading						
16) An alternative high school for potential drop-outs						

Appendix C

No. 1-3

NORTH SYRACUSE SUPPORT SERVICES FIELD STUDY

Conducted by the

Curriculum Development Institute

Syracuse University

February 5, 1973

Appendix C

North Syracuse Support Services Field Study

Preface:

The investigation into the nature and use of instructional support services and resources in the North Syracuse School District was a major thrust for the third year of CDI. Initial contact was made with administrators, curriculum coordinators and representatives of the New York State Teachers Association at three separate meetings. The administrators suggested we work with the curriculum coordinators who suggested we talk to the teachers association in order to ease our entry into the school system. The coordinators provided the most direct contact relative to the study. They were anxious for any information that could help them determine what services and resources their teachers perceived as useful.

The study was devised and executed by CDI fellows with the intent that links might be discerned between instructional support services in a public school and instructional technologists working in the school. The form of the study consisted of field interviews and subsequent content analysis of teacher responses. The interviewees were a representative cross-section of teachers relative to experience and subject and/or grade level taught.

The Fellows devised a comprehensive interview protocol that was field tested on the North Syracuse curriculum coordinators. A revised form was designed consisting of five questions (each having five sub-questions) that in the collective judgment of interns and coordinators covered the

more important aspects of support services and resources in the public school. These protocols are attached as part of this Appendix (No. 1 and 2)

Teacher interviews were conducted during a one week period. Interns were introduced to teachers via letter from the Assistant Superintendent for Curriculum as workers who were gathering data for the curriculum coordinators. This tactic made the data collection a simple matter and was a true statement of affairs since the coordinators were genuinely interested in the information. In a sense, the interns were indeed co-workers with the curriculum coordinators. This role changed as the data were analyzed. The interns became consultants at that point; interpreting the data and postulating some hypotheses that might warrant further investigation.

The study was made the focus of a report to the American Educational Research Association, at its annual meeting in New Orleans during February, 1973 (see No. 3).

The following documents include: (1) the comprehensive interview protocol

(2) the abbreviated interview protocol

(3) the report on the survey with data analysis.

A final written report was presented to the assembled body of curriculum coordinators. A considerable time was spent discussing the data and its implications. The coordinators were charged by the Assistant Superintendent for curriculum to study the document and return with some proposals for action based on the findings. As of this writing, CDI interns involved in the study expect to be invited back to North Syracuse in a consultant capacity to assist the coordinators in the conceptualization of further study and development.

Appendix C

No. 1

SUPPORT SERVICES INTERVIEW PROTOCOL

Conducted by the

Curriculum Development Institute

Syracuse University

February 5, 1973

Support Services Interview Protocol

To the Participating Teacher:

We are trying to determine the types of support services that teachers feel to be of most use and those which might be most desirable. In the following set of questions, you'll be asked to help us "brainstorm" various possible support services that might bear upon specific aspects of teaching.

We will be looking for three types of information: an identification of the support services that are now potentially available to you (whether you use them or not); an identification of those support services that you actually use; and an identification of those support services that would be most desirable (regardless of the types of constraints that may now exist). To help identify the specific pieces of information within these groups, we've generated a series of questions pertaining to activities performed by teachers. With respect to these activities, our questions ask what kinds of services you might require and who you might contact for information and help.

The way we'll be asking you questions will go like this: First, we'll ask you to identify all the possible sources of support services that you might draw upon to help in some aspect of instructional design and teaching. As you start listing them, we will be busily writing them down on 3x5 cards. After you've finished brainstorming these out, we will ask you to indicate those which you find you actually use. Then, we'll ask you to identify those which might be the most desirable support services, as if there were no constraints keeping you from using them now. The whole procedure should take no more that 45 minutes.

We hope that the information we collect will be of direct use to you, and a report of our findings will be made available to you. And, of course, the information that we collect from you will remain absolutely confidential, unless you specifically direct us otherwise.

Thank you for your kind assistance, your interest, and your time.

I. CONTENT

1. You are a(n) _____ teacher. What are the potential sources/services that you would use to keep abrest of your field?

   a. Which of thes potential sources/services do you use the most, the least, and not at all?

   b. Of the services that you use, could you be more specific about who you contact for help and information?

   c. What is there about these sources which causes you to use them?

   d. Of the services that you use very little or not at all, are there some that you would like to use more?

   Why?

   Why do you find that you use them very little now?

2. What are the potential sources/services that you might use when you decide on the general content area you will teach?

   a. Which of these sources/service do you use the most, the least, and not at all?

   b. Of the services that you use could you be more specific about who you contact for help and information?

   c. What is there about these sources that cause you to use them?

   d. Of the services that you use very little or not at all, are there some that you would like to use more?

   Why?

   Why do you find that you use them very little now?

3. After you have identified the general content area that you will teach, what potential sources and services might you use to help you identify more specifically WHAT you will teach? For example: (if you write objectives, who might assist you?)

   a. Which of these potential sources/services do you use the most, the least, and not at all?

   b. Of the services that you use, could you be more specific about who you contact for help and information?

   c. What is there about these services and sources which cause you to use them?

   d. Of the services that you use very little, or not at all, are there some that you would like to use more?

   Why?

   Why do you find that you use them very little now?

4. After you have taught something, what are the potential sources/services that you might use to help you decide whether you might improve on the content included in the unit?

   a. Which of these potential sources/services do you find that you actually use? the most, the least, and not at all?

   b. Of the services that you use, could you be more specific about who it is that you actually contact for information?

   c. What is there about these services that cause you to use them?

   d. Of the services that you use very little or not at all, are there some that you would like to use more?

   Why?

   Why do you find that you use them very little now?

II. TECHNIQUES/STRATEGIES

5. What are the potential sources/services that you might use to keep you aware of the variety of methods of techniques that you might use to teach a unit, or to keep you aware of new approaches to instruction?

   a. Which of these sources/services do you use the most, the least, and not at all?

   b. Of the services that you use, could you be more specific about who you contact for help and information?

   c. What is there about these sources or services that cause you to use them?

   d. Of the services that you use very little or not at all, are there some that you would like to use, or use more?

   Why?

   Why do you find that you use them very little now?

   SPECIAL QUESTION: if research is not mentioned...

   e. I noticed that you did not mention using research. What are your feelings about research? Why has it been of little value to you?

6. When you decide on a specific approach for teaching a particular unit, what are the potential sources/services you might use to assist you in actually implementing the approach?

   a. Which of these sources/services do you use the most, the least, and not at all?

   b. Of the services that you use, could you be more specific about who you contact for help and information?

   c. What is there about this source that cause you to use them?

   d. Of the services that you use very little, or not at all, are there some that you would like to use more?

   Why?

   Why do you find that you use them very little now?

7. When you use a certain method or strategy for teaching a unit, what are the potential sources/services that you might use to give you feedback or judgements about how well the method or strategy worked?

   a. Which of these sources/services do you use the most, the least, and not at all?

   b. Of the services that you use, could you be more specific about who you contact for help and information?

   c. What is there about these services that cause you to use them?

   d. Of the services that you use very little, or not at all, are there some that you would like to use more?

   Why?

   Why do you find that you use them very little now?

III. MATERIALS

8. What are the potential sources/services that you could use to help you keep informed of materials - old and new - that you might be able to use in teaching? This means materials owned by the district as well as other material.

   a. Which of these sources/services do you use the most, the least, and not at all?

   b. Of the services that you use, could you be more specific about who you contact for help and information?

   c. What is there about these sources which causes you to use them?

   d. Of the services that you use very little, or not at all, are there some which you would like to use more?

   Why?

   Why do you find that you use them very little now?

9. If there are no materials readily available for your needs, what potential sources/services could you call on for help to develop some?

   a. Which of these sources/services do you use the most, the least, and not at all?

   b. Of the services that you use, could you be more specific about who you contact for help and information?

   c. Of the services that you use very little, or not at all, are there some that you would like to use more?

   Why?

   Why do you find that you use them very little now?

10. When you actually use materials in the class, what potential sources/services could you use to help you use them to their fullest potential?

   a. Which of these sources/services do you use the most, the least, and not at all?

   b. Of the services that you use, could you be more specific about who you contact for help and information?

   c. What is there about these sources which causes you to use them?

   Why?

   Why do you find that you use them very little now?

11. After you have used the materials in class, what potential sources/services could you use to help you decide how effective these materials were? That is...how do you evaluate them?

    a. Which of these sources/services do you use the most, the least and not at all?

    b. Of the services that you use, could you be more specific about who you contact for help and information?

    c. What is there about these sources/services that causes you to use them?

    d. Of the services that you use very little, or not at all, are there some that you would like to use more?

    Why?

    Why do you find that you use them very little now?

IV STUDENT OUTCOMES/STUDENT PROGRESS

12. What are the potential sources/services that you could call on to help you evaluate the student outcomes or student progress? By this I mean sources of help for evaluation or measurement.

    a. Which of these sources/services do you use the most, the least, and not at all?

    b. Of the services that you use, could you be more specific about who you contact for help and information?

    c. What is there about these sources which causes you to use them?

    d. Of the services that you use very little, or not at all, are there some that you would like to use more?

    Why?

    Why do you find that you use them very little now?

V. OTHER AREAS

13. Ideally, what would you like the AV/Media services to do for you? That is, what could they do for you which would be of greatest value?

14. Ideally what would you like the library to do for you? What could they do for you which would be of the greatest value?

15. If you had to choose the three or four most important or most useful services or support activities that the district could provide to you for instructional purposes, what would they be? These services might range from test construction, or student attitude surveys, to materials production.

Appendix C

No. 2

TEACHER INTERVIEW PROTOCOL: SUPPORT SERVICES AND RESOURCES

Conducted by the

Curriculum Development Institute

Syracuse University

February 5, 1973

Teacher Interview Protocol: Support Services and Resources

MAJOR QUESTIONS

1) CONTENT:

What resources and services are available to help you decide on the general content area you want to teach?

2) TECHNIQUES/STRATEGIES:

What resources and services are available to help you keep aware of the variety of methods or techniques you might use to teach a unit, or to keep you aware of new approaches to instruction?

3) MATERIALS:

What resources and services are available to help you keep informed about materials -- old and new, whereever they might be -- that you might use in teaching?

4) MATERIALS:

If there are no instructional materials readily available for your needs, what resources and services are available to help you develop some materials of your own?

5) STUDENT OUTCOMES:

What resources and services are available to help you evaluate student performance and progress in their coursework?

SUB - QUESTIONS - TO BE ASKED IN CONJUCTION WITH EACH MAJOR QUESTION

a. Of these, which do you actually use?

b. Why did you choose not to use these others?

c. Of these (that you actually use), which do you use more often and which less often?

d. Why do you use these more (or less) frequently than the others?

e. Are there any additional resources or services which, to the best of your knowledge, are not available, but which you feel would be desirable?

Appendix C

No. 3

AN INITIAL INVESTIGATION INTO THE NATURE AND USE OF SUPPORT SERVICES AND RESOURCES FOR INSTRUCTION IN THE PUBLIC SCHOOLS

Conducted by the

Curriculum Development Institute

Syracuse University

February 5, 1973

D-I-S-C-U-S-S-I-O-N D-R-A-F-T

AN INITIAL INVESTIGATION INTO THE NATURE AND USE OF SUPPORT SERVICES AND RESOURCES FOR INSTRUCTION IN THE PUBLIC SCHOOLS*

Joseph J. Durzo
Albert Beilby
Keith Bernhard

Curriculum Development Institute
Syracuse University

Overview

This paper is a report of a pilot study designed to generate some initial speculation about the use of instructional support services and instructional resources by teachers in public schools. The reasons for this study, the methodology used, and the initial findings will be discussed.

For this study, instructional support services are defined as those people or agencies that facilitate the teacher-resource interface by way of logistical acts or by production of instructional resources. Instructional resources are defined as facilities, materials, or information which may be used by the teacher or by the support service with the intent of increasing the effectiveness and/or efficiency of instruction.

Problem Statement

The purpose of this study was twofold. First, the authors sought to determine what kinds of instructional support services were used by teachers

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*Paper read at the Annual Meeting of the American Educational Research Association, New Orleans, February, 1973.

for each of five instructional activities. Second, the authors sought to identify the kinds of influences cited by teachers as either facilitating or inhibiting their use of support services or resources.

The joint pressures of financial constraints and demands for accountability by consumers of education (parents, students, and teachers) demand that more efficient and effective use be made of existing services and resources. One way of dealing with these pressures is to follow a systematic curriculum and instructional development process. Such processes are intended to increase the effectiveness and efficiency of the use of services and resources while seeking to maximize instructional impact. Stipulated or implied in most instructional development processes is the assessment of resources and services which are available. An analysis of the types of characteristics of services and resources available in public schools is important in conducting such an assessment.

The increasing variety of instructional services and resources available within school systems as well as from external agencies and companies is further reason for investigation in this area.

Some Early Speculation

Questions generated as a result of an investigation are typically reported in a section dealing with the analysis of the findings and suggestions for further study. However, it seems useful at this time to mention two major questions which have resulted from this study in order to give the reader a clear idea of the direction of this paper.

Those major questions are:

-- What are the characteristics of services and resources which cause some to be used more often than others?

-- What is it that causes some teachers to use many resources and services while others use relatively few?

Those questions will be dealt with in more detail later in this paper.

Methodology

The setting for this study was the North Syracuse, New York, School District, which is located in a suburb of the city of Syracuse. The student population is primarily drawn from white, middle income, suburban families, with a small number of students from lower income minority groups. The district is composed of nine elementary schools, two middle schools, and two high schools. It is staffed by approximately 800 teachers. The central administration of the district includes an Assistant Superintendent for Curriculum and nineteen district curriculum coordinators and directors.

The technique of participant observation was chosen as a first step in the investigation in order to allow the authors to become familiar with the district. It also served as a vehicle for identifying and selecting problems for study. In addition, the district staff became familiar with the authors, thereby promoting casual conversations which often proved to be quite informative.

During this phase of the study, the authors attended and participated in a wide variety of district activities, such as school board meetings, development and planning sessions for an alternative high school, staff meetings of the curriculum coordinators, and classes in the schools. Emphasis was placed on observation of the district Curriculum Coordinators and Directors, the Assistant Superintendent for Curriculum, and teachers,

as they went about the business of curriculum design and instructional development. Field notes were taken for all activities.

An initial analysis of the field notes, combined with formal and informal conversations with district personnel suggested areas which could serve as a focus for the initial study of support services and resources.

The use of an interview was chosen as the next step to gather further information about the topic areas. Since the focus was on the use of resources and services for instructional purposes, questions had to be formulated which would elicit responses about the wide range of instructional activities. In order to systematically generate questions, a matrix was developed which combined typical instructional development process steps with instructional activities to be accomplished. The intersection of the vertical and horizontal axes of the matrix produced areas about which questions could be developed. (Appendix, Table A)

A relatively structured interview schedule consisting of thirteen open-ended questions was constructed. This combination of structured interview with open-ended questions ensured that each respondent would be asked the same set of questions with only minor variations to enhance the naturalness of the interview. In addition, in answering the questions, the respondent would be free to say as little or as much as he would like in his own words.

The resulting interview schedule was field tested with several teachers in the North Syracuse District. As a result of the excessive time required during the initial field trials, the instrument was reduced from thirteen questions to five. The five questions that were finally used were selected because they reflected areas which were most central to the focus of the study.

Interviews were arranged with a group of nineteen teachers selected to represent a wide range of subject areas and years of teaching experience. Five teachers were selected from each of the district's two high schools. Six teachers were selected from one of the district's nine elementary schools and three were selected from another. District activities precluded scheduling interviews in the middle schools.

Following the interviews, initial categories of support services and resources were developed by examining the types of responses given to the questions. A coding scheme was then developed and each response was classified according to the codes. A similar procedure was used to classify the responses made about influences cited as inhibiting or facilitating use of resources and support services. Visual displays of the results were made in order to facilitate further analysis.

Results of the Study

It is important to reiterate that this investigation is a pilot study and is exploratory in nature. Consequently, the findings offered here will necessarily be of a tentative nature. The results are nominal data and should be treated as such. Nonetheless, useful information was gained as a result of this investigation.

One of the initial outcomes of the study is a list of the various types of support services and resources that teachers said they used. Organization of these types of services and resources into broader classification categories provided a useful framework for further analysis of the responses. These categories are listed in Tables 1 and 2 below.

TABLE 1
CATEGORIES OF TYPES OF SERVICES USED BY TEACHERS

1. Building Instructional Staff
   - Department Chairman
   - *Specialists
   - Teacher Aides
   - Teachers (other)
   - Teachers (student)
   - **Parents
   - **Students

2. Building Instructional Support Personnel and Agencies
   - Administrators (Building)
   - Audiovisual Department
   - Clerical Staff (Building)
   - Guidance Counselors
   - Library (School)

3. District Curriculum Staff
   - Assistant Supt. (Curriculum)
   - Coordinators & Directors
   - Psychologist

4. Agencies Outside District
   - ***B.O.C.E.S.
   - Community & Univ.-Coll. Agencies & Businesses
   - Educational Companies
   - Library (University & College)
   - Professional Association Activities & Meetings
   - University & College Faculty

* Specialists includes elementary reading teachers, Title I resource teacher, & nurse.

** Parents and students are included with the Building Instructional Staff since that represents their most direct affiliation with the district.

*** B.O.C.E.S. is the Board of Cooperative Educational Services, a state-affiliated agency which provides services to all school systems within its geographical region.

TABLE 2
CATEGORIES OF TYPES OF RESOURCES USED BY TEACHERS

1. Curriculum Design & Evaluation Materials
   - Curriculum Guides (District)
   - Curriculum Guides (State)
   - Curriculum Material (Commercial)
   - Old Lesson Plans
   - Texts
   - Review & Supplemental Material
   - Standardized Tests
   - Teacher Made Tests
   - Textbook Tests

2. Reference & Other Materials
   - Audiovisual Material
   - Books (Not Texts or Supplements)
   - Catalogs & Fliers (Building)
   - Catalogs & Fliers (Commercial, University Agency, Gov't. Agency)
   - Catalogs & Fliers (District)
   - ERIC Collection
   - Journals
   - Magazines & Newspapers
   - Television Programs
   - Television Program Guides

3. Professional Preparation
   - Courses (Inservice-district)
   - Courses (University & College)
   - Observations & Visits

No attempt has been made to classify these services and resources into a hierarchy based on such factors as perceived usefulness, availability, or desirability. Such classification may be a useful focus for further study.

A second result of the study was the generation of a list of influences which, according to teachers interviewed, facilitated or inhibited their use of services and resources (Table 3). The terms used were derived from actual responses given by the teachers.

TABLE 3

INFLUENCES WHICH FACILITATE OR INHIBIT
THE USE OF SUPPORT SERVICES AND RESOURCES

Facilitating Influences	Inhibiting Influences
Available	Unavailable
Accessible-Easy to Contact	Inaccessible-Difficult to Contact
See Them Often	Don't See Them Often
Occurs Frequently	Occurs Infrequently
Requires Little Time	Requires Much Time
Efficient	Inefficient
Effective	Ineffective
Cooperative	Not Cooperative
Proactive	Not Proactive
Pertinent	Not Pertinent or Little Substantive Help
Well Informed-Experienced	Uninformed-Inexperienced
Wide Variety	Limited Variety
Understandable	Confusing
Low Cost or Free	Costly
Essential	Unnecessary

Knowledge about the existence and nature of these influences may have implications for improving the quality of services and resources available in a school system. For example, one might be able to use this set of influences as a framework to describe the perceptions of school personnel about a given service or resource. This information could then be used to arrive at some judgment about its utility and might also suggest ways for improving the effectiveness of that resource or service. Similar methods could also be used to analyze services and resources available from agencies outside the school system.

A third finding of the study results from an analysis of the specific types of services or resources cited for each interview question. This information is presented in Tables 4 through 7 below. Tables 6 and 7 are graphic portrayals of the data contained in Tables 4 and 5.

Visual inspection of these tables indicates some services and resources are used over a wider range of activities than are others. Although one would expect this to be the case, it might be useful to study this further to determine whether this is an accurate representation of the district as a whole. If these findings hold for the entire district, one could then speculate about their possible implications. For example, out of a maximum of 5 possible mentions, building administrators are cited four times by elementary teachers, but only once by high school teachers. If this were true for the district as a whole, it would raise questions about the role of the principal as instructional leader in the high schools. One might also raise questions about the type of professional preparation required for the two positions. The question of whether or not principals should be used more often in an instructional role might also be considered.

TABLE 4

CITATIONS OF USE OF SUPPORT SERVICES
FOR EACH INTERVIEW QUESTION*

Question No.	1		2		3		4		5			
TYPE OF SERVICE n= (teachers)	10	9	10	9	10	9	10	9	10	9	TOTAL	
Building Instructional Staff	HS	EL	HS	EL	HS	EL	HS	EL	HS	EL	HS	EL
Department Chairman	X		X	X	X	X				X	3	3
Specialists		X		X		X		X		X	0	5
Teacher Aides							X	X		X	1	2
Teachers (other)	X	X	X	X	X	X	X	X	X	X	5	5
Teachers (student)			X	X							1	1
Parents		X				X				X	0	3
Students	X							X	X	X	2	2
Bldg. Inst. Support Personnel/Agencies												
Administrators (Building)		X		X		X	X	X			1	4
Audiovisual Department	X	X	X		X	X	X	X			4	3
Clerical Staff (Building)						X					0	1
Guidance Counselors									X	X	1	1
Library (School)		X	X	X	X	X	X	X			3	4
District Curriculum Staff												
Assistant Supt. (Curriculum)								X			0	1
Coordinators & Directors	X	X	X	X	X	X	X	X	X		5	4
Psychologist					X					X	1	1
Agencies Outside District												
B.O.C.E.S.					X						1	0
Community & Univ.-College Agencies & Businesses	X	X	X		X	X					3	2
Educational Companies					X					X	1	1
Library (Univ. & College)	X			X				X			1	2
Professional Assoc.-Mtgs.			X		X	X					2	1
Univ.-College Faculty	X			X	X	X					2	2

*If the service was cited as used by any one of the teachers interviewed, an "X" was placed in the box for that question. This table does not represent the number of times a given service was cited by the entire group of teachers.

TABLE 5

CITATIONS OF USE OF RESOURCES
FOR EACH INTERVIEW QUESTION*

Question No.	1		2		3		4		5			
TYPE OF RESOURCE n= (teachers)	10	9	10	9	10	9	10	9	10	9	TOTAL	
Curric. Design-Eval. Matls.	HS	EL	HS	EL	HS	EL	HS	EL	HS	EL	HS	EL
Curric. Guide (District)	X	X		X	X			X		X	2	4
Curric. Guide (State)	X	X	X								2	1
Curric. Matl. (Commercial)	X		X	X							2	1
Old Lesson Plans	X										1	
Texts	X	X	X					X		X	2	3
Review & Supplementary Mtl.	X	X		X							1	2
Standardized Tests									X	X	1	1
Teacher-Made Tests	X								X	X	2	1
Textbook Tests									X	X	1	1
Reference & Other Materials												
Audiovisual Material	X	X						X			1	2
Books (Not Texts or Supplements)		X		X		X	X	X			2	3
Catalogs & Fliers (Building)	X				X	X					2	1
Cat. & Fliers (Com'l-Univ-Govt)						X						1
Catalogs & Fliers (Dist.)					X	X					1	1
ERIC Collection							X	X			1	1
Journals		X	X	X	X	X					2	3
Magazines & Newspapers	X	X	X	X	X						3	2
Television Programs	X										1	
Television Program Guides						X						1
Professional Preparation												
Courses (Inservice-District)		X	X	X							1	2
Courses (Univ. & College)	X		X	X					X		3	1
Observation & Visits	X			X				X	X		1	2

*If the resource was cited as used by any one of the teachers interviewed, an "X" was placed in the box for that question. This table does not represent the number of times a given resource was cited by the entire group of teachers.

TABLE 6

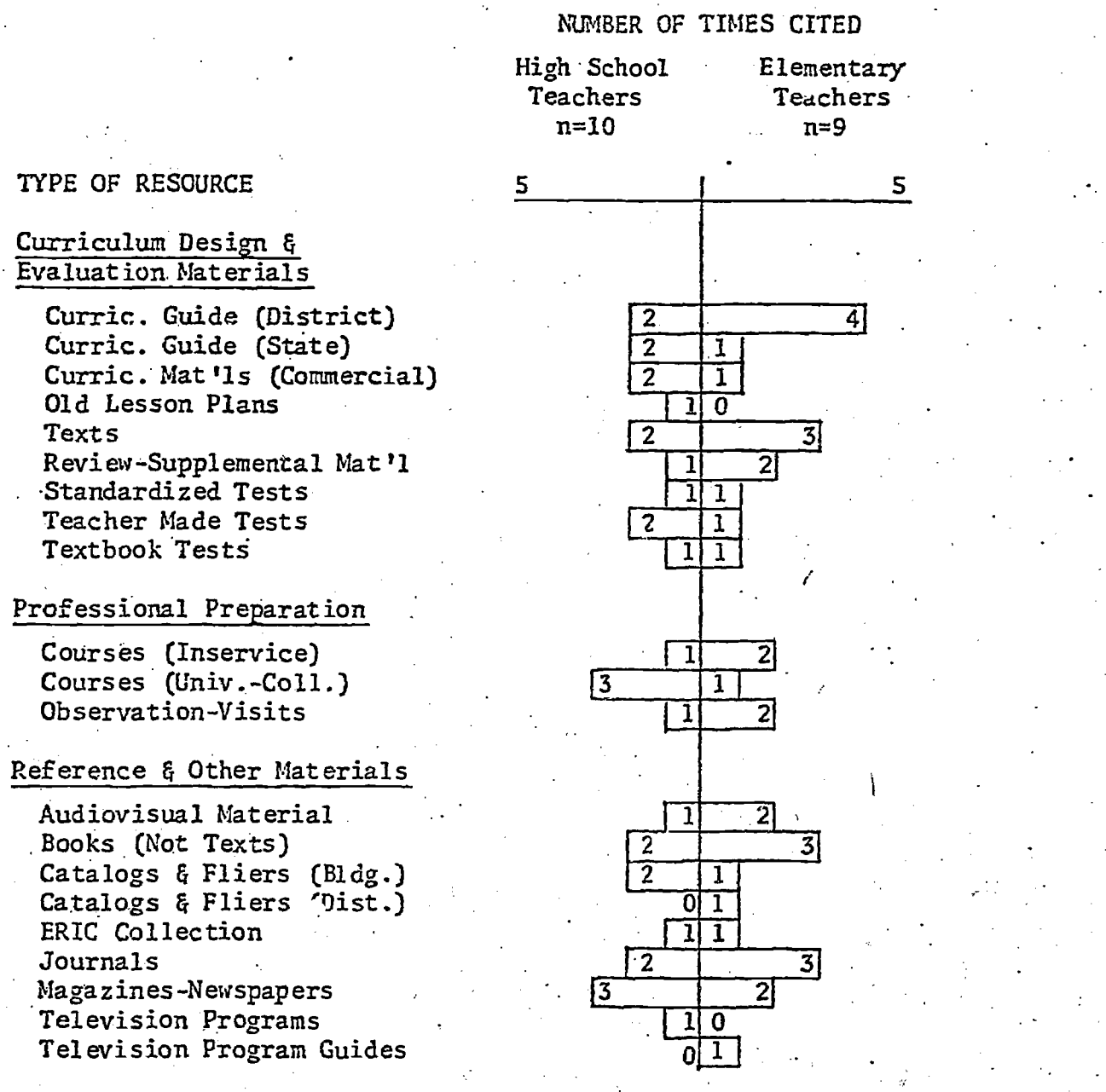
NUMBER OF TIMES A TYPE OF SUPPORT SERVICE WAS CITED*

TYPE OF SERVICE	NUMBER OF TIMES CITED: High School Teachers n=10	Elementary Teachers n=9
Building Instructional Staff		
Department Chairman	3	3
Specialists	0	5
Teacher Aides	1	2
Teachers (other)	5	5
Teachers (student)	1	1
Parents	0	3
Students	2	2
Building Instructional Personnel or Agencies		
Administrators (Building)	1	4
Audiovisual Department	4	3
Clerical Staff	0	1
Guidance Counselors	1	1
Library (School)	3	4
District Curriculum Staff		
Assistant Supt.-Curric.	0	1
Coordinators & Directors	5	4
Psychologist	1	1
Agencies Outside District		
B.O.C.E.S.	1	0
Community & Univ.-College	3	2
Agencies & Businesses		
Educational Companies	1	1
Library (Univ.-Coll.)	1	2
Professional Assoc.-Mtgs.	2	1
Univ.-College Faculty	2	2

*A citation was recorded for the support service if at least one teacher in the group mentioned it as being used for the particular question. Since there are five questions, the maximum number of times that a support service could have been mentioned is five.

TABLE 7

NUMBER OF TIMES A TYPE OF RESOURCE WAS CITED*



*A citation was recorded for the resource if at least one teacher in the group mentioned it as being used for the particular question. Since there are five questions, the maximum number of times that a resource could have been cited is five.

Another observation made about the study data is that individual teachers appear to use instructional support services and resources to varying degrees. For example, Table 8 indicates the number of different types of services and resources cited by individual elementary and high school teachers to help them keep informed about instructional materials. It is possible that testable hypotheses could be generated about the degree of individual use of services and resources and selected teacher characteristics such as experience, subject taught, preservice training, etc.

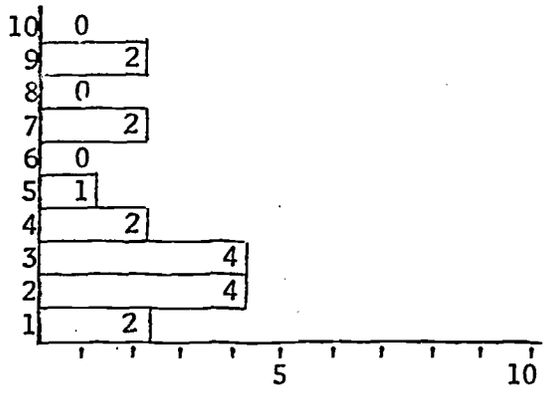
Relationships between teacher characteristics and the teachers' level of use of a particular service or resource might provide school systems with additional information for judging how to more effectively use available services and resources. For example, if English teachers with five or more years of experience did not use the curriculum guides, one might ask why this was so. Findings might indicate that the guides should be used during the first years of teaching as a form of inservice training, rather than as a direct service for curriculum planning.

Table 8 indicates that there is a difference in the use level of services between high school and elementary school teachers. If this were found to be true for the entire district, one might seek to determine whether this is due to a lack of services at the high school level. On the other hand, it might also be the case that the services available to high school teachers are more efficient, thereby eliminating their need for a large number of services.

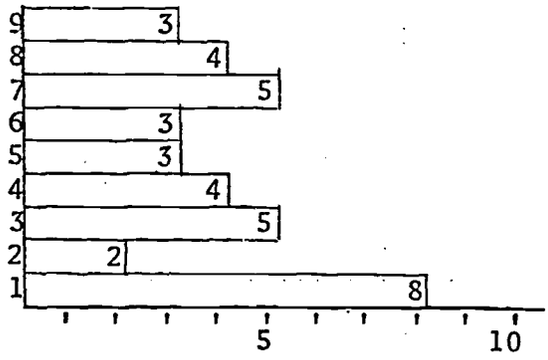
TABLE 8

NUMBER OF DIFFERENT TYPES OF SERVICES AND
RESOURCES CITED BY INDIVIDUAL TEACHERS
AS USED TO HELP KEEP INFORMED ABOUT MATERIALS

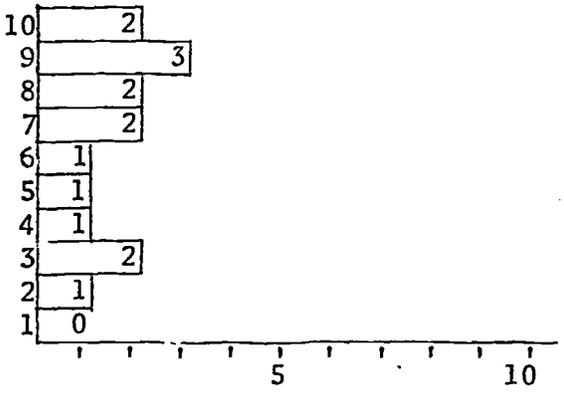
High School Teachers by Interview Number — Support Services



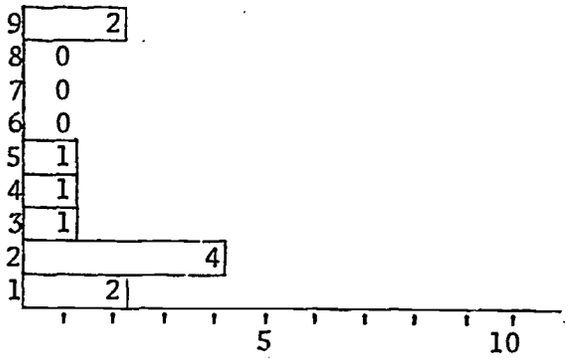
Elementary Teachers by Interview Number — Support Services



High School Teachers by Interview Number — Resources



Elementary Teachers by Interview Number — Resources



Suggestions for Further Research

Further research should center around two major questions. First, what are the characteristics of services and resources which cause some to be used more often than others? Second, what is it that causes some teachers to use many resources and services while others use relatively few?

The authors suggest that there seem to be identifiable influences which facilitate or inhibit the use of instructional support services and instructional resources. This tentative finding should be examined further in studies of district-wide samples. Further information about how these influences affect use of resources and services would be useful for planning purposes as discussed earlier in the paper.

The authors also suggest that particular audiences seem to use different types of instructional support services and instructional resources to meet their needs. Additional studies of district-wide samples might provide more conclusive data about this tentative observation. If it can be demonstrated that there are differences between the types of resources and services used by specific audiences, subsequent studies should be made to determine possible factors accounting for these differences.

Finally, it is important to note that the creation of categories to describe instructional support services and instructional resources facilitated this study. This study, however, was just an initial step. It is unlikely that the categories generated (see Tables 1 and 2) are the only alternatives available. Additional research could be undertaken to refine and/or extend these categories in order to produce a more precise conceptual framework for analysis of instructional support services and instructional resources.

APPENDIX

TABLE A

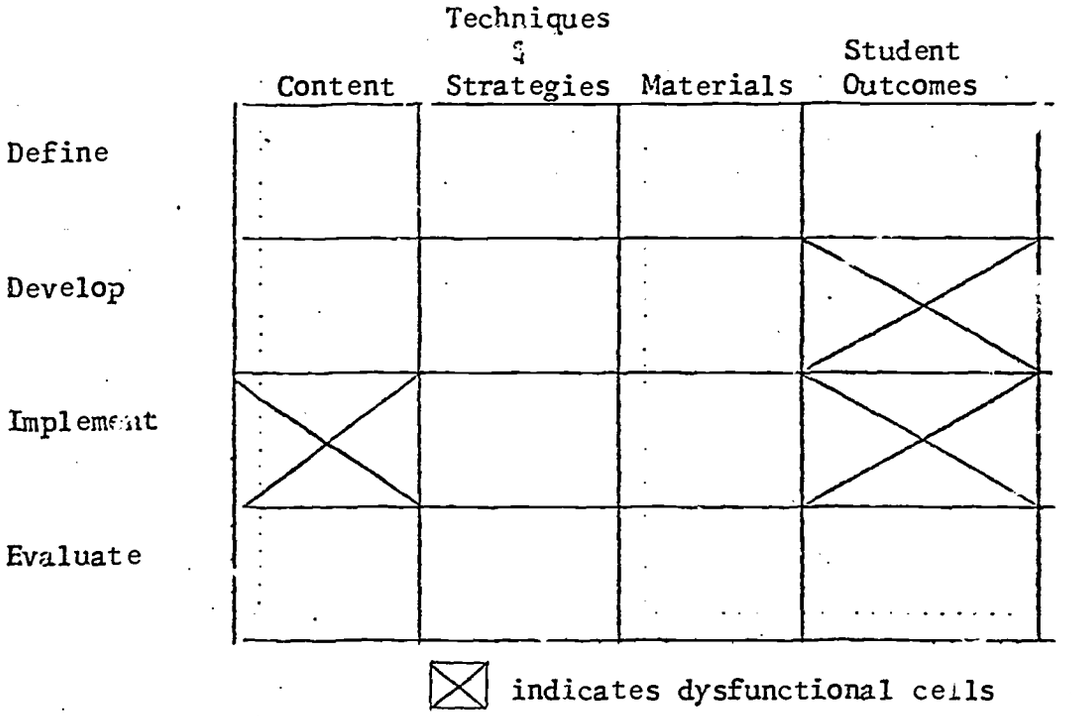
Matrix Used to Generate Interview Schedule

TABLE B

Interview Schedule: Support Services & Resources

TABLE A

Matrix Used to Generate Interview Schedule*



*The vertical axis of the matrix represents a basic four-step instructional development process model.

The horizontal axis represents major instructional activities.

Example: the intersection of the terms "Develop" and "Materials" led to the following question: "If there are no instructional materials readily available for your needs, what resources and services are available to help you develop some of your own?"

TABLE B

Interview Schedule: Support Services & Resources

MAJOR QUESTIONS

1) CONTENT:

What resources and services are available to help you decide on the general content area you want to teach?

2) TECHNIQUES/STRATEGIES:

What resources and services are available to help you keep aware of the variety of methods or techniques you might use to teach a unit, or to keep you aware of new approaches to instruction?

3) MATERIALS:

What resources and services are available to help you keep informed about materials -- old and new, whereever they might be -- that you might use in teaching?

4) MATERIALS:

If there are no instructional materials readily available for your needs, what resources and services are available to help you develop some materials of your own?

5) STUDENT OUTCOMES:

What resources and services are available to help you evaluate student performance and progress in their coursework?

SUB - QUESTIONS - TO BE ASKED IN CONJUCTION WITH EACH MAJOR QUESTION

a. Of these, which do you actually use?

b. Why did you choose not to use these others?

c. Of these (that you actually use), which do you use more often and which less often?

d. Why do you use these more (or less) frequently than the others?

e. Are there any additional resources or services which, to the best of your knowledge, are not available, but which you feel would be desirable?

Appendix D

ASSESSING THE QUALITY OF INSTRUCTION: A QUESTION OF SCOPE

Keith Bernhard

Intern

Curriculum Development Institute

Syracuse University

Keith Bernhard

Assessing the Quality of Instruction: A Question of Scope

One of the dangers of musing about the quality of instruction is that it is very easy to concentrate on the activities of teaching without asking first whether "teaching" is "instruction." Instead, I would contend that teaching is a subset of instruction. This poses the dilemma: What, then, is instruction?

Instruction might be described as the selection and arrangement of resources so as to facilitate learning. Thus, for instruction to be assessed, we should look at both the nature of the resources employed and how they were selected and arranged.

But what are the "resources" of which I speak? Silber came up with a fairly decent list: men, materials, devices, messages, settings, and techniques. Just how the selection and arrangement of these "resources" -- the patterning of resources within a department, if you will -- can be evaluated is far from clear, but let's keep the list of resources in mind as we investigate some other aspects of the instructional assessment problem.

The direct outcome of assessing the quality of instruction is a statement of the adequacy of academic work, and while adequacy might be regarded solely as it impacts upon costs, enrollment figures, and attrition rates, let's look at what I believe are three crucial, and determining variables -- three of the correlates of instruction. These are 1) the individual goals and needs of students, 2) the body of knowledge "housed" in and transmitted by the department, and 3) the organizational structuring of the department (including faculty goals and needs in this discussion). These three factors represent the who,

the what, and the how and where of a department's internal functioning. The adequacy of instruction in terms of individual needs and goals, knowledge "housed" and transmitted, and organizational structure can then be used as referents for various "measures" of adequacy.

What then, in instruction, can be measured? As I am using the term, there are four elements to "instruction:" the data or information that is available; the advisement that is offered; the teaching that is made available; and the materials, devices, and facilities that support the academic operation. These elements, in turn, are composed of varying combinations of the resources listed earlier.

The notion of adequacy in assessing the quality of instruction might thus be described as dealing with individual goals and needs, a body of knowledge, and organizational structures which bear directly on the "measurement" of information, materials and facilities, advisement, and -- not the least -- teaching. This is all summarized in Figure 1.

In Figure 1, the question is one of adequacy. Let's ask the general questions as posed by reference to the three correlates of instruction. Then we shall pose some representative questions regarding specific components of instruction as they relate to these referents.

Were goals and needs met or approached sufficiently?

- Was sufficient information available?

- Was the advisement sufficient?

- Was the teaching adequately matched to the individual's needs?

- Did the materials, devices, and facilities adequately facilitate learning -- in short, was the environment right?

Was the body of knowledge transmitted by the department representative?

- Was the information representative of the field of study?

- Was the advisement sufficiently relevant to the field of study?

- Did the teaching adequately transmit the necessary body of knowledge?

- Did the facilities, materials, and devices adequately facilitate access to the body of knowledge?

Was the organization of the department sufficiently structured to facilitate instruction?

- Was the department organized to make data and information sufficiently available (e.g., via courses, libraries, working papers, etc.)?

- Was the department organized sufficiently to provide for adequate advisement expertise and advisement time?

- Was the department sufficiently organized to provide for adequate teaching (techniques and content)?

Obviously, a much more rigorous investigation of the actual "resources" associated with each of the four components of instruction used above would lead to many more precise questions for determining the adequacy of instruction.

But adequacy is not enough. If academic departments are to be viable. they must be competitive, and to be competitive, they must be willing to excell, to provide "exceptional treatment." By providing exceptionalism, a department is caught presenting "one man's pudding and another man's poison." But in the case of graduate study, the "pudding" aspect is emphasized.

Like our analysis of adequacy in the quality of instruction, exceptional treatment can also be analyzed in terms of individual goals

and needs, a doby of knowledge, and organizational structure in the department. In the case of individual goals and needs, the question is one of suitability on a personal level as well as adequacy on a general level -- e.g., to what degree were individual goals and needs treated with excpetional care? In the case of a body of knowledge, the question is one of leading the field in some way(s) -- e.g.,was the body of transmitted knowledge specialized in a useful and unique way? In the case of the department's organizational structure, the question is one of optimizing the allocation of resources -- e.g., have teaching loads and advisement loads been matched to faculty strengths in the best possible mixture? These types of questions could also be addressed by using the elements in Figure 1.

But the types of questions asked seek responses from particular groups who, by virtue of their "expertise" -- whether as acknowledged and certified practitioners, as consumers of instruction, or because of some other unique qualification -- can provide judgments about the issues in quality instruction. The perspectives that consumers, practitioners, and qualified others can bring also relate nicely to the three referents of adequacy. Individual goals and needs seem to be in the domain to be addressed by both students and their advisors. The body of knowledge being "housed" and transmitted by the department seems to be a topic for department faculty to address, as augmented by the perceptions of outside experts, alumni, and (perhaps) employers. And the organizational structure of the department seems to be a question worthy of the attention of both students and faculty. This is all summarized in Figure 2.

Given perceptions by these "experts" on these areas of concern, the correlates of quality instruction might be suitably "measured," and, given powerful information such as this, departments, colleges and other units within the university might more realistically attend to the issue of raising the quality of their instruction.

Figure 1

Adequacy in terms of... Correlates of Instruction	...leads to "measures" of the adequacy of... Components of Instruction	and Related Resources
Individual (student) goals and needs	available data/ information	(men, messages, materials)
Body of Knowledge "housed" and transmitted	advisement	(techniques, messages)
	teaching	(techniques, messages)
Organizational Structure of the Department	materials/devices, facilities	(settings)

Figure 2

Information sources regarding the correlates of instruction

Correlates of Instruction		Information Sources
Individual (student) goals and needs	--	students, advisors
Body of knowledge "housed" and transmitted	--	faculty, outside experts, alumni, employers
Organizational Structure	--	faculty, students

Appendix E

INSTRUCTIONAL DEVELOPMENT - WHOSE JOB?

Albert E. Beilby

Intern

Curriculum Development Institute

Syracuse University

INSTRUCTIONAL DEVELOPMENT - WHOSE JOB?

Albert E. Beilby

Syracuse University

Prepared for 25th Communications Convocation of the New York State Educational Communications Association in cooperation with the Division of Research and Educational Communications of the New York State Education Department.

November 7-10, 1972

ABSTRACT

Instructional Development -
Whose Job?

Albert E. Beilby
Syracuse University

The author suggests that educational technologists should advocate the evolution of classroom teachers into instructional developers and suggests roles for the educational technologists that would facilitate such evolution.

A dual approach of improved in-service training and pre-service curricular is suggested as a means of training teachers in the ID process.

INSTRUCTIONAL DEVELOPMENT - WHOSE JOB?

Albert E. Beilby

Syracuse University

> "The overriding goal and purpose of the field of educational technology is to facilitate and improve the quality of human learning." (Ely, et al, 1972)

The above statement is a quotation from "The Field of Educational Technology: a statement of definition," appearing in the October '72 issue of Audiovisual Instruction. The article, a culmination of the efforts of leading educational technologists under the leadership of Donald P. Ely, promises to be a landmark for our field.

I chose to open my presentation with that statement because I want to make it clear that a number of professionals believe that our overriding goal is to facilitate and improve the quality of human learning. As so often is the case, we tend to lose sight of this larger goal occasionally as we pursue enabling goals such as providing service to teachers and administering resources.

Improving the quality of human learning is a difficult task at best. Many approaches are offered, but no one can say with certainty which one works. Some will say the use of television or a combination of audiovisual media is the best way of improving the quality of

learning. Others will cite individualized instruction, or flexible scheduling, or voucher plans, or open classrooms, or...but the list could go on and on. Let me make a major assumption at this point: the "single" best method of improving the quality of human learning is through the use of instructional development (ID). I hope many of you will agree with the assumption. It excludes none of the means previously cited nor does it exclude any approach to improving the quality of human learning that I can imagine (unless it's a non-systematic, haphazard approach which, I suppose, some might argue is the best).

There are many "definitions" and approaches to the ID process. Yet, when you "sugar it off," as our Vermont friends would say, you can define the ID process rather simply (although we should remain cautious of oversimplification). Let me define ID as follows: 1) It is the application of the system's approach to the recognition and solution of an instructional-learning problem; 2) It is primarily an attempt to individualize and personalize learning; 3) It is the consideration of a vast array of resources and the selection of the one(s) best suited to the learning process; 4) It is evaluation of the products and processes that emerge.

I will not attempt to define ID any further than this. You may say it is an incomplete definition, but I invite you to add your own permutations.

There can be no doubt that our field is vitally concerned with the ID process. We have seen one of our major journals, Audiovisual Instruction, devote two full issues to ID in 10 months' time. We have also witnessed the recent formation of the Division of Instructional

Development within AECT. Such trends indicate we are fast adopting the ID process as an integral part of our field. I question the wisdom of that adoption, and today I want to caution us against it.

I expect that in this room we have a wide range of talent and expertise in the ID process. Some of you may not see yourselves as instructional developers. Some of you may desire to be instructional developers and have perhaps already made some initial attempts at ID, and some of you are truly expert in the ID process. Regardless of your expertise, it is your interest in ID that concerns me.

Let me now reveal an outline for this paper. It is an advocacy paper. I have already stated my contention that our overriding goal is to improve the quality of human learning. I have also stated my contention that ID is the best means of attaining that goal. The balance of this paper will deal with, first, the prediction that we will--and perhaps already do--look on the ID process as our private domain; second, I will hypothesize that we, as educational technologists, cannot reasonably do justice to all the work that must be done in ID; third, I will present my major proposition that in order to improve the quality of human learning, we must actively seek to divest ourselves of the major role in ID and encourage classroom teachers to adopt the process as a major part of their repetoire; fourth, I will offer some ways by which this task might be accomplished; and, finally, I will discuss how such action might affect the role of the eduational technologist.

Let us deal first with my prediction that if our field continues to act in the near future as it has in the recent past, we will embrace--

if we have not already done so--the ID process as part of our heritage and exclusive domain. Why should that be a problem? Let me describe an incident from our recent past; a phase in our short history perhaps familiar to most of us.

Sometime in the mid-sixties, some librarians and some media support personnel began to get a little "edgy" in each other's company. Nervousness and suspicion grew on both sides until it reached some hysterical high about 1970 with the publication of a pamphlet called "Crisis in Instructional Technology" (Timpano, 1970). In this pamphlet, some of "our people" attacked some of "theirs" for infringing on "our" territory. Sure enough there was a crisis, but an unnecessary one, precipitated perhaps by librarians unsure of what they were seeking, but blown all out of proportion by instructional technologists who succumbed to what Robert Ardrey (1966) describes as the "territorial imperative." Some echoes of this battle are still with us, as witnessed in an article (Eshleman, 1972) appearing in the June 1972 issue of Educational Technology. This article implies that librarians and educational technologists are of such disparate types that they cannot and -- perish the thought -- should not even begin to think that there might be some duplication of effort. The Eshleman and Timpano publications are just two examples of educational technologists protecting their "turf."

Protection of territory or domain is not particularly bad. After all, the physicians and attorneys have been doing it successfully for many years. However, it has been demonstrated (Elliott, 1971) that some of the logistical tasks of the support and supply functions, as described

in Jobs in Instructional Media (Hyer, et al, 1970), should more appropriately fall within the domain of the librarians. Most educational technologists I have encountered appear to agree. At some leading institutions educational technologists are training librarians in basic media skills (e.g., Auburn University and Arizona State University). In short, no defensible rationale existed for "protecting" our domain from librarians. Yet it happened. It could happen again, only this time the "prize" might be ID and the antagonist could be the classroom teacher. Such a confrontation could have serious effects on our field and on the quality of human learning.

I contend that serious concern about improving the quality of human learning demands that we do all we can to encourage classroom teachers to assume the major portion of the ID task. My rationale for such a statement is simply this: We have in this country some 45,000,000 students and more than 2,000,000 teachers in elementary and secondary schools (NEA statistics). The task of applying ID to all instruction and learning is simply too vast to be accomplished by any army of instructional developers we could realistically expect to produce.

The problem is essentially one of economics and time. School systems cannot afford to hire all the specialists required to successfully apply the ID process to all learning situations. We don't know what an ideal ratio of faculty to instructional developers is, but I think we could agree that it should be considerably better than currently exists. Saying that, we're talking about a great deal more money than school systems are able to supply.

Now, I don't doubt for a minute that it might indeed be possible for our special interest groups (ID specialists) to exert propaganda and sure to enact special legislation or to form public attitudes that would force such monies to become available. However, I'm categorically opposed to such efforts. Such proposals call to mind those astute firemen from steam powered locomotives who, noticing the absence of shovels in diesel engines, gave birth to featherbedding. It also calls to mind the practices of the American Medical Association in restricting the numbers of men who could enter the medical profession, thus precipitating a national health crisis. Any such action -- even though "everyone does it," and they are "political realities" -- indicates a lack of professional integrity and a lack of concern for improving the quality of human learning. Such acts would irreversibly increase the cost of education. So, although schools might afford a group of ID specialists through some alteration in the present scheme of things, I denounce that approach and will continue to do so until someone can prove to me that it is demonstrably superior.

Now, if schools can't afford to hire an adequate number of ID specialists, we have -- as I see it -- only two remaining possibilities for improving the quality of human learning through the application of the ID process. First, school systems can continue functioning with their one or two or three or four full-time, professional instructional developers. In that situation the educational system is faced with a problem of time. For the limited number of instructional developers to service all learning situations at an institution would require a

number of years. In addition, courses could require continuous revision adding to the workload and time required to service an institution's curriculum. The logistical problem is overwhelming. Of course there is the possibility that there will be many courses on the market that will have been developed through the ID process. Perhaps teachers can simply select the best of these programs. There are several problems with the concept: first, "one man's meat is another man's poison," that is some teachers don't agree with, or want, what others produce. Second, who will act as an information clearning house on what's available and who will rate that material and rate it critically? Third, how can schools afford the wide variety of packaged programs when they find it difficult to afford textbooks and supplies? Fourth, recognizing that textbooks have been marketed all these years, that there have been "bummers" and that the average life of a textbook may be five to ten years, can we expect anything different resulting from substituting, for textbooks, materials developed by the ID process? Fifth, will teachers buy those weird, complicated-looking packages that sometimes result from ID? Wouldn't they rather use something they're comfortable with...something like a textbook?

Marketing of materials produced through ID has not yet proven wholly admirable nor successful and I entertain little hope of its imminent success.

Let's re-examine my case thus far. I have claimed that maintaining the current ratio of instructional developers to faculty will result in insufficient and inefficient ID. I have also claimed that increasing

the ID staff to a sufficient number (admittedly unknown) would be prohibitively expensive. It appears therefore that a third alternative for utilizing ID to improve the quality of human learning is necessary. I believe that the third alternative would have at its core, the precept that existing staff within the educational institution must adopt the ID process. In effect, I'm saying that classroom teachers must evolve into instructional developers. This may imply that people who are now instructional developers will evolve into something else. I'll return to that one at the end of the paper.

As I see it there are essentially three ways in which the classroom teacher might acquire the ID process. One way would be for teachers to work with an instructional developer improving the courses they teach. Another way a teacher might acquire ID skills is through in-service training. Finally, teacher preparation programs could contain ID philosophy and skills in the pre-service curriculum.

Expecting teachers to pick up ID skills by way of the first approach, by observing and working with instructional developers, presents two problems. One is that such an approach to the problem could only affect a small number of the 2,000,000 teachers in our public school system. The second problem is that teachers who engage in such an approach could rarely exploit the instructional developer's full talents. It's unlikely that these teachers could adopt a philosophy or process of ID with such a limited exposure.

The second approach by which teachers might acquire the ID process -- via in-service programs -- has been used with mixed results. It is

certainly a more deliberate attempt to foster ID skills and merits our careful attention.

The concept of in-service training is a good one. I suspect that some of you have conducted in-service workshops for teachers. The in-service approach lends itself t certain concepts and activities. However, as currently structured and perceived, in-service programs do not constitute an adequate vehicle for training teachers in the instructional development process. One apparent reason is that in-service programs typically lack the inherent structure that allows for mastery of objectives which require more than superficial awareness. Louis J. Rubin (1971), Dean of Nova University tells us that practitioners in education, as in any other endeavor, must engage in repeated practice of the skills they wish to acquire. Typical in-service programs do not allow for such practice. Robert N. Bush (1971) of Stanford University also accuses in-service programs of lacking rigor and of being frequently irrelevant to teachers' needs. He goes on to say that sufficient time to engage in a program and an opportunity to use (practice) the training are two elements frequently lacking in in-service programs.

There are other problems with in-service training programs. While they are ideally designed to provide opportunities for teachers to increase their teaching skills, in-service programs are often used as a method for arbitrating advancement on the salary schedule. They are also a route out of the classroom, often promoting to some other capacity the teachers they are purporting to help. And further, they are temporary rescue missions for overcoming pressing crisis situations

(Edward J. Meade, Jr., 1971). It would appear then, that with these shortcomings, in-service programs are unsuitable for training teachers in the ID process. However, each of the writers just cited suggests that the concept of in-service training could be restructured (Rubin, 1971; Bush, 1971; and Meade, 1971). Such restructuring might make in-service programs suitable for training teachers in the ID process.

We, in fact, have an example of a restructured in-service program in the Instructional Development Institutes (IDI's). The IDI's which have been funded by OE to the tune of approximately $800,000 this fiscal period, seem to be a bright spot in the ID and in-service pictures. The IDI's do not fit everyone's concept of an in-service program. Teachers are granted release time, and they receive instruction intended to increase skills. Beyond that, there are some discrepancies between what is typically perceived as an in-service program and the IDI concept of an in-service program. Most of us view in-service programs as a one evening/weekend session, or as several evening/weekend sessions spread out over a week or a month or a school year. An IDI, on the other hand, is an intentensive week-long, 8 hour-a-day experience. Also, while in-service programs are typically viewed as being solely for the teachers, the IDI plan calls for involvement of the school administrators as well. Some people who work with the IDI program prefer to think of it, not as an in-service program, but as a form of continuing education. This may be an euphemistic attempt to avoid past associations. Regardless of its label, an IDI provides participants with initial skills and competencies for applying instructional systems principles and the concept of individualized

instruction to the teaching process. The success of the IDI varies depending on whom you talk to. It is my impression that the IDI is at least a qualified success. It does train teachers and administrators of a school system in the ID process. How well these people are able to apply these skills when they return to their own school and how well they are able to influence other teachers, is something which has not yet been determined. However, at this early date, there are indicators that the IDI may work well as an in-service approach to training teachers in the ID process.

Thus far we have considered two possible ways that teachers might acquire ID skills: from observing an instructional developer at work -- a generally unsatisfactory method, and through in-service programs -- a sometimes satisfactory method. I would encourage the use of validated in-service training courses, such as the IDI, as one approach to providing ID skills and concepts to teachers. However, in-service training programs -- as important as they are -- are essentially a band-aid approach to the problem. Dwight Allen and Robert Mackin, respectively Dean and Assistant Dean of the School of Education at the University of Massachusetts, point out (Allen and Mackin, 1970) the area of preservice staff preparation, or teacher prep, as the area where perhaps the greatest single impact can be made. They suggest that efforts for change must extend beyond the schools and into the arenas of teacher education. The third approach to providing ID skills/concepts to teachers, then, is to make the ID process a major part of the prospective teachers' curriculum. It is on

that approach that I would place most of my marbles. Pre-service teacher education has long been criticized and the relevancy of current methods courses have been questioned (Allen and Mackin, 1970). Training in the ID process could be conveniently substituted for the deadwood in the current pre-service programs.

Currently, there is no commitment on the part of any teacher training institution to train their teachers in the ID process. There are a number of institutions that provide training in some skills related to ID. Washington State University trains students in writing objectives and in the use of media and the systems approach, the University of Iowa does too. So do a number of other colleges and universities. But there is no concerted effort being made to train teachers in the use of the ID process. And teachers are ready! The New York Congress of Teachers (formerly NYSTA) and the California Teachers Association have encouraged teachers to participate in IDI's and have even conducted them. Teachers are negotiating for softer issues; salary demands are going to become less prominent. Teachers are demanding more autonomy, more respect and authority, and are looking for ways of demonstrating their competency and importance. Demands for time to develop curriculum materials are becoming more common, and I suspect that demands for skills in ID will arise in the near future.

Having looked at ways that teachers might acquire skills in the ID process, it seems that the most effective approach would be to install the ID process in curricular programs for teachers. Since this approach will satisfy only those new teachers emerging from colleges

and universities, it should be accompanied by quality in-service programs such as the IDI. A single thrust would be less satisfactory. An in-service thrust alone would be always a little bit behind, and the program would be continuously playing "catch up." On the other hand, a thrust designed only at changing pre-service curriculum would not provide for collegial support in the home school. This is an important consideration.

But why do I tell people in educational technology all of this? So you'll have time to run out and change jobs? Nothing quite so dramatic. The change I've suggested can take place without our cooperation, but it would be a slower, more difficult change with, perhaps, detrimental side effects. I hope that what I present here today will not result in hardened attitudes about "protecting" ID functions for our field, but rather I hope to inspire an approach tendency toward helping teachers become Instructional Developers.

Those of you entering into or practicing ID needn't fear for your job. I believe the change from ID performed by educational technologists to ID performed by classroom teachers is unlikely to occur within the next 25 years. It's a big world, there are lots of traditional thinkers and many pockets of resistance. Something greater than 25 years is a more realistic time frame. Through the period of transition, the educational technologist as instructional developer will be a critical figure in education. He will be needed to train teachers and to develop instruction. Beyond that period of transition, there will still be a need for the instructional development specialist, that is, the educational technologist as instructional developer. The instructional development specialist will be necessary to train teachers in the process.

He will be needed to explore ID approaches and theory, or do research, and to test new methods in ID. Instructional development specialists will also be needed as central figures in some form of support service to teachers. I believe each institution or school district or geographic region will need support services in ID; perhaps in the form of some central agency to which teachers can bring their sticky problems. The major role for such an agency of skilled instructional development specialists would be to act as a quality control point; an uninvolved party to play Devil's advocate and to keep instruction "honest," rigorous, and meaningful; in short, he will be needed as an evaluator. I see the future role of the educational technologist-instructional developer as a challenging and rewarding one. He will need to sharpen his skill, and act as facilitator for the new breed of instructional developers who will evolve from the teaching profession.

Why am I telling you this? To develop an approach tendency toward such a future, yes. And more. There's a political issue that must be faced. I believe that there will be people in our profession who will sound alarms at the thought of a "takeover" of the ID functions by teachers. There will be teachers who will pale at the thought of being "pushed out" of the schools by instructional developers. Eventually larger organizations must get involved. Professional organizations, teacher credentialing agencies, state education departments and others. Competency based standards for teachers will need revision. Many as yet unseen forces may come into play. For these reasons, this organization - NYSECA - and AECT, particularly the Division for Instructional Development, should consider the proposal I have made --

that teachers should become skilled in the ID process -- and endorse it as a goal.

I like to think that my remarks today are reflections on evolution. On the evolution of the classroom teacher to teacher-instructional developer and on the evolution of our field. Evolution is an inevitable process. We must consider how to face it and how to use it. We must keep in mind that as we evolve, we must choose whether to have as our overriding goal and purpose to facilitate and improve the quality of human learning or whether it is more important to protect the role of instructional developer from encrouchment by the classroom teacher.

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Appendix F

PRAXEOLOGICAL CURRICULUM DEVELOPMENT:

A Case for Futures Invention Methodology

Constance Leean

Intern

Curriculum Development Institute

Syracuse University

November 20, 1972

CONTENTS

PRAXEOLOGICAL CURRICULUM DEVELOPMENT:

A Case for Futures Invention Methodology

Constance Leean

Introduction/Rationale

The nature and thrust of this paper will be one of advocacy; that is, presenting a convincing argument based on a personal stance toward the subject. Evidence which seems sufficient to give credence to a particular point will be marshalled. Assumptions and value stances will be explicated and hopefully clarified throughout. Given this approach, the case for a Futures Invention Methodology in Curriculum Development is only as good or valid as are the assumptions upon which it is built. I am therefore open to questions and comments about the "worth" or "truth" of these assumptions.

The paper's structure is basically divided into two sections:

(1) Contemporary curriculum development - which will look at some emerging needs assessment in the curricular realm, raise the question of what is curricular change, look at some essential questions curriculum developers need to address in developing any new curriculum, and finally, describe various contemporary conceptual models emerging from curricular planning;

(2) Futures invention related to curriculum development - which will look at the futures invention process as different from other futures methodologies, describe what the futures invention process adds to other contemporary curriculum processes, describe a conceptual model for doing futures invention in curriculum development, briefly discuss some implications for the role of a curriculum developer using a futures invention methodology, and suggest some further researchable questions in this schematic. Statements which synthesize the argument for futures invention in curriculum development will conclude the paper.

The audience that I'm particularly addressing in this paper are those persons who call themselves "curriculum developers," whether they describe themselves as involved in structuring series of intended learning outcomes (Johnson, 1967), or the cultivation of total educational improvement (Oliver, 1965), or providing learning opportunities which will help all students reach full potential (Hanna, 1962).

My intention in this paper is to take an overall, but serious, look at the contemporary field of curriculum development theory, clarifying its emerging themes and relating these themes to an advocate perspective called "futures invention." In doing so, I intend to point out where the contemporary curricular constructs reveal a weak link in their often unexplicated stance toward the future. I will then propose what I feel would strengthen the curricular constructs - the conscious and systematic use of a futures invention methodology.

Section One

CONTEMPORARY CURRICULUM DEVELOPMENT

What are presently perceived needs in Curriculum Development?

With the dearth of criticism and judgments about the schooling process from within and without education today, it seems that every time one picks up a book or journal article on education there is another writer's assessment of "the education problem." The same is true in the field of curriculum. Needs assessments are found in abundance. There are those like Trow (1971) who see the need for educational "renovation," or processes for bringing the archaic school into the 20th century, and those like Hirsch (1967) who see the need for "inventing education for the future." Gagne's (1970) needs

assessment points to several emerging issues in the social and educational realms, all indicating that curricular change is urgent. Some of these are: the changing nature of our society; national dedication to equal educational opportunity; the need to relate individual goals to relevant learning; the erosion of a shared set of values; the diminution of expected standards of competence in basic skills. He feels that a broad theme running through these indicators is that our educational system needs to respond imaginatively to the fact of diversity among people and values in our society.

Shane and Shane (1970) take a look at emerging societal developments in the early ascent stages as indicators that the future of endless potential is overspilling and pouring into the present and already is impacting on curricular change. Some of these emerging developments are: the emphasis of and priorities for the education of very young children; the massive influx of students into higher education; education becoming continuous; life spans increasing appreciably; leisure becoming a bore, a problem, and finally an actual danger; extensive supplementary schooling carried on at home; schools and libraries becoming learning and dissemination centers; the modification of personality with drugs; the genetic control of birth defects and hereditary factors.

There are other educators who are doing needs assessment by looking at some realities of the present educational setting. Goodlad (1968) presents an inventory which takes a hard look at where we are in the educational enterprise. The following represent his claims:

1. Very little relationship between success in schools and the demonstration of virtues stated by educational goals; i.e., creativity, leadership, personal maturity, family happiness.

2. An unwillingness or inability to state purposes of schools or specific instruction.

3. No sound pedagogical base for predetermining when subjects should be taught and in what grade.

4. Much curriculum justified on grounds of habit and tradition.

5. The separation of subject areas presenting profound problems of choice.

6. Pedagogical revolutions only in local settings, not nationwide.

7. Innovations intended to create broad change are often tacked on to existing courses and organizations.

8. Not enough experimentation with the notion of school as an educational instrument for exploring and innovating.

9. Teacher education not on the forefront of change, but far behind.

10. An underlying assumption that the task of schools is to implement a host of educational innovations after they have received credibility and proven worthy by regional labs, R & D Centers, etc. (pp. 49-51)

Though many of these appear to be rooted in some profoundly different notion that people have about the purpose of education and the functions of schools, (rather than directly related to curriculum) they are stated as examples of the wide disparity between innovative educational goals with its accompanying rhetoric and what are actual realities of the slow moving, largely conservative enterprise called schooling.

What Change Actually Signifies Curricular Change?

Oliver (1970) talks about the fields of curriculum and instruction having a "praceological" outlook - that is, relating planning and decision-making to action. Once a decision has been reached on what ought to be done, the necessary strategies for implementing are described and tested and the results are evaluated. But perhaps the tough question is not whether curriculum development is action-oriented, but what kind of action or change is initiated?

Burns and Brooks (1970) claim that curricular change isn't as prevelant as people would like to think. According to them, the last major curricular change in our country was in the 1920's when vocational education was added to the liberal arts. They refer to changes such as programmed instruction, computer assisted instruction, team and micro-teaching and educational T.V. as evidence of technological improvements in methods and hardware, but not of curricular changes. Of more significance is the development of curriculum designs worthy of these modern technologies, they claim. Even the efforts since the 50's at improving math, biology, science, secondary English and the development of preschool and special education haven't gone far enough.

> Learners need to know the methods, the ways - the processes - by which factual information, once gained, is transformed into generalizations, concepts, principles, and laws. Learners need to know how to learn, how to use what they've learned, and how to communicate about what they have learned (Burns and Brooks, 1970, p. 5).

Oliver (1965) labels curricular change which is unworthy as curriculum "tinkering" rather than curriculum development. "Tinkering" occurs when curriculum is reviewed in order to be revised, added to, and re-installed. On the other hand, "curriculum development" is the planning of total educational environments which involve developing a functional educational philosophy, studying pupils and their environment, keeping up-to-date on ways to improve instruction, involving many groups in cooperative action and carrying on evaluation.

According to Goodlad (1966), curriculum change goes through periodic cycles with persistent themes continually reappearing under three basic headings: (1) concern for organized subject matter; (2) concern for the

learner's total educational diet; and (3) concern for man himself. He describes three presently emerging themes and comments critically on them. One re-occuring theme is discipline-centered curriculum with its present day curriculum builders being physicists, mathematicians, historians and its emphasis on concepts and modes of inquiry. His criticism of this approach to curricular change is that it is often done without serious attention to determining what are the specific objectives of the school in relation to the objectives of the curriculum, usually developed outside the school by remote and impersonal curriculum planners. A second theme Goodlad call total curriculum which seeks to balance and match the learner with his materials and find common denominators between subjects. Ways to accomplish these goals is to teach interdisciplinary concepts or teach intellectural processes common to several related disciplines (i.e., observation, classification, inference, prediction). He feels that this theme leaves out the ways of thinking about organized knowledge which further develop concepts and practices of specific fields. Despite many historical pitfalls, humanistic curriculum, the third theme, stays with us in its attempts to encourage individual success and growth. Goodlad feels that this theme will increase in intensity and priority and will become the overall impetus for designing curriculum to meet the need of this century. However, pitfalls must be overcome, he claims. Among them is that teachers need more training in humaistic techniques, not just receive well-designed learning packages; not everything can be taught at any stage; love is not enough to help students reach full potential; and curriculum ideas must receive political support in order to become legitimized and widely implemented.

What are Questions and Concerns Which All Curriculum Development Processes Should Address?

The generation of such a list of questions and concerns to guide curriculum

developers implies some general agreement among educators on the aim or purpose of education upon which conerns are based. Although it appears that such general agreement is not evident, I will base these questions on an advocate, or "oughtness" stance. Taking Goodlad's prediction that there will be more wide-spread adoption of humanistically-based curriculum, I will use Carl Roger's (1968) preface to Designing Education for the Future: An Eight State Project.

> I see the facilitation of learning as the aim of education, the way in which we might develop the learning of man, the way in which we can learn to live as individuals in process. I see the facilitation of learning as the function which may hold constructive, tentative, changing, process answers to some of the deepest perplexities which beset man today. (xiii)

Keeping in mind that "facilitation of learning" implies an emphasis on process with the use of content tools, I submit the following questions which curriculum developers in any field should address suring the planning stages of any new curriculum.

1. Why do I think it's important for students to know or experience this content or activity?
2. What are my values on this issue or content and what are the values of others who are affected by this curriculum?
3. If students had this new information or experience, how would it affect their behavior? Is this desirable?
4. What is the range of alternative contents which could be used in achieving my goal or aim? Which of these would communicate best with the types and ages of students I'm dealing with?
5. What are the possible consequences of using any of these possible alternative contents? Which ones are desirable?
6. What indicators would I accept that learning has taken place?
7. What are the capacities and competencies of the learner which he brings to this learning sequence?

8. What learning activities are valuable for the learner to experience regardless of content or goals (e.g., value clarification, problem solving, syntheses, group encounters, etc.)?

9. How will this new curriculum affect the future growth and development of each individual learner?

This list is not meant to be exhaustive, but to demonstrate the range of concerns which should be seriously dealt with before designing and implementing new curriculum. From these questions one can see several basic conceptual modes which help to clarify one's intentions and goals in curriculum development. These concepts range from rationale (#1), philosophy of education (#9), antacedent characteristics of learners (#7), value clarification (32), choosing from among alternatives (#4,8), consequential analysis (#3,5,6,9), and transfer of learning ($8).

In the second section on the application of futures invention methodology to curriculum development, I will demonstrate how these conceptual guidelines are used in a futures context.

To complete this section on contemporary curriculum development, I will describe some contemporary conceptual models in the field of curriculum, pointing to their basic philsophical emphasis. In the second section of the paper, I will also demonstrate how a futuristic conceptual framework adds the essential perspective of time to such conceptual planning processes.

Contemporary Conceptual Frameworks in Curriculum Development

The need for a conceptual framework, described by Tyler and Herrick (1950), is to give direction to the application of the knowledge advanced in fields related to teaching and learning. Taba (1962) further describes such a framework as one that "identifies the elements of the curriculum, states what their relationships are to each other, and indicates the principles of organization

and the requirements of that organization for the administrative conditions under which it is to operate" (p. 421).

Several organizing frameworks have been developed in curriculum throughout the last 20 years and have facilitated the planning processes of such curriculum development. One of these is Tyler's model, developed in 1947 (Figure 1), which stresses the importance of philosophy and learning theory as screens to cull out inconsistent and unimportant tentative objectives.

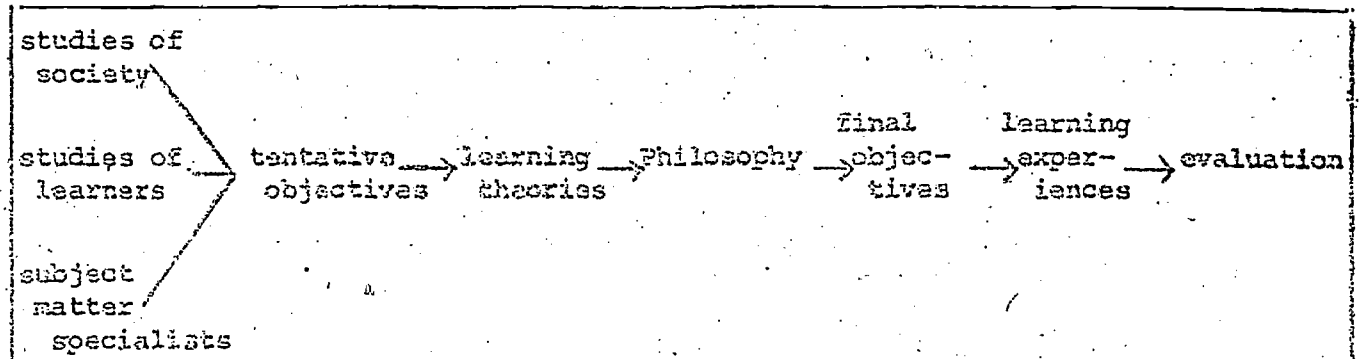

Figure 1: Conceptual Framework (Tyler) for Curriculum Development

Another conceptual model is Taba's schematic (1962), extended from a design by Herrick (Figure 2). She organizes objectives, selection and sequencing according to chief decision points, the considerations that apply to each decision and the relationship which exists among them.

Another conceptual approach to curriculum development which looks at the sources of curriculum places its emphasis on a problems-centered approach (Hanna, 1962). She sees the task of the curriculum developer as providing learning opportunities for all children, to fulfill their potentialities, and to prepare them for an unknown future. The three bases of curriculum - nature

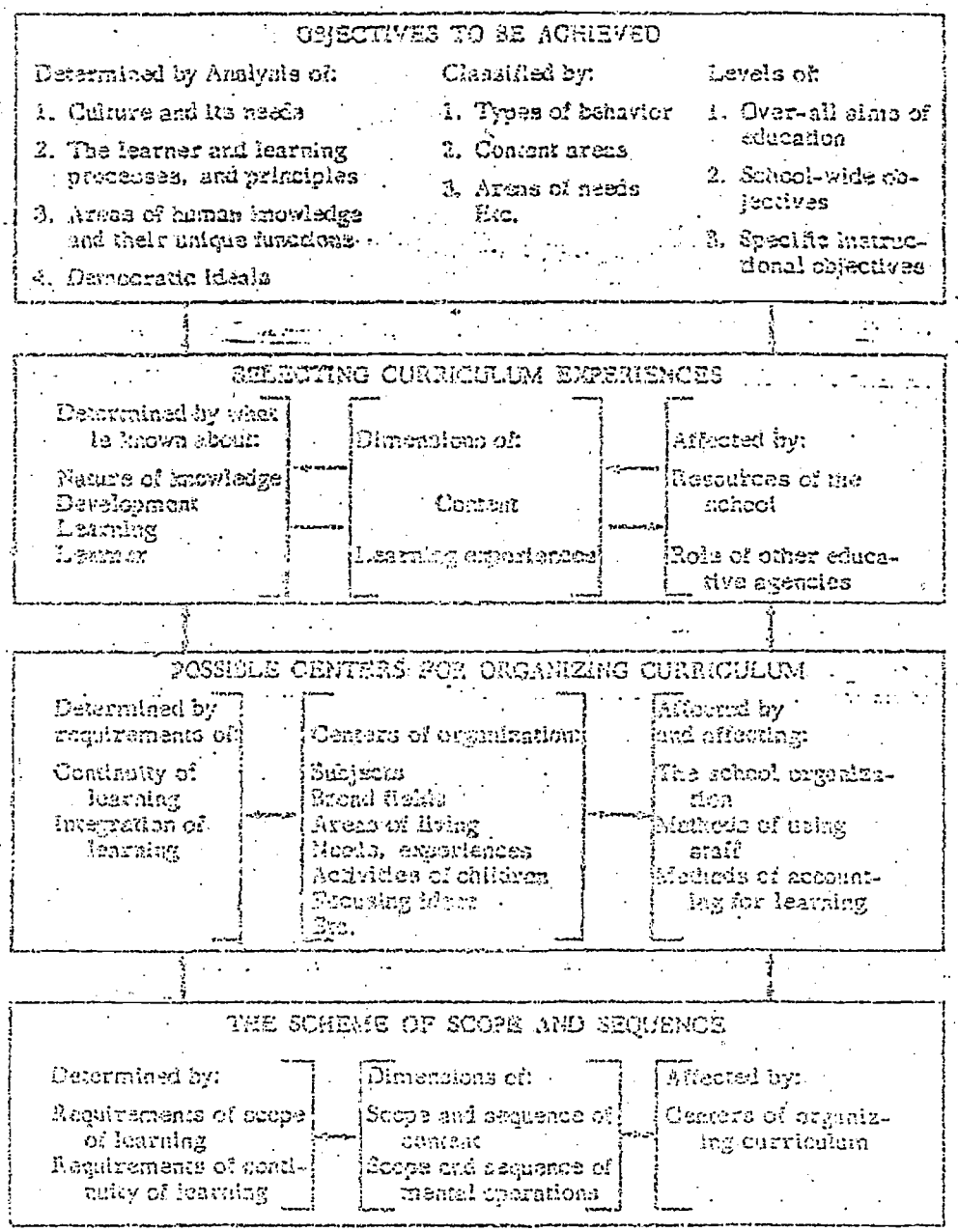

Figure 2: A model for curriculum design (Taba).

of society, growth characteristics and concerns of learners, and the values of the culture - would all focus on important concepts and provide problem oriented approaches which will free the learner to discover new meanings about himself and his environment. She sets down 12 categories which she recommends as the scope of a problems-centered curriculum, based on her perceptions of present societal needs:

1. nature of change
2. population expansion and mobility
3. science, technology and automation
4. interdependance
5. role of government
6. intergroup relations
7. international relations
8. conflicting ideologies
9. culture and cultural change
10. conservation of resources
11. human behavior and personal development
12. conflicting values (p. 70).

A more contemporary model, proposed by Emans (1966), places a great deal of emphasis on the concept of values as guiding the choice of desirable learning outcomes. Although other curriculum theories (Phenix, 1958), (Herrick and Tyler, 1950), (Tyler, 1947) have placed some emphasis on the general nature of values, Emans claims that surprisingly little specific consideration has been given to this concept. His conceptual design (Figure 3) places values in the center of a concentric framework, demonstrating that values underlie all curricular decisions and bind together the parts of model. This assumes that values as conscious guides for behavior need to be harmonious with the other elements of physical environment, the learner, the content, educational objectives, learning experiences and evaluation procedures. Emans explains that the values in the first three rings — society, the learner, and content-orient the curriculum developer toward consideration of what ... isting societal and educational values which receive strong endorsement

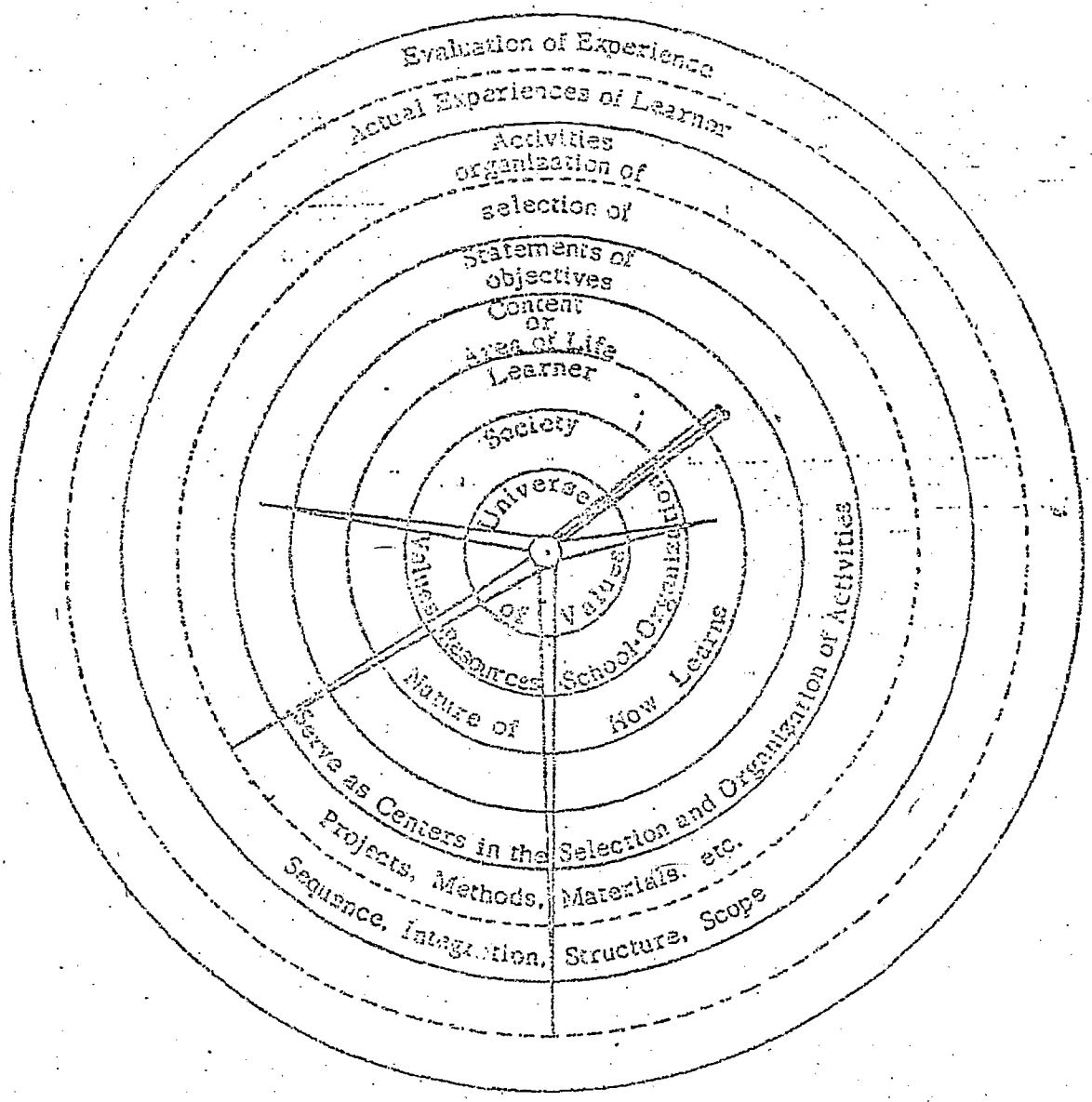

Figure 3: Proposed conceptual framework (Emans).

from the educational community. He feels that unless the values perceived as important in a curriculum do not receive strong endorsement from a large influential segment of the community, they are ineffectual guideposts for curriculum development. The values which have passed through the three inner rings, or value screens, become expressed as desirable behaviors in the outer three rings. Just as in the first three rings, these value choices are subject to assessment and change in light of new understandings or demands of any of the other rings. In other words, as the values emerge from the universe of possible values and pass through checks and clarifications, they may either gain strength, be modified lose strength or abort as a result of the synamic influences within each ring. Besides emphasizing the importance of values as they relate to curriculum development, this model visually demonstrates the necessity for multiple criteria affecting curriculum decisions. It appears to deal deliberately and thoroughly with the range of concerns generated on pages 7 & 8, although there seems to be little concern for futuristic questions as they relate to values in the "future tense." For instance, is it possible and desirable to select from the "universe of values" some values which might be considered important to upgrade or modify for the future of society and the learner? Section two will deal consciously with that question.

Section Two

FUTURES INVENTION RELATED TO CURRICULUM DEVELOPMENT

> The future of the nation and of our educational system is whatever the American people decide to make it, whether they are guided by habit, or wisdom, or fear, or caprice, or good will, or sheer desperation. More than ever before in our history. the task is not so much to guess where we will most likely be, but to decide where we would most like to be (Bickner, 1967, p. 61).

The intention of this section is to describe a futures process construct called futures invention in light of other futures methodologies, and in light of what the process adds to contemporary curriculum processes, a conceptual framework for doing futures invention in curriculum development will be described. Finally, some implications for the role and training of futuristic curriculum developers will be briefly discussed.

Two Modes for Studying the Future

There seems to be widespread uncertaintly about what the term "future" means, among futurists, as well as non-futurists. This is evidenced in the differing modes of inquiry people have been using in addressing the future. There appear to be two basic modes or methodologies for studying the future - the analytical, or scientific and the explorative, or intuitive. Some techniques which could be placed in the analytical category are extrapolative, trend analysis, and systemic modeling. Some common denominators appearing in these methodologies are concepts that the future is "knowable," future patterns observed in the present can be quantified as to probability of occurance and impact, and future projections can be used as rationales for preventing undesirable trends or adapting to very probably trends.

Other techniques which demonstrate more concern for intuitive thought and subjective decision-making are Delphi and ORPHIC (Organized Projectied Hypotheses for Innovations in Curriculum)consensus models, scenario construction, and futures invention.

Although this paper will not dwell on the intricacies, merits and weaknesses of each of these futures techniques, it would be helpful to present a brief glossary which familiarizes the reader with these terms.

extrapolative futurism - does historical analysis and extrapolates, or pulls out, patterns and cycles of change in historical events and predicts how they might look in the future.

trend analysis - analyzes emerging trends in society, determine a rate of change and development, and projects this mathematical equation into future expectations.

systemic modeling - the most comprehensive, systematic analytical method which determines emerging social problems, develops them into societal factors (population growth, food production, death rates, quality of life) which can be set into an interactive model to test the impact of the manipulation of one on the others.

Delphi concensus - uses the judgments of "experts" in gaining a concensual opinion on what are possible and desirable future events by the utilization of a systematic feedback model which avoids face-to-face encounters.

ORPHIC Consensus - an adaptation of Delphi for educational purposes of (1) exploring numerous possible educational futures, (2) selecting the best possible futures among them, and (3) development of models for helping achieve desired educational goals.

Scenario construction - the use of intuition and creative writing styles to present a description of a goal in a future context in order to examine whether the goal and is consequences are desirable and worth agressing toward.

futures invention - a series of intuitive and rigorously critiques exercises which posit a desirable goal in a long term future, examine the values inherent, the intended and unintended consequences, and develop a scenario explanation of sufficient events (working backwards in time) which bring about the goal.

I will base the considerations in this half of the paper on my value choice of the second mode of futures inquiry, the intuitive, because the methodological approach in this category seems to demonstrate a more realistic perception of future than the ones in the scientific mode. By this I mean that the intuitive approach sees the future as being significantly different from the occurrances of the past and the observations of the present. As Gideonse (1968) has stated:

> "There are several ideas it is important to keep in mind when thinking about the future. One of these is the desirability of getting into the habit of thinking of alternative futures rather than the future. The point is simply that there are many choices available to us at any given point in time. Each of these can lead us to quite different outcomes and, therefore, quite different futures (p. 352).

He further states that therefore there is a need to carefully examine and choose which future to act toward. This process of conscious decision-making based on a desirable goal is the concensus of a growing number of other people in the fields of curriculum (Jennings, 1971), (Kimball, 1967), (Shane, 1971), (Broudy, 1971), (Joyce, 1971), and in the realm of futurology (Green, 1971), (de Jouvenel, 1967), (Ziegler, 1972), (Bickner, 1967), (Foerster, 1971), (Toffler, 1969). As de Jouvenel (1967) has said, there is an order to desires and intentions as there is an order to determining facts.

> Our understanding of human affairs would be badly limited or even deformed if we confined ourselfes to the order of facts, and ignored the order of intentions. Knowing myself as a cause, I contemplate various effects: Situated where? In the future... If my efforts are sufficient, I shall find my construct "standing" tangible and actualized when the right time comes... I shall do everything in my power to make my particular design a certaintly in fact (p. 30).

When I choose the intuitive futures model, I am saying that beside believing that there are alternative goals to aggress for, the process of doing <u>that</u> is, in itself, a goal. As Shane (1971) has stated, it is a planning <u>of</u> the future, not <u>for</u> the future, and in so doing, one is involved with other individuals in a deliberative attempt to create or invent a commonly held desirable future. Therefore, the actual process of group planning, clarification, support and concensus also becomes a desirable goal.

<u>What are Present Efforts at Relating Future-Planning to Curriculum Processes?</u>

> It is both possible and desirable to create a methodology for educational change and improvement. In other words, it is hypothesized that the present status of curriculum development can be made appreciably more significant through <u>future-planning</u> (Shane, 1971, p. 186).

Although the concept of futures planning was virtually unknown prior to the middle sixties, the notion is now emerging in education as well as being

widely utilized in the business, political and military realms. From the Office of Education, which is investing about $1 million in educational policy research and planning centers at Syracuse and Stanford, to the eight state curriculum study on Designing Education for the Future, to the proposal for ORPHIC (Organized Projected Hypotheses for Innovations in Curriculum) projects (Shane and Shane, 1968), it is evident that futures planning in education is becoming an important priority for allocating educational resources.

Assuming that ORPHIC is the most recent and detailed conceptual model for relating futures-planning to curriculum I will briefly describe its basic elements and then show how the futures invention methodology adds a different dimension. The basic tenets of the ORPHIC strategy are: the process for encouraging cooperative decision-making; arriving at reasoned judgments after consequential analysis; and deliberately planning a future among futures. Shane describes five possible phrases in this future-planning process:

1. an interdisciplinary trend census - careful speculation by qualified persons on possible develops and probability of occurance in fields with a bearing on future curriculum planning.

2. a social consequence projection - based on trend-census data, determining positive or negative values of possible social, technological, or biological developments and potential importance to education.

3. a probability-difficulty analysis - judging the probability or difficulty of bringing about or impeding a probable forecast according to the future deployment of time, energy, and money.

4. scenario writing - exploring hypothetical sequences or events in order to examine and evaluator possible curriculum changes

5. milestone appraisal and report - periodic assessment of the tentative, emergent decisions (supported by the first four steps) according to whether they promise to improve education in the U.S.

The language and concepts used in ORPHIC - such as "projection," "trend census," "Qualified persons," "probability analysis" - indicate its strong leaning toward tend analysis as a starting tool in future planning. Once a trend is judged to be very probably by qualified persons, and its consequential impact and influemce on education is conjectured, then curricular decisions can be made to either impede or enhance the forecast. This assumes that education has, or can have, a direct impact on societal developments. It also assumes that education can anticipate in advance how to meet the estimated future needs of the culture. Both of these assumptions can be questioned if one uses the data of the past and present to prove that education is basically a "follower" of societal changes, not the "initiator." However, such claims made by Shane and others provide a provocative challenge to educators to begin to debunk the modern fatalistic myth that the movement of our technical society is beyond the domain of everyone but the scientific experts or the powerful few. I strongly believe that a pre-requisite to <u>any</u> effective futuristic planning is to disclaim the ' ...feeling that our future is determined for us by the autonomous course of a super-human agency, whose god-like nature is acknowledged by the reverent use of the capital: Technology" (de Jouvenel, 1969, p. 219). The stance toward the future which supports this myth could be called passive or adaptive. De Jouvenel believes that this kind of stance is a hangover from the days of superstition, and appears to be more primitive than the primitives, because at least <u>they</u> made idols of natural forces <u>outside</u> their control and understanding. In demythologizing this myth of Technology, educators and curriculum developers need to become directly involved in <u>shaping</u> deliberate human

plans and decisions. A futures perspective in curriculum development means, therefore, the assessing of alternative goals and implementing clear cut priority decisions on the worth of the chosen goal. This assumes several process skills similar to the five phases described by Shane. They are: clarifying the range of options (with more emphasis on "desirable," rather than "probable"); clarifying what each option can and can't do; attaching some value judgment to each option; judging the most worthy according to societal and individual needs; suggesting and implementing practical ways of obtaining that priority goal; and knowing what to evaluate in order to make further decisions.

What does "Futures Invention" add to these Emerging Curricular Constructs?

First, "Futures Invention" is a methodological tool emerging in the area of futuristic planning and being developed primarily by Warren Ziegler at Syracuse's Educational Policy Research Center. In order to point out how it can enrich the other curriculum constructs such as Eman's value model and Shane's ORPHIC process, the following basic tenets are described:

1. The process of involving people in futures planning or invention is a good and desirable goal in itself.
2. Intended outcomes from the process-goal are:

   - that people see themselves as worthwhile individuals having wisdom and confidence for making reasoned decisions from among alternatives.

   - that individuals become clear about their value stances in the present in light of possible value shifts in the future.

   - that individuals clarify which goal among many they as individuals and/or groups feel committed to and can aggress toward.

- that individuals and/or groups select or create practical strategies for getting from the present constraints to the desired future goal.

- that individuals become skilled in assessing and evaluating terminal and process goals according to intended and unintended consequences to other individuals and institutions.

3. Creative planning, in education and elsewhere, involves the utilization of an inventive[1] stance toward the future, rather than exclusively preventive[2] or adaptive.[3]

4. Planning, preceeded by a careful analysis of its purposes and intentions, is desirable.

5. Planning is more responsive to futuristic needs and goals if one plans from a "future-present-moment stance"[4] rather than a "past-present-moment stance"[5].

When one compares these tenets of futures invention with emerging curricular constructs like the Eman's and Shane models, some basic differences come to light. The implied futures stance in Eman's value model seems to be adaptive; that is, determing what society's values (basic and emerging) are and designing curriculum to meet or adapt to these. Also, in Shane's ORPHIC process, there is an implicit adaptive stance (inferred from the heavy stress on trend analysis) which seeks to know what the future will be like, rather than what it should be like.

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[1] Ziegler's term (1972) that man's intention and agency is capable "of making social, institutional invention which intervene in the present to bring about a more human/humane future." (p. 10)

[2] Ibid. "Represents the behavior of individuals and institutions when confronted with a forecast which describes so disastrous a future that action is taken in the present to render the forecast false." -- often reflects crisis-planning reaction. (p. 8)

[3] Ibid. "Represents the behavior of individuals and institutions when confronted with so powerful a forecast that it is likely impossible to prevent the forecast from occuring" -- instead one intervenes in the present to change behavior to adapt to that future state of affairs. (p. 9)

[4] Planning in the present which is informed and guided by the future goal or intention.

[5] Post facto correction of a state of affairs after a plan has failed or needs to be revised.

Both Emans and Shane suggest that the processes they advocate be engaged in by "curriculum workers" (Emans) and "qualified persons" "specialists" and "professional educators" (Shane). This differs with the futures invention method which purports to be a useful tool for anyone who desires to invent his own personal or group (task-oriented group invention) future. Although futures invention involves rigorous intellectual or cognitive processes (usually associated with trained professionals) these are based not on content or knowledge about a subject, but upon awareness and clarification of one's own values, goals, priorities and competencies.

Some similarities between the Emans, Shane and futures invention models are: the strong emphasis on clarification of values in both Emans and futures invention; the stress on consequential analysis, conjectured scenario writing, and periodic assessment at key decision points in both the ORPHIC and futures invention processes; and the operationalizing of the awareness that one makes decisions from among many possible alternatives found in all three constructs.

To summarize, the futures invention methodology enriches or adds several features to the two curriculum constructs most similar to it in the following ways:

1. It begins the planning process from a "future-present-moment stance" rather than determining present needs or trends (which are stretched out into a "surprise-free future - Kahn and Wiener, 1967.)

2. It selects reasoned intentions or goals, rather than reasoned trends from among alternatives.

3. It asserts that anyone who desires to be involved in the process is eligible, regardless of "expertise."

In the words of a distinguished physicist, Heinz Von Foerster (1971):

> At any moment we are free to act toward the future we desire. In other words, the future will be as we wish and perceive it to be. This may come as a shock only to those who let their thinking be governed by the principle that demands that only the rules observed in the past shall apply to the future. For those the concept of "change" is inconceivable, for change is the process that obliterates the rules of the past (p. 38).

How does one Design Curriculum from a "Future-Present-Moment Stance?"

The following conceptual framework is presented as a visual representation and is an adaptation of Emans' concentric design and Ziegler's pedagogical futures invention process. In its present form, it is tentative, evolving and open to modification. My intention is to walk you through the Tripartite circles, pointing out the function of each ring and giving examples, in so far as possible, of what types of curricular decisions might be found in each.

Figure 4 represents the first stage in applying futures invention to curriculum development. In the center of the design is the range of universe of possible future intentions/goals in any particular field of interest or professional commitment. In a curriculum development effort, the parameters would be any desired curricular change deeded to be important in the long-term future. "Long-term future," referring to periods of time beyond five years or so, is an important and necessary time concept in futures invention because with any time less than five years, one finds it difficult to freely conjecture, held back by the sometimes overwhelming constraints of the present and its near-future trends. A method

which facilitates the conscious spelling out of this universe of intentions/goals is to ask each person (assuming there is a working group or task force in the developmental process) to generate a question about a future concern, idea, value in the curriulum domain which represents that person's serious conjecture of what will be important and desirable in the long-term future. For instance, "How can curriculum in 1980 reflect the need for facilitating individual cognitive styles?" or "How should educational environments in 1984 be designed to provide continuous learning for all ages?"

In the 2nd ring the group focuses on several desirable future concerns from among the many suggested in the preceeding exercise. To look more concretely at these concerns, or possible goals, individuals might each take a possible goal and develp it briefly into a "mini-scenario," a brief description of what the goal looks like after it has occurred. Writing styles suggested could range from a news event, a journal entry, a letter to someone, a memo, etc. These "field of events" would represent the tentative description of individual goals as "not-yet-occurred-state-of-affairs" (Ziegler, 1970).

Rings #3,4, and 5 represent three initial clarifying processes, or "screens," through which the tentative goals poass and become modified, if appropriate. Ring #3 involves the clarification of one's personal values and society's predominate values in the present in order to look at reasons for positing a presently unfullfilled goal in the future. Similarly, ring #4 looks seriously at possible shifts in personal and social values in the future, according to perople's perceptions of societal changes, personal life style changes, priority shifts in education, etc. Toffler (1969) in a

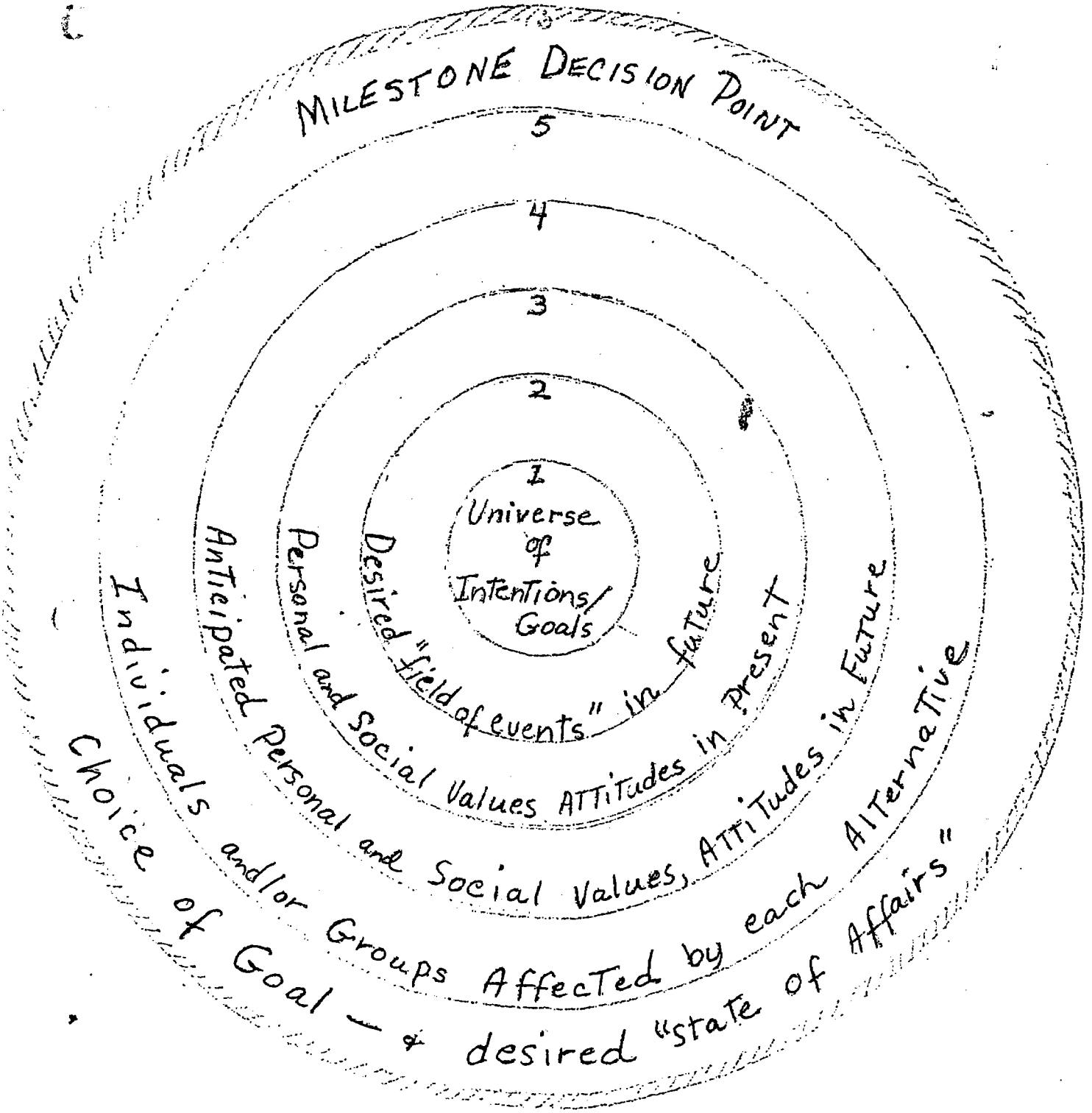

Figure 4 - First Phase

preface to Values and the Future makes a strong case for the development of a new profession of the future - Value Impact Forecasting. He feels that major shifts in value systems might happen often within a life time and should be taken seriously into account when planning curriculum for the future.

> This acceleration of value change is one of the most dramatic developments in the entire cultural history of the human race. It shatters the presumed identity between one generation and the next. It makes untenable the assumption that the values of future generations will resemble our own, and also makes it impossible to predict future values by simple straight line projection (p. 2).

Strategies for value clarification can be utilized from Value Clarification: A Handbook of Practical Strategies for Teachers and Students by Simon, Howe and Kirschenbaum, 1972. Another screen for the tentative goals is ring #5, which examines the possible events according to who are the individuals or groups impacted upon and how they are affected by the goal. This is the first in a series of consequential analyses and determines who are the "act-ors," or agents of change, and who are the "act-ees," or receivers of that change. Value judgments might need to be made also at this point about the worth of the goal if it is determined that any who are involved in the event are negatively affected.

Ring #6 represents a milestone decision point, at which time a choice is made on a specific desired "state-of-affairs" - goal according to the group's reasoned concensus. This decision then becomes the center or focal point for the next phase.

Figure 5 represents the second phase of the planning process and eals with fleshing out the desired goal according to more "academic" screens of

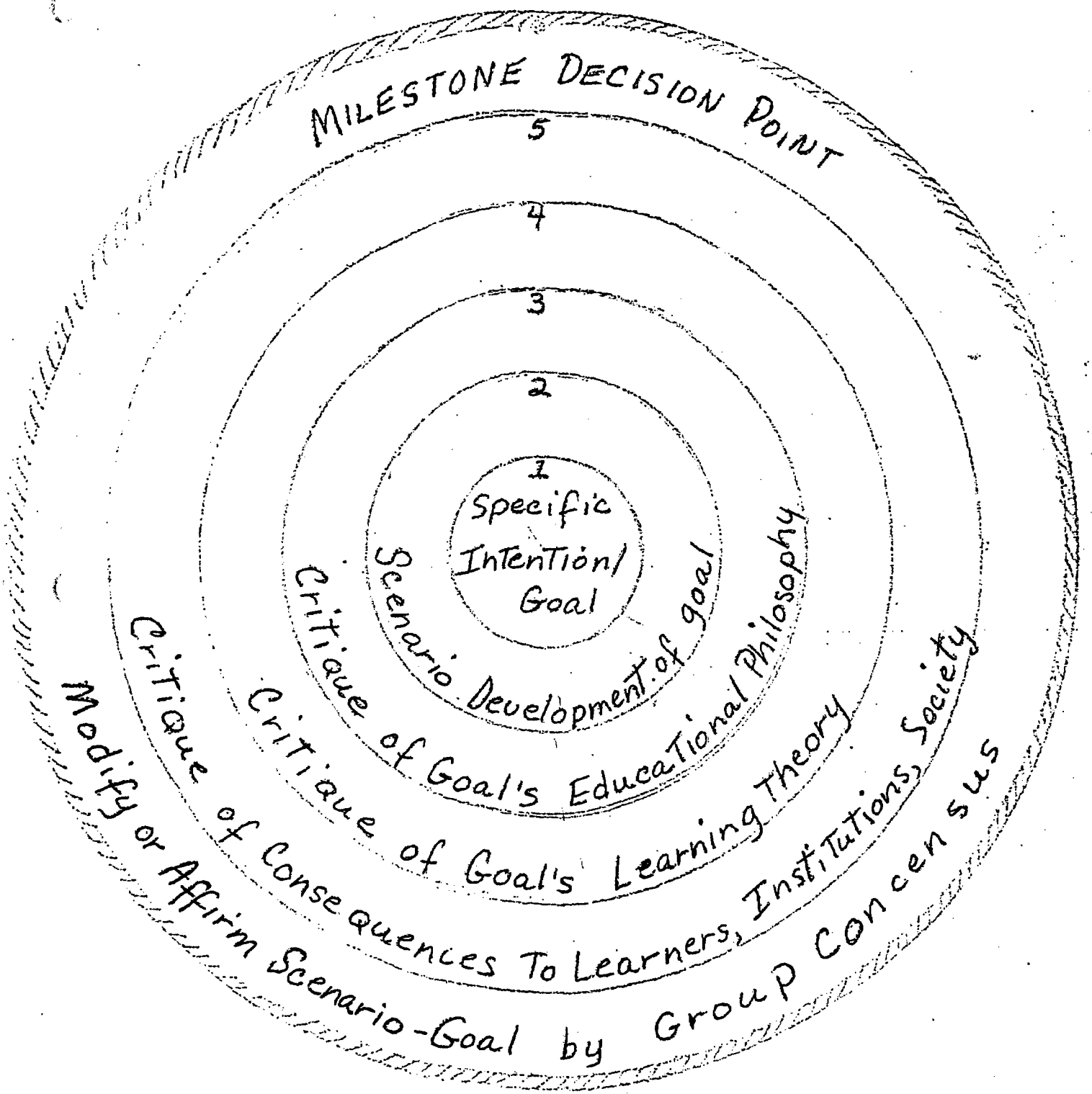

Figure 5 – Second Phase

educational philosophy, learning theory, and consequences to learners and institutions. Ring #2, "scenario building," involves a more detailed description of the desired "state-of-affairs." It might spell out activities, physical environments, emotional atmospheres resources, media or technology involved, organizational structures, personnel involved, etc. Then rings #3 and 4 clarify what implicit assumptions are being made about educational philosophies, learning theories, and the like. The group would then decide whether they can accept the scenario in light of these assumption, or whether the goal needs to be modified. Ring #5 involves a critique of the scenario according to anticipated and unanticipated consequences to the learners, the educating institution, the family, and other societal elements deemed to be relevant. The 6th ring again represents a milestone decision point when the group adopts, by concensus, the scenario-goal. Tgis goal then becomes the center of the last circle phase.

The final concentric construct (Figure 6) represents the movement of the future goal back to the present and its accompanying strategy steps for implementation of the refined goal. In ring #2 the group (individually, or together) chooses significant, but sufficient (rather than necessary) events or decision points from among a universe of possibilities in order to attain the final goal. The process is one of working backwards from the description of the final goal to the present - a "futures-history" of sorts. Finan (1963) states that the technologist, differing from the scientist, must start with a rigorous description of the desired end or set of events and work backwards through an inventive analysis to describe

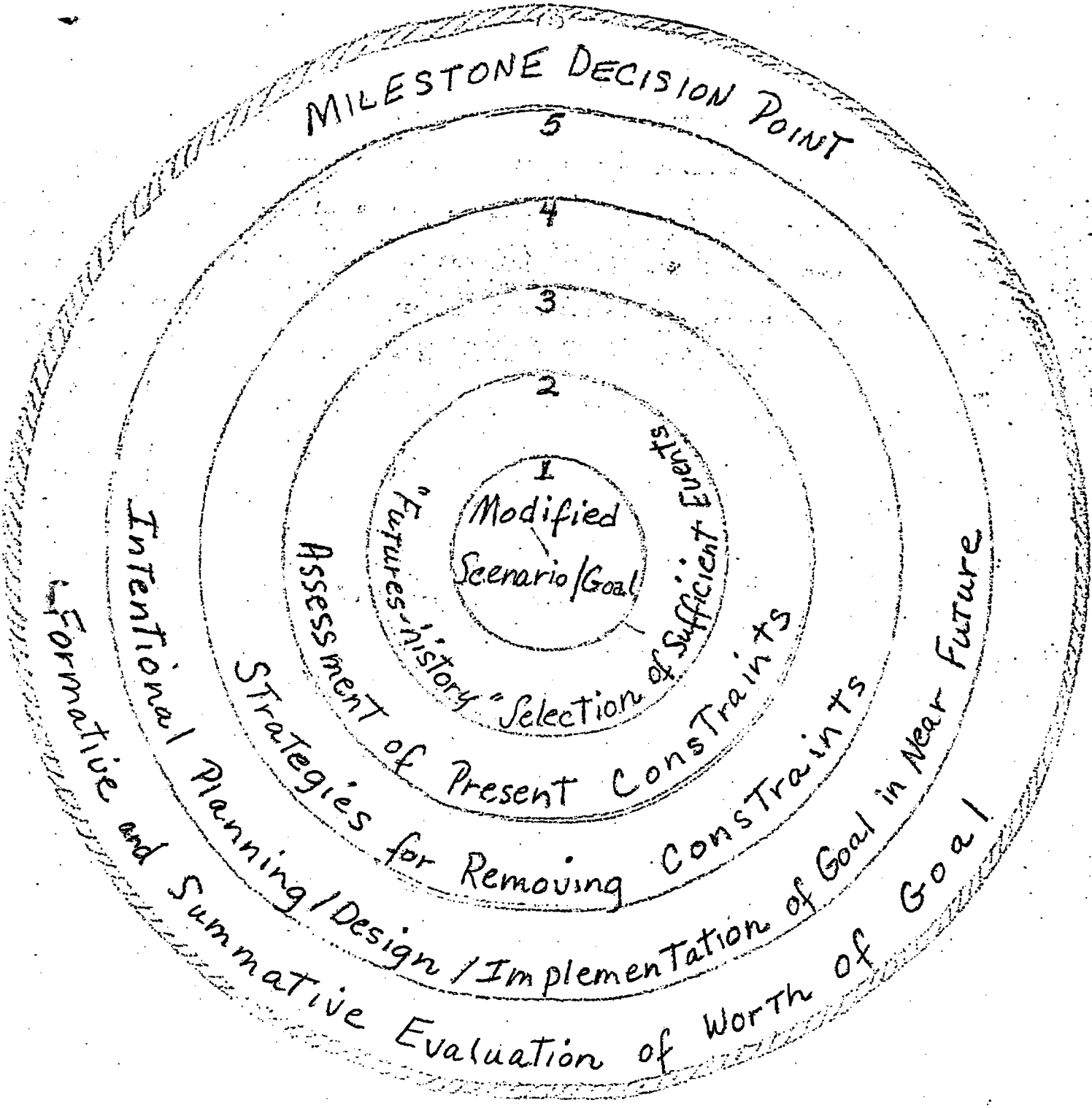

Figure 6 - Third Phase

a set of independent events most likely to produce a desired set of dependent events. The "sufficiency" notion is more realistic than a "necessary" or "straight-line" causal notion, since there is no certain causal relationship between events in the future. De Jouvenel (1967) speaks about having "sufficient certainty" which is certainty sufficient enough for one to go ahead with a plan. These sufficient events, selected from a "futures-history" might be spelled out again as "mini-scenarios," describing the particulars of the situation at which they occur. The last sufficient event should be selected and spelled out in the present year in which the group is planning.

Ring #3 involves an assessment of the present constraints which hold back the implementation of the present "mini-scenario." Techniques which could be utilized here might be "force-field analysis," or Sandow's Cross-Purpose Impact Matrix: (1971), which reveals the conflicting goals of people that hinder progress in any direction. Some of the constraints may well lie in the area of values conflict with other people in the educational setting, or with the community, or the larger society itself. Therefore ring #4 involves strategies for removing such constraints - one effort might be the development of strategies for changing people's attitudes, or developing strategies for broadening the range of "acceptable" values within community or societal norms. It might also involve the creation of strategies for changing organizational structures and decision-making authority.

Ring #5 represents the present planning/designing/implementing strategies informed by the intentional future goal. This might involve re-allocation of resources, based on a re-assessment of present priorities,

cost-benefit, and cost-effectiveness considerations (Rivlin, 1971).

The final ring, #6, represents the formulation of formative and summative evaluation designs which will continually assess the movement toward the future goal, and how subsequent data or interventions might adjust the perceptions of the worth of the goal. In other words, in light of new information, opinions, intervening events and priority re-thinking, one might need to modify the original terminal goal - during the process of striving toward it as well as at the end of its attainment.

Who can do this Futuristic Curriculum Development?

It is characteristic for the futures invention rationale to deny the notion of "expert." If the future is knowable only through intentional acts, then anyone who has clarified his intention and has committed himself to acting upon it is a change agent for the future. Of course, it's not that simple. But it is important to really believe that, given some process and clarification skills everyone is a potential futurist. This concept is especially important at a time when multiple publics are demanding the realization of multiple goals in education. Many people in the educational setting, including parents, students and teachers have felt left out of important educational decisions on policy and curriculum. A futures perspective in curriculum development calls for the involvement of these dissatsified publics in helping shape educational futures. The training of these people to outfit them with clarification, imaginative, decision-making skills is indeed a big challenge, especially as one realizes the rigorous cognitive processes implied in the preceeding conceptual framework. Even "curriculum specialists" will need some extra training to equip them to think and plan

futuristically. Although this whole area of training calls for another paper, I will suggest some initial ideas which need to be further developed.

It seems that there is a need to determine what it means to be equipped for dealing with the uncertainties of futures exploration. This suggests some effort in determining personality variables and types of cognitive processes which, at any entry level of futuristic thinking, could hinder or help creative thinking. Some initial resources which could guide such an effort might be: O.J. Harvey's multi-level "belief systems" model (Affective Domain 1970), Mager's analysis of attitudes toward learning (Developing Attitude Toward Learning), De Bono's lateral thinking training processes (Now Think, 1967), Brown's techniques for confluent education (Human Teaching for Human Learning, 1971), and Rath, Harmin & Simon's Values and Education, (1966).

Secondly, there is a need for clarifying simple to complex conceptual tasks related to a futuristic pedagogy. Simple tasks might be related to analyzing what words or images people use to describe the future and what these indicate about the personal fears or beliefs about the future. More complex tasks might be to critique a desired goal in light of personal or social values and constraints.

A third perceived need is for more information and understanding of what types of learning environments, interactive dynamics, reinforcement, technological support would optimize the implementation of future goals into present action.

In light of these initial thoughts, it would appear that the curriculum developer's role could change from total emphasis on planning, decision-making and designing, to that of managing a creative and dynamic planning

process. The curriculum developer as a manager of an innovative, futures-oriented process, with all of its possibilities of crisis and ambiguity management, group interactions and functions, resource coordination, and liaison functions with community, schools and higher education, suggests some training needs which appear to go beyond many presently constructed programs today. Further consideration and research would have to spell out what these managerial components might look like.

SUMMARY

In summary, the "crisis in the classroom" and in education in general is ripe for the planning of major and significant changes. If these changes only represent modifications of present curriculum or "tinkering" with new bits of curriculum, they are doomed to perpetuate the problems. Rather, what is needed is a thorough and deliberate planning process which is informed and guided by the larger picture - future goals and intentions. When a planning group's goals and intentions for the distant future become so clear that commitment to and action toward them follows, then change is purposive, not perfunctory. The futures invention methodology with its "future-present-moment stance" can offer this purposive dimension to curriculum development processes. It can also offer the opportunity for creating strategies to alleviate present constraints by focusing on not if constraints can be removed, but how they can be diminished. Lastly, this futures planning process can provide for the involvement of many interested publics in the educational enterprise by assuring teachers, parents and students that their ideas, their visions, their concerns are valuable and worth considering in developing new curriculum.

Perhaps nothing is more likely to stimulate the learner's thinking about man's personal involvement in planning tomorrow today than his participatory experimentation with ideas - de Jouvenel reminds us that since we can't affect the past or the present moment, we can work only on what is not yet... The future alone is sensitive to our actions (Shane and Shane, 1970, p. 23).

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Appendix G

No. 1-8

AECT

PERSPECTIVES ON TRAINING

Presented by the

Curriculum Development Institute

Syracuse University

April 9, 1973

PERSPECTIVES ON TRAINING

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Syracuse University
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The Curriculum Development Institute (CDI), a three year project, has been funded by the Media Specialist Program, National Center for Educational Technology, United States Offices of Education.

CONTENTS

CDI - And Did it Fly?

Al Beilby

When initially conceived, the Curriculum Development Institute (CDI) was probably seen as a cohesive body of scholars moving rapidly and certainly toward its goal of identifying and designing exemplary curricula for the field of instructional technology. Such a group is illustrated in Figure 1. The program would be three years in length. There were to be 15 interns the first year, ten the second, and five the third. The attrition would be natural; the result of "older" students completing their degree and moving into positions wherein they would propose and implement progressive IT programs.

Fifteen people with diverse backgrounds were selected that first year. Educationally, the interns ranged from first year grad students with a bachelor's degree to students about to obtain approval of a dissertation proposal. Perhaps it was this diversity that was, in part, responsible for the non-congruence between what was envisioned (Figure 1), and what actually occurred. (Figure 2)

First, note that the group was anything but cohesive. Then note the specificity of the goals which — incidently — are not necessarily congruent with the initially expressed goal. The single goal became multiple, consisting of attempts to develop a catalog of media, a description of IT programs across the country, and a "black box" that was to be CDI's presentation at the 1971 AECT pre-conference in Philadelphia.

There was, in this first year, a central core of only seven interns (A thru G in Figure 2), who would agree that they were headed toward the

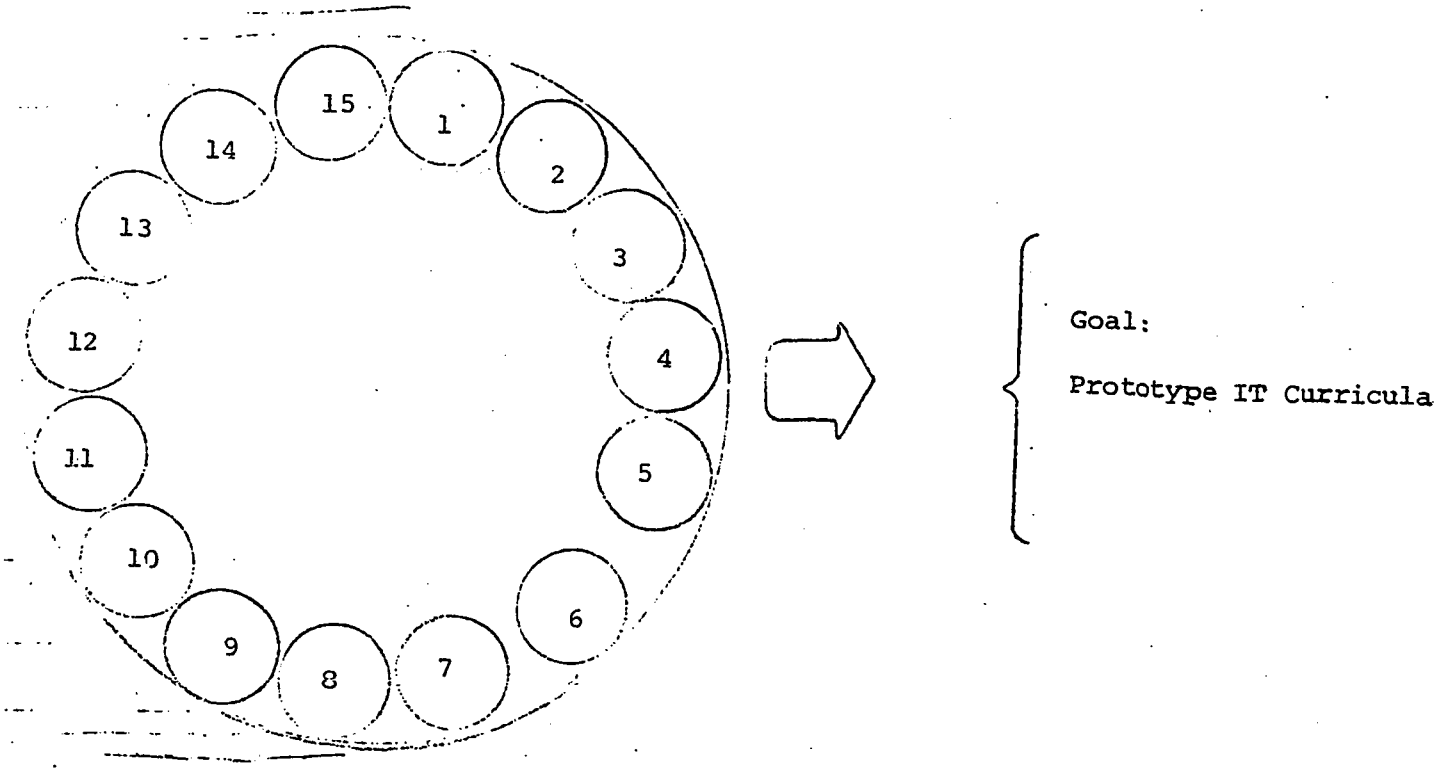


Figure 1. CDI - As Conceived

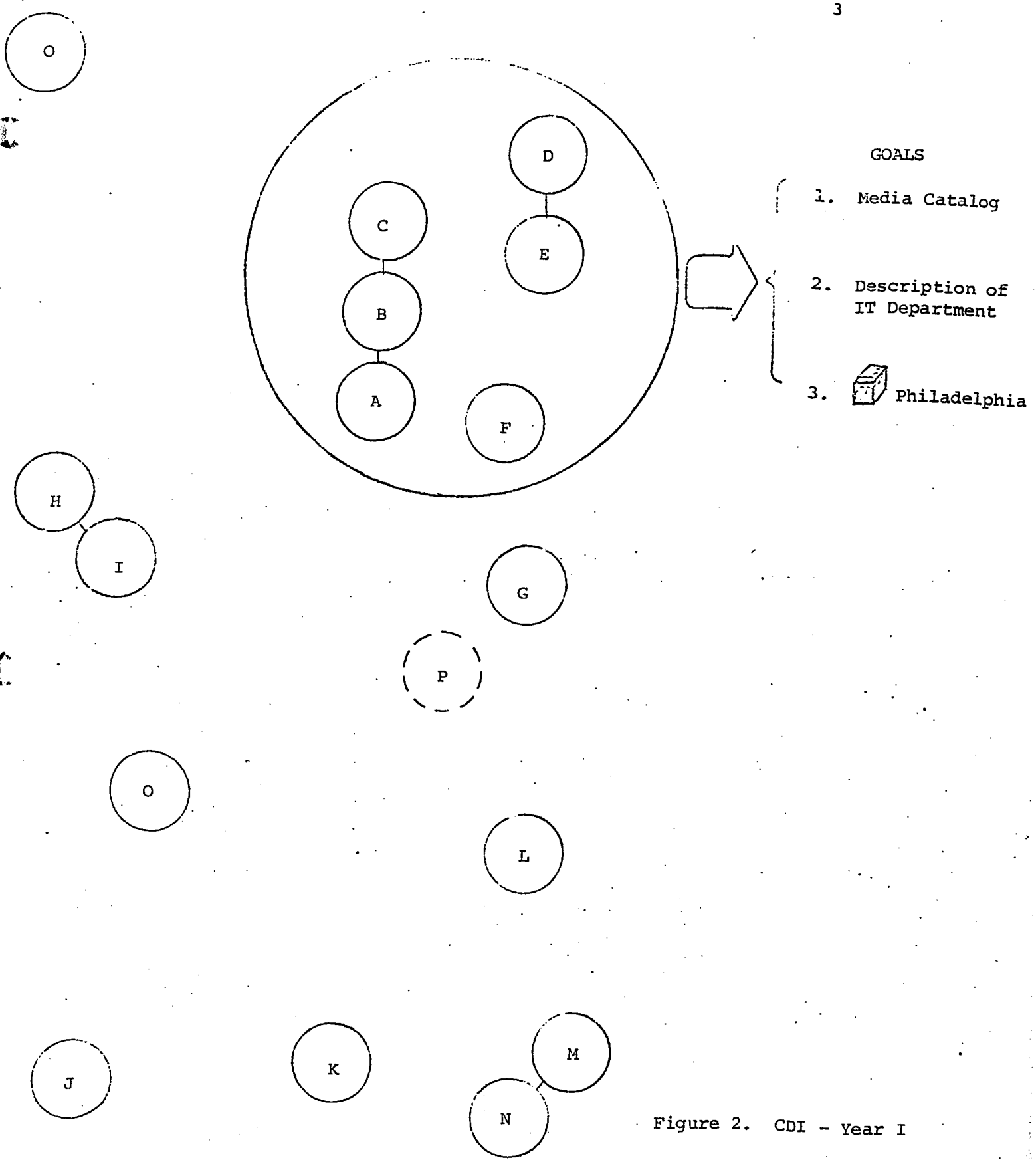


Figure 2. CDI - Year I

expressed goals of the Institute with some degree of enthusiasm and sense of purpose. However, there were two distinct ideologies within this group when it came to the Philadelphia "black box." There was friendly, but serious, disagreement which was evident in the products used to execute the "black box" stage.

The remaining eight people were pretty much a disorganized group with their own agendas. The arrangement in Figure 2 is intended to show the general direction of these eight individuals' efforts relative to the expressed goals. "O" was an older man who couldn't seem to adjust to the general ambiguity and disunity that existed within the group. He terminated at the end of the first year and left Syracuse. Person "I" was similarly affected by the ambiguity. He could best deal with basic research and statistics. He too terminated at the end of his first year. He stayed at Syracuse and is nearing dissertation defense stage. "K" was an interesting person ... he terminated about mid-year and was replaced by "P." "P" in turn terminated with CDI at the end of the first year to work on his dissertation.

Two people from the central core — "C" and "F" — left CDI at the end of its first year, one because he reached proposal stage, the other because of a job offer.

When Year II began, some re-alignment occurred, primarily because the second year focused on a series of regional conferences. To prepare for, and execute, the conferences, the interns were "split" into artificial groups. From my perspective, Year II was a year of the highest highs and lowest lows. The conferences were overwhelmingly enriching experiences for the interns and appeared to unite them in

small groups. However, earlier bonds were still the more effective ones.

As shown in Figure 3, more interns appeared to work toward the goals of the institute during the second year. However, the goals were not the same as the first year's goals. In spite of this greater unity, when it came time for CDI to work as a unit, individual interests got in the way.

Let's examine some of the individuals who were interns during CDI's second year: Happy-go-lucky "J" never became involved in CDI's tasks. He left at the end of Year II with all the credit hours he needed and a job offer. He seemed satisfied. I find "M" and "N" particularly interesting. While they never became caught up in the CDI tasks, they are the only people who completed their dissertations while CDI interns. The completion of these dissertations coincided with the end of the second year.

Looking now at the central core of interns (Figure 3): First, "D," ever the upward mobile, decided to become CDI's representative with an out-of-state organization that was — and is — quite involved with curricular matters in IT. A seemingly logical move, the proposal was approved by the other interns. Almost literally, we never heard from him again. He is now firmly established with this other organization. Perhaps because his closest connection was now gone, "E" left CDI for another program. Since the year was only half over, this move left a space in the program that was filled by "Q." Then "G" left CDI for a future with computers, making a void filled by "R."

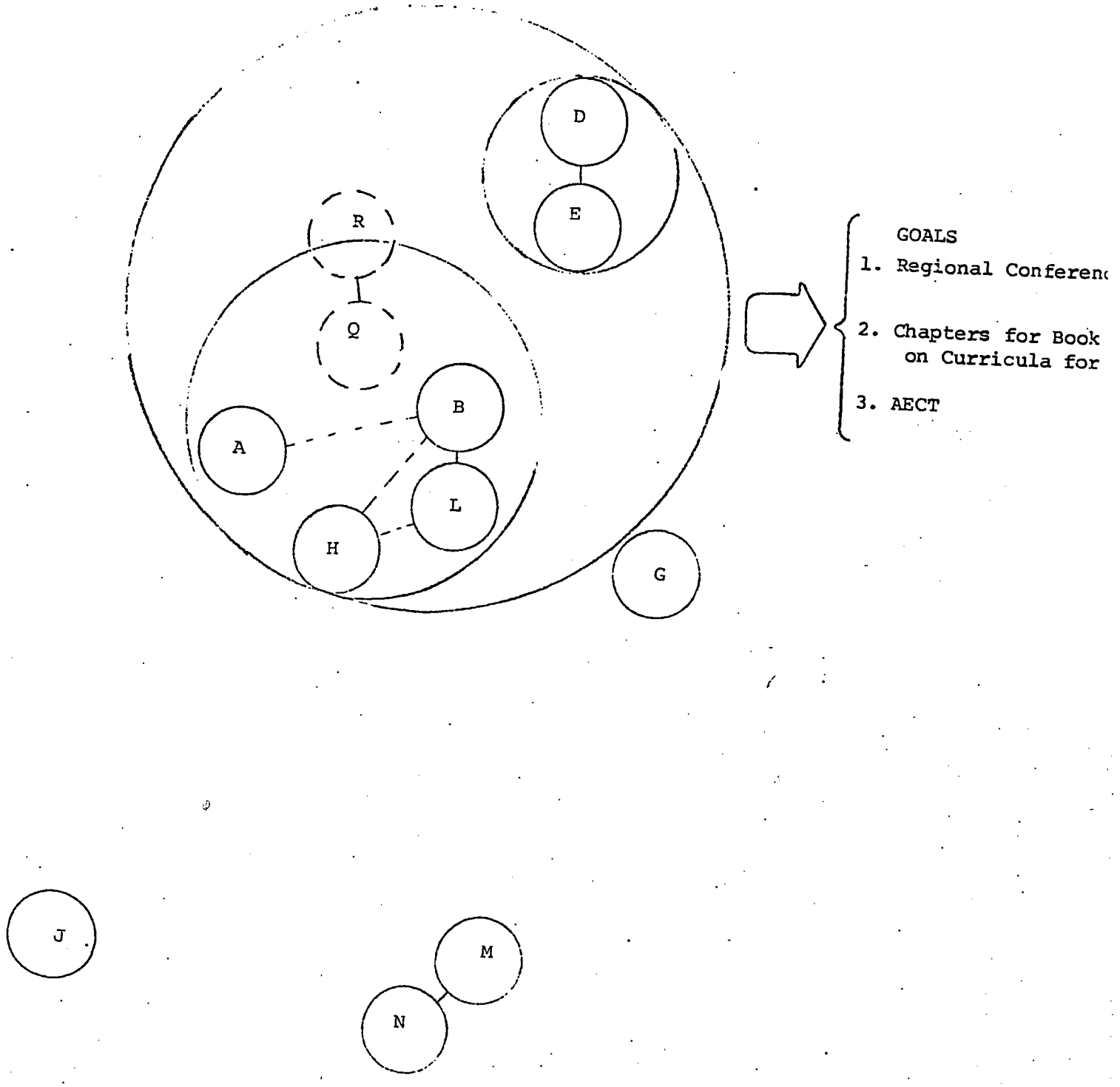


Figure 3
CDI-Year II

Late in the second year, a group emerged that said, "let's involve ourselves in real world curriculum problems." The group (A, B, L, Q, and sometimes R) generated sound and fury but little else. Nevertheless, this group did some thinking and some talking that probably influenced the activities that occurred during CDI's third year.

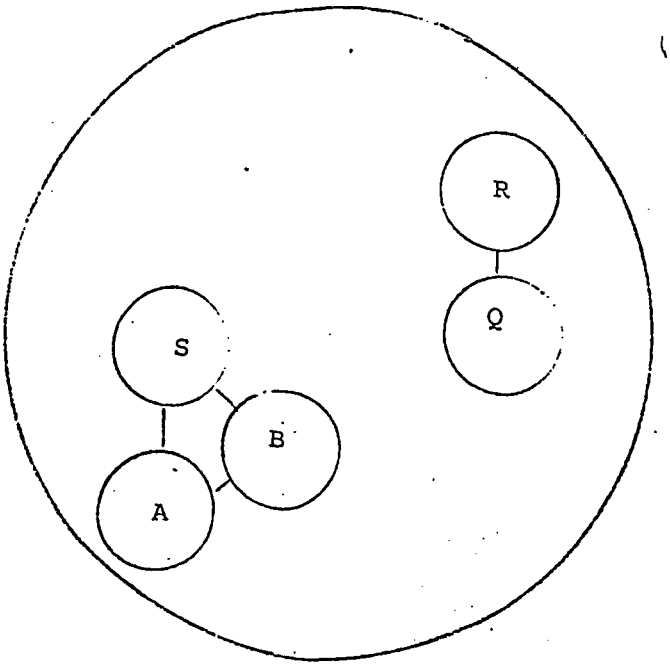
Interns "D, H, J, M, L, and N" terminated with CDI at the end of Year II.

Year III, as can be inferred from Figure 4, was a much simpler year in terms of group dynamics. The entire group of five interns had a unified goal. While there were two distinct groups, each with its own focus, they were compatible and complementary. A new intern "S," was recruited for the third year. Two of the remaining four (R & Q) were new to CDI in the latter half of the second year.

What can one derive from this account of dynamics and goals? There is certainly no single factor to which one can point and say, "Eureka!" However, a few observations can be made that might have implications for future training programs.

Leadership: During the first year, leadership was highly non-directive. It may have been too much of a good thing. In broad terms, the goals were described and deadlines were suggested, but no direction was given as to strategies. The vacuum — if such it was — was quickly filled by two competing groups who had little credibility with other interns.

Recognizing problems, the directors attempted to exert more direction, but by then a curious set had formed: the interns tended not to allow direction. During Year III, the interns tended to be



GOALS

1. Investigate Public Involvemen in Schools
2. Investigate Use of Support Services in Public Schools
3. AERA
4. AECT

Figure 4
CDI-Year III

independent, but sought direction at certain times. Perhaps the moral of the story is, "train up a child in the way he should go..." That is, the initial year is crucial. If there is some rationale for forming a group such as CDI, (to produce leaders in a field), I believe strong leadership is necessary to provide focus, and cohesiveness, and to get the group moving in the desired direction as efficiently as possible. Allowing the group "its own head" could -- and probably should -- come later.

Diversity in participants: Diversity is good. However, I believe that the differences in CDI were too pronounced to allow interns to work together toward some end without strong leadership.

Number of participants: Fifteen people might not be too many if properly organized. However, 15 are too many to turn loose on an ambiguous task. I think the same holds for ten. Five seemed a productive number, and in fact, it was only five to seven people who appeared to be directly involved in CDI tasks in any single year. This may be due, in part, to the fact that groups of two or three individuals formed every year. It is much easier to communicate across two groups than across seven or eight. However, there are trade-offs with group size. One of my colleagues will suggest that large groups do have advantages.

Goals: The goals for CDI were multiple and changing. CDI never did produce a prototype curriculum for IT. Was this a failure? I would say "No!" Had a prototype been produced, probably only a handful of people would agree with it, and even fewer would have adopted it. Furthermore, adopting a prototype might impose many restrictions on a field.

I like to believe that the ability of people to recognize inappropriate

goals and change them is a point in their favor. CDI never did buy the idea that the goals selected for them were sacrosanct. This point is, incidently, one that speaks favorably for non-directive leadership.

Communication: More thought should be given to built-in mechanisms for getting interns together to exchange ideas and build trust in each other. CDI tried to communicate during weekly seminars. Somehow this failed. I suspect that the informal approach would be best, and would recommend the "wine and cheese" approach be investigated.

Products/activities: As much as is possible, the products and activities for a group should be of the nature that the group as a whole can participate in. The regional conferences illustrate this. There were five. Only a few interns could work on each. Experiencing, planning, and executing the conferences were exhilarating experiences, cementing new relationships. However, these activities were limited to a few weeks and so the exhilaration was a short-lived phenomenon, and any lasting effects of any one conference was shared by a very small group.

More could be said, but time is short. DID CDI FLY? I think so. The most significant outcome was not the products, but a number of people who have been through frustrating experiences and a variety of interpersonal relationships and group dynamics. I believe CDI people to be extremely flexible and people who possess as many content skills as other IT graduates do.

Some Unanticipated Outcomes: Year I

Keith Bernhard

It is one thing to talk about the direct, immediate effects of some event or program of activities. It is a very different thing to talk about the range of indirect, sometimes long-term, unanticipated outcomes and consequences.

Some Negative Consequences

In the case of the Curriculum Development Institute, particularly during the first year (and diminishing over time), there certainly were both positive and negative consequences related to the group's existence. The CDI group during year one was composed of 15 very different people. Perhaps their only point of commonality was in the fact that they were an identified subgroup within the graduate student population of the Area of Instructional Technology. The differences were more pronounced and have usually been acknowledged as the source of those difficulties that CDI (Year I in particular) experienced. These differences in the group -- if you will, the uniquenesses of the CDI people -- ranged widely: their ages, aspirations, ranges of experience, levels of competence in specific subject areas, abilities in conceptualizing, ways of gathering information, and ways of seeking help, etc.

Naturally -- we say "naturally" only with the benefit of hindsight -- the chief dilemma faced by this potpourri, this aggregate of graduate students, was the need to get to know one another -- getting to know what and how much to expect from each person and why. Maybe this never happened -- at least not fully -- and perhaps this is the main reason that communication among group members has been minimal outside the regular framework of CDI activities -- the meetings, the seminars, the projects, etc.

On the Positive Side

While the negative consequences of CDI seem to have been those of group member communications, it is important to note the amazingly powerful positive influences that CDI has had on the functioning of the whole of the Instructional Technology departmnet. Hindsight again seems to provide a fairly clear picture of events and effects.

The most important CDI-related factors influencing the department were: the identification of this group of students as being (in some way) special; the housing of this group in department facilities; the close -- almost constant -- contact with the entire faculty; and the active involvement of these students in the department's student organization. Correspondingly, other students were quick to orient and involve the CDI people. Much the same can be said of the faculty.

What seems to have resulted was:

1. a more widespread departmental interest in curriculum and in curriculum building -- with students taking an active interest in redesign (although some folk construed the CDI mission as being exclusively that of developing the department's curriculum);

2. an instant involvement of many CDI people in vitalizing the student organization and, via this vehicle, in challenging departmental functioning-particularly the curriculum and examination procedure.

3. the evolution of fairly open communication between faculty and students in departmental policy-making.

The performance of CDI-II and CDI-III was largely a carry-through from CDI-I, with a notable diminution in range and intensity of impact on the whole department. With reduced numbers, CDI-II and CDI-III gradually approached consensus, did not maintain the degree of contact

with other department folk that existed in CDI-I, and could not maintain the intensity of influence on departmental policy affair. On the other hand, more and different students in the department have filled whatever ideological and manpower gaps may have existed after the 'exit' of CDI folk. Of course, one does wonder: maybe there was a bit of a scheme here -- or was there?

Regional Conferences: Year II

Connie Leean

During the second year of CDI, a local activity was the planning and sponsorship of five regional conferences. These were designed primarily for the purpose of bringing together young professionals in the field of Instructional Technology to explore - with assistance of some prominent leaders - the purpose and direction of Instructional Technology in a changing society.

What These Accomplished and What We Learned From the Experience

One thing that conferences do provide is a chance to "get away" from the daily routine and pressures of a job. These regional conferences added to that fact the chance to freely explore some new ideas and brainstorm some new possibilities for directions in our field. An atmosphere of openness and informality lent credence to this focus, and participants displayed a great deal of liveliness and enthusiasm in response to this environment.

A second focus was the chance for young faculty and selected graduate students to openly share what were strengths and weaknesses of their training programs, using the criteria of the adequacy of training in meeting real on-the-job needs. This sharing became especially frank and open after the first day and after participants had a chance to make inputs into the conferences' proceedings.

Related to these accomplishments was the conscious effort to provide an alternative to traditional conference structure - i.e., tight structure, large group presentations, low participation dynamics. Rather, these conferences were specifically designed to be informal, loosely structured (with participants having input into designing the procedures after the first day), and with small task group arrangements. Support services of a secretarial,

duplication and delivery nature were provided to assure immediate feedback of ideas from one group to another. We learned that this last feature was especially helpful in maintaining a high level of enthusiasm and awareness of progress. Although written products were not stressed or considered an important "end" we found that it was extremely important for task groups to receive this kind of written feedback in order to help in clarifying their own group's ideas and directions.

An indirect accomplishment of these conferences was that they provided some morale building for young professionals who were specially chosen, their transportation and stay provided, and their inputs into conference structure sought - all saying in effect, "We highly value your ideas and contributions to this developmental task of clarifying and determining the purpose and direction for your field." This indirect effect was indicative in the warm, enthusiastic ways participants took their leave of the conference.

The Product is the Process: Group Dynamics in CDI

Penny Richardson

My year with CDI has given me a much better understanding of the dynamics of groups, of the problems a group is likely to encounter, and of possible solutions. In my section of this report I'll give examples of various stages of the group's development, how we handled situations as they arose, and suggestions for how they might have been better handled.

CDI's contract indicated that we would come up with several products by the end of the year: a paper detailing support service needs of public schools; a paper describing the educational priorities of various sub-publics of the school system such as parents, business leaders, school professionals, and students; and a series of recommendations to higher ed institutions who were in the process of developing instructional technology curricula. We decided to locate in a local public school district and "live" there for the year, both serving as resource people for them and doing our own research. Thus our final products were fairly clearly defined, but the process to follow in achieving those tasks was not.

In retrospect, it seems that a prerequisite for working together as a group is an initial session or two devoted to the group process, a chance to sit down together and compare expectations, priorities and concerns as individuals. If no one in the group has expertise in group process skills, a consultant should be brought in. CDI III never took this important first step. None of us were that well trained in the dynamics of groups, and we neglected to seek at the outset the assistance of someone who was. This, then, is my first suggestion: that a group either bring in an observer and facilitator from outside, or rotate the role among group members. In any case, it's important every so often to step back from busily doing the tasks, and assess the process.

An important understanding for group members to have is that any group must go through what Carl Rogers calls a time of "milling around." There will be meetings, talk, and not much will seem to be happening. This period of time can be most frustrating to group members, who guiltily feel that they ought to be "getting something done." It can be even more frustrating to the leaders. In our case, both of our directors were very task-oriented, and not especially process-oriented, and they wondered why on earth we didn't get out there in the district and start gathering data or something -- anything, as long as they would feel that CDI III was progressing towards accomplishing the project goals. We group members, on the other hand, felt both frustrated and inept. This conflict was resolved when we brought in a consultant from outside, who helped group members analyze our frustrations, admit that group processes were time-consuming but important things to work out, and redefine our goals and means of reaching them. This was very helpful session, but we waited too long to have it.

The thing that finally got us "on-task" was preparing our AERA paper for presentation in February. This was a concrete job with a specific deadline, and rather than juggling ambiguous and multiple responsibilities, we could all work together on something quite specific. This brings up another suggestion: real tasks and deadlines work better than made-up ones in activating a group. Our work in the school district was undefined and multifold, and it was difficult for the group to focus and follow through on any one task. But the AERA paper was a definite commitment (although as individuals we each became quite involved)with parameters and limits. Researching and writing it was the most concentrated and productive group effort of the entire year, as far as products go. It also provided the opportunity to bring together our participant-observation experiences and interviews in North Syracuse, and to share our findings with the district personnel.

In thinking over what I got from working with the CDI group, I feel that the main benefit was the sharing of ideas, research problems, enthusiasms and concerns. I felt that the ambiguity of our role in North Syracuse took a lot of time, not all of it productive, and that rather than spending so much time on developing the group's role there, it might have been more fruitful for each of us to pursue our own research interests and use the group for brainstorming, feedback and inspiration.

Multiple Goals and Roles: CDI Participants

Joe Durzo

During the course of the third year of CDI the interns had three major roles to play; doctoral student in Instructional Technology, CDI Fellow, Intern in the North Syracuse School District. Each of these roles carried with it a different set of goals and activities. As doctoral students we had course requirements to meet, doctoral examinations to take, and dissertations to complete. As CDI Fellows we had group obligations and meetings, relating to the analysis of the findings of North Syracuse observations, the analysis of this information relative to planning curricula for instructional technologists, and planning research activities in the district. As interns in North Syracuse we acted as participant observers in order to gain entry to the district and to build a broad base for study in the district. We also acted as resource people, participating as members in district activities.

While these three roles provided a rich set of activities, they also often conflicted with each other. The need to complete some doctoral activities, conflicted with the necessity of certain research activities, while the role of resource person often put additional strains on the limited time we had. This confusion often manifested itself in an uncertainty about which direction to take, and about which activities had priority. Potential research projects in North Syracuse were judged on their merits as potential dissertations, and on their usefulness to the North Syracuse district. Thus, many decisions which should have been simple, became complex. Decisions which should have been made by individuals, were often made by the group. From time to time, as each of us moved deeply into one of the roles, the isolation from the other roles caused problems with the completion of the group goals.

While the preceding paragraph speaks of the problems with these roles, it should be noted that these problems were overcome once they were understood by CDI as a group. I would recommend that any training program should include an opportunity for the participants and directors to work together to understand the various roles they will be playing and how to make the most of the opportunities and how to minimize the problems associated with these activities.

As a result of this year and the three roles, I have progressed in my doctoral studies, have participated in a field research study, and have had the chance to interact with a school district as something more than just another graduate student. The observation in the district was highlited by the activity of group interaction and analysis of our various reports. I have learned a great deal about how a group such as ours functions, and how to work in divergent roles simultaneously. One of the major things that I learned was the requirements and procedures for making the most out of the role of observer. The styles and approaches to field research studies which I learned will be of great value to me in my dissertation and in later activities as well.

A Training-Learning Experience for the Graduate Assistant

Jane Cashell

Working with a small group like CDI can be a learning experience in several different ways for the graduate assistant. The duties of the CDI graduate assistant include responsibility for administrative details such as planning meetings, agendas and appointments, arranging travel, corresponding for the group, and researching materials. The acquistion of administrative skills is not, however, the only learning opportunity available to a graduate assistant.

In order to make the group activities a valuable experience, the group members, leader, and GA must be aware of the various roles the assistant position requires. One role is that of administrative assistant which may conflict with that of student of instructional technology. The GA's administrative responsibilities should be arrayed on some kind of schedule so that the GA may then plan to participate in group activities that will be useful to him as a student. Such activities from which a GA could benefit include lectures and seminars with consultants from off-campus, experts from on-campus, the planning of research projects and dissertation brainstorming sessions.

Another conflict which could prevent a graduate assistant's participation in the group is the difference in the role of graduate assistant and the role of intern. Interns and graduate assistants have different requirements to fulfill under the grant proposal, and yet they both can and should benefit from group functions. Both members and the leader of the group should encourage a graduate assistant to take full advantage of these special opportunities provided by the group.

A third role which may cause difficulty for the GA is that of new student responsible, to some extent, for organizing and managing a group. The graduate assistant is probably not as far along in his graduate studies as

the interns and may, in fact, be a completely new face to the instructional technology department and the members of the group. Yet he must call meetings, make up agendas and possibly keep track of the budget and group spending, all of which requires the confidence and cooperation of the group. Again, group and leader awareness of the difficulties these duties may create for a new student would do much to facilitate the solution of any problems.

I think CDI has been aware of these problems to a certain extent and has helped me in fulfilling my duties. As a result I have gained some new skills and experiences I did not foresee as possibilities when I first took on the assistantship. I have had the opportunity to interact with professionals and becoming professionals and to learn to seek out important ideas and information in a short period of time (i.e. a seminar with a consultant). I have had the chance to share and explore new ideas within the supportive boundaries of a group, to develop new academic interests, and to gain some understanding of what a dissertation is all about. Most importantly, I think, I have learned something about the functioning, organization and management of a small group.

Secretary: FTE .5 @ $6,000 = $3,000

Marti Haggerty

Webster defines secretary as "one employed to deal with papers and correspondence, keep records, prepare business, etc." It is obvious that a secretary for any federally funded project does exactly what Webster and associates have indicated. In addition, what else is anticipated to be in her job description?

Let's consider those support services that a project such as CDI would expect from her. In this case she wouldn't have the stereotype duties of a private secretary such as phone-screening, lap-sitting, and calendar-protecting. But, she would provide other common duties like transcribing, purchasing, corresponding, making reservations for travel, and relating to all she may come in contact with while serving on the project.

I believe this last reason to be as important, if not more important at times than the other services provided for the staff and students of the project. I firmly believe that phone conversations, greeting of guests, and just plain old conversing with the students is as valuable as a quickly typed and neat Quarterly Report to the Office of Education.

Yet, some would argue that much more work could be put out by the students and staff if a room in the attic, with a typewriter and paper, were provided. Many secretaries would find this to be a most desirable environment. I don't believe that this is the appropriate setting for a secretary in a project such as CDI.

As always there are pros and cons to the argument. I personally believe that given the opportunity, a secretary would feel that her capacity to provide support services to the project would be much greater, if given the opportunity to relate to the members and supporters of the project.

At the very least a typist is one support service vital to a program such as CDI. I would hope that she would be more than a clerk/typist for the project. I would hope she would know the purpose and proposed outcomes of the project so she, too, could help reach established goals. I hope that she would be given an opportunity to relate with others so her personal knowledge and growth would benefit. If she only learned from one personal contact experience all year — that might be more worthwhile than increasing her words-per-minute on the Selectric and her speed in dictation.

On Directing Training Programs

Dennis D. Gooler

Most educational training programs have a specifically designated person called the Director. Training programs are most often evaluated on the basis of the performance of trainees. However, it might be reasonable to examine some of the issues involved in trying to be a director of a training program. In this paper, references will be made to four categories of problems involved in directing a training program: Problems of Participant Diversity; Problems of Products; Problems of Shared Decision Making; and Problems of Assessments. Some observations on each of these problem categories will be made from my viewpoint as the Director of the Curriculum Development Institute for two years.

I. The Problems of Diversity

As has been pointed out in other parts of this document, the CDI group was a diverse one in terms of background and goals. Such diversity presents real problems for a training program. It is painfully evident that educators are much better at talking about meeting individual differences, than actually meeting them. From a director's point of view, the diversity that existed within CDI made it extraordinarily difficult to have the group come to any working consensus on issues. The problem then becomes: who's interest shall be served? Is it possible to actually create a program that is directed toward meeting individual styles and needs? I found it extraordinarily difficult to do this. We tried to create a common group purpose within CDI, but found that this common purpose often had to be subjugated to the individual needs and goals of people in the program. It's not clear to me exactly how to deal with this problem.

From a director's point of view, the most reasonable thing to do is to make some needs assessment of individual participants in the program.

This is a rather difficult task, but one that probably could be done. The question is, what do you do with these data once you have obtained them? It is not all together clear to me that I would have known how to deal with the individual differences, once I had formal data on what those differences were.

The other option is to demand that people restrict their own goals and intentions, and work for some group purpose. This seems to be extremely difficult when a training program is run as part of a broader graduate education program. After all, most people come to the university to complete a degree. A training program will be beneficial to those people as long as that program does not seriously compete with progress toward their degree. When degree goals conflict with program goals, there are going to be difficulties. Perhaps one has to be much more clear about priorities before the program gets started. That is, trainees should possibly know much more clearly where their responsibilities are going to lie before they decide to join the program.

II. The Problems of Products

A curious paradox emerged over three years of CDI. On the one hand, members of the profession were telling us that they were looking for products from CDI. They were looking for a revised curriculum, a prototypic program that other departments of instructional technology might examine. Or they were looking for some conceptual model whereby other departments could engage in curriculum redesign. As the program progressed, we began to feel more guilty about not producing and disseminating more products.

On the other hand, other people argued that CDI was a training program, not a product development program. Further, if a lot of attention were given to product development, then that attention was not given to

the primary mission of training. An interesting dilemma.

It seems to me that in the process of product development lies much of what we believe we were trying to train people to be able to do. Thus, products themselves are not terribly important, but the process of creating that product is extremely important. In creating and implementing an educational product, we encountered notions of design, evaluation, implementation, and management. Each of these seemed vital to the kind of training we were supposed to provide for students.

Once again, it is probably well for any project director to understand pretty clearly what his domain is and is not. I'm not sure that it helps much to have a very specific objective. I am reasonably sure, however, that large conceptual domains ought to be identified such that both the profession and the funding agencies understand what the training program is all about. I don't know if we were very successful in establishing that domain.

III. The Problems of Shared Decision-Making

It is pretty clear that a director can adopt a number of different kinds of managerial styles. In some instances, it seems to me that it would be better if trainees knew nothing of budgets, negotiations, and the like. That is, a training program can be run rather autocratically, with trainees not being very much a part of the policy making of the training institute. Such a style of leadership was not chosen for CDI.

Rather, it was decided to conduct CDI in as open a style as possible. It was hoped that participants would become major decision-makers for the Institute. The Director and Associate Director were to be viewed more as counselors and resource people, rather than decision-makers for everyone.

The notion of shared decision-making brings with it some pretty evident problems. First, when you have a group of any size, it is difficult for that group to come to consensus about anything. Thus, decisions often get seriously delayed, or not made at all. This may not matter with some decisions, but other decisions are rather important and must be made. It is hard to get them made in a group.

Another difficulty lies with the notion of the difference between a right and a responsibility. Given trainees who are heavily involved in graduate programs, it may be unrealistic to expect them to devote much time to the internal policy making of the Institute. That is, given the right to be a primary decision maker, the responsibility for the proper conduct of that right was often missing. Decisions were left to the other guy. No one really knew who was in charge. As a result, no one knew who to go to when things didn't seem to be working right. Shared decision-making infers a diffusion of control. Such diffusion can lead to a good bit of counterproductive confusion.

On the other hand, there are many rewards for shared decision-making. In the first place, one of the things we're trying to provide in a training program is the capacity to direct projects such as a training program. Thus, it seems reasonable to try to give trainees experiences in direction and management. Second, shared decision-making requires that people be able to conceptualize the big picture, and make rational choices within that big picture. This seems also to be extremely important in the repertoire of instructional technologists.

So, there are both benefits and dangers in shared decision making. It could be argued that, with a group like CDI, the directors really have little choice in the matter. The kinds of people attracted to the program were ones who were not very willing to simply follow and be told what to

do. They were inventive, creative people who would have created their own leadership had someone not extended it to them.

IV. Problems of Assessments

How do you know when a training program has done a good job? As director, I found that to be a troubling problem. I have some pretty strong feelings that many of the people who were in CDI emerged as very competent people. They were probably competent before they came. I have some feelings that other people came into the program never clearly understanding CDI, and did not benefit much from it at all. But those are gut feelings, and I suppose only supportable through a longitudinal study of the careers of the CDI students.

Once again, the issue was confused because formal assessment has to be done as part of a doctoral program. It is very difficult to separate out those competencies which are presumed to exist because of the CDI training program.

Perhaps it doesn't matter. But in order to come to some judgment about whether a program is worth the dollars expended on it, you have to try to parcel out what of the student's repertoire can be attributed to his experience in the training program.

I haven't been able to solve that problem at all. Sometimes its seems much easier to try to assess the worth of the program as a whole, rather than to assess the effectiveness of the program for any single individual. But that may be a cop-out.

****

Well, those are some thoughts on the difficulties associated in providing direction to a training program. If that program were designed to train people in specific identifiable skills, the course a program

ought to take would be much more clear. However, when you purport to give people general expertise and experience in an area so vaguely defined as curriculum development, providing direction seems rather difficult.

I think we've made a bunch of mistakes in CDI, mistakes that all of us have probably learned from. On the other hand, I think we've done some things right. For the most part, I think we have graduated a number of students who are pretty optimistic about their future, and eager to address some important questions in education. I also think we've graduate some people who have some real occupational skills.

Is it worth the money? I don't know. Many of the people whom we trained could not have received that training without support given them by CDI. Possibly that is justification alone. We no doubt could have covered more topics, considered more issues, plummed more problems. However, there are only so many hours in the day, and only so many days in three years.

Appendix H

AECT SESSION

Masters Degree Programs in IT

Sponsored by the

Curriculum Development Institute

Syracuse University

April 10, 1973

SYRACUSE UNIVERSITY

SCHOOL OF EDUCATION | Area of Instructional Technology

120 HUNTINGTON HALL | 150 MARSHALL STREET | SYRACUSE, NEW YORK

315/476-5541, EXT. 3702

An invitation for you to contribute to
an unstructured session on:

WHAT SHOULD BE THE NATURE OF A MASTERS DEGREE PROGRAM IN INSTRUCTIONAL TECHNOLOGY?

Time/Date: 9:00 a.m. - Tuesday, April 10

Place: Room 11, Las Vegas Convention Center (during the AECT Convention)

Purpose: - to meet other professionals concerned about masters degree programs in Instructional Technology.

- to lay the ground work for an information network that would assist in sharing program descriptions, job openings, instructional materials, accreditation and certification news, employer needs, etc.

Possible Issues: What is the range of skills or curricular options to be considered by I.T. masters degree programs? How does this impact on accreditation and certification?

What is the current and future status of instructional resource-support services in public schools? (Positions, job descriptions, learner-teacher-taxpayer needs, etc.)

Convenor: The Curriculum Development Institute, Area of Instructional Technology, Syracuse University.

WHAT SHOULD BE THE NATURE OF A TERMINAL
MASTER'S DEGREE IN INSTRUCTIONAL TECHNOLOGY?

Invitees

Jimmie Applegate	Central Washington State College
Ellen Barnett	University of Southern California
Les Blackwell	Western Washington State College
Luther Brown	St. Cloud State
John Bullard	University of Iowa
Robert J. Casey Jr.	University of Southern California
Margaret Chisholm	University of Maryland
Michael Clark	Arizona State University
John Colby	USOE
Jack Davis	Washington State University
John Driscoll	University of Washington
Sidney Eboch	Ohio State
Don Ely	Center for the Study of Information and Education
Carmen Felicetti	Clarion State College
Clarence Furgeson	SUNY - Albany
Lawrence Garfinkel	Hofstra University
Bill Grady	Temple University
Robert Grunwald	Washington State University
Wallace Hannum	Florida State University,
R. Ross Hempstead	University of Maryland
Bob Heinick	Indiana University
William E. Hug	Auburn University
Fred Jurgemeyer	Southern Illinois University
Jerry LaMarsh	Monroe Commuity College
Dennis Leeper	University of Colorado
Craig Locatis	Arizona State University
Kenneth Marrer	Boston University
Robert McAdams	Sacramento State College
Elwood Miller	University of Colorado
Murray Phillips	SUNY at Albany
Donald Rogers	University of Texas
Robert G. Stakenas	Florida State University,
Tom Schwen	Indiana University
Roger Sell	University of California, Santa Barbara
Ken Silber	Governor State University

..... Cont'd

Robert C. Snyder	Division of Educational Technology, NEA
Al Stahl	Wayne State
G.M. Torkelson	University of Washington
Clayton J. Vollan	University of British Columbia
Jim Wallington	AECT - Washington
Fred Wehrli	AECT - Washington
Henry Wiggins	Southern University,
Donald Wiley	Eastern Washington State College
Paul Witt	Michigan State University
Dick Zakia	Rochester Institute of Technology

Convenors
(Area of Instructional Technology
Syracuse University, Syracuse, N.Y.)

Al Beilby
Keith Bernhard
Phil Doughty
Joe Durzo
Dennis Gooler
Connie Leean
Penny Richardson

Appendix I

No. 1-3

PUBLIC RELATIONS

Curriculum Development Institute

Syracuse University

Appendix I

No. 1

NORTH SYRACUSE SCHOOL DISTRICT

Minutes of Meeting of Executive Council

Curriculum Development Institute

Syracuse University

April 29, 1973

NORTH SYRACUSE SCHOOL DISTRICT

To: Executive Council
Vice Principals and Associate Principals
Coordinators and Directors
Board of Education

Re: Minutes of Meeting of Executive Council, 4/23/73

From: Dr. Palmer

April 23, 1973

Present: Karl Saile, Ralph Buske, Joe Di Carlo, Hal Freeden, Roger Carter, Dodie Smith, Tarbell Lamos, Bob Spenard, John Wegerski, Pete Scholl, Dick May, Tony Mollica, Parker Olney, Phil Palasak, Paul Kleiber, Lowell Smith and Tim Palmer

Guests: Connie Leean, Penny Richardson, Joseph Durzo, Tony Winkler and Joe Zampi

I. Mr. Smith introduced Connie Leean and Penny Richardson and Joe Durzo from Syracuse University. They had completed studies which had been made in our school district.

Connie Leean and Penny Richardson explained and discussed the results of their study: "Initial Inquiry: Parents' Goals and Priorities and Desired Involvement in School Decisions"

They tried to play two roles - one as resource and one as researcher. In the resource role they had some in-service, especially at Roxboro. They tried to allocate help and materials for curriculum coordinators - some of the materials were from conferences they attended. One person worked on the Phantom Project and is continuing to work on an evaluating model for that project. They also worked with the Parents Planning Group. They were involved in mini-courses with Bev Chappell and some of their methodologies have been continued. Their professor, Dr. Gooler, has been conducting a course called Curriculum Analysis and for this class they were able to bring the insight and perspective of North Syracuse up to the University and several of our people have spoken to the group. A real contribution was made by North Syracuse to this group. Not only staff, but three parents spoke to them when they were studying parent involvement and they said they learned some very concrete things which they thought were very good.

The major focus of the report was to try out preliminary approaches to find out parental priorities. They tried some methodology from other sources. They interviewed about 22 parents.

The question was asked why they didn't interview more.

It was two hours a person and a very detailed interview and the people were very responsive. It was really a trial model. Parents were selected from lists of parents principals gave us. They found that there were four main questions asked:

1. What kinds of issues are of most concern to parents? What appear to be reasons for differing reactions of parents to a range of issues?

2. What role do parents wish to take in the decision-making process in schools? Do they wish merely to be kept informed, or do they wish to give advice, help with planning, or have a final vote on certain issues?

3. What sorts of information do parents want about issues or proposals in order to decide whether or not to support those issues? How well informed do they presently consider themselves to be?

4. Who do parents, teachers, administrators, principals, board members and students see as having the "most say" on different sorts of school decisions? Which groups agree with each other on who should have the most say, which disagree, and why?

Parents overwhelmingly gave themselves the most say on sex education, for example. The students disagreed.

Parents seem more concerned with the content role rather than the process role. They are most concerned with how it will affect achievement rather than cost. At least they said so. Very few parents picked costs as its major concern.

The role parents want to take - they want to be involved in decisions about which they are confused. They showed more interest in decisions which affect the role of the student in the school. They were nervous about getting students involved in policy making. They, too, want to have a part. They viewed that as a concern. They also found that when they gave parents more information, they tended to be more positive.

Parents seemed to be hesitant to say how much they should be involved in the school. They made it clear that if you want parent involvement the initiation has to come from the administrators or the principals.

Parents were told that the information gathered would be taken to a research meeting and that they would be informed of the results since they hoped some of the insights would be useful to some of them. The summary will be in the budget issue of the, Dispatch.

Joe Durzo explained the other study: "Use of Instructional Support Services and Resources in the Public Schools"

What are used, what are most popular, what restrictions are involved, etc.? They asked teachers in the schools questions. These five basic questions emerged:

1. Content: What resources and services are available to help you decide on the general content area you want to teach?

2. Techniques/strategies: What resources and services are available to help you keep aware of the variety of methods or techniques you might use to teach a unit, or to keep you aware of new approaches to instruction?

3. Materials: What resources and services are available to help you keep informed about materials - old and new, whereever they might be - that you might use in teaching?

4. Materials: If there are no instructional materials readily available for your needs, what resources and services are available to help you develop some materials of your own?

5. Student outcomes: What resources and services are available to help you evaluate student performance and progress in their coursework?

Teachers had a lot to say. All the categories listed in Table I were mentioned by the teachers, themselves, and Table II. These Tables listed the categories of types of services used by teachers. Table III showed the influences which facilitate or inhibit the use of support services and resources.

They found that teachers are their own best resource. In elementary schools, it is other elementary teachers and the resource teacher and the principals. With principals, it is other principals. It is important the the resource person is always there and a teacher doesn't have to wait a long time to see them.

Dr. Palmer said that since the three had been in the district for almost a year, completing their studies he wondered what inferences or recommendations might they have as a result.

Mr. Durzo said that one thing his study showed was that teachers are very busy people and that anything that can be done to bring resources and activities to them, wins points with them. He also suggested that we might want to follow through with an analysis of services we are providing - why some teachers can't think of one single thing as a resource, and others think they have a lot.

Miss Richardson said that some parents had been involved in the planning process and their comments were not new but were enlightening. Many felt that they mistrust the planning process in that they seem to feel that they have been involved in a lot of time and effort and they haven't seen any concrete evidence of things that have followed through because of the planning. On the other hand, the parents who seem to be the happiest with planning are the ones who have been deepest involved with the school in some way - not just in planning. People involved in day-to-day things are more open to complexities and open to change than other people.

Mr. Spenard asked if they had any suggested ways to improve parent involvement.

They said that parents said involvement was a good thing but they weren't sure how much time they could put into it. Parents will get involved with things that are new and controversial.

Mr. Spenard pointed out that he had tried every way he could thing of, including cottage approach, and very few people came out.

(over)

The study showed that parents are more interested in being involved if they really feel that they have something to contribute.

Mrs. Smith said it was also important to have teacher consent. Parents might be willing if they feel teachers really want them.

Mr. May said that you get tremendous parental support in special departments - music, sports, etc., but in terms of overall program they seem to feel that they end up by being talked at and they don't really come to listen.

Mr. Smith said that if the group would like to pursue further how to really get parents involved, he would work with Ray Dohne and get something together. He said that parents at the last Unity Parents Group meeting had mentioned the Dispatch and they think of it as a party organization. They seem to see it as coming from only one side. They felt that if they got literature coming in from both sides, they would be more willing to accept the Dispatch - as an interactive thing - if they had a chance to get in their cons as well as pros.

Mr. Smith said that one of the members of the group, Dr. Gooler - a parent in the Smith Road area - had a proposal for the Parents Unity Council. He said that since the parents seem to see the Dispatch as communicating a party line, that perhaps some other organization from outside the school should put out something on items that would be coming on Board agendas so parents could react to proposals before the Board passed on them. About ten parents adopted that as a project. They were going to pick out various items that would appear on an agenda and circulate, on their own printing press, the kinds of issues that people ought to answer to.

Dr. Palmer said that he saw this as being a healthy kind of thing if they prepare it, not taking a side but merely clarifying issues.

At the end of this meeting, both Dr. Palmer and Mr. Smith left and the parents are going to be responsible for putting this together. They want to enlighten people in the community.

Miss Leean said that they had sent out surveys to parents in middle schools and have gotten about 100 back which aren't tabulated as yet. They talked about ways they got information from schools. Parents responded that they got most of their information from neighbors and their own children.

Curriculum Development Institute is dissolved as of May 15th.

II. Computer Science Course - Joe Zampi, Fred Barker and Donna Rogers gave a presentation on a Computer Science Course - teaching high school youngsters some of the art of flow charting and developing programs for computers. There was a discussion on the new course proposal and the previous computer courses and whether or not they had been successful. The new course is a mini-course which will run for ten weeks for 1/4 unit of credit.

Mr. Smith said that to avoid all the tremendous outlay for just this course, he is exploring where the computer can be used in other areas and affect economies.

Mr. Frey is developing the scheduling for next year at Cicero and he needs a commitment so that he can place the 120 students who have signed up for the course. Otherwise, he will have to assume that it is not going to be.

Mr. Smith said that he would be hard for him to justify the spending of $20,000 for this program at the present time. BOCES has indicated that they may come up with money and give us some terminals for a figure - but they are not firm. Financially, at this point, he feels there is a lot of exploring that has to be done.

Dr. Palmer asked Mr. Barker to explain the cost.

The yearly cost on a leased basis - $8,700, with four terminals, leasing with an option to buy and at the end of 5 years, at $8,700 each year, we would own the equipment. We can back out on a yearly basis. Based on student enrollment of 200, total cost per pupil would be $1.21 but computer would be used by adult education and many teachers. It has the capacity of growing in number of terminals and storage to accommodate all the schools in the district. Besides Mr. Frey's need for a commitment, the equipment has to be ordered in time for September delivery, The program would need 1/5 more of a teacher. Both Mrs Rogers and Mr. Barker would take this assignment as a 6th period.

Mr. Zampi pointed out that the program should be considered on its educational merit.

Dr. Palmer said that he would hope that all EAC proposals would come to this group and the group would react in some way either as a group or individually to Lowell Smith.

Mr. Scholl said there should be two considerations:

1. Do you feel the program is worthwhile?
2. Are we going to be able to finance it? Let them know, one way or the other.

Mr. Kleiber wondered if we weren't being a litt bit premature. Perhaps we should wait and see what will come about through BOCES.

Mrs. Smith said that this group would only be able to recommend the program, and that the Board would have the ultimate say.

Mr. May made a motion that the concept of the program be approved but with financial reservations.

Mr. Palasak made a statement regarding the importance of this program for future careers for students. However, he pointed out that it is the type of thing whereby equipment can become obsolete overnight. Also, he indicated that there would be no federal funds available because computers are no longer an innovation. BOCES shouldn't wait too long to get into a program. There is a great demand for trained people.

(over)

Mr. Spenard seconded the motion.

The vote was:

Yes	-	9
No	-	2
Abstained	-	3

Mr. Smith didn't vote because he will be making a recommendation when it is presented to the Board.

III. Drug Funding proposal

Initial proposal was

1. Drug Coordinator (2/5) Barbara Klein
2. 1/2 counselor + 1/2 additional evening counseling
   (secondary?) (teachers, counselors)
3. 2 counselors - elementary

The principals had indicated the following:

4 No - qualified
4 Yes - qualified
3 questions

Dr. Palmer would also be, "no", in terms of 1 and 3. He believes coordination belongs to Director of Pupil Personnel Services and would hope to see both the guidance program and the drug program coordinated by one person. With regard to the 2 counselors at the elementary level - in terms of comments from elementary administrators, there are a lot of "no's" even those who voted, "yes" have reservations. If it is funded by the Federal government, "yes", otherwise, "no." It seems that the program is not one of the priority items. He said that he had listened to D.J.'s tape of work at the elementary level and had been disappointed.

Alternate proposal:
1/4 pupil personnel director's salary paid by drug program as coordinator
1/2 time secondary person could be a resource kind of person to the drug program throughout the county and perhaps some individual counseling, and
1/2 of that person for evening counseling using teachers and guidance counselors.
Middle school - 1 guidance counselor + 1 social worker - team

Dr. Palmer said there are 197 identifiable students who are drub abusers - alcohol being included, which is about 3% of our secondary population. 3% who are drug abusers plus other children who are potential drug users. He said that the counselors would be certified counselors.

Mr. Carter made a motion that this alternative to the original drug proposal be accepted.

Mr. Spenard seconded the motion.

Mr. Lamos said that he was opposed because nothing was being done at the elementary level. He thinks that by the time the problem reaches middle schools, it is too late.

Dr. Palmer suggested that they set aside some funds, $4,000 or $5,000, to hire consultants to come in and have workshops - meet with elementary teachers - sort of in-service training.

It was decided to add to the proposal, $5,000 for elementary principals to set up workshops for teachers to help implement the new health curriculum.

Mr. Scholl said that he would like a consultant on the secondary level rather than someone who stayed in the high school building. He suggested they be called a resource counselor who would be available for referring students to - not to be in the school every day.

Dr. Palmer said the 1/2 person would be available to both high schools - a resource counselor on call to aid counselors.

Mr. Palasak agreed with the inclusion of something in the elementary level.

Mr. Di Carlo called the question and motion passed unanimously.

Mr. Olney said that all 61 of the kindergarten parents want their children tested. Therefore, psychologists and psychomotrists are all set up for these two weeks

From 8:00 a.m. to 4:00 p.m.
April 30 - May 4
May 7 - May 11

If a principal has an emergency, please let the psychologists know.

Mrs. Smith said that Mr. Alton Lewis is not available during the day and wondered if principals wanted an evening meeting where they would bring in their head custodians. Dr. Palmer asked Mr. Kleiber to check with Mr. Lewis and see if he could be brought in perhaps paying him a consultant fee.

Mr. Mollica said that because of an increase in the cost of magazine subscriptions he has to decide whether to go ahead and order for each school by the dollar amount allotted for magazines or to order by titles requested. He distributed cards to each principal and asked him to send him a decision on his own magazine order.

Mr. Smith indicated that he would like an item on the agenda of the next meeting - building a budget. It thinks it would be helpful so you might not need to go back and cut back.

Mr. May said there were some things on the role description on counselors that he is not to clear on and some things he doesn't agree with and asked when there would be a meeting to discuss it.

Palmer indicated that there will be a meeting Thursday morning, May 3rd, at 8:30 am
llette Road to include Mr. Spenard, Mr. Wegerski, Mr. Scholl, Mr. May, Mr. Olne
and Dr. Palmer.

Because of the lateness of the hour, it was decided to table the other agenda items until a later date.

Meeting was adjourned at 4:10 p.m.

The next meeting of the Executive Council will be on Thursday, May 17th, 1973, at 1:30 p.m. at the Board Office. Agenda items should be sent to Elaine Sabine by Friday, May 11th.

elaine sabine
4/24/73

Appendix I

No. 2

NORTH SYRACUSE CENTRAL SCHOOLS

District Dispatch

Curriculum Development Institute

Syracuse University

May 1973

District Dispatch

NORTH SYRACUSE CENTRAL SCHOOLS

VOL.7 NO.6

MAY 1973

Parents queried by interns on involvement

by Penny Richardson and Connie Leean

For the past school year, five graduate student interns from Syracuse University, members of the Curriculum Development Institute (CDI), have served as researchers and resource people in the North Syracuse School District. The interns are Connie Leean, Penny Richardson, Keith Bernhard, Joe Durzo, and Al Beilby.

As part of our research role, we did a study called "Initial Inquiry: Parents' Goals and Priorities and Desired Involvement in School Decisions." We interviewed a small sample (22 parents) intensively, asking them to react to some proposed curricular decisions. The following findings should be considered as tentative, rather than conclusive, indicating further directions for investigation.

Four questions were explored:

1. What kinds of issues are of most concern to parents? What appear to be reasons for differing reactions of parents to a range of issues?
2. What role do parents wish to take in the decision-making process in schools? Do they wish merely to be kept informed, or do they wish to give advice, help with planning, or have a final vote on certain issues?
3. What sort of information do parents want about issues or proposals in order to decide whether or not to support those issues? How well informed do they presently consider themselves to be?
4. Who do parents, teachers, administrators, principals, board members, and students see as having the "most say" on different sorts of school decisions? Which groups agree with each other on who should have the most say, which disagree, and why?

These tentative conclusions were reached:

1. What issues are of most concern to parents?

a. Most parents will react favorably to proposals they understand, that fit their notion of what schools should be doing and that do not threaten any values.

b. Proposals that parents consider "important" deal with achievement, teaching methods, basic skills, and traditional school content.

c. Proposals that parents consider unimportant deal with student role, methodological innovations and structural changes.

d. Parents are more concerned with the content role of the schools than with the process role.

e. Parents are more concerned with how a proposal will affect achievement than they are with how much it will cost.

2. What role do parents wish to take in decision-making processes?

a. Parents will wish to be involved in decisions about which they are confused, are unsure of the need, the trade-offs, the consequences.

b. Parents will wish to be involved in decisions which affect their basic values.

c. Parents will wish to be involved in decisions which affect the role of the student in school.

3. What kind of information do parents want about issues or proposals?

a. On the issue of sex education, parents are more interested in the content, the methodology, and the qualification of teachers than they are in questions of whether to have such a program or not.

b. Parents will tend to become more positive about a new proposal or change when they have had all their questions answered satisfactorily.

4. What are the five groups' perceptions on who should have the "most say" on issues?

a. Parents will desire the most say in value-laden issues such as sex education.

b. Parents will be perceived by all school authority groups as deserving the most influence in values-decisions such as sex education. Students, however, will not give the parents this role.

c. Parents will wait on administrative initiative rather than aggressing for a participatory role in the schools.

d. Some teachers will desire to evaluate themselves; others will see this as an appropriate role for administrators.

e. District administrators tend to give to parents and students more say on educational issues than to principals or themselves.

Support services study made

By Joseph J. Durzo, Albert Beilby and Keith Bernard
Curriculum Development Institute
Syracuse University

This is a summary of a pilot study conducted in the North Syracuse School District designed to generate some initial speculation about the use of instructional support services and instructional resources by teachers in the public schools. The joint pressures of financial constraints and demands for accountability by consumers of education (parents, students, and teachers) demand that more efficient and effective use be made of existing services and resources. The increasing variety of instructional services and resources available within a school system as well as from external agencies and companies is further reason for investigation in this area.

METHODS USED

During the course of this study, the authors attended and participated in a wide variety of district activities, such as school board meetings, development and planning sessions for an alternative high school program, staff meetings of the curriculum coordinators, and classes in the schools. Emphasis was placed on observation of the district staff as they went about the business of curriculum design and instructional development. Field notes were taken for all activities in which the authors participated.

An initial analysis of the field notes, combined with formal and informal conversations with district personnel suggested areas which could serve as a focus for the study of support services and resources.

The use of an interview was chosen as a means of gathering further information. Since the focus of the study was on the use of resources and services for instructional purposes, questions were formulated to elicit responses about a wide range of instructional activities. A relatively structured interview consisting of five open-ended questions was constructed to allow teachers to be free to say as little or as much as they would like in their own words.

Interviews were arranged with a group of nineteen teachers selected to represent a wide range of subject areas and years of teaching experience. Five teachers were selected from each of the district's two high schools. Six teachers were selected from one of the district's elementary schools and three were selected from another. District activities precluded scheduling interviews in the middle schools.

RESULTS

Because this was only an initial, exploratory study and due to the small sample size, no attempt was made to draw firm conclusions as a result of this study. We sought instead to isolate areas which should be investigated further.

We found, as we expected, that our sample of teachers was extremely busy, and tended to use those resources which were most easily available to them. In particular, it was noted that the elementary teachers relied heavily on resource people who were easily available to them, such as the reading specialists, resource teachers, building principals, and other teachers. Reasons for this seem to center around the fact that these people were perceived as competent, dedicated and willing, but most important that they were available when the teachers needed them.

If these results are true for the district as a whole, it would seem to be important to investigate ways of increasing these types of services and making them available to all teachers. In addition, the question of how to provide teachers with more time to interact with each other and to plan together seems to be an important one since teachers view each other as excellent resources due to their wide range of experience and expertise.

Further study should be undertaken by the district to investigate these and other areas related to the problem of utilization of resources and services.

Appendix I

No. 3

CDI NEWSLETTER

Curriculum Development Institute

Syracuse University

Cdi newsletter

The Curriculum Development Institute (CDI) at Syracuse University in Year I studied the job of instructional technologists and the various competencies required, while last year's study emphasized a series of conferences that looked at the future of man and society and the role of instructional technology in that future. This year, Year III, CDI is examining the role of the instructional technologist in a public school setting as a curriculum developer and/or a provider of support services. We are working directly in a large school district to determine the present impact and importance of curriculum development process and to aid district personnel when we can be of assistance. We are organizing our findings in light of the possible roles to be played by instructional technologists in a public school setting and relaying such findings to universities and colleges planning courses of study for instructional technologists and developers.

Our first Newsletter is a summary of our individual studies in the public school district. Our project director, Dennis Gooler, begins with some lighthearted and not so lighthearted comments on our studies. Reports from the CDI interns follow: "The Process of Curriculum Development in Public Schools," by Joe Durzo; "Support Services in Public Schools," by Al Beilby; "Multiple Publics and the Public Schools," by Connie Lean; "The Community and Public Schools," by Penny Richardson; and "Public Schools and Institutions of Higher Education," by Keith Bernhard. We have included bibliographies of stimulating books and articles recently published. We end with a reply sheet for you to complete and mail to us.

We think there are some important new ideas and research being generated currently in the area of curriculum development: exploration of the politics of curriculum development in public schools; establishment of development centers in many universities and colleges; involvement of many new audiences in the development process; etc. We would like to provide a forum for these interests that are new or are not yet publicized, in the hope that professionals around the country could benefit from such an exchange of ideas.

We have begun the Newsletter with our own interests and want to include your interests in succeeding issues. Please make the Newsletter a vehicle for communication by participating in the CDI Newsletter Forum (see the last page).

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Dennis Gooler, Philip Doughty,
Al Beilby, Keith Bernhard,
Joe Durzo, Connie Leean,
Penny Richardson, and Jane Cashell.

WRITE ABOUT SOMETHING OF SIGNIFICANCE

I was asked by two of the Curriculum Development Institute interns, who are in charge of this first newsletter, to "write a few lines on something of significance!" One could hardly ask for a more open charge. I agreed to write on something of significance, thinking most certainly when I got around to doing it, something would occur to me.

It's now time to get around to the task, and things are not as easy as I thought they might have been. What is of significance? The question is certainly not new, and has sparked an almost endless amount of rhetoric, since the beginning of the recorded word. What could I add to that discussion?

I look around my small study in my home. I glance at my bookshelf and see titles that stir up images of significance. A book about a seagull, in which we are implored into self improvement. A book about the emerging city, and the urban R's, and the heart of our cities, all speaking to the plight of urban America. A book on future shock. Several books on the individual in society. A treatise on computers and technology in the modern society. And then there are books on the ideal of the university, and on knowing, and on human intelligence. And there is Darwin and The Science of Dreams and Life on the Mississippi, and Catch 22, and Tom Jones, and Six 18th Century Plays, and Black Like Me, and Good Grief, Charlie Brown! Surely there is significance in all of that. And in the map of Asia that confronts me. And in the laughter of my two daughters as they play out their last few moments before another night's rest. How can anyone write a few words on something that is significant?

But I am reminded that the CDI is involved in the study of curriculum development. But what can be said there? Is curriculum development significant? Maybe yes, maybe no. It depends on how you define significance, of course. Curriculum development may yield a lessening of basic inhumanity to man. On the other hand, it may yield a greater inhumanity to man. Who can say?

It does seem to me that there are some interesting questions to be raised about curriculum and technology, and people who choose to work with both as a profession. Three years of work with the CDI have prompted a number of questions that seem to be significant to the task of curriculum development. For example:

1) Is it reasonable to search for some generalizable process of curriculum development? In the end, is curriculum development indeed an idiosyncratic affair, subject to the context and the people who work on a curriculum at a certain period of time? Is curriculum development any more than common sense in operation?

2) What is the basic referent by which we can make educational decisions? How can we know whether to include any specified content? How do we prevent the governing of educational decision making by some sort of internal logic, a logic that excludes external criteria? Or should we?

3) With respect to curriculum development, what are the relative roles of our public schools and universities? What is reasonable to suppose that a university can provide for a public school with respect to curriculum development? How can we come to know the answer to that? Is there an answer?

4) What are the characteristics of people who do curriculum development especially well? Is there a certain body of skills that people ought to possess? What are they, and how do we discover them? How do we know we have guessed right?

Well, the questions can go on and on. The CDI has made some operational choices about how to go about dealing with some of those questions. Perhaps the most important thing is that we've got to start somewhere, and we've got to move ahead with the best logic and the best data that we can assemble with a reasonable amount of time and effort. I am bewildered by the certainty implied by many of the concrete developmental schemes offered. How can the authors have been so sure of how things should get done?

Perhaps the major constant that comes through in all this is that people do seek to change things, and they do seek to improve. We have different perceptions of what it means to improve, of course, but somewhere we must start. We must try our best to figure out how well we've done, but we can't wait to know all the answers. What is significant is the integrity and the insight that people bring to the process of curriculum development. What is significant is the capacity of any individual to ask the question, "Why?" and to search for a greater understanding of his responsibility and his rights. Perhaps much more could be said, perhaps no more.

Dennis Gooler

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THE PROCESS OF CURRICULUM DEVELOPMENT IN PUBLIC SCHOOLS

This year my academic focus will be on the process of curriculum development in public education. For the most part, I will be following the processes involved in developing an alternative high school in the North Syracuse School District. The central part of the study will revolve around the kinds of information needed for decision making, the types of resources necessary to carry out the project, the type of instructional development "model" which is used, and the organizational structures and processes which are used to interface with the various publics involved in the process: i.e., school board, teacher association, parents groups, etc.

I would be interested in information regarding free schools, alternative schools, the role of teachers' associations in the curriculum development process, and various approaches to instructional development in public education.

Joe Durzo

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SUPPORT SERVICES IN PUBLIC SCHOOLS

This year I am engaged in surveying the public school system in order to determine staff needs, both unmet and satisfied, relative to support services. I am attempting to define support services very broadly, to include perhaps such things as evaluation and management techniques as well as media support. I hope that an analysis of such needs might identify weaknesses in a school's support systems that might in turn have implications for curricula for educational technology programs.

I would like to be directed to previous/current studies in this area, would like help in conceptualizing parameters for "support services," would accept suggestions as to how one would set parameters for

surveying a large school district, would appreciate information relative to role studies of media support personnel in the public school and to teacher/administrative attitudes toward media support personnel.

Al Beilby

Borgen, J. A., Davis, D. W., et al. An investigation of curriculum development and evaluation models with implications towards a systems approach to curriculum development and evaluation in occupational education. The Illinois Occupational Curriculum Project, Joliet Junior College, Joliet, Illinois, 1971.

This publication provides a description of various models of curriculum development. One conclusion is that there are few if any actual models of curriculum development.

Kirst, M. W., & Walker, D. F. An analysis of curriculum policy-making. Review of Educational Research, 1971, 41, (5), 479-509.

Considers the seldom recognized role of politics in curriculum matters.

Mayhew, L. B., & Ford, P. J. Changing the curriculum. San Francisco: Jossey-Bass Inc., 1971.

"...A survey of issues involved in change, an analysis of current curriculum practice, a study of today's students...and... principles for solving curriculum problems." (from the flyleaf) We think this is a significant contribution. ($7.75)

Curriculum Theory Network is an important publishing venture and is directed at all people with an interest in curriculum. This journal is published four times a year by The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 181, Canada. Monograph supplements are included in the subscription. In addition to timely articles about curriculum, the issues include an AERA Division B (Curriculum and Objectives) newsletter. Recent articles that deserve special attention are:

Broudy, H. S. Components and constraints of curriculum research. CTN #5

Eisner, E. W. Curriculum development: Sources for a foundation for the field of curriculum. CTN #5

Gooler, D. D. and Grotelueschen, Arden, Accountability in curriculum development. CTN #7

Mann, J. S. Politics and curriculum theory. CTN #5

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MULTIPLE PUBLICS AND PUBLIC SCHOOLS

I intend to investigate the perspectives different publics have on evaluation in the public school setting. Do teachers, students, parents, and administrators have different images of what the purpose of evaluation is, what it can do, or how it relates to decision-making? Related to this investigation will be the determination of what kinds of criteria are selected for evaluation by the different groups. Are the choices of criteria dependent upon the nature of the issues involved (controversial or not), the information the group has or doesn't have, the ideology of the group members, or an external source of demand which initiated the evaluation?

A second focus to which I intend to seek some answers is the question of what kinds of metaphors, images, and pedagogical models do multiple publics have of the education process? This question relates to the notion that people often confuse means and ends of education. This confusion is indicated by the great deal of time and effort spent on criticizing specific courses, "house-keeping"

details, transportation schedules, media usage, and other functional means rather than being concerned about the goals, purposes, and ends of programs.

Connie Leean

De Bono, E. New think. New York: Avon Publishers, 1967.

A revolutionary way of thinking beyond the logical, vertical habits to a more creative, uninhibited lateral thought process. Apart from the stimulating effect of lateral thinking, the new and hidden ideas generated by this process may be essential for the solution of social and educational problems that now seem insoluble.

Durstan, M. & Garlan, P. W. Worlds in the making: Probes for students of the future. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

A stimulating anthology of futuristic literature with a focus on humanistic psychology which could be an introductory text in futures for secondary students and undergraduates. In a style of juxtaposition, the book presents facts, thoughts, speculations and projections of scores of contemporary writers, enticing the reader to grasp as his own the problem of making a world he wants to live in.

Lyon, H. C., Jr. Learning to feel - Feeling to learn. Columbus, Ohio: Charles E. Merrill, 1971.

An admirable synthesis of specific "how-to-do-it" humanistic educational strategies with rationale and philosophy of life and education. The book's parameters cover strategies for educating the whole man to how education should train humanistic educational managers.

McClure, R. M. & Richey, H. G. (Eds.) The curriculum: Retrospect and prospect. Chicago: University of Chicago Press, 1971.

A provocative yearbook compiled by the National Society for the Study of Education dealing with the past, present and future of curriculum development. It contains a strong charge to reform the school and points to significantly changed roles for students, teachers, parents and other citizens within a renewed system. A challenging conceptual model for "Future-planning as a means of shaping educational change" is presented by Harold G. Shane.

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THE COMMUNITY AND PUBLIC SCHOOLS

As well as examining technological needs of public school personnel, CDI this year is looking at the information needs of the multiple publics of education. In particular, I am interested in addressing these questions:

1) What information do parents/community members use (act on) in making judgments about schools? What information would they like to have?

2) What are the publics' notions of means-ends relationships? Are their concerns about school concerns with the goals the school espouses or the activities performed to reach those goals? Are they clear about the relationship?

3) What are the pedagogical models of the publics? In other words, what do they perceive "teaching" to be? What are the multiple images publics have of "school"?

As I see it, these questions are closely related to the "accountability" issue. We need to know what information people seek about schools in order to hold them "accountable." We need to know what sorts of information schools are willing to disclose, and what sorts they choose to hold back.

We need to develop some model or "ideal" of school openness and public informedness on which to base accountability prescriptions.

I would appreciate any leads to information on parent/community involvement in evaluation of schools, parent/community needs for information about their schools (such as information on how to interpret test scores, students rights, and the implications of school referendum issues, etc.), and methodologies for finding answers to these questions.

Penny Richardson

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PUBLIC SCHOOLS AND
INSTITUTIONS OF HIGHER EDUCATION

During this third and final year of the Curriculum Development Institute, I am focusing my work on educational technology in higher education. Some might contend that what educational technologists might know about and do in community colleges and universities is analogous to what they might know about and do in public schools (or vice versa). The jury is still out on that, and maybe our CDI investigations this year will help resolve this question.

In particular, I'm focusing on "Development" competencies as a major theme in educational technology curricula. The problem here, of course, is: just what size bite of "Development" dare we take? And what is "Development"? -- as educational technologists practice it, as they preach it, as they promise it?

There may be a healthy lack of consensus. I would appreciate some information on what you think.

How do you characterize "Development"? What are its limits in scope and intensity? How do you see "Development" functioning? Is it a rational process???

How important is "Development" to the field of educational technology? Is it an influence which might limit or expand the scope, credibility, or influence of educational technology?

AND...who would you recommend as another good source of opinion, information, or technique for dealing with these concerns? Do you have some notions where relevant data may exist or is being assembled?

Thanks very much!!

Keith Bernhard

Alexander, L., & Yelon, S. Instructional development agencies in higher education. Learning Service, Educational Development Program, Michigan State University, East Lansing, Michigan, 1972.

This is a report from a conference held in May, 1971, which included representatives from development agencies at 16 institutions of higher education in the U.S. and Canada. It presents an interesting overview of the "state of the art" at that time and includes statistical as well as anecdotal information. One purpose for this report was to supply information that might be of use to those who might be in the process of establishing a development agency. It does this with reasonable clarity and directness.

Cook, D. L. Planning models for improved administration. In D. S. Bushnell & D. Rappaport (Eds.), Planned change in education: A systems approach. New York: Harcourt, Brace, Jovanovich, 1971.

Change is constant, but the rate of change is variable, and for an organization to speed up its "change rate," a modification of structure

can be useful if not essential. Project management offers not only a process but also a structure for maximizing development capabilities and is beginning to see more widespread, formal application of its principles and techniques. Cook's article provides a neat overview to the nature and possibilities of project management, and may provide - for some - a terrific introduction to the whole book.

Peddiwell, J. A. The saber-tooth curriculum. New York: McGraw-Hill, 1939.
Although he wrote the foreword, Harold Benjamin wouldn't have a thing to do with it. A "history" of paleolithic education.

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CDI ESSAYS

The Curriculum Development Institute would also like to mail to you the essays and reports evolving from our studies this year. We hope they will be of interest to you.

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CDI NEWSLETTER FORUM

The CDI Newsletter would like to serve as a forum for the exchange of ideas, concerns and interests of professionals in instructional technology. Following Ivan Illich's notion of a "learning network," we would like to put you in touch with others involved in inquiry and research similar to your own.

If you would like to "join the network," write a statement (approximately 100 to 150 words) of your concerns and interests in the space below. Return it to us, and it will be published in the next CDI Newsletter.

Name:

Address:

Description of interests or current research: